

Williams College

Campus Plan

A Framework for the Future

April 2023





Executive Summary

Planning Purpose

This Campus Plan serves to guide changes to the built environment at Williams over time. Informed by the Williams College Strategic Plan, it will act as a bridge between ideas and physical implementation, strategically positioning the college to make decisions that optimize future investments in the campus while building incrementally towards a powerful, grander vision. The plan directs the college toward flexible, data-informed decision-making when considering capital investments. It organizes the college around an integrated planning process that can develop and test alternative scenarios, ensuring that investment decisions maximize return on limited resources and provide the best outcomes for the institution as a whole.

Planning Process

The Campus Plan evolved over a period of approximately 20 months, unfolding over a series of project phases including discovery and analysis, concept scenarios, and development of the final recommendations. Robust and targeted community engagement is a foundational component of the campus planning process, and input from a diverse array of community members was critical to understanding what challenges the campus faces today as well as identifying future opportunities for meaningful and impactful improvements.

Several key programmatic needs and opportunity areas emerged during the planning process. Among these recurring programmatic and operational needs were improvements to campus dining, updated health and wellness facilities (including athletic and recreation spaces), and upgrades to the existing student housing stock. Each of these opportunities should align with the college's Energy and Carbon Master Plan (ECMP).

Structure of the Plan

The Campus Plan comprises the following key elements:

Principles

The principles are the foundational drivers for the Campus Plan. They embody Williams' academic mission and serve as the mechanism for articulating the college's Strategic Plan into physical form.

Planning Framework

The planning framework serves as the organizing construct for the physical campus that will guide future development in an accessible and sustainable manner. It identifies opportunity areas based on location and programmatic need, targeting public realm investments along key corridors.

Big Ideas

The big ideas are an outgrowth of the principles and reflect the programmatic needs and design opportunities as articulated by the campus community through the engagement process. They touch the full spectrum of campus activity.

Project Scenarios

Project scenarios have been conceived to demonstrate how principles can be applied to project conception. The specific scenarios explored during this process relate to the themes of health and wellness, dining, and residential life.

Tools and Implementation

The Campus Plan is different from a traditional master plan in that its prescriptive elements focus on principles, processes, and big ideas, with the goal of forming a broad vision for the physical environment. The plan proposes an option to develop a capital planning tool that provides ongoing decision support to link capital considerations back to the planning goals.

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1.0

Introduction



1.1 Planning Purpose

Why a Campus Plan?

This Campus Plan serves to guide changes to the built environment at Williams over time. Informed by the Williams College Strategic Plan, it will act as a bridge between ideas and physical implementation, strategically positioning the college to make decisions that optimize future investments in the campus while building incrementally towards a powerful, grander vision.

Rather than being a plan, the framework is about how to plan.

As the college looks to the future, the Campus Plan must grapple with complexity: How can physical planning integrate across various units to advance the campus in a way that serves the entire college community? How can the campus environment embrace growth sustainably? How can the campus acknowledge Williams’ historic legacy, while also supporting modern learning and research?

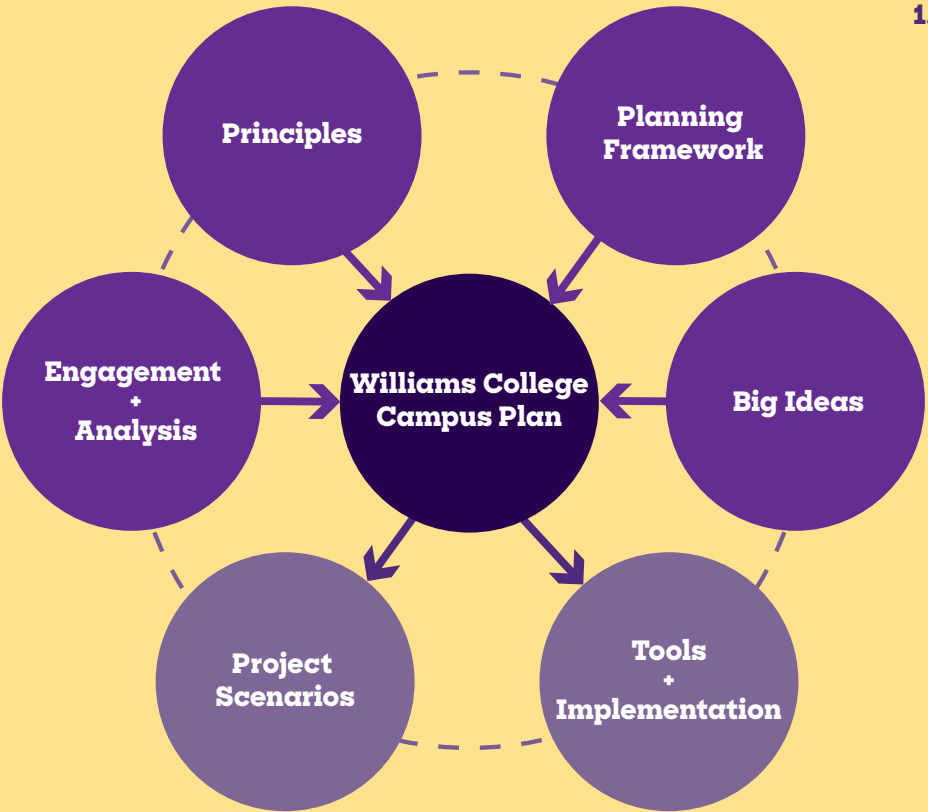
These challenging questions require the college to adopt an agile posture while planning the future campus environment, one that can strategically respond as new opportunities and ideas

emerge. This kind of nimble approach is not well served by a didactic, rigid, traditional plan.

Structure of the Campus Plan

As a structure for guiding change over time, the Campus Plan touches the full spectrum of college activity: academics and research, residential life, arts and culture, health and wellness, open space, mobility, town and gown, and sustainability. Stakeholders representing these topics collaborated extensively in the planning process; numerous college and community constituents contributed to ensure a rich context informed the plan.

The plan directs the college toward flexible, data-informed decision-making when considering capital investments. It organizes the college around an integrated planning process that can develop and test alternative scenarios, ensuring that investment decisions maximize return on limited resources and provide the best outcomes for the institution as a whole. As a result, the plan consists of the following components:



The Campus Plan has emerged through a collaborative, multi-step process with input from a broad spectrum of community members.

Principles

The principles are the foundational drivers for the Campus Plan. They serve as the mechanism for articulating the college’s Strategic Plan into physical form. As such, they represent the most enduring components of the Campus Plan.

Planning Framework

The planning framework serves as the organizing construct for the physical campus that will guide future development in an accessible and sustainable manner. Fidelity to the framework will ensure that each project contributes incrementally toward a cohesive vision.

Big Ideas

The big ideas are an outgrowth of the principles and reflect the programmatic needs and design opportunities as articulated by the campus community through the engagement process. Future capital projects should support the needs communicated in this set of big ideas.

Project Scenarios

Project scenarios have been conceived to demonstrate how principles can be applied to project conception. Each scenario is consistent with the principles and big ideas but is potentially only one of many solutions. The Campus Plan’s purpose is to create the flexibility needed to address changing priorities and circumstances. Over time, new project scenarios will be derived from the principles.

Tools and Implementation

The plan encourages a capital planning process and tools that that provide ongoing decision support to link capital considerations back to the planning goals. The tool would allow users to understand the impact of implementation decisions on a range of factors (space, deferred maintenance, etc.) as well as trade-offs and enabling projects.

1.2 Planning Context

Planning Initiatives

The 2021 Strategic Plan serves as a conceptual framework for the campus planning process, since the future of the campus environment is key to the success of the Strategic Plan. Cross-cutting commitments outlined in the Strategic Plan serve as pillars to the campus planning process and provide a lens through which all future changes to the campus environment should be evaluated. These pillars are:

- **Inclusion**
- **Diversity**
- **Accessibility**
- **Sustainability**

The Williams Landscape Study, completed in 2020, has also informed the campus planning process. The Landscape Study’s recommendations with respect to accessibility, transportation, and wayfinding have informed several of the opportunities identified within this report. To the extent possible, the Campus Plan endeavors to complement and build upon the themes uncovered in the Landscape Study, as well as additional extant studies included as part of the initial discovery process.

In addition to extant studies, several planning efforts

occurred simultaneously to the campus planning process, offering opportunities for collaboration and alignment of goals. Ongoing studies include the Energy and Carbon Master Plan and the design for the future Williams College Museum of Art (WCMA) building. Additional planning efforts completed in 2022 included the Thompson Chapel Facility Condition Assessment and Space Utilization study, a Conditions Assessment of the Center for Theatre and Dance, and the Pond House Space Utilization Study. The Campus Plan also engaged with the town of Williamstown and their ongoing planning process. The campus planning process has prompted further additional studies that, while not originally within the scope of the plan, are important to understanding the campus today and will offer further guidance on specific opportunities for the future campus. These include:

- **Dining Services Study**
- **Spring Street Study**
- **Classroom and Office Space Utilization Study**
- **Hopkins Hall Utilization Study**
- **Greylock Hall Utilization Study**

Several planning efforts occurred simultaneously to the campus planning process, offering opportunities for collaboration and alignment of goals.





- 1 Wachenheim Science Center
- 2 Center for Development Economics
- 3 Hopper Science Center
- 4 Zilkha Center for Environmental Studies
- 5 Sawyer Library
- 6 Hollander Hall
- 7 Schapiro Hall
- 8 Davis Center
- 9 Bookstore
- 10 Williams Inn
- 11 Garfield House
- 12 Horn Hall

Recent Investments

Williams College has made significant investments in academic buildings over the past fifteen years. These projects have provided new learning and research spaces to a range of disciplines, reinforcing the college's commitment to its liberal arts mission.

Investments in sciences and mathematics have included the Hopper Science Center and the Wachenheim Science Center. These two additions to the Unified Science Center represent approximately 190,000sf of new dedicated academic space in Division III facilities. Investments in humanities and social sciences have included Sawyer Library, Schapiro Hall, and Hollander Hall. Additional learning space investments within the last five years have included the Zilkha Center for Environmental Studies as well as the Center for Development Economics.



Hopper Science Center



Zilkha Center for Environmental Studies



Schapiro Hall



Hollander Hall



Wachenheim Science Center



Sawyer Library



Center for Development Economics



2.0

Planning Process

2.1 Project Phases

The Campus Plan evolved over a period of approximately 20 months, unfolding over a series of project phases:

Phase 1: Preliminary Discovery

The project began with a series of introductory meetings between the consultant team and college stakeholders to establish the project schedule, determine project milestones, and frame goals for the planning process. Following the project kickoff meetings, the consultant team established several channels of communication to introduce the planning process to the community and share goals. These included a project website, the MyCampus survey, and preliminary social media outreach. The team began to catalog a wealth of information from the college, including existing planning studies and facility condition assessments.

Phase 2: Materials Review

The consultant team conducted a series of campus visits and began in-person engagement during this phase. Based on findings from existing reports,

site visits observations, data from the MyCampus survey, and conversations with community members, the team developed and shared a preliminary analysis presentation to the campus community that highlighted key themes and challenges the Campus Plan could address.

Phase 3: Concept Scenarios

This phase marked the beginning of an iterative process in which the team explored and evaluated various approaches to address programmatic and design needs, starting by defining the set of guiding principles and developing a campus framework. From there, a set of big ideas emerged. Combined, the principles, framework, and big ideas provided the criteria to begin testing various planning scenarios. The process required close collaboration with stakeholders and engagement with the broader community to identify which opportunities best benefit Williams.



Community engagement occurred throughout project phases.

Phase 4: Study Compilation

Based on community consensus, the consultant team refined the big ideas and project scenarios into a cohesive design and program strategy for the future of the Williams campus. The team shared an updated concept with the campus community for further feedback.

Phase 5: Final Plan Refinement and Documentation

During the project’s final phase, the consultant team prepared deliverables that frame future opportunities for the Williams campus, including this report, which the college can use to guide future decision-making.

2.2 Engagement Overview

Robust and targeted community engagement is a foundational component of the campus planning process, and input from a diverse array of community members was critical to understanding what challenges the campus faces today as well as identifying future opportunities for meaningful and impactful improvements.

Composed of students, faculty and staff, the Planning Committee provided direction throughout each phase of work, sharing feedback at key milestones and guiding the progression of the project from start to finish. In addition to informing the development of the campus planning principles and concepts, the Committee ensured that the intent and goals of the planning process were clearly communicated. Its members also advised on how to best engage with key stakeholder groups, the student body, faculty, staff, and the broader Williams community.

The President’s Senior Staff served as a key advisory resource and provided direction on the project timeline, deliverables, and messaging to the community and the Board of Trustees. The Campus Planning and

Construction Committee, a standing committee of the Board of Trustees, provided feedback and direction throughout the project phases. Additional bodies that provided input included the Design Review Committee, the President’s Administrative Group, the Faculty Steering Committee, and the Committee on Priorities and Resources, among others.

Robust and targeted community engagement is a foundational component of the campus planning process.

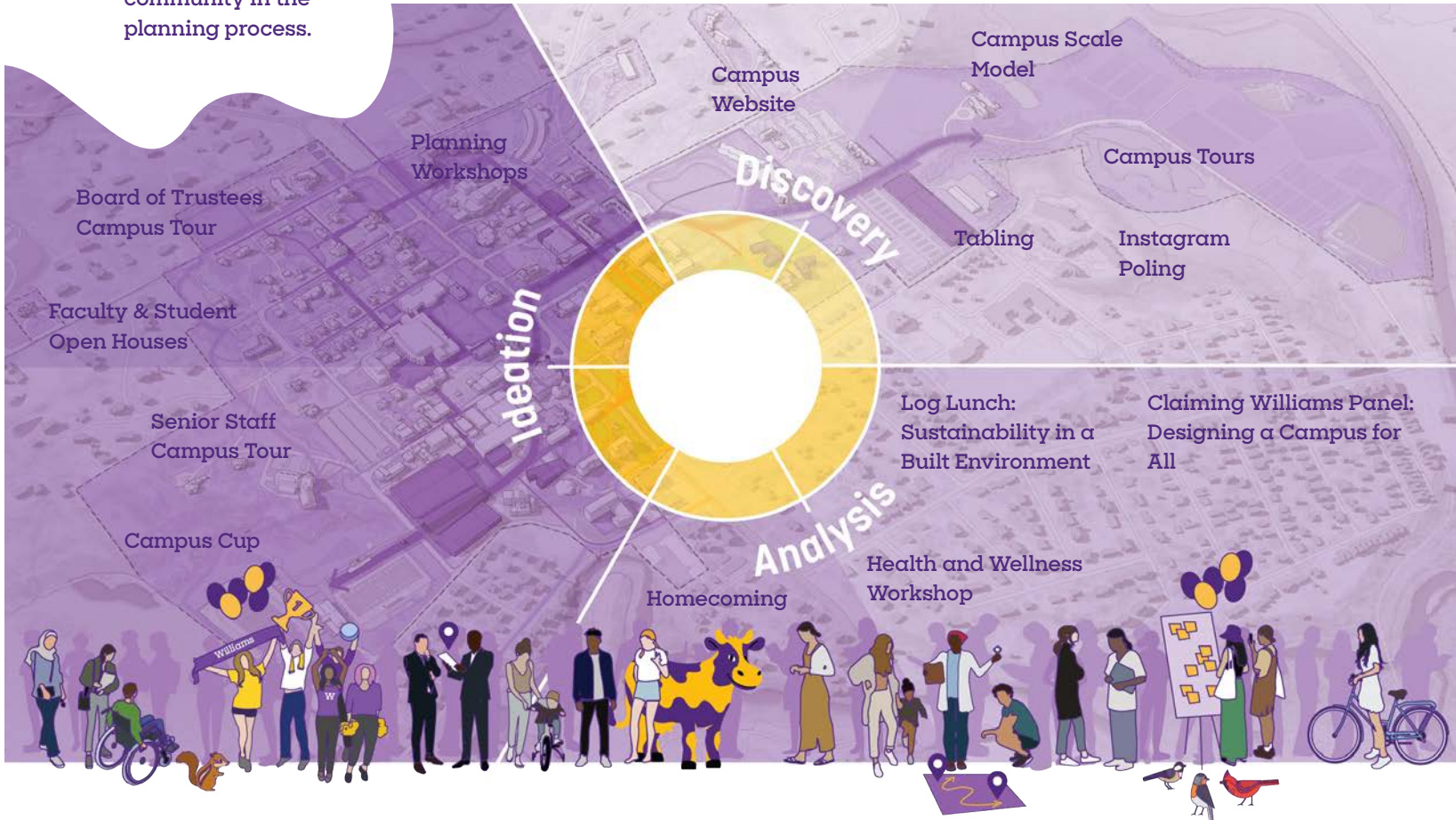
Resource groups served as another important source of information and guidance. These groups, which included key stakeholders and subject-matter experts, advised on a wide array of topics relating to the campus environment ranging from accessibility and human resources to information technology and athletics, to name a few. While resource groups were most actively involved in early project phases, their roles evolved over the course of the project. As key themes emerged from engagement and listening

sessions, some stakeholders took a more active role in advising on the development of preliminary planning scenarios. Informal advisory groups emerged on issues including dining, health and integrative wellbeing services, athletics, and residential life; their input was integral to the formation of the conceptual projects described in the following sections.

methodologies. These included more traditional methods, such as a project website, map-based survey, intercept tabling, and various community open houses, to unique methods such as the Campus Cup (a competition between residence halls) and a virtual campus concept tour. Engagement touchpoints primarily occurred around the completion of project milestones, as they offered opportunities for members of the community to provide input that would inform subsequent planning phases.

The broader Williams community contributed to the planning process through a variety of in-person and virtual

The project team leveraged a variety of strategies to engage the Williams community in the planning process.



2.3 Analysis Findings

Campus Character

Williams College has a unique identity that has been established by the architecture and landscape of the campus. The scale, massing, materiality, and character of buildings at Williams varies considerably across the campus. To the south of Route 2, the campus is characterized by large facilities such as the Unified Science Center and athletic complex, as well as a series of small houses in the southwestern part of campus and the Berkshire

Quad to the east. While large buildings are also present north of Route 2, such as the '62 Center for Theatre and Dance, the Paresky Center, and Sawyer Library, they are more widely distributed and typically located among buildings of smaller scale, such as academic and administrative buildings. Historic campus assets are primarily concentrated along Route 2, reflecting patterns of growth over the history of the College.



The northern edge of Latham Street is largely characterized by parking and Facilities uses today.



Dodd Circle is characterized by a cluster of small student residence halls surrounding the historic Dodd House.

Landscape & Topography

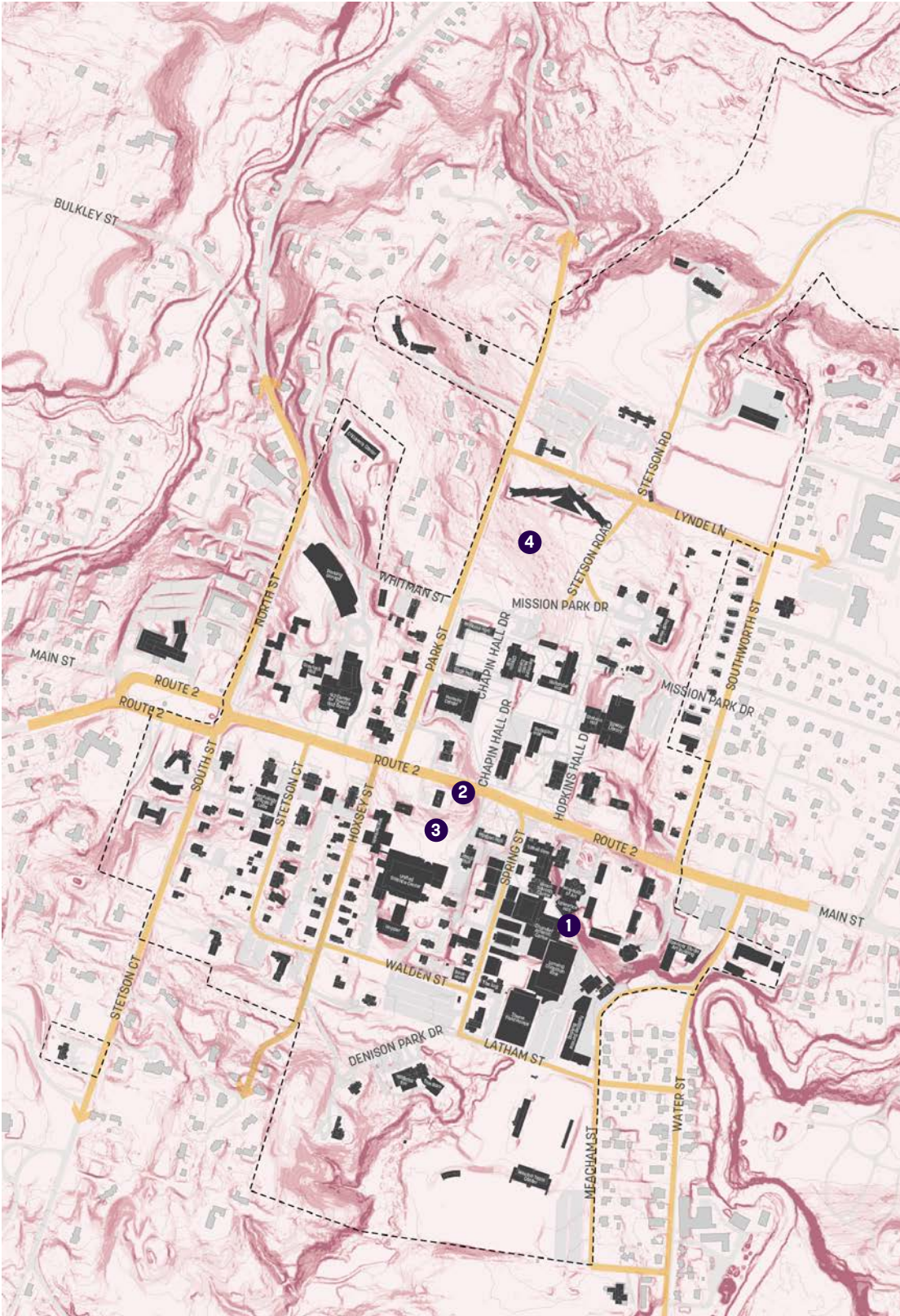
The landscape at Williams creates a sense of place. An array of open space typologies contributes to the campus identity as well as social and ecological systems. The Town Green, an open space corridor flanking Route 2, creates a distinctive entry sequence into campus. Formal quad spaces are primarily situated towards the geographic center of campus. The landscape

transitions to rolling open lawn farther away from the academic core; the northern and southern extents of campus feature athletic fields juxtaposed against unmanaged landscape and riparian areas.

The Williams campus is distinguished by its rolling topography, with approximately 130 feet of grade change

The Williams campus is characterized by its rolling topography and pastoral landscape.





Rolling topography contributes to the campus character, but steep slopes pose challenges to universal accessibility on the campus.



Clockwise from top left: Berkshire Quad stairs, Route 2 crossing, Mission Park hill, Falk Science Quad hill

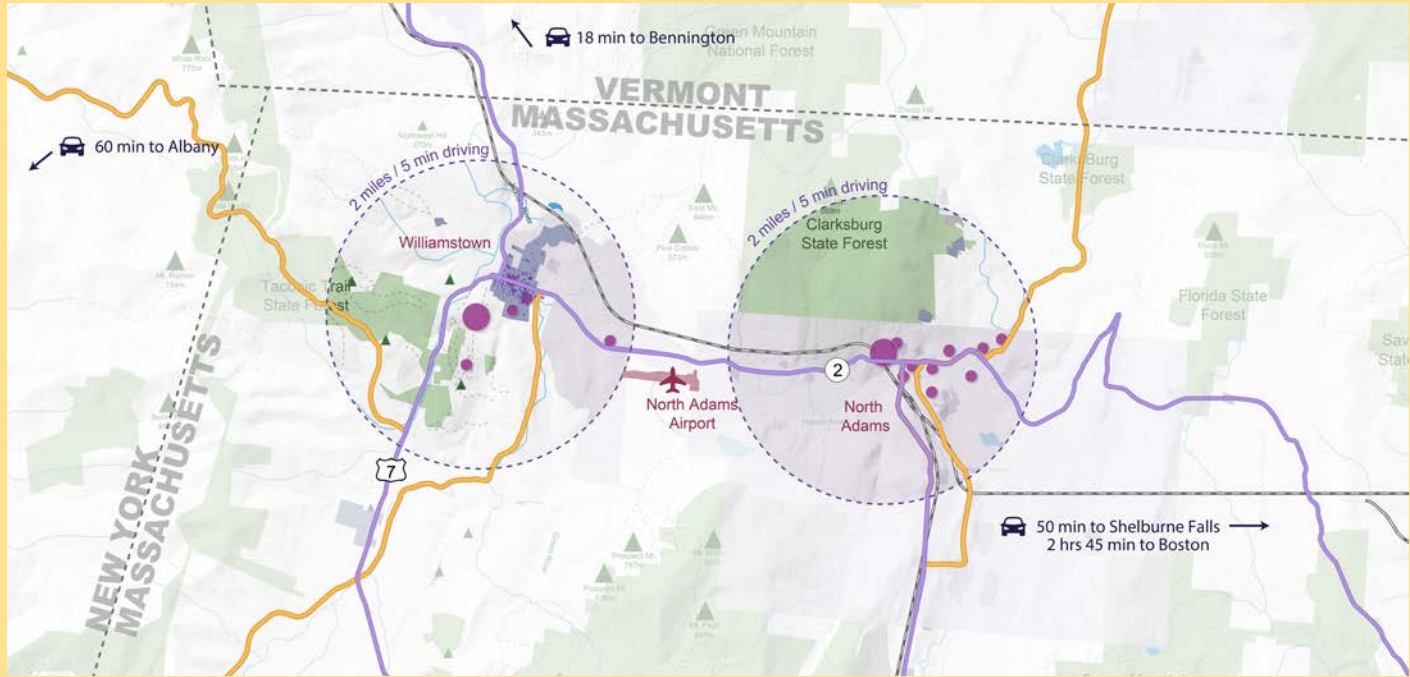
within the boundary of the campus. The highest elevation on campus occurs along the Route 2 corridor, offering views of the surrounding mountain ranges. The campus's changing topography offers opportunities to integrate viewsheds into the landscape experience yet causes accessibility challenges. Slopes that have proven particularly

challenging for pedestrians occur along Route 2, within the Science Quad, on Mission Hill, and between the Berkshire Quad and athletic facilities to the southwest. These conditions challenge the movement of pedestrians across the terrain and require a thoughtful approach to resolving accessibility of the campus landscape.

Mobility & Connectivity



The main pedestrian corridor through campus runs north-south between the two core academic districts, crossing Route 2. East-west corridors connect campus from the Greylock Quad to Sawyer Library north of Route 2, but connectivity is limited on the southern side of campus due to topography, the locations of academic buildings, and the residential character of the street network.



Route 2 bisects the Williams campus, connecting it to downtown North Adams and points east.

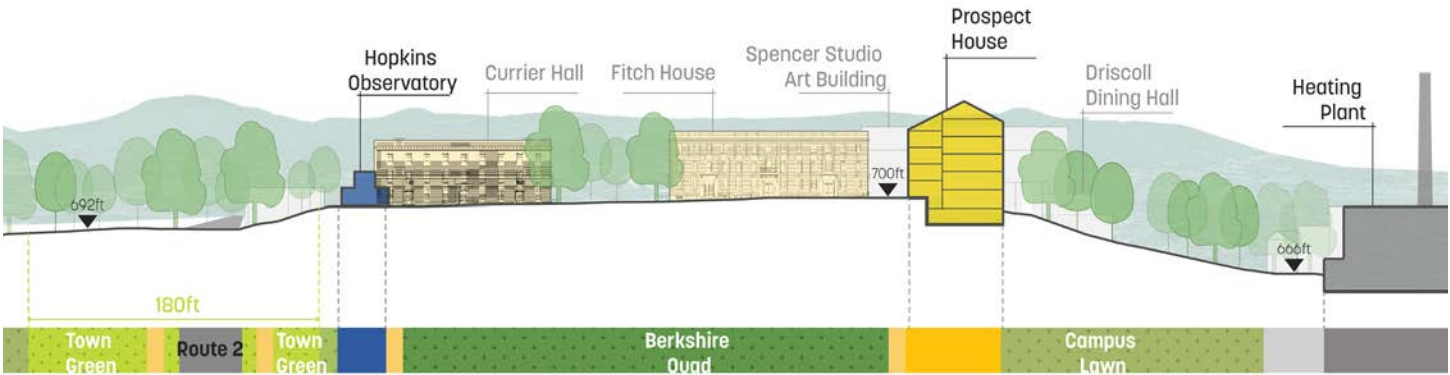
An important gateway to Williams, Route 2 is the primary automobile corridor through campus and acts as a spine connecting nearly all secondary vehicular roads serving campus. The combined effect of the Town Green, rows of historic college buildings, and expansive views distinguishes this segment of the state highway as the threshold to the Williams campus. Vehicles can circulate through interior campus roads such as Mission Park Drive, Stetson Road, Hopkins Hall Drive, and Whitman Street, which connect to surface and structured parking lots. While larger parking lots are located along the perimeter of campus, there are several smaller lots within the campus interior. Due to the current distribution of

academic buildings, residence halls, and dining across campus, a member of the Williams community might cross Route 2 several times a day.

A member of the Williams community might cross Route 2 multiple times a day.

Several crosswalks facilitate pedestrian flow across this public road, and while flashing beacons alert drivers to the presence of pedestrians, the rolling topography can create visibility challenges under some conditions. Additional

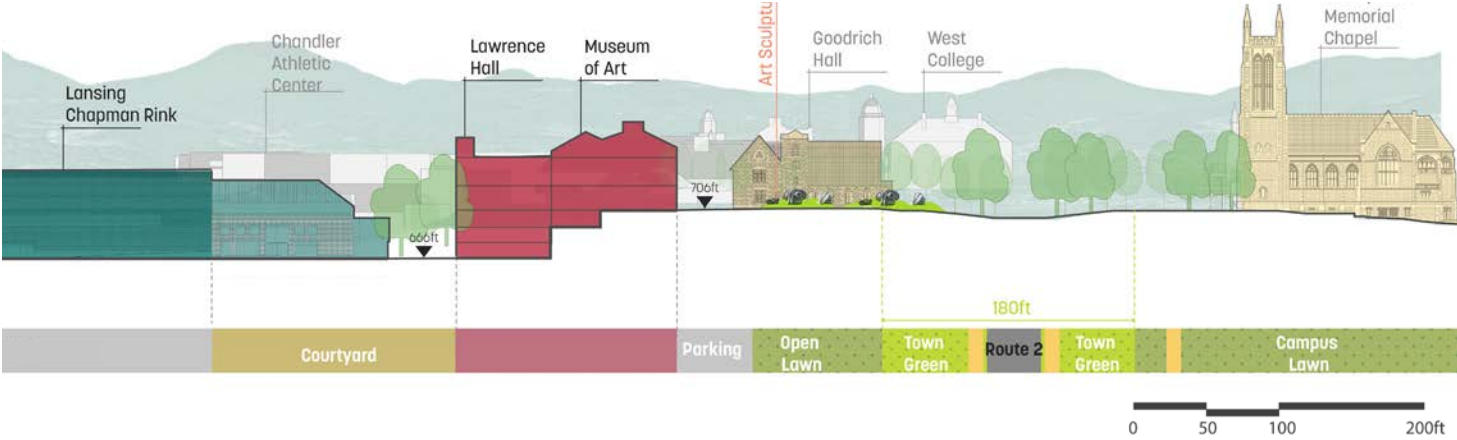
Berkshire Quad section.
Access to this residential precinct is challenging from the south and east due to steep slopes.



opportunities for conflict occur at Park Street and along Spring Street, a busy commercial thoroughfare serving both vehicles and pedestrians. Though the Williams campus is dotted with bike racks, there are

presently no shared or dedicated bike lanes serving campus. The Mohawk Trail, a multimodal trail which connects the Williams campus at Cole Field to the town of North Adams, opened in the fall of 2022.

Campus section.
Significant grade change separates athletic facilities from points north.



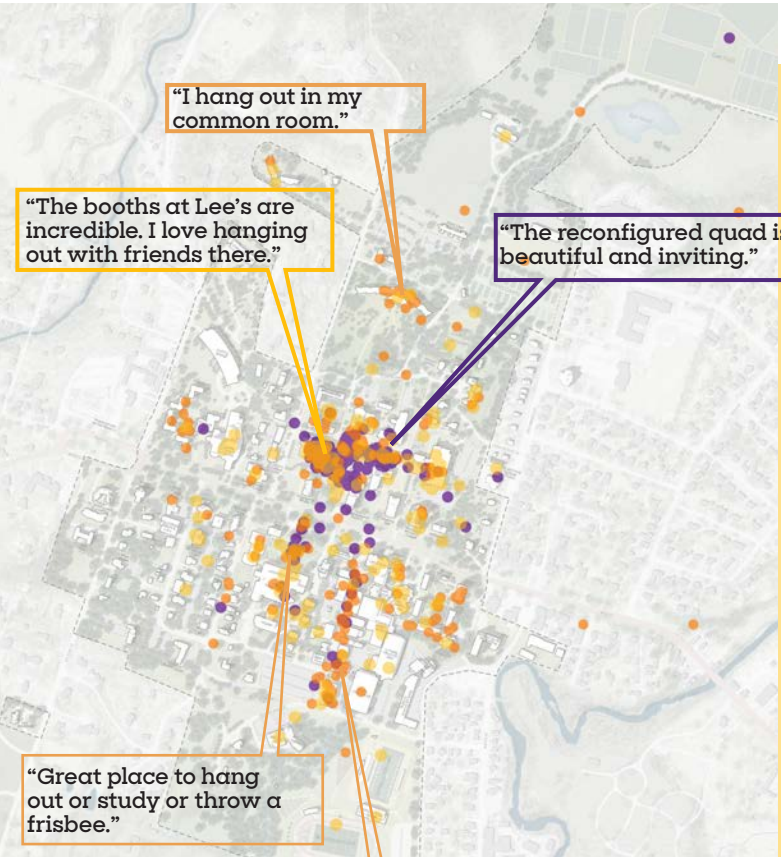
My Campus Survey

Members of the Williams community participated in an interactive mapping activity called the MyCampus Survey. This survey gave users the opportunity to spatially describe how they experience Williams, including how they use existing campus facilities, and which routes they take to circulate through campus.

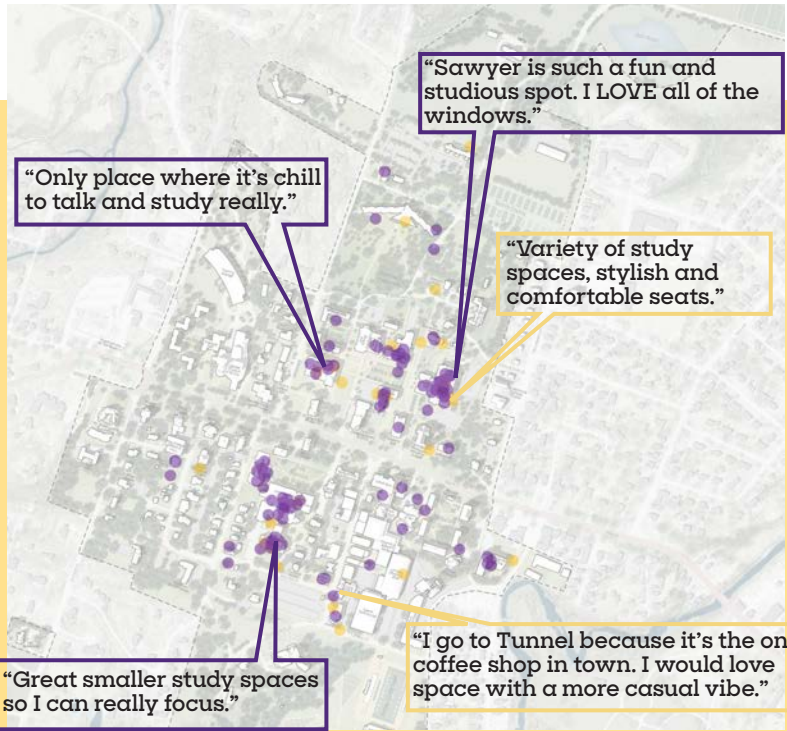
Key findings from the survey:

Heart of Campus, Welcoming Spaces, and Hangout Spaces

- Community members identified the area around Chapin Hall and the Paresky Center as the primary heart of campus. Paresky Center was frequently labeled as both a welcoming space and a hangout space.
- Respondents identified additional hangout and welcoming spaces in a variety of areas across campus, such as along the Spring Street corridor and at the Falk Science Quad.
- Residence halls were also repeatedly identified as hangout spaces, though less frequently identified as welcoming spaces.



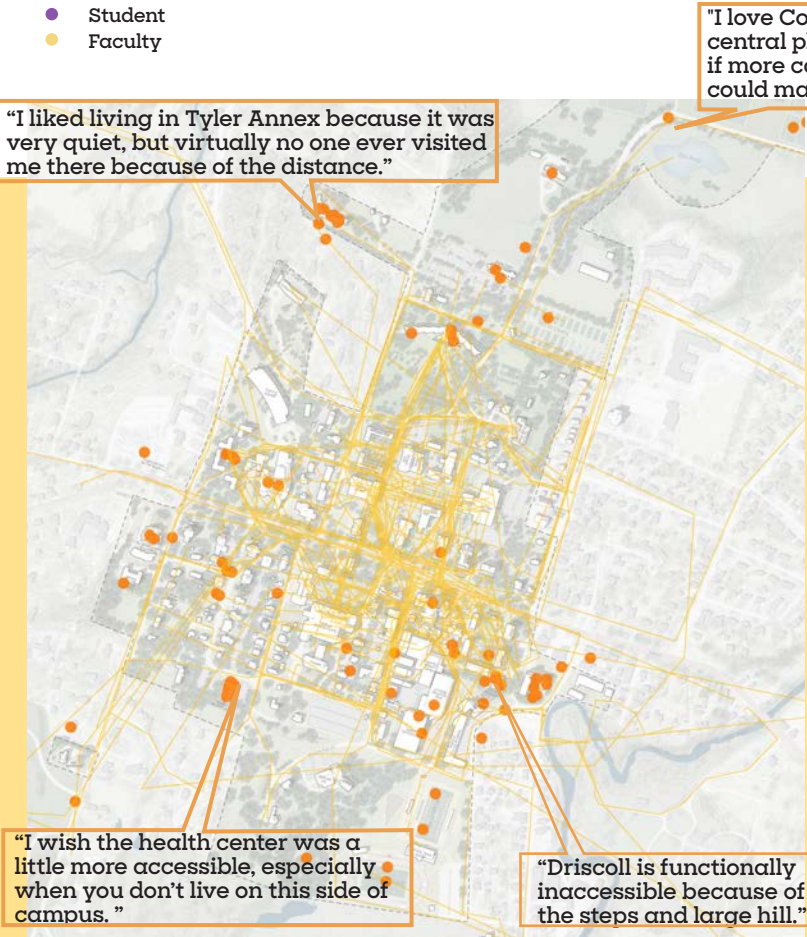
- Heart
- Welcoming
- Hang Out



- Student
- Faculty

Locations to Collaborate, Innovate, and Study

- Students' responses identified several locations where study, collaboration, and innovation occur, including at Sawyer Library, the Unified Science Center or Schow Library, and Paresky.
- Faculty responses were more diffuse, likely reflecting the spread of office and collaborative research locations across campus.



- Pedestrian Route
- Hard to Reach Area

Pedestrian Routes and Hard to Reach Areas

- Spaces that respondents typically identified as hard to reach occurred along the perimeter of campus, particularly to the south of Route 2 where east-west pedestrian connectivity is limited.
- Residence halls and athletics facilities north of Mission Park Drive are also perceived as difficult to reach; Mission Park serves as the unofficial northern terminus of the north-south pedestrian spine through campus currently.

2.4 Programmatic Needs and Opportunities

Several key programmatic needs and opportunity areas emerged during the Preliminary Discovery and Materials Review phases of the planning process. Among these recurring programmatic and operational needs were improvements to campus dining, updated health and wellness facilities (including athletic and recreation spaces), and upgrades to the existing student housing stock. Each of these opportunities should align with the college’s Energy and Carbon Master Plan.

These focus areas are described in greater depth below.

Identifying opportunities to improve the accessibility of campus spaces and places is critical to the success of the plan, and a concern that members of the Williams community repeatedly voiced during the planning process. Accessibility touches all aspects of campus life and must be addressed holistically across campus, not limited to building-specific improvements.



Residential Life:

Several residence halls at Williams will require renovation to meet accessibility needs, reduce the college’s carbon emissions, and better serve the campus community during all four seasons. Students and alumni appreciate the variety and character of the existing housing stock on campus, and today’s students reportedly enjoy living in close-knit communities that smaller residence halls and senior co-ops offer. However, many of the more historic residence halls prove especially challenging to maintain operationally and will be difficult to retrofit to meet accessibility and carbon reduction goals. As the college addresses deferred maintenance and completes upgrades to its housing stock, several of these smaller residence halls may emerge as candidates for replacement or adaptive reuse. New additions to the housing stock should be designed to foster the close-knit community environment that students seek while meeting accessibility and sustainability standards.



Dining:

Dining services at Williams today are constrained both spatially and operationally. Improvements to dining hall capacity as well as back-of-house dining operations are needed to better serve members of the Williams community. Due to its central location near several academic buildings, the Paresky Center receives the most traffic of all existing dining halls, and the venues offered within Paresky today are operating above design capacity. Other venues, such as Driscoll and Mission, operate below capacity. Larger, more centralized dining and food preparation would better meet the needs of those dining at Williams while improving conditions for dining staff.



Health and Wellness:

Existing facilities dedicated to wellness, medical services, athletics, and fitness require improvements to meet contemporary programmatic needs and to better serve the needs of the Williams community today. Members of the Williams community, particularly students, would benefit from improved access to services currently provided at Thompson Health Center and The Pond House for Wellbeing. These services would be strengthened if they were housed together in a more central facility on campus; a centralized location for health and wellness would also demonstrate the college’s commitment to the integrative wellbeing of students, described in the Strategic Plan. Fitness and athletic facilities are also important resources for student and community wellness which are due for programmatic upgrades. Improving the quality and accessibility of recreation and athletic facilities for all members of the Williams community would support the physical health of the community, increase opportunities for engagement in fitness and wellness activities, and strengthen the athletic department’s recruitment abilities. Additional studio and flex-use spaces that support a broad range of wellness and fitness programming, such as yoga, would increase the community’s engagement with wellness practices and provide the college with flexibility to change programmatic offerings as needed.




Integration with the Energy and Carbon Master Plan

Williams has undertaken an Energy and Carbon Master Plan (ECMP) as a parallel effort with the Campus Plan. The goal of the ECMP is to evaluate feasible options for reducing energy and carbon emissions from fossil fuel combustion on campus. The plan provides a comprehensive engineering and economic analysis of current and projected energy conditions, supplies, and distribution methods and recommends energy infrastructure investment to meet the college's goals.

Coordination and planning between the ECMP and the Campus Plan occurred through a series of bi-weekly meetings throughout the planning process. Campus Plan inputs regarding anticipated capital investment scenarios were shared and incorporated into the ECMP to better forecast future load demands. The two plans also coordinated on the potential size and location of energy infrastructure, including a new central plant, distribution piping, and geothermal well field

construction. The result is a holistic strategy to meet Williams' goal of becoming net zero by 2050 while also satisfying anticipated programmatic and facilities needs.





3.0

Framework and Principles

3.1 Planning Principles

The planning principles embody Williams’ academic mission. They will guide change over decades, while ensuring individual decisions incrementally build toward a larger vision. The principles are as follows:



1. Embody a collaborative mindset

We will ensure that the physical environment supports and contributes to the overall mission of the college through broad consultation and by integrating strategic, physical, and financial planning.

2. Advance academic excellence

We will support the core educational mission by developing and maintaining facilities that enable the greatest flexibility and innovation in teaching, learning, and scholarship.

3. Foster a comprehensive living, learning, and working environment

We will nurture an environment that supports the academic, creative, social, and professional needs of the entire Williams community by enabling wellness, collaboration, and growth.

4. Cultivate a campus for all

We will represent and promote the values of accessibility, diversity, equity, and inclusion throughout our built environment and the decision-making processes that shape it.

5. Recognize the college’s past, place, and space

We will honor our sense of place through design decisions that respect the existing scale and character of the campus and its surrounding environment, and acknowledge the elements that contribute to our understanding of the college’s past.

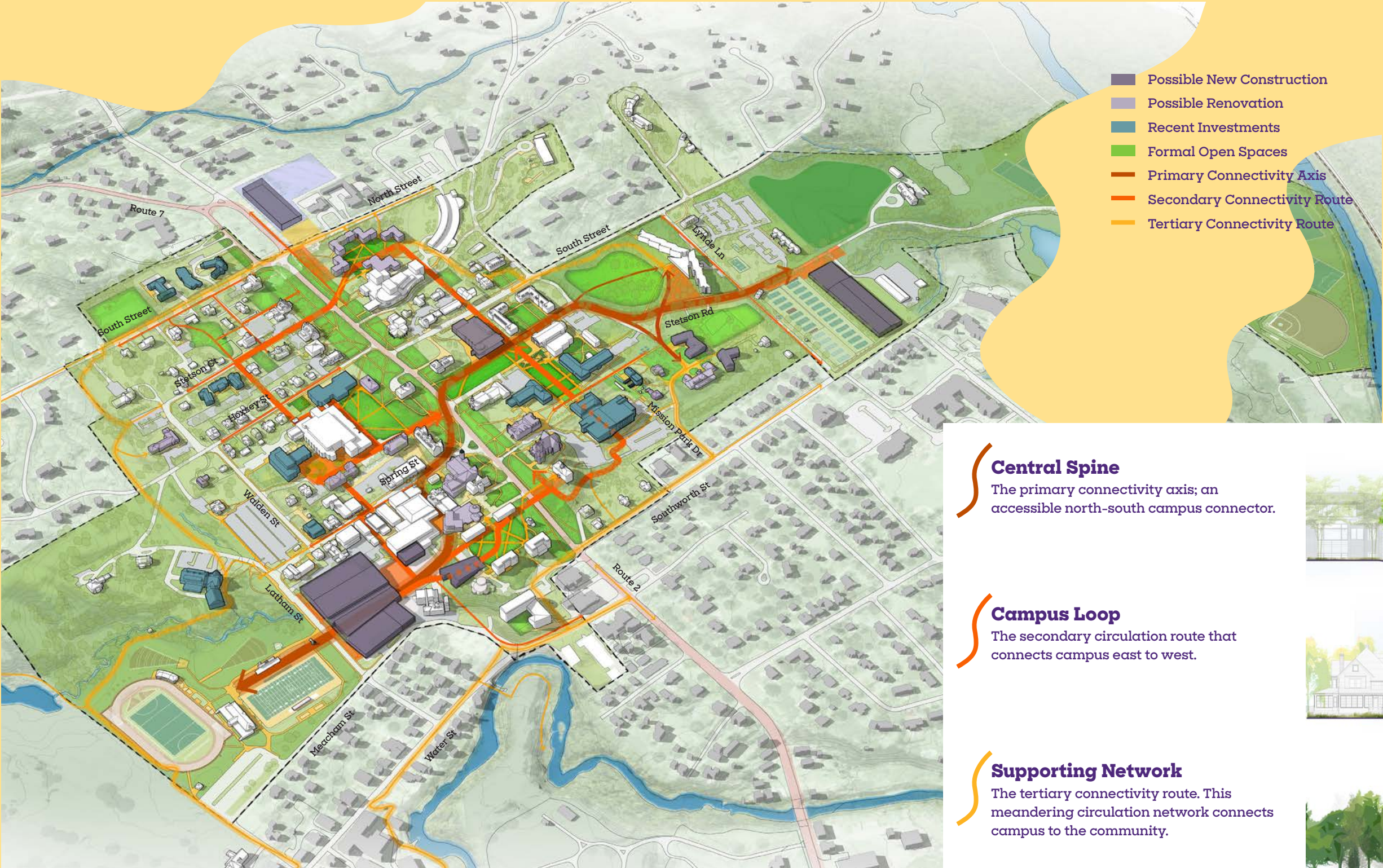
6. Exemplify institutional stewardship

We will foster environmental, social, and fiscal sustainability by making the most responsible possible use of resources while promoting projects that support our core mission.

7. Connect to the community

We will be attentive to opportunities for collaboration with Williamstown and the wider Berkshire region through our physical environment.

3.2 Framework



The Campus Plan framework evolved from extensive analysis of the campus today and from the planning principles. The framework envisions a vibrant public realm and accessible mobility network that provides an organizational structure for future campus development. Where needed, the plan realigns existing routes to increase accessibility of the campus’s pedestrian network and to activate spaces that are currently underutilized. It identifies opportunity areas based on location and programmatic need, targeting public realm investments along these key corridors.

Central Spine

The primary connectivity axis; an accessible north-south campus connector.



Campus Loop

The secondary circulation route that connects campus east to west.



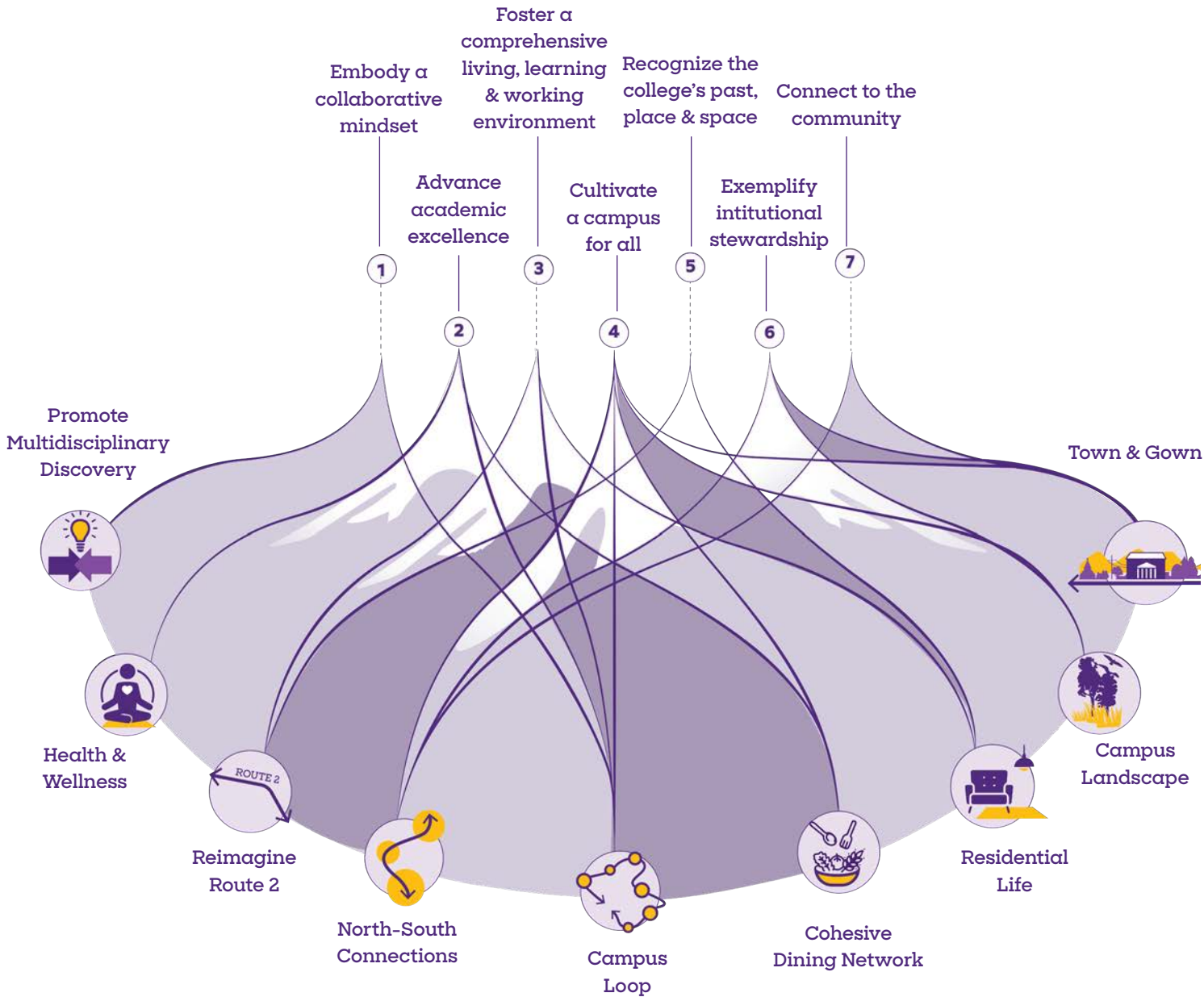
Supporting Network

The tertiary connectivity route. This meandering circulation network connects campus to the community.



3.3 Big Ideas

Principles



The Big Ideas

1

Promote Multidisciplinary Discovery in the Liberal Arts

Spark academic opportunity through flexible learning and collaboration spaces

The Strategic Plan envisions Williams as a home for the living liberal arts. Recent investments in academic and learning spaces have strengthened disciplinary resources across all three academic divisions, but a holistic liberal arts education is not constrained along

disciplinary lines. Williams can invest in spaces that encourage convergence and collaboration between disciplines, promote discovery, support the living liberal arts, and open doors for new programs and research.



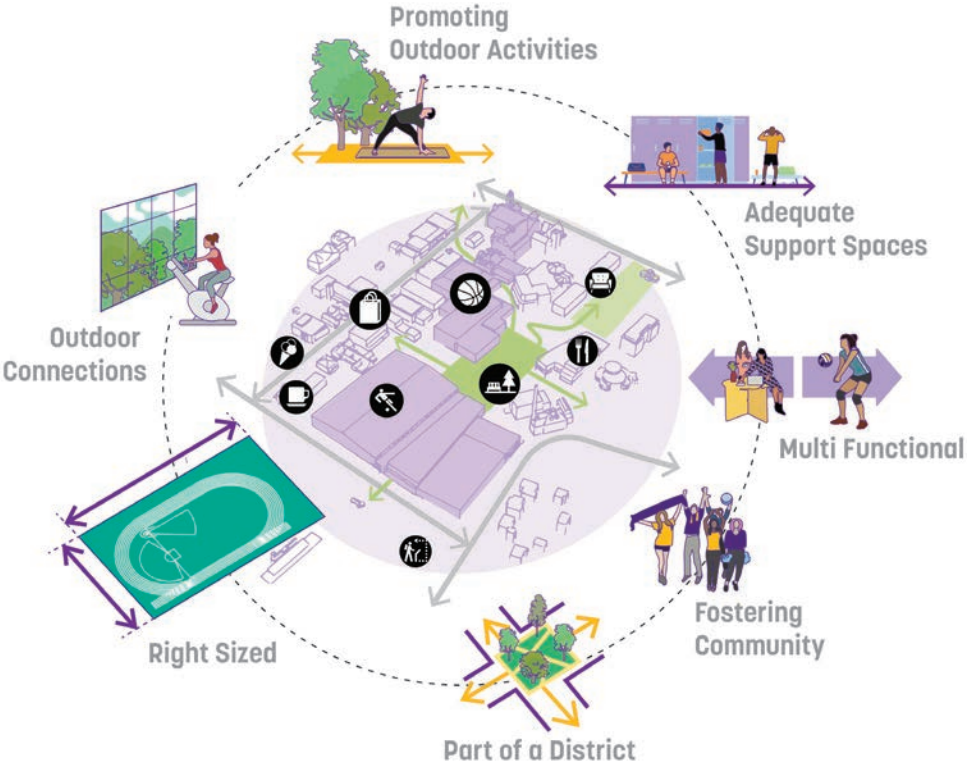
2

Establish a Mixed-Use Wellness District

Highlight the role of integrated wellness as a campus cornerstone

The Strategic Plan stresses the importance of devoting significant attention and resources to the holistic health of students. The current breadth of programmatic needs across health, wellness, fitness, and athletic divisions offers an unprecedented opportunity for Williams to take a holistic new approach to integrative wellness spaces on campus. Physically repositioning medical and integrative wellness services within the campus fabric would elevate their visibility and demonstrate the

college’s commitment to holistic health. Maintaining proximity between integrative wellness spaces and athletic and fitness facilities will further strengthen this commitment. Facilities dedicated to physical fitness and athletics must serve members of the community equitably while also supporting varsity athletic programs; outdated facilities should be replaced to ensure Williams maintains a strong athletic program and can recruit from a competitive pool of student-athletes.



3

Reimagine Route 2 as a Cultural Corridor

Amplify the visibility and connectivity of arts, culture, and institutional identity on Route 2

Route 2 functions as a linear gateway to campus, offering both visitors and passersby a glimpse into the heart of Williams and providing the college with an unparalleled opportunity to make an impression. Williams can leverage this visibility through vibrant and welcoming design decisions that signal the inclusiveness of the campus environment and celebrate the arts and cultural resources located along this corridor today, such as the Spencer Studio Art Building, WCMA, and

the '62 Center for Theatre and Dance, as well as neighboring institutions such as the Clark and Mass MoCA. The corridor also serves as a key interface with the Town of Williamstown; Williams should continue to collaborate with the town on connectivity, accessibility, and safety improvements that support a vibrant pedestrian realm, encourage alternative modes of transportation, and enhance access to the arts.



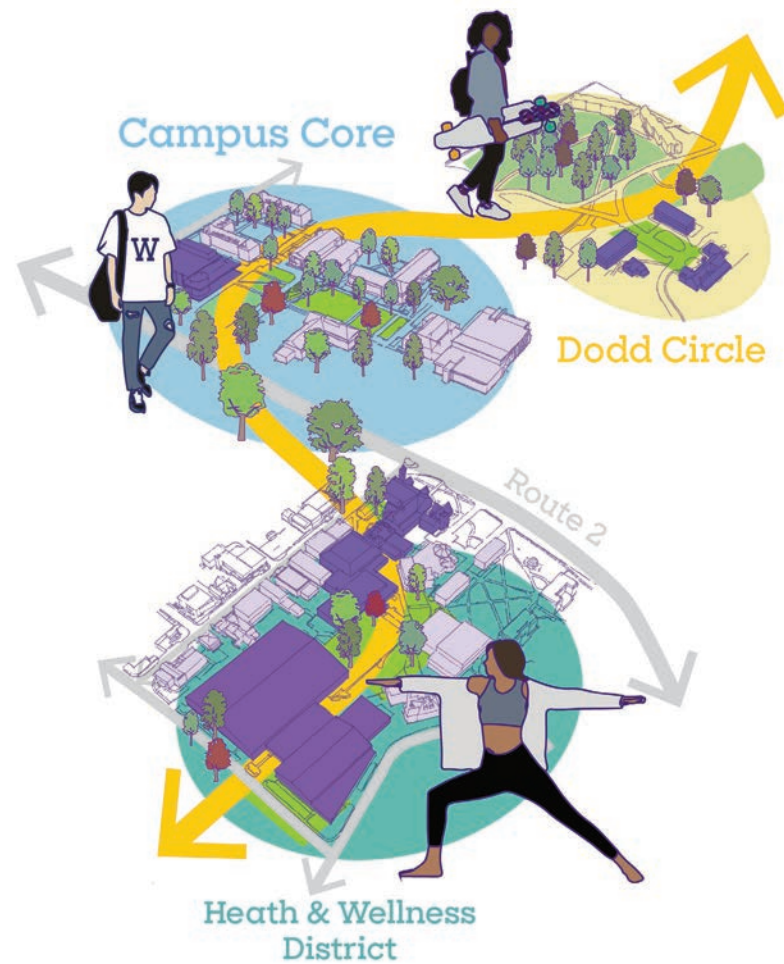
4

Strengthen North-South Connections

Create a civic spine linking the north and south campus

By reimagining the way pedestrians navigate along this key corridor, Williams has an opportunity to unlock multiple design and planning benefits. The new corridor can serve as a pedestrian Main Street, visually legible and intuitive to navigate

while also welcoming all bodies and abilities. Activity along this route will increase the visibility of underutilized areas on campus and introduce new opportunities for programming while keeping new development proximate to existing amenities.



5

Create a Campus Loop

Introduce new accessible routes to better link campus precincts

To reap the benefits of a Williams education and the residential experience, students should have access to the diverse array of resources available across campus precincts. Ensuring equitable access among all members of the campus community requires enhancing campus circulation networks; improving connectivity to areas of campus that are currently underserved or feel isolated. A campus pedestrian loop strengthens the existing pedestrian network by facilitating new

east-west connectivity routes where circulation is presently restricted. These pedestrian corridors offer opportunities for open space programming and support landscape gestures that accommodate small group gathering or solitary contemplation in more intimate environments. In combination with the north-south spine, this new circulation system could reduce the perceived distance between campus destinations by making the experience of navigating through campus intuitive and enjoyable.



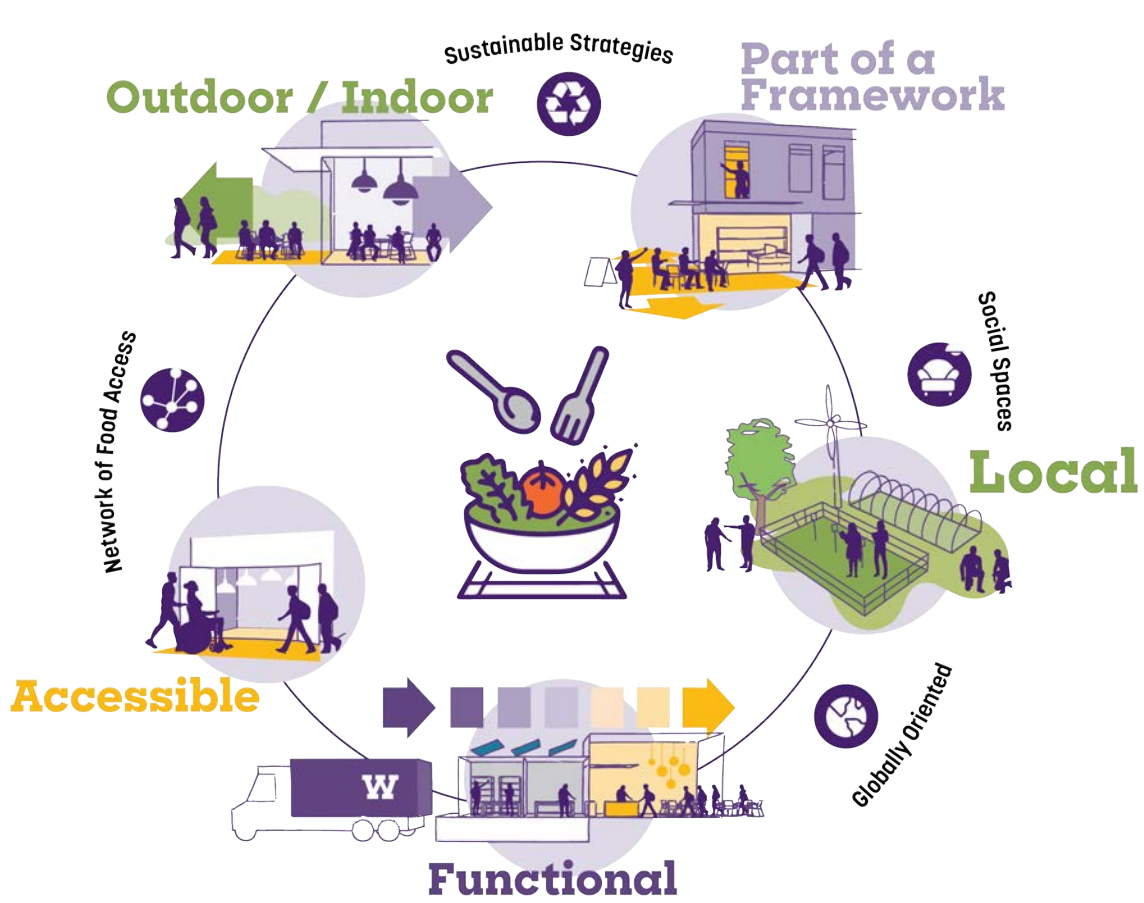
6

Foster a Cohesive Dining Network

Adapt facilities and operations to meet contemporary dining needs

The mission of Williams Dining Services is to provide students with a community environment that delivers a nutritious, fresh, diverse, and sustainable dining experience. To advance this mission, the current model of distributed dining must first become more efficient. Consolidation and centralization of dining operations will reduce duplication of efforts

among staff and improve the dining experience for guests. In addition to the traditional social and community dining experience, Williams should also empower Dining Services to meet contemporary dining needs by providing a diverse array of dining modalities, including expanded retail and to-go meals as well as food market models.



7

Enhance the Residential Experience

Foster a balanced student life through spaces that build community

The Strategic Plan frames the experience of living in community as integral to the education and development of Williams students. As the college continues to reimagine the residential experience to better support the student body’s broad range of interests, life experiences, and needs, it should critically evaluate how the physical structures of today’s residence halls can adapt

to espouse institutional values. To better reflect the importance that Williams places on the residential experience, housing should be structurally equipped to accommodate all students, advance sustainability goals, and continue to foster the close-knit community experience that students enjoy today.



8

Preserve a Pastoral Landscape within a Compact Campus

Maintain iconic open spaces and views through efficient and responsible land use

The campus landscape is a distinguishing component of the Williams community experience and can represent the values of the institution while remaining an authentic reflection of the ecology, geography, and history of the land. Future campus development should consider not just the built environment, but also the landscape context in which campus facilities are

embedded. Williams should espouse responsible land use practices that prioritize conservation of open spaces which contribute to the character and function of the campus landscape. A healthy landscape will serve as an academic and wellness resource, as well as a tool for reducing the college’s carbon footprint.



9

Embrace the Broader Campus Community

Foster new opportunities for integration with the surrounding community

The college’s location along transportation and commercial arteries has ensured that the Williams campus will always be deeply integrated into the surrounding community context. As the preeminent landholder and employer in Williamstown, the college’s planning actions have broad repercussions on the surrounding community.

Williamstown is in the midst of updating its comprehensive plan. The time is right for college and town to identify opportunities for collaboration on mutually beneficial projects that could help both entities address their respective planning goals and contribute to the health of the broader region.



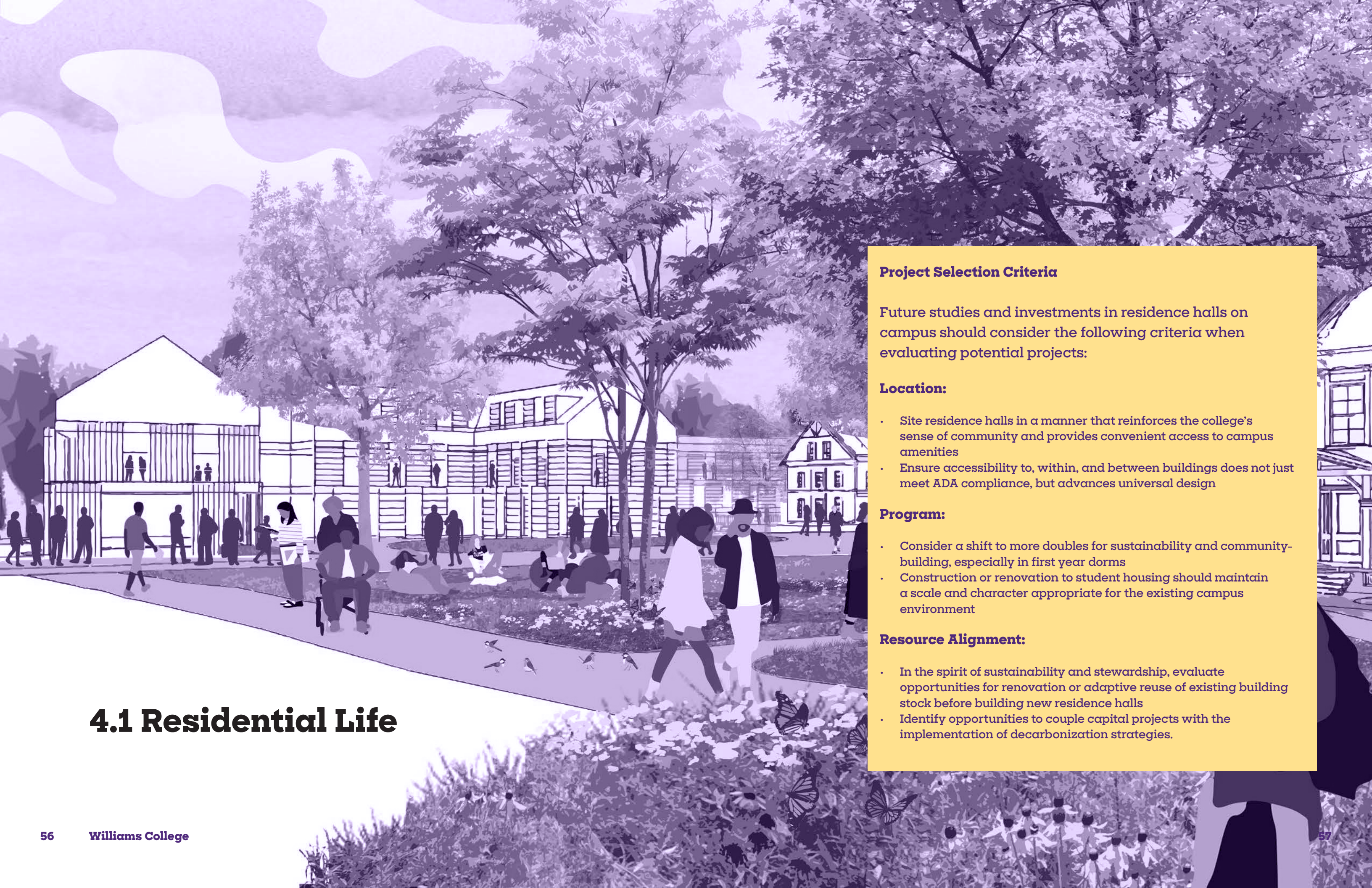


4.0

Project Scenarios

Project Scenarios

The development of project scenarios enables Williams to test our process, by applying principles and big ideas to hypothetical but plausible scenarios. These scenarios, which are organized thematically, are matched with possible decision-making criteria like site selection, sustainability and design intent. Although consistent with our principles and criteria, the scenarios are meant only as tests of the process. None of them have been proposed, approved or funded. In addition, while the sample projects are primarily focused on health and wellness, dining and residential life, we expect future investments in campus to include other areas of college life, as well.



4.1 Residential Life

Project Selection Criteria

Future studies and investments in residence halls on campus should consider the following criteria when evaluating potential projects:

Location:

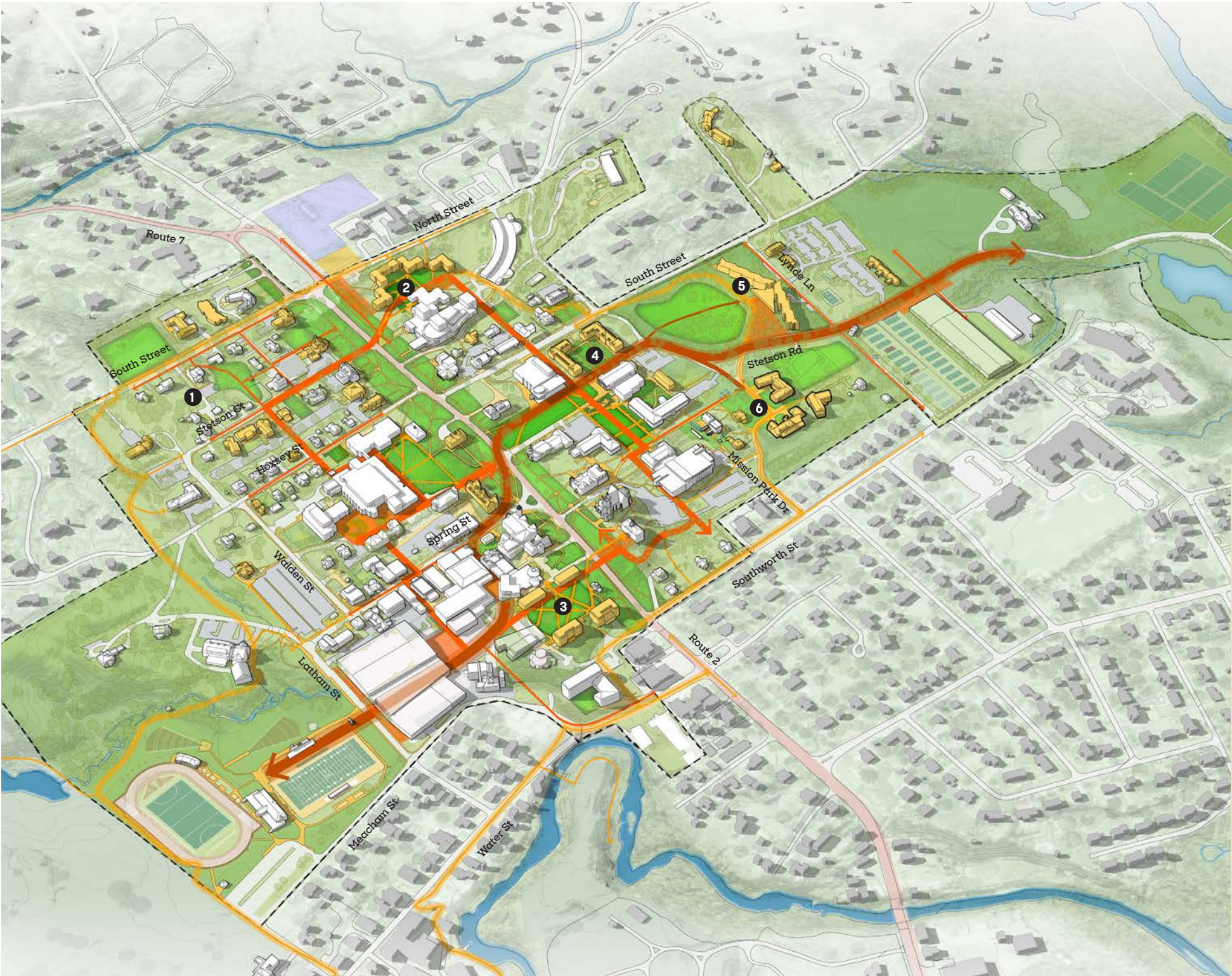
- Site residence halls in a manner that reinforces the college's sense of community and provides convenient access to campus amenities
- Ensure accessibility to, within, and between buildings does not just meet ADA compliance, but advances universal design

Program:

- Consider a shift to more doubles for sustainability and community-building, especially in first year dorms
- Construction or renovation to student housing should maintain a scale and character appropriate for the existing campus environment

Resource Alignment:

- In the spirit of sustainability and stewardship, evaluate opportunities for renovation or adaptive reuse of existing building stock before building new residence halls
- Identify opportunities to couple capital projects with the implementation of decarbonization strategies.



Potential Projects

The Campus Plan prioritizes an approach to student housing that improves accessibility, energy efficiency, and comfort of residence halls while maintaining the character and scale of existing buildings that contribute to the broader campus fabric.

To best meet the housing needs of Williams students in a manner both equitable and sustainable, the Campus Plan proposes increasing the amount of housing at Dodd Circle through a mixture of renovation and new construction. Dodd House,

- 1 West District
- 2 Greylock Quad
- 3 Berkshire Quad
- 4 Frosh Quad
- 5 Mission Park
- 6 Dodd Circle



Above: The current distribution of college-owned student housing. Tyler House, Tyler Annex, and Fort Bradshaw not pictured.



New residence halls would complement the character of Dodd House. Goodrich and Sewall could be repurposed as faculty office space.



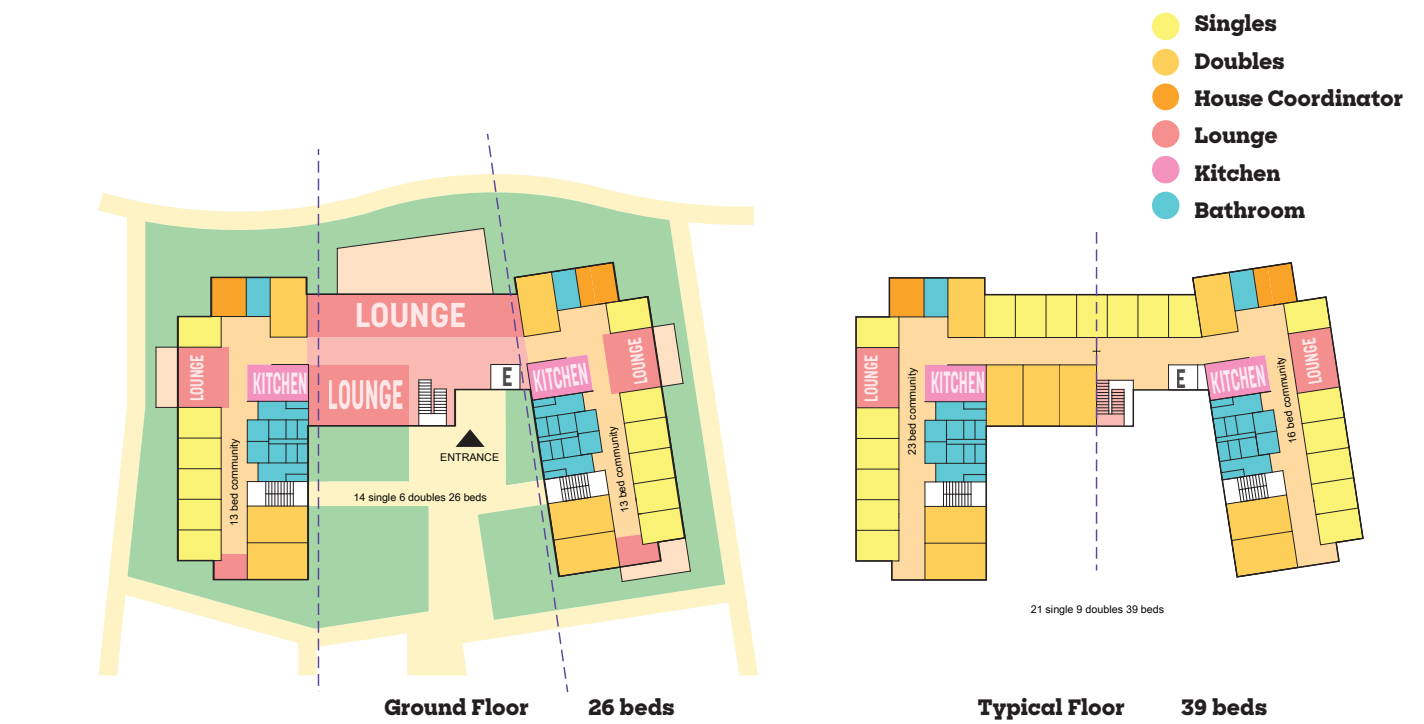
Left: Dodd House requires renovation to become accessible; smaller buildings are inefficient as student housing.

an iconic, historic campus building and popular residence hall, would be renovated to improve accessibility and energy efficiency while retaining its unique character. Small, inefficient buildings that currently house students at Dodd Circle would be removed (Hubbell and Parsons Houses) or converted to faculty office uses (Goodrich and Sewall Houses). The removal of these buildings or any additional housing from the housing pool would necessitate the construction of new student

housing; two new residence halls would therefore be sited on the northern edge of Dodd Circle. These buildings would be of a scale and character appropriate to the existing campus and would improve the overall efficiency and accessibility of the campus housing stock. Reducing the amount of paving and parking at Dodd Circle would provide the opportunity to reinvigorate Dodd Green, an outdoor gathering space supporting programs and uses that would change with the seasons.



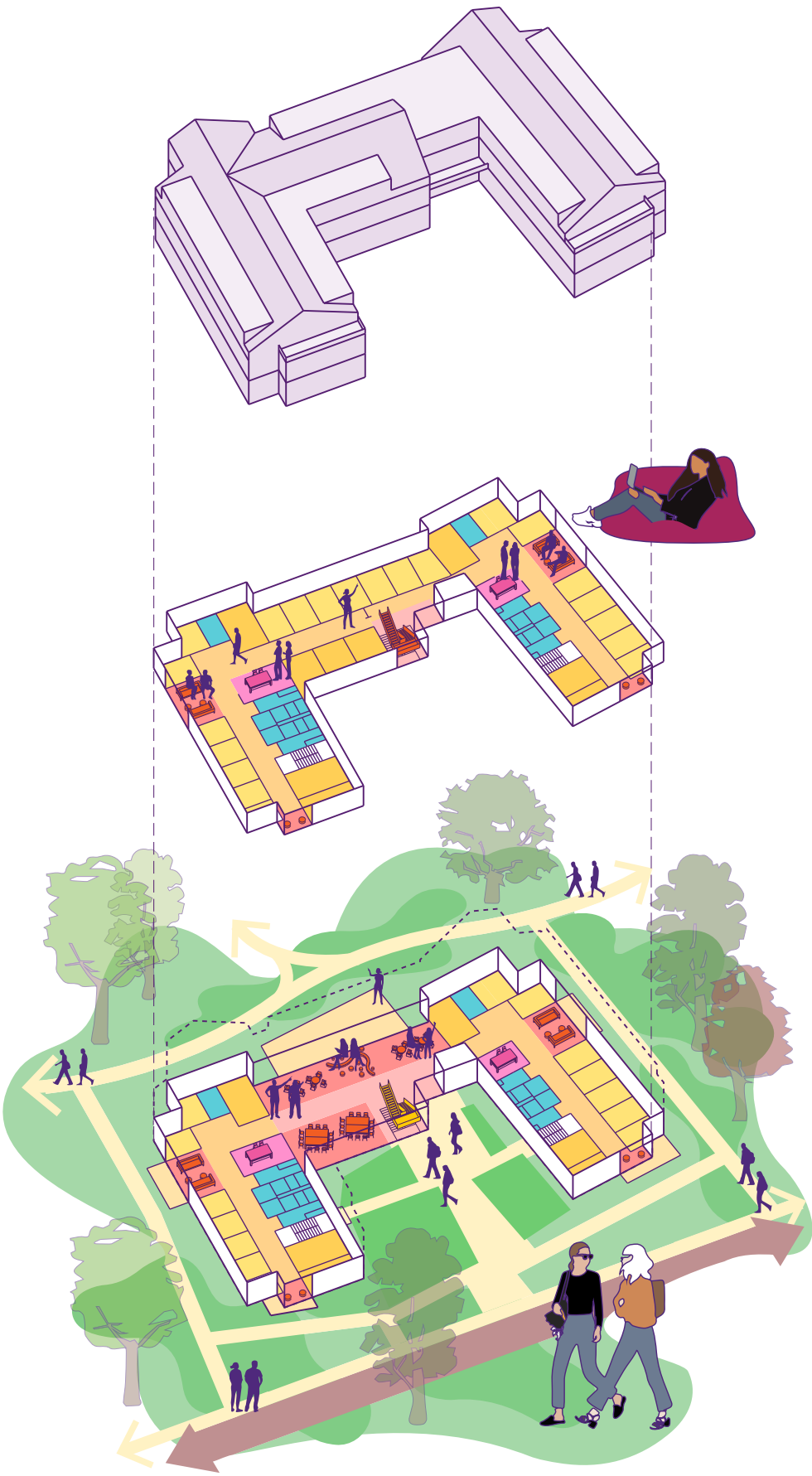
Left: Existing view looking north towards Parsons and Hubbell Houses.



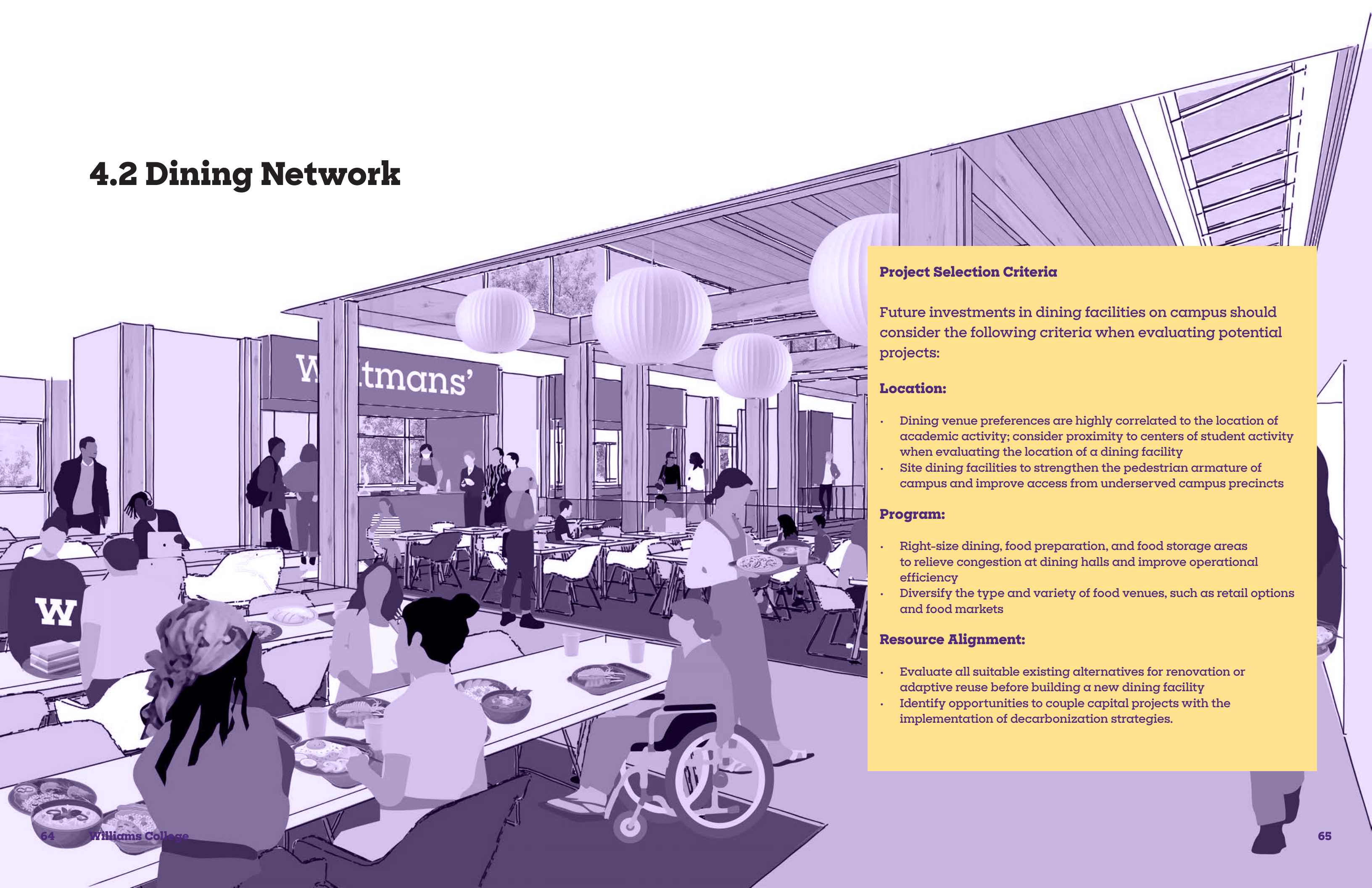
New residential buildings would complement the size and scale of existing student housing stock.

Each floor would feature a mix of singles and doubles as well as multiple common spaces.

Residence halls would integrate into the landscape of Dodd Circle, introducing new opportunities for student life in this part of campus.



4.2 Dining Network



Project Selection Criteria

Future investments in dining facilities on campus should consider the following criteria when evaluating potential projects:

Location:

- Dining venue preferences are highly correlated to the location of academic activity; consider proximity to centers of student activity when evaluating the location of a dining facility
- Site dining facilities to strengthen the pedestrian armature of campus and improve access from underserved campus precincts

Program:

- Right-size dining, food preparation, and food storage areas to relieve congestion at dining halls and improve operational efficiency
- Diversify the type and variety of food venues, such as retail options and food markets

Resource Alignment:

- Evaluate all suitable existing alternatives for renovation or adaptive reuse before building a new dining facility
- Identify opportunities to couple capital projects with the implementation of decarbonization strategies.



Potential Projects

This scenario proposes two primary dining hubs, one to the north of Route 2 and one to the south. These general locations were selected due to the proximity to academic facilities, which is a key driver for lunch-time dining venues. Smaller satellite operations such as Eco Café, Goodrich, and others, would provide alternatives to the dining hall experience.

- Potential Dining Hall
- Local Retail Dining
- 1 New Museum Site
- 2 Mission
- 3 Faculty House
- 4 Paresky Dining Hub
- 5 Sawyer Library
- 6 Science Center Eco Cafe
- 7 Goodrich Hall
- 8 New Dining Hall Hub



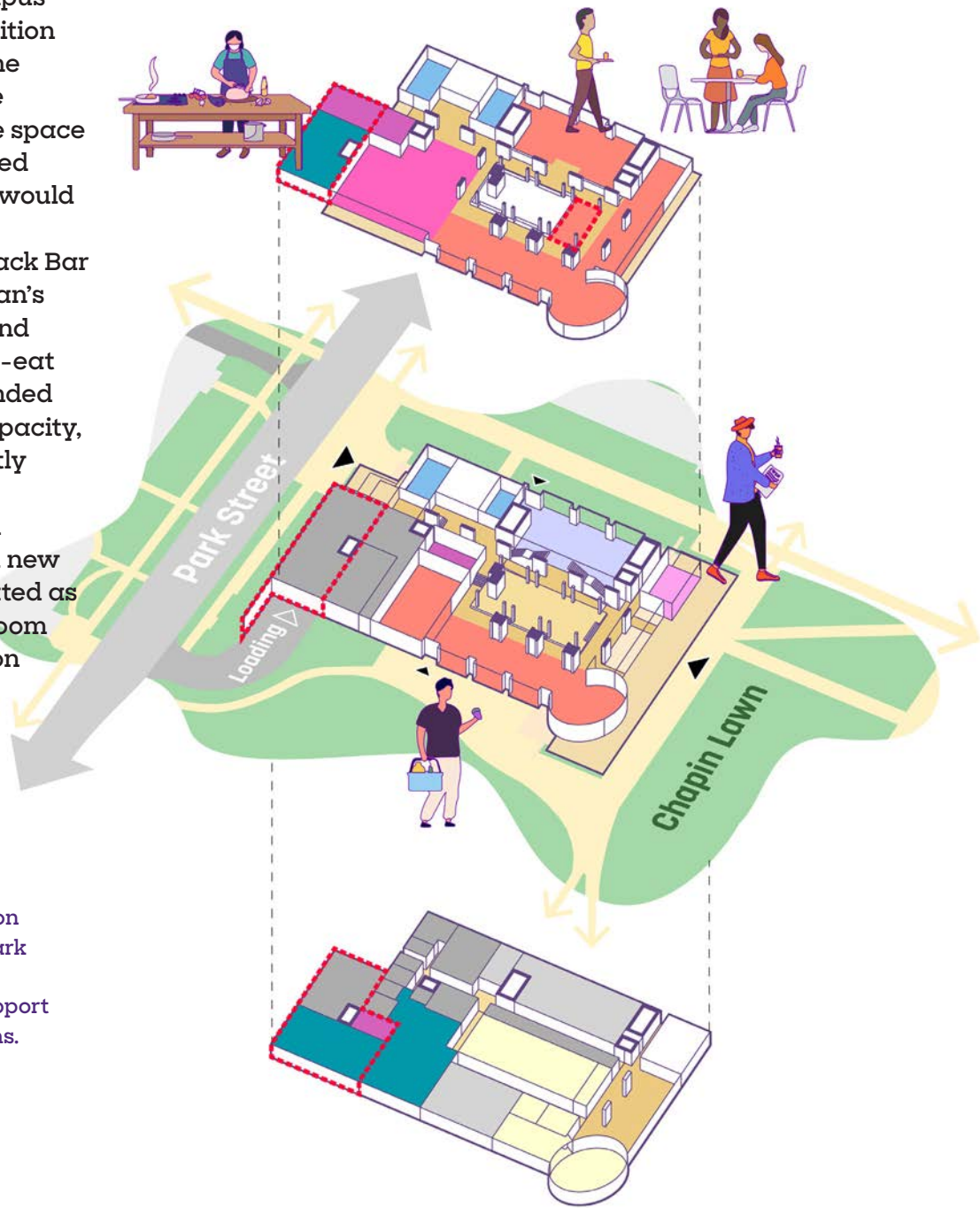
Above: The current distribution of dining facilities on campus, featuring three primary dining halls. Left: A new, two-hub dining concept.

- Local Retail Dining
- Existing College-Operated Dining

Paresky

In this two-dining hall model, Paresky would be renovated to serve as one of two campus dining halls. A modest addition to the Park Street side of the building would provide the kitchen and operations the space necessary to meet increased demand. The ground floor would remain dedicated to retail operations such as Lee Snack Bar and a food market; Whitman’s would operate on the second floor as an all-you-care-to-eat food hall. To provide expanded seating and operations capacity, many of the offices currently located at Paresky would relocate to another central campus location. Potential new locations are being evaluated as part of the ongoing Classroom and Office Space Utilization Study.

A modest addition to Paresky off Park Street would be necessary to support dining operations.

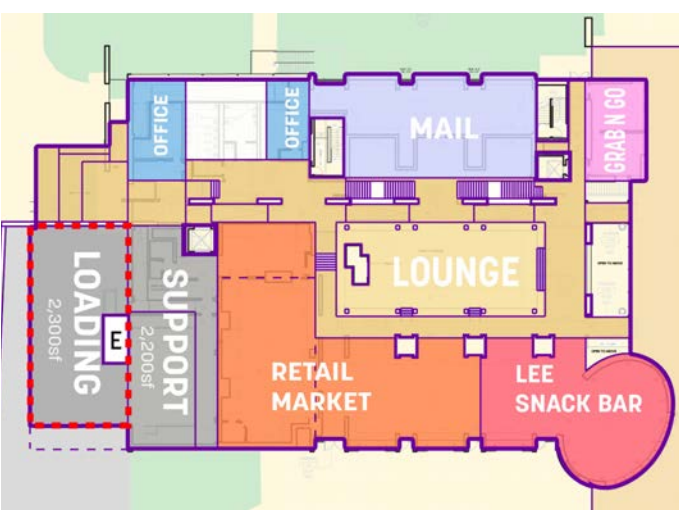


Second Floor



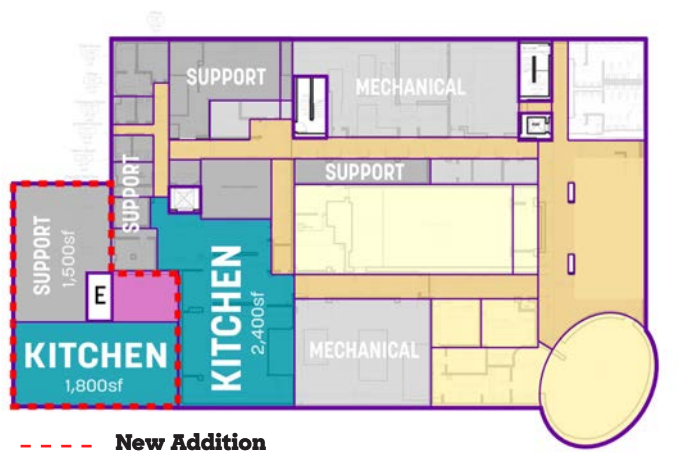
Seating area	8,700 sf
Servery	4,000 sf
Kitchen / Storage	1,700 sf
Support / Office	1,200 sf
Dishwash	1,000 sf

Ground Floor



Retail Market	4,700 sf
Lee Snack Bar	2,600 sf
Grab n Go	700 sf
Support / Loading	4,500 sf
Office	1,100 sf

Lower Level

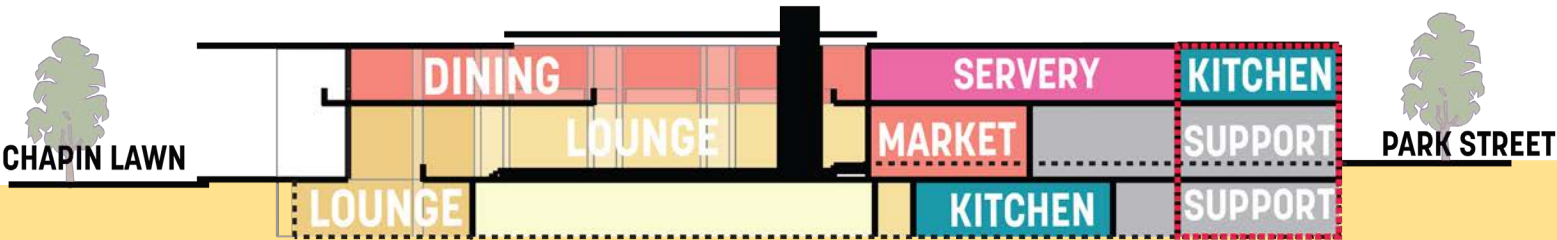


Main Kitchen	4,200 sf
Dishwash	300 sf
Support / Storage	3,800 sf

Total net 38,500 sf

--- New Addition

Expanded dining capacity at Paresky would provide students, faculty, and staff with enhanced opportunities to connect while sharing a meal.



Left: Existing view from Park Street facing southeast toward Paresky.



Right: Existing interior view. Existing offices currently on Paresky second floor would be located to an alternative central space on campus.

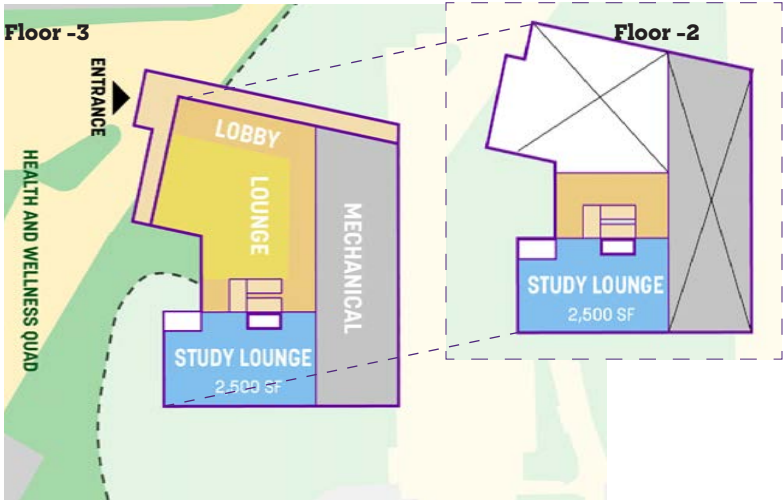
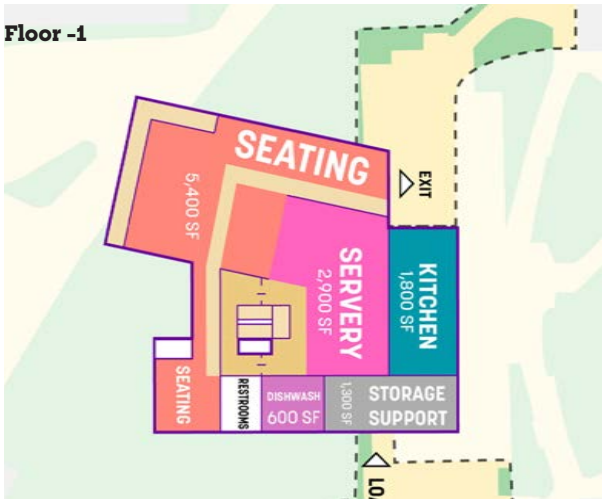
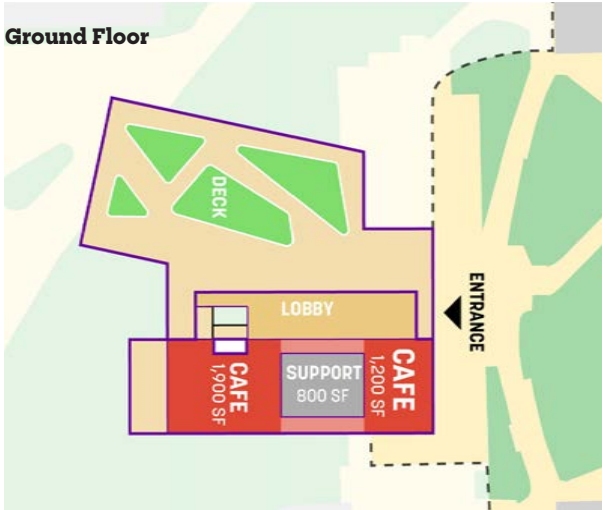
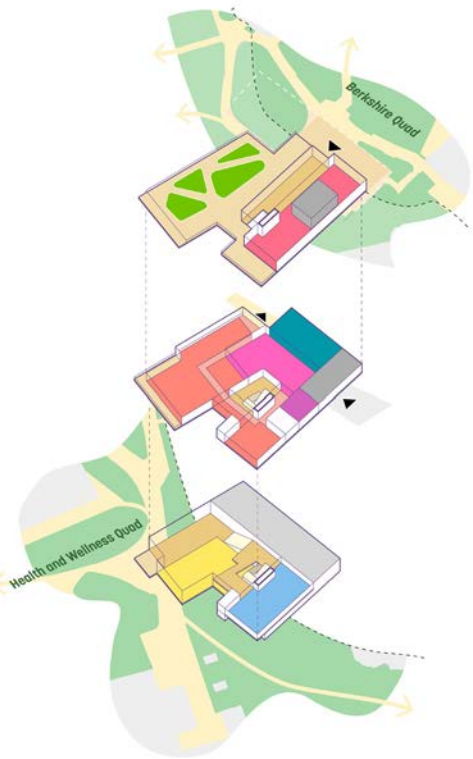


New Dining Hall

A new dining hall situated on the Berkshire Quad would open views to the south of Mount Prospect and surrounding terrain, while increasing overall campus dining capacity. By strategically locating the building on the southern edge of the quad, this building could traverse the grade change between the Berkshire Quad and the plaza below, thus serving as an accessible link between the two spaces and improving circulation in this part

of campus. Construction of this new dining hall would necessitate the removal of Prospect Hall; additional student housing would therefore be provided at Dodd Circle in place of Hubbell and Parsons. Under this scenario, the proposed development does not require the demolition of the existing Driscoll Dining Hall. The facility can be reprogrammed and renovated for an alternative use if desired.

Connecting with the Berkshire Quad at grade, the new dining hall would improve accessibility where a steep slope currently limits circulation.



The new building would feature flexible spaces that could provide excess dining capacity or be used for social functions.

● Event Space	3,100 sf
● Support	800 sf

● Seating area	5,400 sf
● Servery	2,900 sf
● Kitchen / Storage	1,800 sf
● Support / Office	1,300 sf
● Dishwash	600 sf

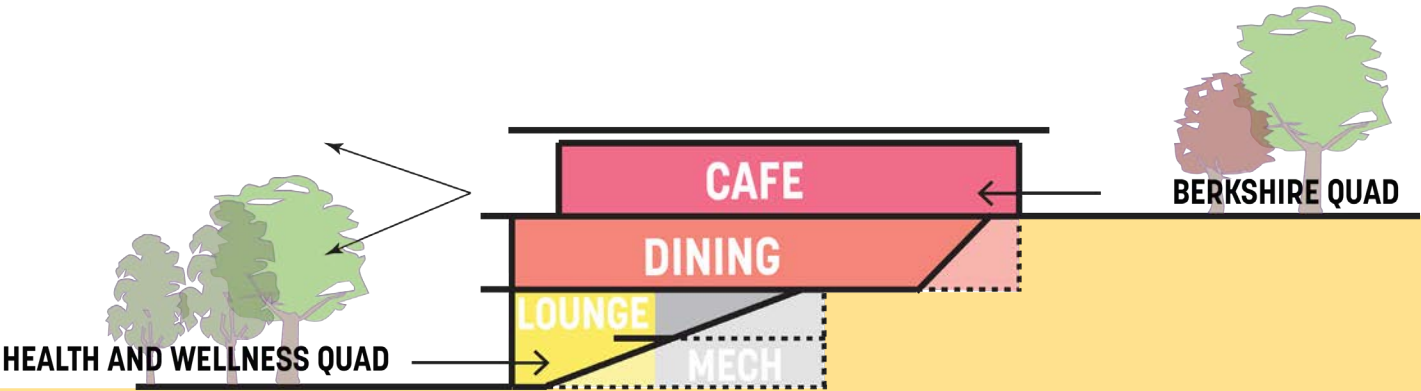
● Study Lounge	5,000 sf
● Lounge	5,100 sf

Total net	26,000 sf
Total gross	44,000 sf

A new dining hall situated on the Berkshire Quad would open views to the south while increasing overall campus dining capacity and accessibility.



Left: Existing view of Prospect Hall from Berkshire Quad. The new dining hall would be lower in profile, improving views to the surrounding landscape.



Right: Existing view north to Prospect Hall. While grade change presently separates Berkshire Quad from facilities to the south, a new dining hall would integrate this part of campus and support new programming opportunities.





4.3 Health and Wellness District

Project Selection Criteria

Future investments in health and wellness facilities on campus should consider the following criteria when evaluating potential projects:

Location:

- Site health and wellness facilities along major pedestrian pathways of campus to strengthen visibility and accessibility of these facilities, while activating the public realm
- Co-locate services currently offered at Thompson Health Center and Pond House in a central, highly accessible location
- Prioritize proximity between facilities used by the same group or team (e.g. indoor and outdoor track, indoor and outdoor tennis courts)

Program:

- Right-size facilities to meet contemporary programmatic needs and assure compliance with best practices and standards
- Add shared, flexible-use spaces that can be adapted to meet future needs

Resource Alignment:

- Evaluate all suitable existing alternatives for renovation or adaptive reuse before building new health and wellness facilities
- Identify opportunities to couple capital projects with the implementation of decarbonization strategies.



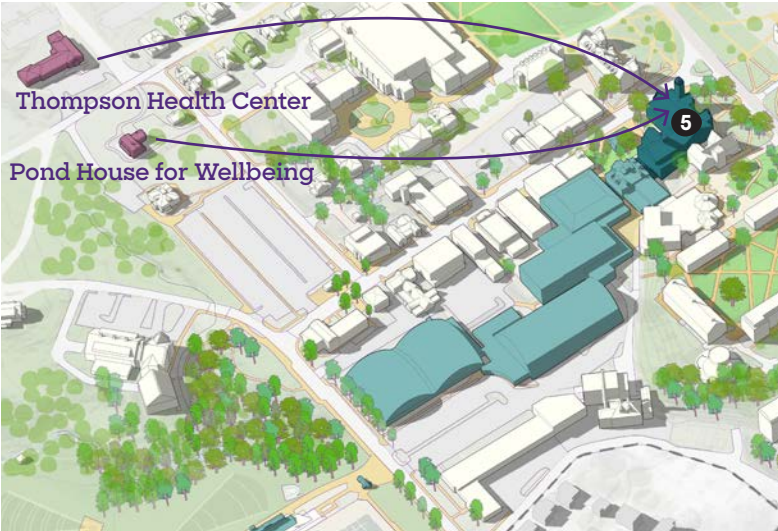
Potential Projects

Under this scenario, the Campus Plan envisions a new Health and Wellness district of campus that physically links medical services, integrative wellbeing services (IWS), and fitness and athletic facilities. This approach acknowledges the importance of mind-body wellness for the health of the broader Williams community. Centralizing facilities ensures services are accessible.

To provide increased capacity and improved access to services currently housed at Thompson Health Center and Pond House for Integrative Wellbeing, this plan proposes relocating these services to a renovated Lasell Gymnasium. Lasell Gymnasium is a centrally located structure of history and prominence, but

it is not well-suited to its current programmatic uses. As such, this strategic move would require fitness and athletic functions located at Lasell today to move to a new facility. Situated at the intersection of Spring Street and Latham Street, the new Health and Wellness Facility would support multiple fitness and athletic programs relocated from Lasell while reinvigorating the pedestrian realm at the southern edge of campus. The western wing of the new facility would feature a new field house highlighting an NCAA standard-sized indoor track. The facility’s eastern wing would serve as both an ice arena and indoor event space. The center of the facility would feature fitness and strength studios as well as support spaces such as locker rooms; it would also function as an accessible corridor linking Latham Street and the new Wellness Plaza to the north of the building. Event and visitor parking would be available beneath the facility.

The Wellness Plaza, situated north of the new Health and Wellness Facility and east of Chandler Athletic Center, would be a flexibly programmed public space that would support activities in all four seasons. Benefiting from adjacencies to residence halls, health and wellness facilities,

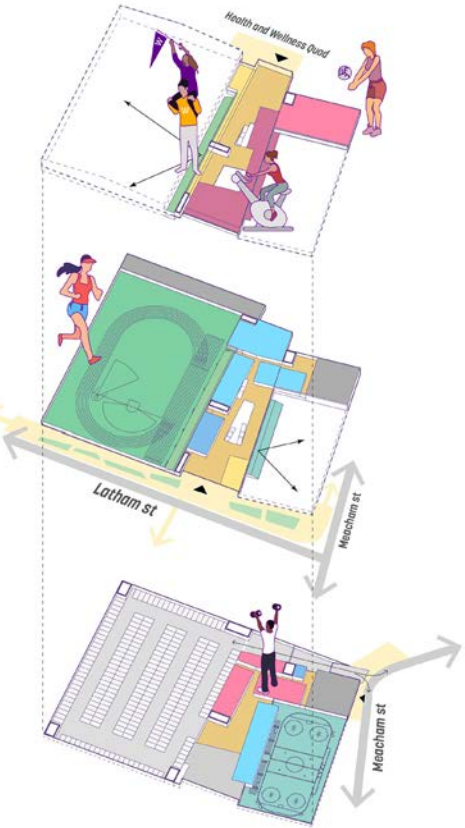


and a new dining hall, this space would be an outdoor hub that introduces new life to this campus precinct—a place for gathering, not simply passing through. While the mix of programs the plaza supports would remain flexible, certain uses might include outdoor fitness classes, performing arts, and seasonal activities.

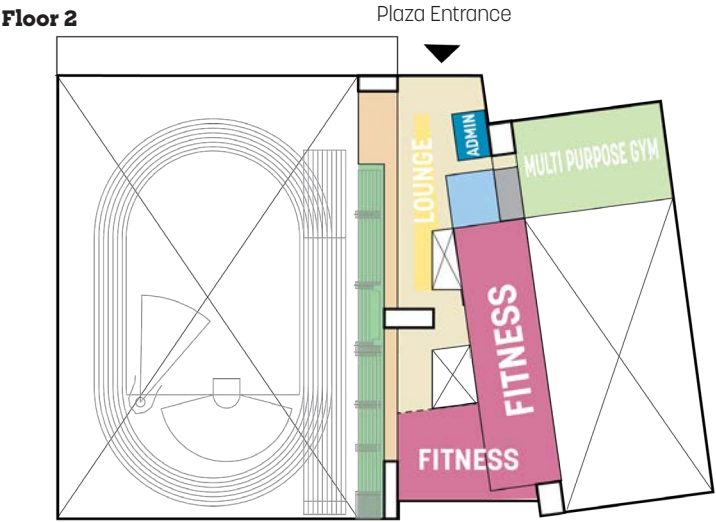
A new multipurpose athletic facility would improve the amount and quality of support space available for club and varsity athletic activities located in the Poker Flats and Cole Field area of campus. In addition to

providing year-round access to locker facilities, team rooms, and sports medicine facilities that are undersized or otherwise unavailable at Cole Field House, this building would also provide a new home for the indoor tennis courts presently located at Lansing Chapman Rink. Construction of this new facility would allow for de-densification of programming and eventual removal of Cole Field House, recapturing iconic viewsheds that strengthen the college's connection to the surrounding natural environment.

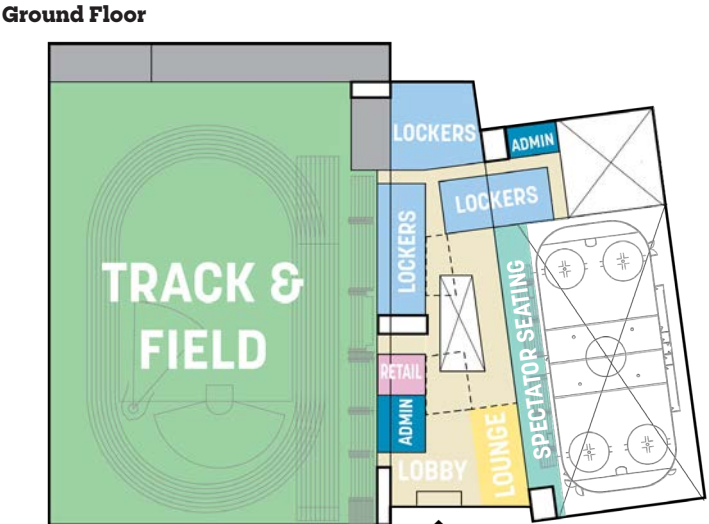
The new multipurpose facility would co-locate fitness and athletic programming and activate Latham Street.



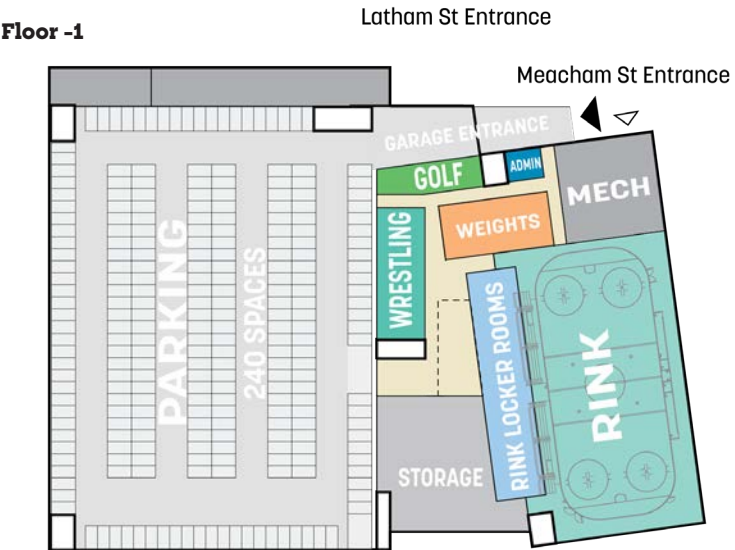
A new facility would meet contemporary programmatic needs for athletic and fitness spaces, as well as support spaces and event parking.



Multi Purpose Gym	9,000 sf
Admin	600 sf
Fitness	11,100 sf
Lounge	2,000 sf



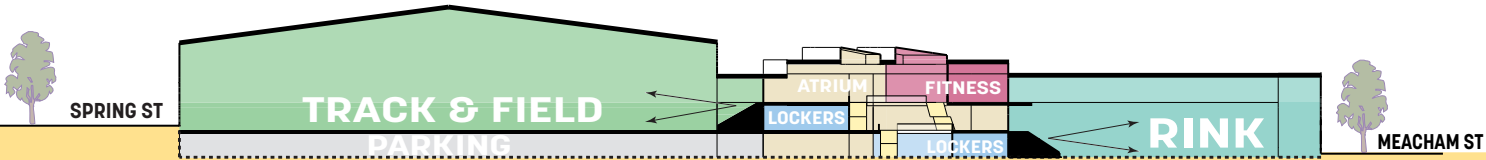
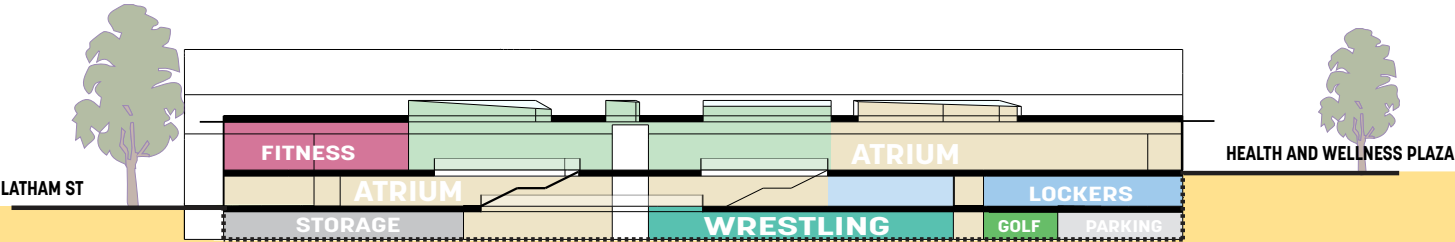
Track & Field	80,000 sf
Admin	2,000 sf
Retail	1,200 sf
Lounge	2,200 sf
Lockers	11,200 sf



Track Field	28,000 sf
Admin	600 sf
Weights	3,300 sf
Wrestling	3,500 sf
Lockers	5,800 sf
Golf	1,800 sf

Total net	162,300 sf	
Total gross	220,000 sf	Excl. parking

Stacking fitness and athletic programming would reduce the overall footprint of the facility.



Left: Existing view from Latham Street west toward Spring Street.

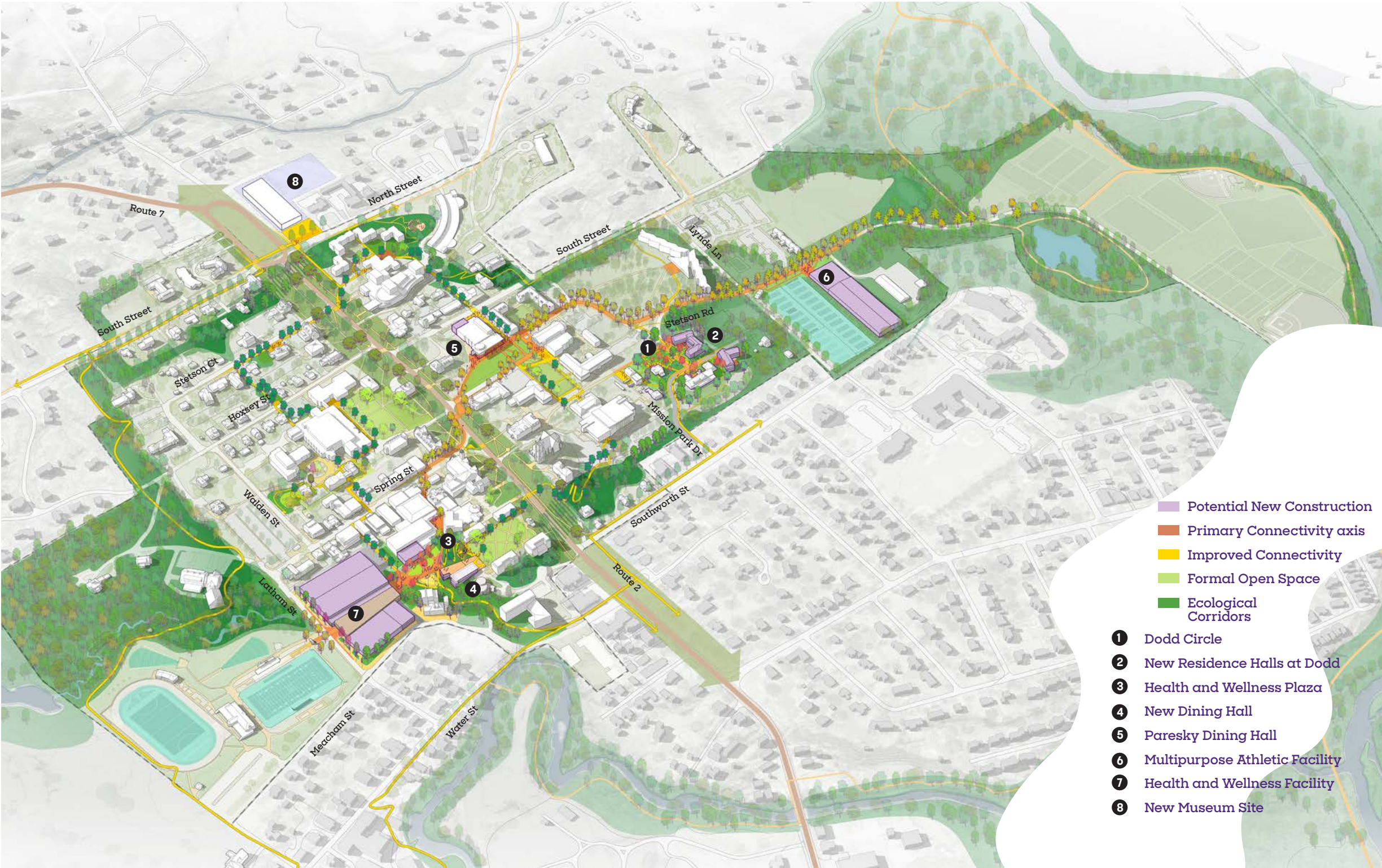


Right: Existing parking lot. Reconceiving this area as a plaza would introduce programmable social space to complement updated wellness facilities.



5.0

Implementing the Vision



Implementing the Vision

The Campus Plan is different from a traditional master plan in that its prescriptive elements focus on principles, processes, and big ideas, with the goal of forming a broad vision for the physical environment. The principles will guide physical change over the coming decades.

The principles will guide physical change over the coming decades.

The Campus Plan formulates a long-term vision of campus and community toward which every project should build. It concentrates on how to create potential physical scenarios: what data elements need to be considered; how scenarios respect the principles; and how scenarios should be evaluated and prioritized. With finite resources, it is critical that investments in the physical environment contribute towards the long-term vision.

Integrated Planning

Integrated planning requires continual connection between academic, financial, and physical planning. Williams has taken important steps to ensure this

**The Campus Plan supports
a new methodology for
capital planning.**

alignment, recognizing that physical and financial issues are intimately connected, and together comprise the resource base necessary to accomplish the college’s academic mission. Judicious decision-making on the future of the physical environment requires the consideration of fiscal opportunities and constraints. Stakeholders must recognize that financial resources are finite, and that trade-offs are inherent.

**Capital Planning
and Decision-
Making**

The college’s Senior Staff lead decisions around project implementation, with support from the college’s Office of Planning, Design, and Construction (PD&C) and with guidance from the Board of Trustees Campus Planning and Construction Committee. These representatives can be supplemented with architects, landscape architects, campus and space planners, engineers, etc. as needed. Future project implementation processes will be iterative, with leadership drawing on the technical expertise of these professionals to formulate objectives for the physical environment and to imagine

potential scenarios, and with the professionals then leading the design and construction process.

The Campus Plan supports a new methodology for capital planning. Users identify program objectives, and the plan synthesizes these objectives into potential projects, including capital costs and enabling projects, thereby forming integrated scenarios. Projects and scenarios are then measured against the college’s goals to understand the extent to which they meet multiple objectives. Those projects meeting multiple goals can be more highly prioritized, or projects can be reformulated to achieve greater impact.

Capital planning therefore becomes an ongoing process, rather than an annual one, and is integrated with academic, physical, and operational decision-making.

**Campus Plan
Maintenance**

The Campus Plan should be updated at minimum every five years with a more comprehensive effort undertaken every ten years.





Williams
College

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