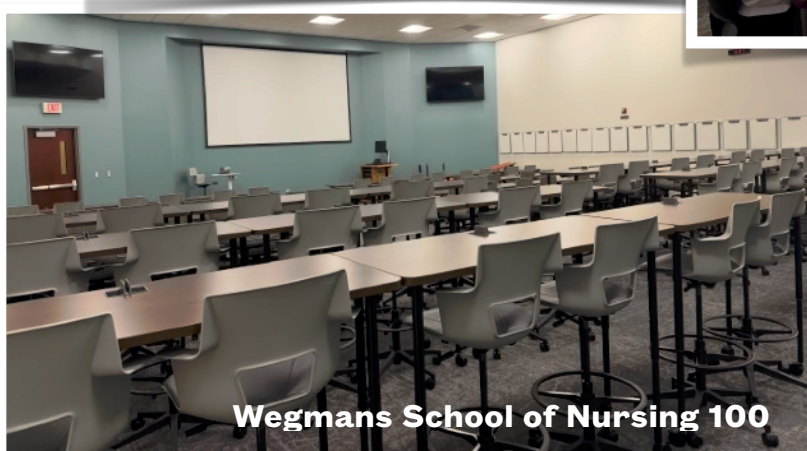

Executive Report:

Learning Space Transformation & Strategic Impact (2021–2025)



Executive Summary

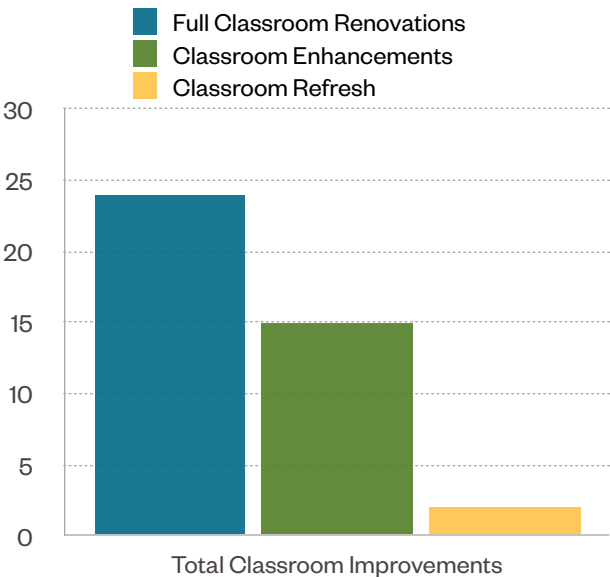
Since the inception of the Learning Space & Technology Strategic Plan in 2021, St. John Fisher University has undergone a systematic transformation of its physical and digital pedagogical environment. To date, of the total **125** learning spaces across campus, including traditional classrooms (60), computer labs (7), discipline-specific learning space (58), the University has improved **one-third of all learning spaces** across campus. This work encompasses **24** full-scale renovations, **2** classroom refreshes, and **15** targeted classroom enhancements. This extensive investment in campus infrastructure in a relatively short period of time has been made possible through the support of numerous individual donors, foundations, as well as grant support.

This report evaluates these efforts against the three foundational goals identified in 2021 by campus-wide stakeholders, which were to modernize classroom infrastructure, expand professional development, and align classroom assignment with teaching strategies. Furthermore, it highlights the symbiotic relationship between physical space renovation and the *iFisher: Next Generation Learning Initiative*, collectively advancing the University's mission to provide a responsive, inclusive, and high-impact learning environment.

Goal 1: Modernizing Classroom Infrastructure
Increase the number of innovative and flexible learning spaces that attend to all aspects of design.

The University has successfully transitioned from a fragmented approach of classroom improvement to a cohesive, high-impact renovation model.

- **Scale of Impact:** Improvements have been made to over 18,000 square feet of classroom space. This ensures that the physical environment no longer acts as a bottleneck for modern pedagogy.



Classroom Renovation Definition

Full Classroom Renovation	full scale renovation to room including facilities, technology, and furniture
Classroom Refresh	refresh of space, usually including new paint and furniture, technology improvements, but no major facility improvements
Classroom Enhancement	small improvement to space, reusing of old furniture from renovation into another space for example

- **Standardization & Inclusivity:** By focusing on full classroom renovations primarily, the University has addressed facilities, technology, and furniture simultaneously, creating a consistent user experience for faculty and students.
- **Student Perception:** The qualitative impact is significant, with students most frequently using the descriptors "**modern**," "**spacious**," and "**comfortable**" to describe the updated environments. Over **80%** of students rate these renovated rooms a 4 or 5 out of 5.

Student Qualitative Feedback

"I like how colorful and modern the chairs make the class."
 "I felt more relaxed with this learning space."
 "I engage better in these new classrooms than in the old classrooms."
 "I love the way the space looks and makes me want to come to class."
 "I wish more classes were like this one."
 "The colors in the classroom were very helpful."
 "It allows for collaborative learning to be successful."

Goal 2: Expanding Professional Development

Provide development and support for students and faculty engaging in these spaces.

Infrastructure alone does not transform learning; the human element is paramount. The DePeters Family Center for Innovation and Teaching Excellence has served as the engine for this development.

- **Professional Development:** Through the leadership of the Active Learning Faculty Fellows, over **100** faculty members have engaged in workshops and active learning events.
- **The Active Learning Institute:** **45** faculty members have completed the intensive two-day Institute, directly equipping them to leverage the new classroom configurations.
- **Pedagogical Shift:** **87%** of respondents who have taught in a renovated classroom space report satisfaction with the updated space and **78%** of faculty report that renovated spaces had a positive impact on their teaching effectiveness.

Goal 3: Aligning Classroom Assignment with Teaching Strategies

Establish processes for faculty to be assigned to spaces that match their teaching styles and formats.

The data indicates a high degree of alignment between the new room designs and the actual needs of the Fisher community.

- **Inclusive Design:** **88%** of faculty agree that renovated spaces support student engagement and participation.
- **Active Engagement:** Faculty feedback specifically highlights that these spaces "improve our ability to actively engage students rather than some of the traditional classrooms that actually prevent our ability to actively engage and build collaboration."
- **Student Outcomes:** **74%** of students report that in-class exercises are enhanced by the features of these renovated spaces, confirming that the alignment of physical space and instructional style leads to a more effective learning experience.

- **Alignment: 2/3** of faculty respondents ranked the alignment of their teaching strategies to a classroom with furniture and technology that matches that need as their number one choice for assigning faculty to classroom spaces each semester. There is still substantial progress to be made in the process of assigning faculty to classroom spaces that match their teaching style and needs. We have made strides in this direction, which has also taken significant human effort to accomplish. The future directions plan to utilize technology solutions to assist in the automation of this task to achieve the intended goal in a sustainable way.

Faculty Qualitative Feedback

“LOVE it. Can't wait for more spaces. [I'm] excited to see Fisher moving forward with learning spaces! The two projectors and apple TVs [were] key - they enabled me to get two devices online and to not need [a] white board; also enabled me to move about the room more while teaching.”

“The diversity the space allows in instruction is key. The ability to use high tech and low tech approaches in the room with minimal disruption or set up saved time and improve the course.”

“I like the updates and modern technology feel and that it isn't just a stuffy, hot, outdated classroom. You can feel the level of effort, energy, and care dedicated to this renovated space.”

“I liked the small group pods for the students, enabling collaboration. Colors are nice as well.”

The iFisher Synthesis

The *iFisher: Next Generation Learning Initiative* and the classroom renovation program are not parallel efforts but a unified strategy. According to student surveys, the two most important classroom features are **the ability to use personal devices easily** and **the opportunity to collaborate with peers**. The renovations have provided the power, connectivity, and flexible furniture necessary to make the *iFisher* iPad integration truly effective. By removing the physical friction of "rows and bolts," we have enabled the "anywhere, anytime" learning philosophy of the iFisher initiative to flourish within our campus walls.

Conclusion and Future Outlook

The progress made over the last four years represents a significant achievement in institutional agility and commitment to student success. With 125 total learning spaces on campus, our current trajectory has modernized a critical mass of these environments. As we look toward the future, the focus will remain on sustaining this momentum, ensuring that the remaining traditional spaces are brought into alignment with the high standards set by the initial 24 renovations and continuing to bridge the gap between emerging technology and physical space design.

Data Sources: Fall 2022, 2023, 2024, & 2025 Faculty/Student Learning Space Impact Surveys, Fall 2025 Faculty Learning Space Impact Survey