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## FEATURES



## CITRUS HALL AND THE SPOT

by Monica Rodriguez
University of La Verne's new Citrus
Hall and its attached dining hall,
The Spot, offer students a place
where they can join together and
build relationships that are a central
part of the college experience.



## CHRISTIAN CENTER FOR DIVERSITY & INCLUSION

by Sarah McAdams

The newest addition to DePauw's campus is the Justin and Darrianne Christian Center for Diversity and Inclusion, which offers a place to educate, advocate, and celebrate diversity and inclusiveness.



## ELON'S TIMELESS APPEARANCE

by Walt Steele

Each new construction project at Elon University builds on the design elements of the past, so the entire campus fits together as one place, creating a sense of timelessness for the entire campus.



#### ACTIVE SHOOTER AWARENESS PRODUCTS

by Brandon Gilliland

While the need for developing and implementing campus safety plans and active shooter drills are critical, numerous products have been developed to assist campuses in preparing for active shooter situations.



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#### HIGH POINT UNIVERSITY: INSPIRING UNDERGRADUATE RESEARCH

by Rachel Clevenger

Dr. Joanne D. Altman, Professor of Psychology at High Point University—as well as the Director of Undergraduate Research and Creative Works—has devoted countless hours to setting students on career paths they never imagined possible.



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#### SFI ECTING THE RIGHT FLOOR CLEANING FQUIPMENT

by Brian Simmons

Research has shown that a lack of cleanliness in their environment is a distraction for students' learning, but keeping the highest standards of cleanliness can be challenging for facility managers; the right equipment can help.



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#### 2018 DEAN'S LIST AWARD WINNERS

The 2018 Dean's List Awards are given to exceptional products from companies being recognized for their contribution to the mission of private colleges and universities in providing the finest facilities and services to their students, staff, and faculty.

## EDITOR'S LETTE

While I'm never sure of how wide an audience these editor's letters find in any given month, I have learned I should expect to hear from quite a few people, so I can't pretend I can safely and invisibly say anything I'm feeling without potentially offending someone. This one might offend several of those someones.

In order to assign a new angle on what has become an old story—school shootings—I researched several companies that design products specifically for educational environments, so I could send those links to one of our regular staff writers, Dr. Brandon Gilliland, an expert on school safety. While Brandon has been down this rabbit-hole many times before, it was new to me. And it made for a dark evening.

I had no idea how widespread this market had become. Many are great ideas turned into either inexpensive products that can help with a variety of safety issues or expensive products designed for university classrooms and auditoriums that don't "scream" bullet-resistant: doors, windows, whiteboards, lecterns, or university furniture you would never recognize as bullet-resistant. In short, these precautions made sense, and they did not serve to put students on edge with the constant reminder they are responsible for purchasing personal items to protect themselves from kill-shots.

Fittingly, perhaps, it was on the same day my sister-in-law had shared a picture of my niece, Macie, showing off her new 2nd-grade backpack that was "all things unicorn, mermaid, and sequins." Indeed, it was; it sparkled for all it was worth, and Macie's eyes sparkled too. She was on her way to big-girl school, and she couldn't wait to stock her backpack with matching sparkly pencils and stickers—and probably a graphing calculator because this kid isn't just into unicorns: she's a math and science genius, just like her mother.

Hours later, I was in the rabbit-hole reading about the various types of bullet-resistant backpacks designed for school-aged children. These were not just for college students or even high-school students. These came in a variety of sizes, including those appropriate for kids in elementary school.

The one that is still haunting me was a shiny pink one with bright flowers—it was made for someone Macie's age. The company argued that their backpacks were superior to one of their competitors' offerings because the shield couldn't be removed. They explained that kids were likely to remove the ballistic shields, if they could, because their packs were already so heavy, filled with books, pencil pouches, and notepads. Their product, however, guaranteed the children couldn't free themselves from that extra weight. How profound and sad a statement.

In addition to a sales pitch that Brandon mentions in his article—that you wouldn't want to be the parent who wasn't willing to pay 200 dollars so your child survived a school shooting—they also demonstrate the ways you must train your child to use the pack, encouraging parents to help their kids practice the odd turtle position which would presumably protect their heads with the strongest part of the product.

At some point, most of these companies will admit that nothing is really "bullet-proof"—even if they have used that word repeatedly in their taglines and product descriptions—because (at best) products are "bullet-resistant." They also all have asterisked admissions that these products aren't designed to protect against assault rifles.

Two of the companies leaned heavily on the American flag as an icon, and I won't go into why that was simultaneously unsurprising and deeply disturbing; either you already know why, or you'd grow angry as I explained my disgust. What I found most disturbing in all of this was how often these companies repeated the same claim, on page after page of their product offerings, that this was "the only way" to protect our kids. Is it? Is it, really?

Anyone reading this is in a position of power at your college or university. Many of you have school-aged children. Are we okay with sending our kids to school in pieces of civilian body armor and telling ourselves it's the best we can do? I'm in Alabama, so my efforts have not been well received, but I'm not going to stop raising my voice. I can't. Because I won't be at peace in a world where kids aren't excited about their 2nd grade backpacks for no reason more than it's an expression of their identity as they embark on the next stage of their education, where their only goals should be to read, learn, socialize, and grow.

> Rachel James Clevenger, M.Ed., PhD Editor-in-Chief, PUPN MAG Private University Products and News Magazine rachel@pupnmag.com 205.706.4882





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When Professor of Psychology Dr. Joanne Altman left Washburn University after twenty years, it was for the opportunity to become the first Director of Undergraduate Research and Creative Works at High Point University. She found it too difficult to move fully away from teaching, so she still takes a class abroad to Africa each year, and she continues to teach an undergraduate class, all part of her drive to help students become enculturated as quickly as possible into an academic atmosphere; her unceasing devotion to her students spans decades now.

PROFESSOR SPOTLIGH

by Rachel Clevenger

#### HIGH POINT UNIVERSITY: INSPIRING UNDERGRADUATE RESEARCH

#### Following the Animals

When she was making choices about which college to attend as an undergraduate student, Joanne Altman picked her college because, in addition to being her father's alma mater, it had seventeen monkeys. Even after spending years researching monkey behavior with Dr. Roger Thompson, she still didn't imagine her career could revolve around animals.

When she asked her mentor, Thompson, about her options for graduate school, she didn't consider options for working with animals because, as she told him, she figured it was "time to grow up." He reminded her that her father, a veterinarian, didn't grow up so much that he couldn't keep doing what he loved. Thus, she ended up at Temple University because they had 106 cats.

Ultimately, with her mentor's guidance, she determined how to connect her passion for teaching and research with her passion for animals, embarking on a path as an academic. After completing a post-doctoral position at Johns Hopkins, she spent two decades at Washburn University, where she won numerous awards for teaching, research and service.

Though she had not imagined leaving Washburn University, when High Point University offered her the inaugural spot as Director of Undergraduate Research and Creative Works, she couldn't resist that opportunity.

#### Standing Out from The Pack

There are two million students graduating every May, she tells incoming students at HPU, and her goal is to make HPU students more marketable for any future they imagine for themselves; they are tasked with finding ways to stand out from a pack of job applicants and preparing to demonstrate their unique skills to any potential employer.

In "Undergraduate Research and Creative Works: Roadmap to Employment in a Competitive World," Altman notes that the value of a liberal arts education is being challenged by critics, who argue that a "well educated citizen of the world" may not be employable; the mandate for any institution of higher learning, meanwhile, is to produce students who are "job-ready graduates."

What is being missed, Altman argues, is that these are not conflicting agendas. At High Point University, in combining the breadth of learning a general curriculum offers along with opportunities to work collaboratively with faculty in focused, discipline-specific research, they are working to send out graduates who are prepared to "engage a global world emotionally, socially, intellectually, civically, and economically." Each student has a chance to offer something new and unique in their field, and they will be able to also demonstrate the soft

skills that many potential employers are not seeing in the applicants fresh out of college.

Altman has been doing this for quite some time now. She jokes that "to her great horror," one of her students just celebrated her 42nd birthday. Every year, for students she's worked with on their research projects, she gifted them the Dr. Seuss book *Oh, The Places You'll Go!* She inscribed each book with a thoughtful message that has been carefully designed for the individual.

#### Katie's Story

HPU student Katie Long is one of the students who has benefitted directly from Altman's drive to see her students succeed. For three and a half years, Long met with Altman every week about her work with primates. As Long progressed through the program, Altman turned the conversation to discussions of Long's career and future. When Long graduated with a biology degree and moved to Iowa to study veterinary medicine, she took the Seuss book with her to keep on her desk, a constant reminder of a professor who believed in her.

Long notes that Altman helped her excel in research but also in many other ways. Because Altman knew Long's plans were to apply for vet school during her junior year, she helped her prepare applications and would spend "countless

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hours either after work or in between meetings answering all my questions no matter how silly they may be."

Now, three years later, Long is finishing her final year at Iowa State University, and she knows she wouldn't be where she is if not for Altman's assistance. She adds, "To this day I still keep in contact with Dr. Altman and continue to ask her all my silly questions. I feel extremely fortunate that I was able to work with her for so many years and maintain a relationship where I can still go to her for advice no matter what the situation is."

#### Blaine's Story

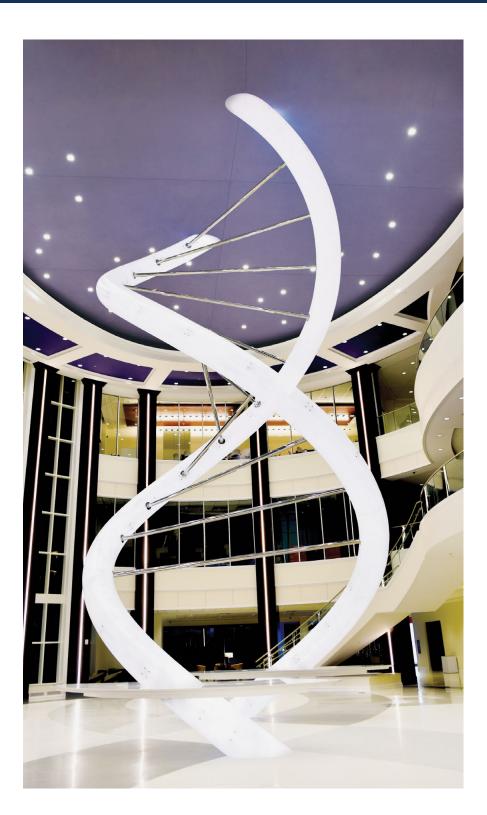
Washburn graduate Dr. Blaine Landis is now an Assistant Professor of Organizational Behavior in the UCL School of Management. What Landis remembers most about his time with Altman is how passionate she is about helping students and her talent in communicating difficult concepts in ways students can process. She's clear, strategic, and methodical—without ever becoming repetitive. Students learned early, Landis recalls, that you had "better not miss class," because every teaching encounter was meaningful and challenging. While his studies have brought him to some of the finest Ivy League institutions, he has not encountered an educator more talented or devoted. He notes, "She's up there among the very best—she really is that good."

"She's thought a lot about how students learn," Landis adds, and she gives copious amounts of thoughtful feedback. "Everyone knows Dr. Altman's purple pen," he adds. She doesn't take shortcuts, which he appreciated as a student but admires even more as a professor, knowing full well how time-consuming it is to offer meaningful, helpful feedback to even one student—let alone dozens of them. She is still serving as a role model for him as a mentor and a teacher. When he's working to ensure he stays at 100 percent for all of his students, he notes, "I try to channel my inner Dr. Altman."

#### Joe's Story

Another recipient of Altman's mentoring is Washburn graduate Dr. Joseph Currin, now an Assistant Professor at Texas Tech University. Currin was not a traditional student; he already had a degree in Engineering but found himself bored and frustrated. Though he was unsure of the next step, he thought counseling people might feel rewarding, so he enrolled in one summer class, Intro to Psychology, and happily landed on Altman's radar. While he was nervous—with no background in research and no confidence in his writing—Altman insisted that he was bright and capable. Every time he felt himself hitting a wall, there was Altman, telling him, "You can do more."

Though the classes grew more challenging, of course, staying within Altman's sphere of influence made the difference. On the first day of Research Methods—a class that intimidated the students who nervously took their seats on day one—Altman walked in wearing a



The three-story DNA sculpture is housed inside High Point University's Congdon Hall. The 220,000-square-foot facility opened in fall 2017 to serve as the home for the Congdon School of Health Sciences and the Fred Wilson School of Pharmacy. The sculpture reflects the spirit of innovation found throughout HPU's campus.

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Grim Reaper outfit. Clearly, even Research Methods wasn't going to be dull or frightening, not with Altman at the helm.

Even as his mentor was urging him to complete an honors thesis, he recalls saying, "Fine, I'll do it, but I don't want to." Her belief in him was more powerful than his reluctance or ambivalence. When he couldn't find the confidence in his abilities, she was there—pushing him to believe, prodding him into that next step, and not letting him look back.

"That's where I fell in love with research," he admits. Eventually, Currin found a way to tie his research into his work with LGBT work in grad school, and he found his career path. Because he was able to use her belief in him to eventually find and hold on tightly to his own motivations and self-drive, he concludes, "It all goes back to what she had me do."

#### Heather's Story

Dr. Heather Morgan, another Washburn graduate, first arrived at college from a town of about 100 people. She notes, "When you're in a world that small, it sets your ceiling at a certain level." Her goal of earning a B.A. already surpassed anything expected of her, and she had no ambitions beyond completing her undergraduate degree. Then, Altman told her, "I think you can do a lot more."

Altman showed Morgan that she could craft a path to look exactly the way she wanted, and that wasn't just one moment







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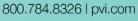






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At High Point University, in combining the breadth of learning a general curriculum offers along with opportunities to work collaboratively with faculty in focused, discipline-specific research, they are working to send out graduates who are prepared to "engage a global world emotionally, socially, intellectually, civically, and economically."

of encouragement or a stray compliment. Altman continually showed confidence in Morgan's abilities and admitted that even some academics with impressive backgrounds can still wonder if they have what it takes—if they are intelligent enough, hardworking enough, and capable enough. Morgan isn't sure if this is a fear more unique to women in academics and the workforce in general, but she has now spent much of her own professional career mentoring young women who face similar doubts.

Even though she's now proven herself by all reasonable measures, Morgan still finds herself facing doubt that can grow paralyzing. Not long ago, she encountered such a moment, and she searched for Altman's contact information. First,

she recounted for her mentor a moment from a few years before; she had learned an executive-level position was open in the company where she was at the time. Though she had set her sights on that position, it wasn't without barriers; it would be a skip-level promotion, and her own supervisor was applying. She worried she would be viewed as too young or too inexperienced to be worthy of the title, and she was prepared to walk away from the opportunity from fear of rejection, even though she was conflicted and saddened by that choice.

Later that evening, as she was preparing to read her child a bedtime story, her daughter Quincy chose a book she hadn't selected before—it was the Dr. Seuss book Altman had given Morgan at graduation. She stumbled upon that inscription at the precise moment she most needed to see it again: "There's nothing more rewarding for a teacher than to make a connection with a student and help her find new horizons; and it has been a pleasure. You have such an openness for learning, a joyful spirit, enthusiasm, and courage. These qualities will lead you to continued success in the future. But there will be times along the way when your confidence falters and you grow doubtful. Let this book be a lasting reminder to you that I have every confidence in what you can achieve. So take all your next big steps knowing that a small piece of your past has complete faith in your future. Now go find those new horizons."

The following day, Morgan applied for the position, and a few weeks later, she accepted that job. At the time she was writing Altman, she was preparing to defend her dissertation one week later and found herself once again "riddled with doubt and insecurity." This time, she purposely sought out the children's book and reread that inscription. She finished her letter to Altman with this: "You may already be aware of this, but it's worth reiterating that the impact you have on your students extends far, far beyond the



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classroom. Even now, 12 years later, your confidence is pushing me to face the challenges I fear and to overcome the insecurity that could very easily hold me back. Once again, thank you; I am eternally grateful for the education, inspiration and motivation that you instilled. It is serving me well to this day."

For Altman, it all goes back to a poem by Guillaume Apollinaire that she often read to her classes: ""Come to the edge," he said.

"We can't, we're afraid!" they responded. "Come to the edge," he said. "We can't, we will fall!" they responded. "Come to the edge," he said. And so they came. And he pushed them. And they flew."

This is her teaching philosophy in a nutshell, as she prepares students to reach for more than they imagined they could, as they step to the frightening edge and learn to fly.



ABOUT THE AUTHOR: Dr. Rachel James Clevenger earned her M.Ed. degree from Mississippi College. After finishing her PhD in Composition and Rhetoric,

she taught and served as the University Writing Center Director for Birmingham Southern College and University of Alabama at Birmingham. Most recently, she taught Business Communications at Samford University.

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FACILITIES AND MAINTENANCE

by Brian Simmons

### How to Select the Right Floor Cleaning Equipment for Your School

Students learn best in clean environments.

That's not just common sense; it's supported by research. A study conducted by APPA found that a lack of cleanliness is a distraction to learning and that most students (84%) want their learning environment to adhere to a high standard of cleanliness.

For facilities managers trying to manage tight budgets, achieving this standard can be a challenge. Fortunately, the right floor cleaning equipment can help you keep your facility spotless while also saving you money on labor.

#### Starting with Prevention

The old adage "an ounce of prevention is worth a pound of cure" is perhaps nowhere more true than when we talk about cleaning.

It's far less expensive to keep dirt and grime out of your facilities than it is to get it out after it's there. That's why you should always start your cleaning program where you get the most bang for your buck—outside.

Here are a few easy things you, your staff, and your students can do to prevent dirt and grime from getting through the door:

- Regularly clean your entrances
- Install matting at entryways
- Filter air to reduce airborne dust
- Encourage students and staff to pick up outdoor trash and litter when they see it

#### Tackling Floor Cleaning Challenges

Floors pose a cleaning challenge in any building, but especially in schools because of the sheer amount of foot traffic. Let's look at the two main cleaning challenges—carpets and hard floors—and the equipment that can help you solve these challenges efficiently and effectively.

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#### **Cleaning Carpets**

When carpets aren't properly maintained, their appearance degrades and they wear out more quickly. In the APPA survey cited above, dull spots and matted carpets were signs that suggested a school's lack of cleanliness was at risk of becoming a distraction.

To keep carpets in top condition, you need to establish two cleaning routines: Daily cleaning and periodic, restorative cleaning.

#### **Daily Cleaning**

Vacuuming is the cornerstone of any daily cleaning routine. Effectively removing dirt from your carpets requires a high-quality commercial-grade vacuum cleaner.

#### What to look for in a vacuum cleaner

• CRI Seal of Approval. The Carpet and Rug Institute (CRI) tests vacuum cleaners on various measures of effectiveness, such as surface appearance change (i.e., does the product leave the carpet minimally changed after multiple cleanings?). The CRI Seal of Approval guarantees that carpet cleaning equipment works so you know you're getting the most out of your investment.

- Powerful dirt removal. This sounds obvious, but it's amazing how many vacuums fall short of the power and performance needed to effectively remove dirt and debris from carpets. Soil removal efficiency is the most important performance measure and one of main tests required for the CRI Seal of Approval.
- HEPA filtration. As long as you're doing the work, don't stop at dust and dirt. HEPA filters help remove the viruses, bacteria, and allergens that lurk in carpets. And, more importantly, after the contaminants are removed, a HEPA filter prevents them from exiting the vacuum through exhaust air.
- Effective edge cleaning. Not all vacuums are equally good at edge cleaning. Ineffective vacuums will leave a gray, dusty edge along your walls.
- The right style for your job. Vacuums come in a lot of shapes and sizes. Do you buy an upright? A backpack? A canister? A wide area vac? Each is designed for a specific task, so make sure to select equipment that matches your application. In some cases, a vacuum might not be the best choice. For example,

- if you have large, open areas, consider a commercial sweeper with dust control instead.
- **Simplicity.** Don't underestimate the value of a simple, easy-to-use machine. Look for a vacuum that's lightweight and easy to unclog.

#### Periodic, Restorative Cleaning

Depending on the location of your carpet, you will occasionally need to perform a restorative deep cleaning. For example, in places with a lot of snow, winters can wreak havoc on carpets. Periodic restoration may also be required in heavily trafficked areas, after special events, and to remove commonly spilled items, like oil, grease, soda, and coffee.

These heavy-duty jobs require a carpet extractor—a machine sprays water or a cleaning solution onto the carpet and then removes any foreign material. In short, an extractor removes everything a vacuum can't.

Carpet extractors come in two varieties: self-contained extractors and portable extractors (aka "box and wand extractors"). Like vacuums, both types of extractors should have the CRI Seal of Approval. For this equipment, a "machine-based CRI" is better than a "system-based CRI."



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#### Self-contained extractors

Self-contained extractors are simple machines that have been on the market for decades. They're the easiest equipment to use from a labor and training standpoint.

Besides the motor, a self-contained extractor contains a solution tank, a recovery tank, a brush for agitating the carpet fibers, and a vacuum shoe to recover the dirt, soil, stains, and so on that have been removed from the carpet.

#### What to look for in a self-contained extractor

- A high-quality brush. The brush does the cleaning, so it's a top priority. Pump pressure is less important.
- Low water usage. Getting good results with less water allows you
  to clean longer without emptying and refilling your tank. It also
  results in shorter dry times.
- A well-designed vacuum shoe. The vacuum shoe may be the most important component of the machine. To minimize drying time, it needs to have continuous contact with the carpet and provide even suction across its entire width.
- A single spray jet. Extractor water jets can get clogged, and single jets clog less. Plus, they provide more consistent coverage.
- **Dual mode cleaning.** Dual mode extractors are versatile machines that can provide both restoration and maintenance cleaning. The high flow rate setting provides heavy-duty soil removal, while the low flow rate setting uses less water/chemical for faster dry times.
- Easy-to-remove recovery tanks and easy-to-clean shoes. You want it to be easy for your staff to dispose of grime.
- Additional functionality. Finally, to get the most from your extractor investment, look for a machine that can also clean hard floors, get at hard-to-reach areas (with a wand), remove spots, and alternate between deep cleaning and interim extraction.

#### Portable Extractors (aka Box and Wand Extractors)

Portable extractors are easily recognized by their shape: a tank on wheels that has a solution and recovery area, a pressure pump, a vacuum, a long hose, a wand, and sometimes an inline heater.

#### What to look for in a portable extractor

- A powerful, easy-to-use wand. The wand is where the cleaning action takes place. Wands made of stainless steel are powerful, but they're heavy. A lighter weight wand with an ergonomic handle and a Teflon head will improve the productivity and efficiency of your cleaning staff.
- **Pressure and heat.** Heat helps release the oils and soils that stick to carpet fibers. And since there are no brushes, you need pressure to knock the debris off the fibers. Ideally, you want both, but if you have to choose, pick heat over pressure for better cleaning. (Note: wool-containing carpets should not be exposed to heat above 212°F.)
- A high-performance, high-power vacuum. This is required for pulling the water and soil out of your carpet.
- Transportability. Despite their name, portable extractors can be difficult to transport. Make sure you get one that's easy to move to your cleaning areas.

#### 4 tips for deep cleaning your carpets

- 1. Always vacuum first.
- 2. Use a carpet spotter for areas with significant soilage.
- Don't assume you need chemicals. Water alone can often get the job done.
- 4. Dry your carpets as fast as possible to avoid mold.



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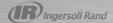
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#### Cleaning Hard Floors

Hard flooring is the other major cleaning challenge, and it's amplified by the fact that many schools still use mops and buckets. Mopping is messy and inefficient, it makes floors dangerously slippery, and often it simply doesn't do a very good job—it spreads dirt around rather than picking it up. The motion of mopping can also cause back and strain injuries.

#### **Automatic Scrubbers**

Automatic scrubbers clean faster and more effectively. An automatic scrubber is a machine that puts down a cleaning solution from an onboard tank, agitates it with a brush or pad, and then sucks up the used solution with a squeegee/vacuum system.

#### What to look for in an automatic scrubber

A scrubbing deck that matches the needs of your application.
 Automatic scrubbers come in different types and sizes to tackle specific cleaning situations.

*Disc scrubbers* are the most common and also typically the lowest cost scrubbers available. They use either pads or brushes and provide aggressive cleaning to remove even stubborn, stuck-on soils.

Cylindrical scrubbers uses two cylindrical brushes and are able to pick up debris during scrubbing, which eliminates the need to sweep. These scrubbers are especially effective on rough or grouted surfaces. One thing to consider is that cylindrical machines are less versatile because they can only be equipped with brushes and can't be used for conventional stripping.

Random orbital scrubbers are the newest scrubbing technology. They use pads and are able to provide highly efficient cleaning action that removes debris from all sides, including right up against walls. These scrubbers are also the most environmentally friendly choice as they use water and chemical extremely efficiently and provide chemical-free floor finish removal.

- A large tank opening. A large opening makes cleaning the tank faster and easier. Also make sure the tank can drain completely.
- **Single-pass functionality.** A machine that can scrub and dry floors in a single pass boosts productivity and safety.
- An easy-to-use interface with an onboard chemical system. The interface should be intuitive and allow the operator to change settings easily and quickly. For example, the chemical system should allow for on-the-fly adjustments to the amount of chemical, pressure, and water.
- A comfortable seat and ergonomic design (rider scrubbers).
   These help keep your staff safe and healthy. Many facilities are moving from walk-behind scrubbers to rider scrubbers because they provide higher productivity, improved safety, and greater operator satisfaction.

When it comes to floor cleaning, your equipment makes all of the difference. The right tools will help you provide students with a cleaner, more effective learning environment while also keeping your staff happy and your costs down.

ABOUT THE AUTHOR: Brian Simmons has worked in global product development and design for Nilfisk for more than 15 years. He

specializes in solving difficult cleaning challenges by conceptualizing and bringing to market hard and soft floor care cleaning equipment.

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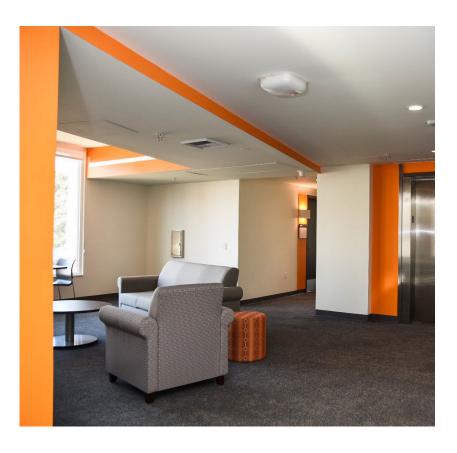


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"I love it," said Kuaana, an economics major. "I think the university really took into account what students said they wanted."

The University of La Verne is an independent, nonprofit university located in the foothill community of La Verne, California, 30 miles east of downtown Los Angeles. It is home to about 2,800 traditional-age undergraduate students, and more than 5,000 graduate students and adult learners.

About half of the students at the federally-designated Hispanic Serving Institution are the first in their families to attend college. Instilling a sense of civic and community engagement is a core value of the predominantly-commuter campus.

With that in mind, Citrus Hall and the new dining hall, The Spot, do more than provide students a place to eat and sleep. The \$42 million facilities were constructed next to existing housing, the Campus Center, and athletics facilities to form a student village that will nurture an engaged campus community.

"The university's residence halls and dining hall used to be dispersed across campus, which segmented the residents and discouraged community building," said Clive Houston-Brown, vice president for Human Resources, Information Technology, Facilities, and Safety. "Some halls were situated next to city residential areas, which meant programming events could be an issue."







With the addition of Citrus Hall and The Spot, and the subsequent demolition or renovation of older halls, all residence and dining halls are now in a single area of campus.

"This creates a far stronger community for the residential students living on campus and allows major programming and events to be held internal to campus without impact to city residents," Houston-Brown said.

Named in honor of the region's agricultural heritage, Citrus Hall is five stories tall, nearly 115,000 square feet, and fits 396 beds. It consists of three sections joined together by wide, window-lined corridors that encourage students to move from one section to the next.

Long before any conceptual designs were drafted, meetings were organized to collect student, faculty, and staff comments that would help determine what a new residence hall would be like, said Juan Regalado, Dean of Students.

Students liked the Vista La Verne Residence Hall, which opened in 2010, because it offered modern amenities such as central heating and air conditioning, hard-wire and wireless Internet connections, cable television, and suite-style units.

Brandt Residence Hall, which dated back to the 1950s, lacked air conditioning and other modern comforts, but students adored the communal space where friendships formed, diversity was embraced, and community involvement was fostered.

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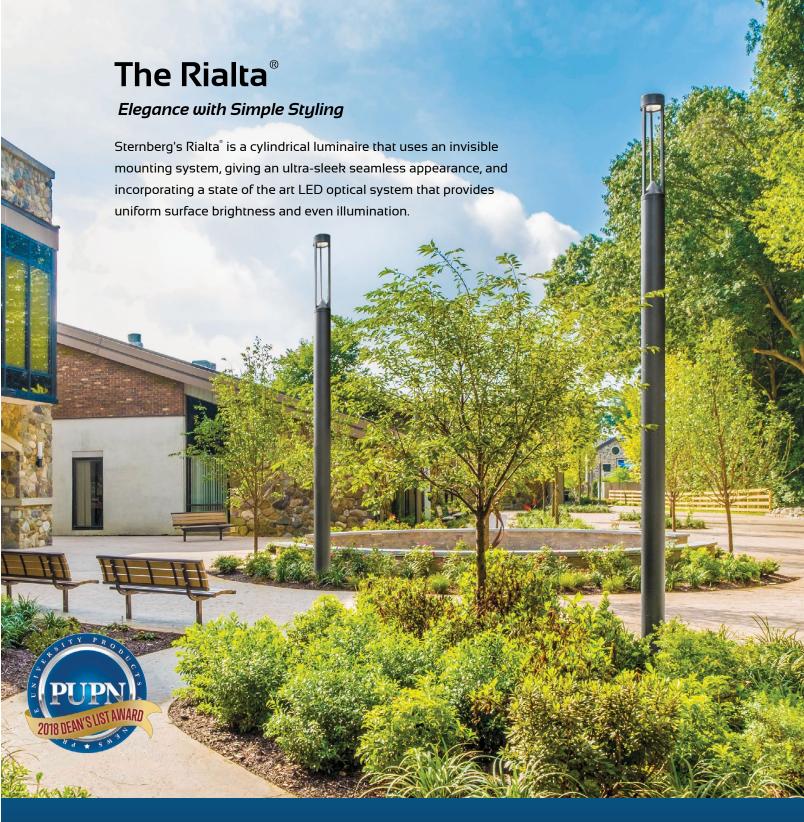
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The goal of the new residence hall is to bring together the best of both worlds.

"This is for the students, but it's by the students in a lot of different ways," Regalado said.

Steinberg Hart, a firm with experience designing student housing, was selected as the architect. The firm met with students and designed the hall to incorporate many of their requests.

#### Concept Becomes a Reality

The 16-month construction project, carried out by Bernards, a Southern California-based general contractor, was completed in August for the start of the Fall 2018 semester. The project came in slightly under budget.

When students enter the ground floor, they encounter a reception desk, student mailboxes and a vast main lounge with comfortable furniture, a flat screen TV, recreational equipment, and an outdoor lounge.

Throughout Citrus Hall are spaces where students can stop to meet one-on-one or in larger groups. Each floor has two group study rooms equipped with tables, chairs, whiteboards and flat screen TVs.

Students requested space for group study rather than having individual study cubicles, Regalado said.



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"Students said, 'I can study in my room or I can study in the library if I want to study alone," he said.

Bathrooms are clustered in the center of each floor, and each floor has a gender-neutral bathroom. Three elevators transport students from floor to floor.

#### More Than a Dining Hall

Attached to the new residence hall is the 18,700-square-foot dining hall, The Spot, which was named as a nod to the campus mascot, Leo the Leopard. It was also designed to encourage student interaction.

At more than four times the size of the university's previous dining hall, The Spot accommodates several different seating arrangements: long tables for big groups, booths and small tables for small groups, and a counter with stools overlooks a row of windows.

A food court consists of multiple serving stations and a large salad bar.

Anthony Bencomo, general manager of Bon Appétit Management Company, said the roomy kitchen and serving stations, which include a wood stove pizza oven, allow his staff to demonstrate more of their culinary creativity, which will result in more menu choices for diners.

The new salad bar is three times the size of the one in the old dining hall.



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#### **Increasing Dining Options**

"That allows us to have more farm-to-fork items, fresh from local vendors," Bencomo said. "We will also offer more of a variety of vegetarian and vegan options."

Regalado said the new dining facility is an important part of making students feel at home. More dietary options, including those that consider religious practices, allow a student to feel welcomed and accepted.

This semester, Bencomo will be preparing meals for about 2,700 students a day plus faculty, staff, and other guests.

As the fall semester began, students were already feeling the impact of the new facilities for dining and living.

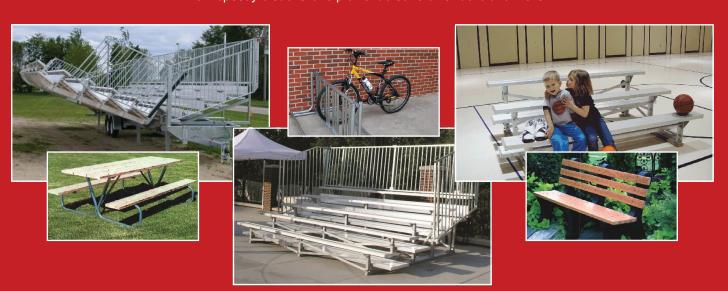
Surveying the new facility on move-in day, Kuaana said she felt like she was in the heart of campus. "It feels like a community now," she said. "You have neighbors. There is something bigger than yourself."

ABOUT THE AUTHOR: Monica Rodriguez writes for several southern California universities, including the University of La Verne, and regional lifestyle

publications. She has more than two decades of experience in daily journalism. Reach her at marscribe64@gmail.com.

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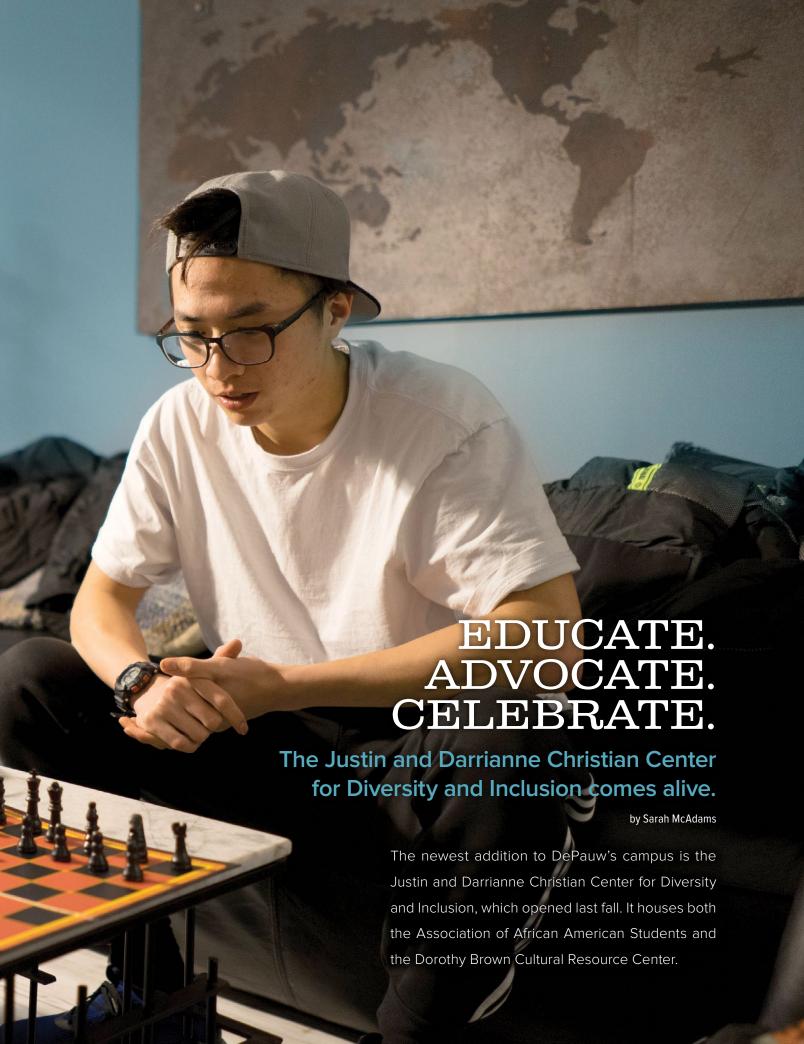
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Additionally, the center encompasses International Student Services, DACA and Undocumented Student Support, Multicultural Student Services and LGBTQIA+ Services. The Women's Center also fits beneath the center's umbrella.

#### Rooms with Many Uses

The center offers a plethora of great spaces for students, faculty and staff members. All rooms, with the exception of two media lounges, Flewellen West Media Lounge and Jason Asbury and David Smith East Media Lounge, can be reserved through e-services.

These include a multi-purpose room, barber shop, Bennett Library, boardroom, dining room, group collaboration space, ADA-accessible kitchen, Lawrence E. and Judith A. Young Atrium/Young Community Room, a multi-purpose basketball court with a gas fire pit and a salon.

The center also has a safe room, the use of which is coordinated through Campus Living and Community Development and Public Safety.

Jazmine Kerr '21 is very happy with the new spaces that the center offers. "The clean and pleasant atmosphere provides a calming environment to do



many of the things I have to do to get through the day," she says. "I even had a haircut in the barber shop."

"The media rooms and the kitchen are my favorite spaces," Kerr says. "The CDI has been the location for meetings and events my organizations and I have hosted, as well as just being a great study and cooking space for me."

Senior Sophia Lan concurs. She also recommends the kitchen, which is equipped with two of everything. "When the International Student Association needs to host dinner, we host it there," she says. "There is nowhere else besides the CDI that provides such a large space – kitchen and dining room – so I really appreciate it. It helps build a warm, family-oriented atmosphere, and that fits ISA's identity as well."

#### A Safe and Inclusive Space

Lan recognizes the efforts it took to make the building happen. She says the center is a safe and inclusive space where she can hang out with friends and study. And it's a great addition to her DePauw experience. The center seeks to foster a sense of belonging through education, celebration and





upnmag.com SEPTEMBER 2018 **35** 

advocacy to enhance the overall experience of students who identify as women, international, LGBTQIA+, Undocumented and students of color. It strengthens DePauw's dedication to respecting and valuing difference by creating an equitable space that engages the entire campus. DePauw students, faculty and staff members come from an array of cultural, ethnic and religious backgrounds. International students represent 40 different nations, making up about 10 percent of the student body. Domestic students of color make up nearly 20 percent of the student body and multicultural faculty members compose about 19 percent of DePauw's faculty.

#### **Increasing Student Retention**

Matt Abtahi, the center's assistant director, says he and Program Directors Alesha Bowman, Aliza Frame and Sarah Ryan are working to increase retention of their student populations. "We think about this in regard to academic success of the folks we're hoping call this space

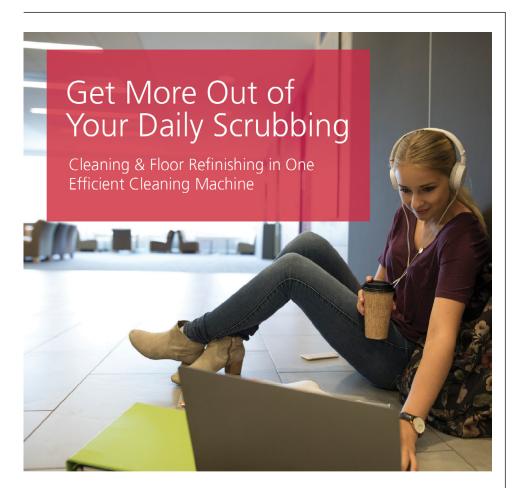
"Let us allow this beautiful Diversity and Inclusion Center to remind us of the

lessons of Dr. King, Charlayne Hunter-

Gault, fellow alums Percy Julian and Kenneth Hogate. Let us be hopeful that

we each have the strength to take a

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The center's staff members hold themselves accountable to the center's mission of educating, advocating and celebrating. "With this three-tiered approach, we are hopeful that

124-year history of this game." -JUSTIN CHRISTIAN '95 AT THE DEDICATION OF THE CENTER

their home," he says. Nineteen student groups affiliate with the center. The Brotherhood, a men-of-color initiative, holds monthly meetings often geared toward academic or professional engagement. Abtahi hopes the center can bolster what the Brotherhood already is doing by providing social engagement opportunities to build a stronger community.

#### Space to Be Authentic

FOR DIVERSITY AND INCLUSION.

"We know that, when students feel a stronger sense of belonging on campus and are better able to be authentic in spaces where they're learning, their learning will flourish," Abtahi says. "Our challenge is how do we get students to feel this way about the campus at large and not just about a few pockets here and there."

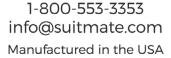


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our students can come to DePauw, experience the center, experience their identity as well as others' identity, know how to articulate themselves and how to take up space or not when they're advocating for others," says Abtahi.

He admits those are challenging soft skills to master. "However, our hope is that through a continuous engagement process, students will eventually get there," he says.

"There is a lot of potential to be successful, and I think if students are really willing to engage in unpacking their own stories and unpacking the history of how they've learned what they've learned, we'll have a lot of really cool moments on campus as we become a stronger community."



ABOUT THE AUTHOR: Sarah McAdams earned her M.A. in teaching English as a Second Language at the University of New Mexico.

Currently, she is Internal Communications Manager at DePauw University in Greencastle, Indiana.

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They'll arrive on this campus in the Piedmont section of North Carolina from 49 states and 58 countries; where they'll choose from more than 60 undergraduate majors, seven master's programs, a doctoral program and a law school. For first-year students, it's likely that their arrival will result in a degree in four years, because Elon's four-year graduation rate of 81 percent ranks in the top 10 percent of U.S. private universities.

This year, like many in the past, the SUVs loaded down with dorm-room furnishings had barely cleared the campus before a squadron of work trucks moved in. This semester begins on a brand-new campus that's been transformed over the summer break.

In all, Elon University has either completed or is nearing completion on seven construction projects, including a new academic building, expansions to a library, dining hall and recreation center and a residential neighborhood with space for 300 students. Perhaps the most noticeable expansion is the Schar Center, a 5,100-seat convocation center that will serve as the home for Phoenix basketball and volleyball and as a site for campus events such as graduations and concerts.



Each new project builds on the design elements of the past, so that the entire campus fits together as one place. Brad Moore, Elon University's architect and director of planning design and construction management, says that the university has used a collegiate Georgian architecture style for buildings, predominantly made of a burgundy brick that recalls the college color and Elon Burn, a custom-made clay paver by Pine Hall Brick Company, to pave sidewalks and plazas.

Making each new building similar to the ones that came before lends a timeless appearance.

"If you come to our campus, you will see a fairly seamless campus, the brick and precast elements, the white columns, the gables, the shingle roofs and the cupolas," said Moore. "We have a very distinctive architecture on our campus. Our approach is that all buildings work together. You can't look at a certain building and tell a time frame when it was built. All have the same style and the same elements and as a result, the campus continues to weave itself together so that it works well together."





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The idea of build-and-repeat was intentional. Early on, college leaders came to understand that investments in classic architecture in the built environment, both buildings and outdoor hardscape elements, pay off by attracting better students and faculty.

"When you walk on this campus, you have a different mindset," said Moore. "That's the interesting thing. We want a pedestrian friendly campus built on a human scale, with buildings of three and four stories that continue in the same style, not disjointed from what you would ordinarily see on a college campus."

Steven House, Provost and Executive Vice-President, agreed.

"Elon's campus often makes an immediate and profound impression upon those who are visiting for the first time," said House. "For those who study, teach and work here, it becomes an integral part of the learning experience, providing an environment that fosters engagement, community and connection. Through generations, the university's leadership has built a campus that adheres to the university's history, and prepares for its future."

#### A Fire and a President

Elon University's built environment had two defining moments in its history. One had to do with a fire that destroyed the college's main building in 1923, an event so ingrained in the college culture that its mascot is now the Phoenix, shown arising from the ashes. The other was a college president who saw the usefulness in developing and implementing a strategic landscape design for the campus, despite initial opposition. George Troxler, Professor Emeritus of History and retired Dean of Cultural and Special Programs at Elon University, wrote a book: From A Grove of Oaks: The Story of Elon University. The book outlines how the college, which was founded by the Southern Christian Church, began in September 1890 with 77 students.

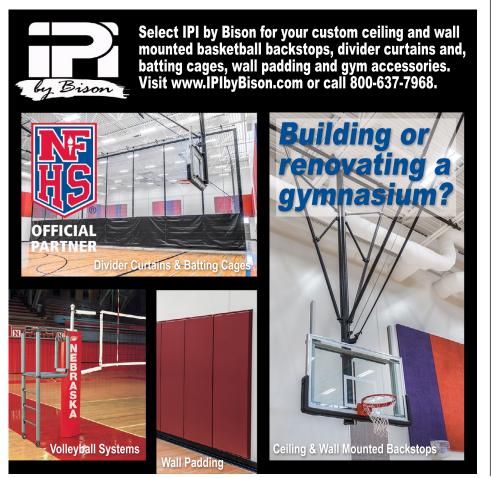
The first school's president sold his family farm to build the administration building, which included an auditorium, offices, a library and classrooms. That building burned in 1923 and was replaced by five separate buildings of similar design, which included colonnades connecting them. From then until now, across decades of design and construction, buildings added to the campus included elements established in the design of those original buildings.

In 1974, James Fred Young, then President of Elon, oversaw the purchase of a 43-acre tract adjoining the north campus from the estate of Cora Caddell, increasing the campus by 40 percent. Troxler wrote that Young contracted









with Raleigh, N.C.-based landscape architecture firm Lewis Clarke and Associates to prepare a master land-use plan. In October 1975, Wayne McBride of the firm presented plans that called for open spaces, plazas, fountains and clay paver walkways. McBride later founded his own firm, McBride Hess Design Group P.A., which continues providing land-use design services to Elon University today.

Among McBride's first suggestions was to tear out a parking lot in front of the Alamance Building, move parking to the outside edges of the campus and put in a fountain and pedestrian plaza made of clay pavers and ringed with walkways using similar materials that connect it to nearby buildings. Troxler recalls today the uproar by faculty and students alike over taking out a perfectly good parking lot and spending money to do so, because there were clearly other things that they saw as more important.

But McBride and his plan wouldn't be deterred. Within the college leadership, McBride came to earn the respect usually reserved for a winning football coach. Troxler recalls that the joke at Elon was that no one on campus dared plant even a daffodil without getting permission from Wayne McBride first. The money would be raised, the parking lot was torn out and Scott Plaza, which was named for a donor, would be built, which was both a testimony to good design and to McBride's persistence.

One of the more visible results of Scott Plaza and similar outdoor spaces, laid out in a combination of running bond and basketweave patterns in clay pavers that would follow, has been a campus-wide tradition called College Coffee. Each Tuesday, students, faculty, staff and administrators meet from 9:40 a.m. until 10:20 a.m. to have coffee and get to know one another better. The Coffee, which was first held on Scott Plaza, is now held at the Phi Beta Kappa Commons nearby, which is part of the Lambert Academic Village.

Although there were changes to the plan since it was first proposed in 1975, "McBride's vision of open green vistas, dramatic plazas, small unique courts, pedestrian-friendly walkways and architecturally harmonious buildings is evident today, and Elon is recognized for having one of the nation's most beautiful campuses," Troxler wrote.

#### A Campus that Tells the Story

Troxler said that the idea of purposefully building beauty into a college campus pays dividends that grow year over year.

"Wayne McBride knew what he was doing," said Troxler. "A beautiful campus attracts



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students, it attracts donors and it is nice to work and nice to be a student at an attractive campus."

As a student, your first impression is going to be positive and regardless of your SAT score, you are going to apply to this school, and this school is going to be higher on your list. And donors like to give to schools that are successful."

Troxler said it's that kind of attention to detail that tells the college's story and it's one he learned decades ago. He recalled that when he was starting out as a history professor and mulling over job offers, his advisor gave him one piece of advice, beyond the idea of research, of building his teaching skills, of pursuing tenure. The advice had to do with whether there was a fresh coat of paint on the outside of the building.

"See if you can see signs of deferred maintenance," Troxler said his advisor told him. "If you can, then you don't want to work there."

It's worth noting Troxler arrived at Elon in 1969.



ABOUT THE AUTHOR: Walt Steele is chief operating officer for Pine Hall Brick Company, America's largest manufacturer of genuine clay pavers. For more information, Steele can be reached

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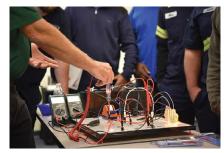
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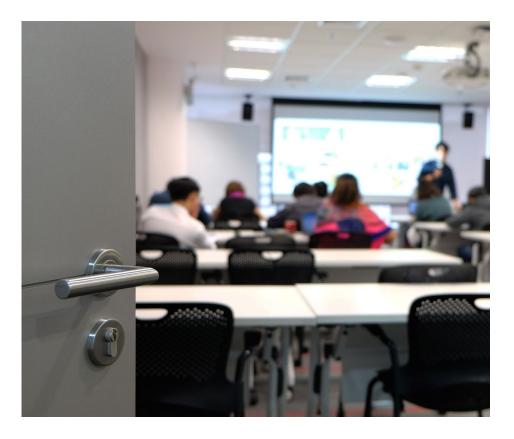




# AN EXAMINATION OF PRODUCTS FOR ACTIVE SHOOTER AWARENESS

by Brandon Gilliland

As a new academic year is dawning across our nation's colleges and universities, the atmosphere is a little more unsettling. Active shooter situations have become a far too common scene in our nation's educational institutions.



#### The New Normal

As a practicing educator at both the secondary and postsecondary levels, as well as being the father of two small girls, I find it very difficult to accept this "new normal."

Active shooter drills have become routine in our colleges and universities as these institutions have begun to formulate rapid response drills to active shooter situations.

Many colleges and universities have incorporated "Run, Hide, and Fight" into their campus safety plans. Others are purchasing construction materials in an effort to protect their faculty and students during an active shooter event.

While the need for developing and implementing campus safety plans and active shooter drills are critical to surviving horrific campus shootings, numerous products have been invented to assist students, professors, and administrators in preparing for active shooter situations.

#### Constructing "Safe Rooms"

New products have been invented which afford private colleges and universities the ability to construct classrooms that are effectively "safe



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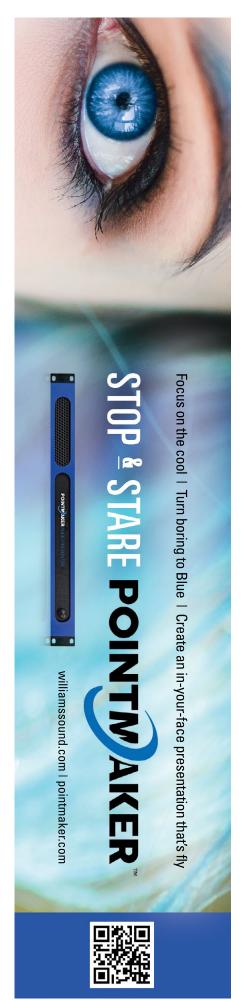
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rooms" by using fiberglass panels that provide security against bullets fired from outside of the classrooms.

Safety companies have created additional bullet-resistant material for items such as reception desks at the front of buildings, whiteboards at the front of classrooms and lecture halls, as well as classroom doors.

Companies are also now developing desks and tables for students to safely hide under. This provides an additional layer of protection in university classrooms and laboratories. Additional classroom furniture, such as armored podiums, have also been developed to potentially protect faculty members during an active shooter event.

#### Little Time to React

During active shooter situations, students are often found in the crosshairs with little time to react to the unfolding event. Students are often unable to evacuate the building where the shooting is taking place and must resort to finding an area within their environment to shelter in place.

Bulletproof backpacks are being manufactured to add an extra layer of safety for students. Similar to a bulletproof vest worn by law enforcement officers, bulletproof backpacks can prevent students from being hit by gunfire while running away from the shooter.

Additionally, once students have sheltered in-place, bulletproof backpacks can be used to protect students' chests and heads. These backpacks are relatively light in weight and do not weigh much more than standard backpacks. As a parent, I must weigh the cost of a bulletproof backpack, considering it to potentially save the life of my child.

Parents would have to deal with choosing how devastatingly difficult it would be to "add item to cart" in the first place versus their child not being protected in the event of an emergency situation while at school. It is an awful decision to consider.

#### Securing Doors and Offices

Many active shooter safety products have focused on securing classroom and office doors. Devices can be placed at the base



of doors to prevent an active shooter from gaining access to other rooms.

Another device has been created to be placed at the top of door hinges to prevent doors from being opened. These options are readily available for purchase online and are relatively inexpensive.

There are also magnets made specifically to be placed over a door's lock. The purpose of these magnets is to keep the door locked at all times, but prevent the door from completely closing so that students may come and go on normal school days.

If there is a lockdown or the door needs to be secured, the magnetic strip can be removed and the door will fully close. This saves valuable time as faculty and staff do not have to search for keys to successfully lock a classroom door in time.

#### Products Matched with Planning

While products are clearly needed to assist in protecting all stakeholders from active shooter events, the need still exists for colleges and universities to develop campus security plans. The latest school safety product inventions have a place in helping to protect faculty, staff, and students from active shooter events but must be coupled with an effective campus safety plan.

Campus administrators, faculty, staff, and students also need to be well-trained in how to operate many of these latest innovations. Publishing these plans and making sure that faculty and students are aware of these plans, as well as appropriate evacuation routes, in the event of an active shooter emergency should become common protocol in the upcoming school year.

Informing students and their parents of what your school is doing to enhance school safety measures may be an added benefit because they will know that this topic is being taken seriously and that proper precautions are in place.



ABOUT THE AUTHOR: Brandon Gilliland, Ed.D. is a ten-year veteran educator. His research interests involve school violence

prevention and education law. He may be reached at brandonqilliland@gmail.com.



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## State University of New York College at Old Westbury

Cloud-based campus card system helps college keep students focused on success

TouchNet OneCard VIP unifies permissions and payments while providing SUNY-Old Westbury with actionable data

Administrators, faculty and staff at the State University of New York College at Old Westbury are committed to the success of every one of their nearly 5,000 students. So when the sprawling Long Island school started looking for a new campus card system a few years ago, all roads led to TouchNet OneCard VIP.

"OneCard VIP gives us the ability to analyze all types of data we've never had before," says Carol Kaunitz, executive director, Auxiliary Service Corp., at SUNY-Old Westbury. "We can evaluate student behaviors and engagement and use this information to keep students on track and invested in their future."

OneCard VIP was implemented at SUNY-Old Westbury in July 2017 and is currently used as a campus ID card as well as a vehicle to pay for services such as dining, vending, book vouchers, and even laundry.

The check-in feature also allows Residential Life staff to see who hasn't been swiping in for meals or who may be keeping odd hours. Staff can then check in with the student to ensure health and safety, Kaunitz says.

#### Top choice

OneCard VIP was selected by a committee of stakeholders who researched three solutions. "The decision was based on needing less IT support, the ability to grow in functionality as the college grows, and best overall value," Kaunitz says. "Plus the college was successfully using TouchNet in the bursar's office for billing and student account payments, so OneCard VIP was a natural extension."

## State University of New York College at Old Westbury

The OneCard VIP system is mobile, easy to install, cloud-based and fully integrated to the ERP system. Students can add funds to the card through a webpage or mobile device.

Students can use OneCard to access buildings such as the fitness center. That check-in component will soon be expanded to the front gate and classrooms—providing another way to identify and help students who may be struggling.

"Maybe a student leaves campus and doesn't return each night until 2 a.m. They're missing their first class and starting to fail. We can use that information to help," Kaunitz says. "It may be as simple as they have a job, but this insight gives our Student Success staff the opportunity

to make suggestions, such as maybe they don't take an 8 a.m. class."

#### Controlled access

OneCard VIP promotes security by limiting access to residential buildings, and it generates countless reports, such as popular meal items or busy dining hall times that require additional staffing.

One of the biggest improvements, however, has benefited commuters, faculty and staff who can now purchase meal plans online, Kaunitz says. Before, they needed to visit the bursar to pay and then go to food services to activate the plan before using it. "It's a one-stop shop now," she says. "The card automatically accepts payments and is valid immediately. This is

especially important because we're on 600 acres, and it's not easy to get off campus to eat."

The university is also introducing a mobile app, which will allow students to use their smartphones to pay for services. Soon students will be able to use it for access and attendance.

"We're also planning to add the alumni to the OneCard VIP system," Kaunitz says. "That's going to be very valuable to keep the alumni connected to our college."

How have students responded to the new campus card? "They absolutely love it," Kaunitz says. "They tell me 'Thank you for thinking of us.' I say 'We want you to have everything you could possibly need to succeed.'"



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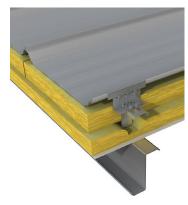
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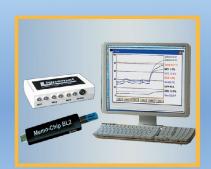


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This was the case on one recent *VACUU·LAN® local vacuum network* installation, where research into aquatic microbiomes and their impact on animal health was held back by their vacuum supply. Researchers found that their vacuum system limited the rate at which they could filter samples for subsequent analysis. Originally, they found that the building's central vacuum system made the filtration process take far too long for to meet their research needs. Then they worked with another vendor to identify benchtop vacuum pumps to suit their needs, but this too was found to be insufficient. Because the pumps were not well-suited to the filtration work, they also created headaches, both literal and figurative, due to the high noise level and their frequent maintenance requirements.

Consequently, the research team turned to a **VACUU·LAN®** vacuum network. By installing a **VACUU·LAN®** vacuum system, they were able to obtain strong, stable vacuum to drive their research forward at the same time that they improved reliability and reduced the noise level in the lab space. The installed system was designed with adaptability in mind. Eight surface-mounted bench turrets were installed along with a single VACUUBRAND ME 16C NT +EK pump. The specially-designed vacuum turrets incorporate check valves which ensure that the vacuum throughout the network is deep and stable, and that there is no interference between system users. This allow researchers to complete multiple simultaneous filtrations using a single pump. By using surface-mounted turrets, the network can easily expand as future research needs dictate. Or, the equipment can be relocated should the need arise. And by selecting the ME 16C NT +EK pump, the research team has chosen a pump which is capable of supporting their current work load and allows them to expand their vacuum system should the need arise.

Since installing their **VACUU·LAN®** network in 2017, sample throughput and research productivity have sky-rocketed as a result of the increased capacity enabled by their **VACUU·LAN®** network. "[The increased capacity] alone allowed us to embark on projects and sampling regimes that we simply could not have done prior to having the system," reports the Lab Manager. He continues by stating that their **VACUU·LAN®** network allows them to filter "over 35 samples of 2 liters of water each morning for a single project and also have capacity for other projects aside from that. Previously, filtering 35 samples would have taken us too long to complete in one [full] day." This increased capacity to process samples has permitted the staff to do more extensive analysis, and has allowed them to obtain additional grant funding to expand and continue their research beyond the scope and duration of the original grant.

Removing bottlenecks from research can unlock significant productivity gains by improving throughput, thereby increasing the capacity and capability of existing research staff. Through thoughtful and comprehensive planning, it is possible not only to alleviate bottlenecks in the lab, but to simultaneously relieve researchers of nuisance problems such as excessively loud equipment and support broader institutional objectives such as sustainability. By installing a **VACUU·LAN® local vacuum network**, this research team has achieved all three – improved productivity, eliminated distracting background noise, and supported sustainability.













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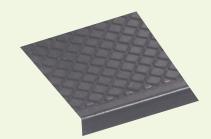
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www.fjmsecurity.com



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www.microfit.com



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www.williamsav.com

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 Lindsay Reeds, LEED AP, Associate, KSQ Architects

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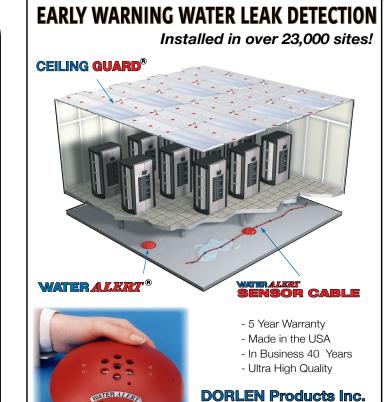
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