



PRIVATE UNIVERSITY PRODUCTS AND NEWS

MAY 2023
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**UPDATING
CAMPUS BATHROOM
SPACES**

**SECURING
MULTI-BUILDING
FACILITIES**

**OVERCOMING
SPATIAL LIMITATIONS
IN ATHLETICS FACILITIES**

**TECH-BASED
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AT NEWMAN UNIVERSITY**

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FEATURES

24

Updating Campus Bathroom Spaces

The COVID-19 pandemic compelled higher education institutions to reassess best practices for keeping interior and exterior spaces clean and safe. Following campus closings and then the gradual return to classrooms in 2020 and 2021, the health of students, faculty, and staff was foremost on everyone’s mind. Campuses were confronted with a moral obligation to do better—not simply to thwart the spread of germs but to adopt active measures across campus that created a culture of trust and cooperation.

34

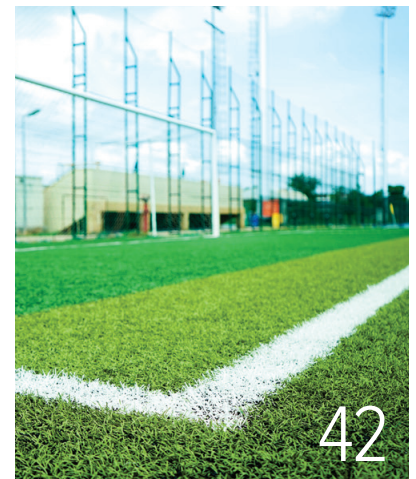
Securing Multi-building Facilities

Many of us can imagine—or have even experienced—this scenario: on a day just like any other day on campus, the first morning bell rings as students file into their classes. As instructors begin their lessons, cell phones start to buzz with an emergency campus alert. Panic fills the room as students read the notification of an active shooter on campus and that all classrooms need to immediately go into lockdown. Alerts like these are the first step in saving lives in a situation that has become commonplace. According to the *New York Times*, situations involving active shooters occurred 647 times in 2022.

42

Overcoming Spatial Limitations: CANISIUS COLLEGE’S ATHLETICS FACILITIES EXCEL IN TIGHT QUARTERS

When city campuses are combined with robust athletics departments, the result can be challenging circumstances that call for big-time planning, both short and long term. Fortunately, decades ago, thought leaders at Canisius College—the Buffalo, New York based Jesuit institution founded in 1870—carved out scarce land on campus and dedicated it to the “pursuit of victory, the agony of defeat,” and the countless hours of practice in every imaginable weather condition.



COLUMNS



SPOTLIGHT / ON OUR COVER

08

Historic Immersion: Games, Trips, and Podcasts at Newman University

Kelly McFall, Professor of History and Director of the Honors Program at Newman University, seeks out and employs multiple ways to connect his students and the public to the concerns of history. He originated a podcast channel to publicize new books in Genocide Studies; he has a long history of taking students on educational trips abroad; and he directs Newman’s Honors program. A great deal of his teaching focus, however, lies in playing games with his students—games in which his students are immersed in the history they study.

FLOORING

22

Floor Safety 101



SPORTS & FITNESS

18

Tapping into Students’ Desires with Tech-Based Exercise Equipment

CAMPUS UPDATES

48

Editor's Letter

MAY 2023

Hello from *Private University Products and News*!

I hope this letter finds you well. The end of the academic year is a time for celebration, reflection, and excitement for what the future holds. Graduation is a momentous occasion for students, faculty, staff, and families alike—a time to celebrate the hard work and achievements of those who have devoted so much focus and effort to their studies. As we reflect on this important milestone, we are reminded of the beauty of the private higher education campuses that we have had the pleasure of visiting and exploring throughout the year.

The campuses of your institutions are truly a remarkable sight. From the stunning architecture to the beautifully manicured lawns and gardens, these campuses are a testament to the hard work and dedication of the faculty, staff, and administration. Visitors to your campuses have the opportunity to experience the beauty of the environments firsthand, and we are grateful to be able to help with information in these pages to continue to improve your campuses, as you are always striving to do.

As a magazine, we are excited to provide our readers with the information you need to continue to provide top-notch facilities and environments for students, faculty, and staff. We know that you are committed to excellence, and we are proud to highlight the many products and services that can help you achieve your goals.

Looking ahead, we are excited to feature the annual Showcase of Excellence in our next issue. This reference tool is a valuable resource for institutions looking to partner with the best providers in the industry. We are confident that our readers will find this resource to be an invaluable tool as they continue to strive for excellence in all that they do.

As we close out this academic year and look ahead to the future, we want to express our gratitude to the institutions, faculty, staff, and students who have allowed us to be a part of their journey. We are honored to share their stories and accomplishments, and we look forward to seeing what the future holds for these incredible institutions.

Thank you for your continued support! We look forward to seeing you again next month.

Sincerely,

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Historic Immersion: Games, Trips, and Podcasts at Newman University

BY CYNTHIA MWENJA, PhD

Kelly McFall, Professor of History and Director of the Honors Program at Newman University, seeks out and employs multiple ways to connect his students and the public to the concerns of history. He originated a podcast channel to publicize new books in Genocide Studies; he has a long history of taking students on educational trips abroad; and he directs Newman's Honors program. A great deal of his teaching focus, however, lies in playing games with his students—games in which his students are immersed in the history they study.

Reacting to the Past Role-Immersion Games

McFall learned about Reacting to the Past—a role-immersion approach to teaching history—about fifteen years ago. He had been looking for ways to make his World Civilizations class more engaging and found out about the program from Mark Carnes, the History professor at Barnard College who founded the Reacting to the Past Institute, the precursor of the current Reacting to the Past Consortium. According to the Reacting to the Past website, it is “an active-learning pedagogy of complex role-playing games. Reacting promotes engagement with big ideas, and improves critical, practical, intellectual, and academic skills”; the website also states that “Through immersive role-playing, students are able to experience history in a way that transcends traditional classroom learning.”

Once McFall looked at the website, he made a snap decision to use this approach the following term. He immediately ordered the books, then had a moment of fear, not

knowing exactly what he had gotten himself into. He registered for a conference to learn how to teach using this method. Once there, he was blown away—as a PhD student, he had studied, in part, how multi-ethnic societies work—but in playing a game over one weekend, he felt that he had learned more about that subject than he had during his doctoral studies.

McFall says that each game “invites students to immerse themselves in a society facing a debate or challenge in which participants disagree.” Each student is assigned a role, either a known historical figure or a fictional character based in historical fact. McFall offers an example from a game he developed—*The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994*—in which the students are ambassadors to the United Nations in 1994, responding to reports of escalating genocidal violence in Rwanda.

These games, set in times and spaces that are very different from the students' current

lives, impel participants to “practice careful critical reading, empathetical thinking, and persuasion,” McFall notes. They must think much more deeply about every aspect of the given history and its context than students who simply learn historical facts. Another challenge students must confront in playing these games is that of inhabiting the beliefs and sensibilities held by people from other geographic locations and historic eras; students must step out of their twentieth century American viewpoints when playing Reacting to the Past games.

McFall states that this hands-on learning approach has transformed his teaching; the “students are taking over leadership in the classroom,” and his role has shifted to coach, guide, and—at times—cheerleader. Not only is role-immersion a more effective way to teach, McFall points out, but it also offers institutional benefits such as community building and retention. He now takes his own students to conferences such as the one that hooked him; the students help other professors learn to play.



McFall, now the Director of the Reacting Editorial Board, has written or co-written five games so far; the creation process of each game has taken five years every time. To gather the needed information, he conducts some primary research, but the majority of the research is secondary. The goal in assembling and writing the materials is to produce all of the historical and intellectual materials necessary for students to truly immerse themselves in the scenario. As an academic historian, McFall also had to learn to adopt a non-academic voice to write in this creative non-fiction genre. He says that he was not trained to write in different ways, so developing a new writerly voice was definitely a learning process. As the Reacting to the Past website states, each game includes four sets of material: “A student Gamebook, which outlines the historical context, game premise, central debates, and rules; an Instructor’s Manual with complete instructions on running the game on a day-to-day basis, complete with course handouts; a packet of role sheets to

continued on next page





be distributed to students with instructions on their individual goals and strategies for game play; [and] a variety of companion texts / primary source readings (which may also be included as appendices to the student game book).”

As each game is in development, McFall explains, it is extensively revised throughout an extended period of review and comment; games are also played in dozens of classrooms before they are finished. His first game was in version 8.2—eight major versions, with two updated adaptations of the final one—before going to the publisher. McFall notes that it can be challenging to integrate the feedback in ways that still make sense, are truthful, and are helpful to the students who will play the game.

All kinds of teaching can be fun, McFall says, but playing *Reacting to the Past* games has made his classrooms “much more fun places to be.” He also appreciates

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that the games allow him to “connect with students on an entirely different basis.” Instead of McFall giving lectures as the source of knowledge, students come to him for advice as they wrestle with the material. Their deep engagement with the information

and process also helps them to remember the material in much more detail.

Not Only Fun and Games

In 2007, history professor Marshall Poe founded New Books in History, a podcast

focused on amplifying awareness of excellent new books in the discipline of History. As the podcast caught on, he expanded the offerings, eventually forming the New Books Network, “a consortium of author-interview podcast channels dedicated to raising the level of public discourse by introducing scholars and other serious writers to a wide public via new media,” as its website states. McFall adds that these podcasts can allow undergraduate and graduate students to access books they would not otherwise read, and students could also be exposed to professions they may not have previously considered.

McFall originated the New Books in Genocide Studies podcast channel under the NBN umbrella twelve years ago. He defines the central focus of Genocide Studies as “studying mass violence in order to address, prevent, and mitigate its effects.” As the field has matured, he says, it has become more nuanced and interdisciplinary in its approaches. Now, the field has become particularly interested in questions of colonialism and how genocidal violence happens not only in specific moments, but also in the tensions between occupier and occupied. While many people have had the sense that such tensions were receding, we can now see the re-emergence of ideas such as antisemitism and racism in many places around the world. As a podcast host, McFall is happy to provide authors who engage with these issues a way to interact with the public.

McFall focuses on horrifying and sobering content within Studies in Genocide, and he balances that heavy material with his other interests. One such interest, he notes, is teaching courses on women in sports. He points out that this subject also has its own challenging content, but there is also success and joy to share in the material. McFall’s *Reacting to the Past* gamebook—*Changing the Game*—draws on this subject matter, having players examine the issues on a fictional college campus in the days of the U.S. congressional Title IX hearings. As the book’s description explains, “As students wrestle with questions of gender parity and the place of athletics in higher education,

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they learn about the implementation—and implications—of legal change in the United States.”

McFall leaves this month for his first student trip since the Covid pandemic began. This will be the tenth trip he has taken with students, and he is still excited by the opportunity. While he does have content and cultural awareness goals, he tells his students that his biggest goal is to see them all continue to travel throughout their lives.

McFall spends much of his time focusing on Newman’s Honors Program, including perennial concerns of recruitment and retention and what the current focus of an honors program should be. One thing McFall has done with his Honors students for the past ten years is to play the French Revolution game with them annually. He says the experience has created immediate connections between alums, current students, and prospective students; they

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have an established topic of conversation: “What role did you play in the French Revolution?” McFall calls attention to the ways that this connection has been “hugely beneficial.”

Newman University was founded with the purpose of “empowering graduates to transform society,” and McFall enjoys working with students to help them discern ways that each one can make a difference in the world. Through podcasts, course offerings, educational trips, and role-immersion game play, McFall offers a variety of ideas to inspire other scholars in making connections between our content areas, our students, and the communities outside of our campuses.



ABOUT THE AUTHOR: Dr. Cynthia Mwenja teaches Composition and Rhetoric at the University of Montevallo.



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SPORTS
AND FITNESS

Tapping into Students' Desires with Tech-Based Exercise Equipment

BY DAVID VINSON, PHD

College students face an uphill battle when it comes to staying physically fit, not least of all because with newfound independence comes daily opportunities to develop bad habits, dietary or otherwise. Students can have difficulties navigating all-you-can-eat meal plans, limitless soda machines, pizza buffets, and all-nighters fueled by caffeinated, sugary drinks. Between the stress of coursework and balancing that stress with fun and social activities, little time often remains for exercise.

An ongoing challenge for private universities and colleges has been to create a culture of health and wellness on campus, one that inspires students to make time each day for self-care.

The good news for students is that campus-based fitness and recreation centers are designed with stunning ambition, in that they are beautiful and inviting, as well as innovative in terms of the exercise equipment and facilities offered. Moreover, students are able to access nutritional programs in addition to a wide range of resources oriented towards mental and emotional health. Students are empowered to make positive changes, and they are given the tools to maintain them.

Normalizing Health and Wellness with Mobile Technologies: Innovation at Harvey Mudd College

Private universities and colleges are discovering that the ubiquity of smartphones is not a hindrance to cultivating a campus-based culture of health and wellness. In fact, institutions across the country are using technology to reach students in a manner most comfortable to them, through their smartphones. This practice is a fine example of how to normalize health and wellness among a diverse, tech-oriented student body.

Harvey Mudd College (Claremont, California), for instance, has adopted a program called Kognito, an avatar-based

app available to all students; the app will be available for families, faculty, and staff in the near future. Kognito teaches students how to be more self-aware and to be more aware of their environment with respect to friends, peers, and classmates. Students learn the symptoms of distress in themselves or someone else, and they learn what interventions could be pursued prior to reaching a high level of distress. The broader goal is to demystify stress as that which is unmanageable or scary, and one can imagine the utility of such skills as we emerge from a global pandemic.

Kognito also makes accessible for students the health and wellness resources available to them on campus and in the community. Examples include the Linde Activities Center (where students can lift weights, play basketball, and enjoy aerobics) as well as Roberts Pavilion (where students can attend recreation

classes such as CrossFit, Jungle Gym, Spin, Yoga, and B-Fit, among others). Information regarding a high-quality food program at Harvey Mudd is also available via Kognito, and students can learn how to sustain a healthy diet with lean meats, fruits and vegetables, and by taking advantage of vegetarian, vegan, and gluten-free options.

Making the Gym “Smart”

Students love their portable technologies—their smartphones, wireless headphones, laptops, and so forth. They also value technology that transforms otherwise dull exercise routines into fun, interactive challenges. Take the treadmill, which was surely an exciting novelty when it was new, and yet the appeal of running in a confined space has long since worn off.

Now, one’s running time can be cut in half via curved tread specifically designed

An ongoing challenge for private universities and colleges has been to create a culture of health and wellness on campus, one that inspires students to make time each day for self-care. The good news for students is that campus-based fitness and recreation centers are designed with stunning ambition, in that they are beautiful and inviting, as well as cutting-edge in terms of the exercise equipment and facilities offered.

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for sprinting. In fact, some treadmill-like machines are built without a motor, which means that the runner's strides actually power the entire endeavor. The result is far more realistic because the runner determines the pace at all times.

Students also enjoy interactive screens as they exercise, and the market for such innovation has boomed in the last decade. Numerous stationary bikes, rowing machines, and treadmills now offer interactive programs with real instructors and fitness classes, thereby revolutionizing the entire concept of the indoor workout. Users get one-on-one instruction similar to that of a personal trainer, and they have access to thousands of archived classes that educate and meet their evolving needs.

Students want to experience cutting-edge technologies, and in recent years, the most innovative exercise machines incorporate online programs that are "live," meaning that an instructor can remotely control the user's

setting, adjusting incline, decline, speed, and resistance—something very few companies offer. The result is something that entertains and motivates, and users can interact as if they are actually running through the Alps or rowing on the Thames.

Some programs even offer a unique use of Google Maps, which allows users to exercise by way of real landscapes without a trainer. (As a side note, the tourism industry should be ecstatic since this program effectively allows users to get to know a place prior to visiting it.)

Multi-station strength training machines are another great option for students. Such machines offer a huge slate of strength training options, and some even incorporate Silent Magnetic Resistance and flywheels to eliminate clanging weights. A built-in tablet screen works to provide a range of HIT or cross-fit style workouts, and these can replicate everything from kettlebells to basic weight training.

Thwarting Unhealthy Habits

Because each college campus wants students to thrive in mind as well as body, campus planners must pay careful attention to what students would want in any ideal fitness and recreation center. For this reason, it is key that we keep a close eye on innovations in the market for exercise equipment. Technologies swiftly become outdated, replaced by those that are more versatile, efficient, and fun. A fitness and recreation center that offers innovative exercise equipment represents a sound strategy for helping our students resist the unhealthy habits that so easily develop when they leave home for the first time.



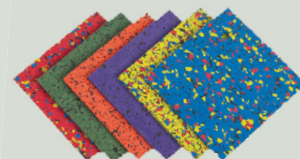
ABOUT THE AUTHOR: Dr. David Vinson has a PhD in English with specializations in transatlantic literature and cultural studies.

He is a committed scholar, teacher, and dad. If you ever meet David, avoid the subject of soccer. His fandom borders on the truly obnoxious.

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FLOORING

Floor Safety 101

BY MICKIE BOLLINGER

When examining facility safety, floors are a good place to start. Since just about every contaminant will ultimately end up on the floor, finding a way to contain moisture, dirt, and debris before they cause slips, trips, and falls will have a positive impact on facility safety.

Many facilities underestimate the true cost of slips, trips, and falls. According to the CDC, the average price that a business pays out for a slip and fall claim is \$30,000 to \$40,000. Additionally, intangible things like productivity losses and negative publicity also need to be considered. Over one million people each year go to the emergency room after slip and fall accidents, reinforcing the principle that the price of prevention is lower than the price of reaction.

Universities are a perfect example of the critical relationship between floors and facility safety. A campus environment has many different types of buildings with thousands

of people coming and going constantly. After factoring in the social aspects of students chatting with each other, checking their phones, or rushing to their destinations, the potential for slips, trips, and falls grows.

Hazards can be hiding anywhere, but here are the top five risk areas for slips, trips, and falls in universities:

Main Entranceways

Along with large numbers of students and faculty, most of the dirt, moisture, and other debris in a facility comes in right through the main doors. There are surface changes when transitioning from outdoors to indoors, and there are often height differences, too. Safety

plans routinely point out that entry mats and rugs that are not firmly attached are potential trip hazards.

Cafeterias and Common Areas

Oils and other liquids from food preparation areas can be carried through cafeteria doors into central walkways, plus spilled food and beverages are an obvious concern. Communal areas in dormitories, libraries, student unions, and classroom buildings are also known for slippery messes. An often used “solution” here, rubber-backed mats, presents a different type of hazard when they are used in dormitories. Students can use them to prop doors open while bringing in groceries or moving, and that could allow unauthorized persons to enter the building.

Restrooms

Splashes of water from sinks and urinals are sure to leave puddles, and shower areas in dorms are another place where it is easy for water to get on the floor and cause a person

to fall. Operational issues like toilet backups and burst pipes create slip and fall dangers, too, if not managed properly.

Maintenance and Receiving Areas

These zones are used to store and transport materials for repairing and remodeling buildings as well as materials for maintaining the grounds of the university. They see substantial amounts of wheeled traffic that can pick up and flip the heaviest of rubber-backed mats. Another hazard that comes with day-to-day university operations is dry debris such as drywall dust. Fine dust on a smooth floor is difficult to see and a recipe for slips and falls.

Sports Facilities

Most sports facilities have smooth concrete or other high-gloss flooring systems that become extremely hazardous when wet or dusty. Locker rooms and training rooms can be wet and humid, and they experience

heavy foot traffic. Cleats also factor in because there is even less surface contact from foot to floor and more potential for slips and falls. Spectators and fans are another consideration, as supporters of the visiting team are usually not familiar with the facility, making signage and other precautions more important. Add in spilled beverages and food from concession areas and slips and falls are waiting to happen.

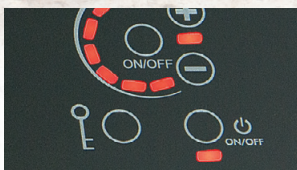
Until recently, there were no truly effective floor safety solutions that reduced slips, trips, and falls on smooth floors. Rubber-backed mats are somewhat effective against slips, but their shifting, flipping over, and bunching make them a trip hazard, and they don't have a lot of absorbency. Adhesive-backed absorbent mats hit the market about ten years ago, and they have revolutionized floor safety. The first mats were developed by a company called New Pig, located in Tipton, Pennsylvania. This type of mat absorbs water, oil, and grease and traps dirt and salt to keep it from being tracked around.

Facilities that have switched to adhesive-backed mats have reduced slip and fall claims by up to 90% while saving up to 50% per year on rental rug contracts. In today's economy, facilities are pressed to maintain a safe facility on a tighter budget. Such realities force facilities to re-examine common practices and make changes based on cost-to-benefit ratios. It is rare to find a new solution that makes an impact on safety while remaining affordable. The versatility of the adhesive-backed absorbent mat has been surprising—the absorbent technology, coupled with the ability to perform well on just about any commercial floor, makes it a win-win worth talking about.

ABOUT THE AUTHOR: Michele Mickie Bollinger is the Strategic Account Manager for New Pig. www.newpig.com



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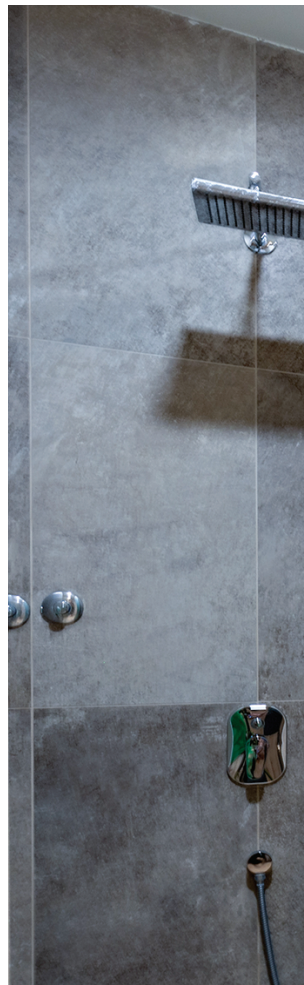


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Updating Campus Bathroom Spaces

BY DAVID VINSON, PHD

The COVID-19 pandemic compelled higher education institutions to reassess best practices for keeping interior and exterior spaces clean and safe. Following campus closings and then the gradual return to classrooms in 2020 and 2021, the health of students, faculty, and staff was foremost on everyone's mind. Campuses were confronted with a moral obligation to do better—not simply to thwart the spread of germs but to adopt active measures across campus that created a culture of trust and cooperation. Students needed to feel safe in the classrooms, dormitories, bathrooms, lunchrooms, at the gym, or even outside in public gathering spaces. Indeed, it is one thing to devise an action plan but something else entirely to make it a reality. Creative and diligent teamwork, the emergence of new technologies, and commitment by students, faculty, and staff alike have led campuses to where we are today—as protected as we ever have been from the spread of viruses and other contaminants.

As of 2023, universities are transitioning into a new phase of campus improvement, one that continues to build on health and safety measures of the past few years but that also addresses the evolving needs and wants of students in spaces that receive less attention than, say, the classroom or a recreation center. Take bathrooms, for instance. The pandemic certainly generated the need for functional, health-oriented updates: touch-free fixtures, including toilet flush valves, soap and paper towel dispensers, faucets, and hand dryers. Hands-free cubicles are a recent innovation that allows users to avoid touching door handles when accessing toilet rooms. An added benefit to infection control measures is their contribution to healthy building guidelines. According to the Well Building Standard, paper towels are more effective in removing bacteria than using air dryers. The Well Standard also provides guidelines for

bathroom sink dimensions to avoid recontamination in addition to bulk refillable soap dispensers to reduce potential bacterial contamination.

Health-oriented updates are a priority for students, but campus bathroom updates are likewise in increasing demand due to changing societal norms and the desire for more privacy, equity, and inclusion, as well as the wish for new and appealing designs.

Campus Bathrooms and Changing Societal Norms

Campus bathroom updates are shifting to the top of the facilities priority list, not least of all because students no longer want communal bathroom configurations in residence halls. This rather old-fashioned design was popularized because it maximizes efficiency and capacity, but students value their privacy. Perhaps this gradual cultural shift is linked to the fact that current students may have never shared a bathroom or bedroom, whereas

doing so was more likely in generations of the past. In turn, private colleges and universities are responding with diverse design strategies that increase privacy. Strategies range from reducing the number of students sharing a bathroom to increased privacy within a communal bathroom environment.

Renovations may include individual shower stalls with lockable doors and shower pods, which likewise incorporate a private dry-floor changing space. Toilet stalls are being renovated to include floor-to-ceiling partitions and doors with reduced gap or gap-free options. Stalls are also being replaced with hard-walled toilet rooms with standard doors. The changes must balance code requirements and, of course, address accessibility needs for disabled students. Some institutions are taking the concept of privacy further by providing individual bathrooms. These are generally located within a larger group bathroom off a corridor. Even if such designs are more costly due to requiring

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more square footage and materials than a communal bathroom design, such costs can be offset by increased enrollment and demand for renovated spaces.

Another reason students dislike communal showers: they're among the germiest places on campus. The sheer volume of use, combined with poor hygiene habits and bathroom etiquette exhibited by some students, may make showering a profoundly unpleasant experience. Keeping dorm bathrooms clean is imperative not only for usability reasons, but also to prevent the spread of harmful bacteria.

The Spa Bathroom and Sustainability

Another strategy for modifying existing communal layouts is to create the "spa bathroom." A spa bathroom provides private shower and toilet facilities with shared vanity sinks. This hybrid approach recognizes the socialization benefits of communal bathrooms, allowing students to interact

while prepping for the day ahead. Spa bathrooms are usually centralized while also providing either complete or partial privacy. The model is growing in popularity and helps to balance privacy with a more economical approach that also maintains intentional social space.

The bathrooms, like many other configurations today, are also more efficient. Current strategies include low flow fixtures, LED lighting, water and light sensors, or energy-efficient systems. With the implementation of these devices, universities are making students more energy aware. For instance, energy dashboards, timers or water meters can operate as educational tools that may encourage quicker showers.

Equity and Inclusion

Emerging student-led values that embrace gender neutrality have launched a new paradigm in bathroom accommodations. Some traditional male- and female-designated

bathrooms are being replaced with alternatives not based on gender. In particular, existing single-occupancy bathrooms are being updated with gender-inclusive signage. In addition to signage, many campuses are now publishing lists or online maps that locate every gender-inclusive bathroom on campus. Gender-inclusive bathrooms also provide equitable access for people with disabilities, especially those needing help from an assistant who may be of a different gender. Single-use restrooms are also beneficial to students with medical issues that can make multi-stall bathroom use uncomfortable. Moreover, for large-scale campus spaces such as performing art centers or athletic venues, gender-inclusive restrooms can help to alleviate long wait lines most commonly associated with female-designated restrooms.

Updating signage to reflect programming changes can present its own challenges. In some cases, gender designations have become obsolete. "Gender neutral" may be referred



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to as “all gender” or something as simple as “restroom.” Many colleges and universities are converting bathroom signage to reflect this shift, and facilities management staff should solicit input from campus Diversity, Equity, and Inclusion (DEI) leaders prior to any large-scale signage conversion. Similarly, campus planners should be sure to consult local building codes, many of which lag behind the social and political landscape. Despite the current push for gender-inclusive spaces, state and local building codes dictate a required number of men’s and women’s plumbing fixtures.

Creating Durability and Lasting Visual Appeal

High-use, unsupervised spaces must be made to last, and lasting value is achieved by selecting high-performance building systems, durable interior finishes, and energy-efficient fixtures. Updates should be maintenance friendly and comply with campus materials and stewardship objectives. Campus administrators should consider the following strategies for creating durability and lasting visual appeal:

- Updating exhaust systems can help to reduce moisture content more quickly in bathroom spaces. Ventilation rates need to exceed minimum code requirements to reflect student use, which may vary widely at different times during the week. Friday and Saturday nights, for example, typically have higher demand than Monday mornings. What results with updating exhaust systems is more comfortable spaces, easier maintenance, and longer periods between updates.
- New water-resistant partition options are more reliable in handling steam and high humidity. Examples include HDPE (high-density polyethylene) and HPL (High Pressure Laminate) or phenolic partitions. These highly durable materials are resistant to scratches, dents, and impacts. They are also graffiti resistant.
- Solid surface countertops can be cleaned with ease and are impermeable

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In short, specifying materials and products that can withstand heavy use will require less maintenance and help campuses control life cycle costs.

Bathroom Updates and Student Recruitment

Bathroom updates are no longer simply a matter of accounting for enough sinks, toilets, and showers to accommodate students. Today, campuses must offer appealing, functional, and welcoming bathrooms that are easily accessed, comfortable, and safe. Industry research, client discussions, and focus groups indicate that students vastly prefer a mix of single bathrooms and updated communal or spa bathrooms with private toilets and showers. In a survey of over 25,000 students, more than 78% of respondents said that the availability of high-quality housing affected their college selection. Bathroom updates may seem like a secondary priority for students, but this is hardly the case.

A few final suggestions for simple bathroom updates: good lighting is imperative, particularly near mirrors and shower areas. All materials should be easy to clean and should be able to endure frequent cleaning. Such materials may include ceramic tile flooring, acrylic tub and shower liners, paint finishes that make walls washable, shower doors rather than curtains, and stainless-steel plumbing fixtures that won't rust. Sufficient storage in college bathrooms is another must-have. Options include an area for storing extra supplies (towels, toilet paper, soap, and so forth), in-shower niches or shelving for body and hair products, an area to place clothing or hang a robe, and, of course, towel bars in close proximity to the shower. All of this can be achieved with strategic placement of bars, hooks, shelves, niches, and cabinets.



ABOUT THE AUTHOR: Dr. David Vinson has a PhD in English with specializations in transatlantic literature and cultural studies. He is a committed scholar, teacher, and dad. If you ever meet David, avoid the subject of soccer. His fandom borders on the truly obnoxious.

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AIPHONE SOLUTION SHOWCASE

Adding Security and Communication to a Private University



THE SCENARIO
During a professor's lecture one day at a private university, a menacing person burst in and threatened everyone with a weapon. Two students and the professor were able to subdue the individual until authorities arrived to handle the situation. Luckily, no one was harmed, but the incident proved their campus was vulnerable to security risks. To keep students and faculty safe from potential threats, administrators recognized they needed to implement an easy security system.

THE SOLUTION
Once the university's administrators determined their exact needs for entry security and emergency communication, they selected a versatile IP video intercom and issued a campus-wide mandate to keep all building entrances locked during and after school hours.

Card reader stations were installed at exterior entrances of each building on campus. Staff now had their own convenient access with keycards while being able to safely identify visitors on the interior master station.

The system also integrated with dual call emergency stations with highly visible towers. Students and staff had an immediate way to reach help even from the most remote parking lots on campus.

Administrators wanted a comprehensive system to provide staff with the ability to screen visitors before letting them inside any of the buildings on campus. They wanted the same system to provide students with help points across the various parking lots so they could call campus security in case of an emergency.

Keeping entrances locked 24/7, the IP video intercom provided staff with a reliable method to screen visitors before letting them inside.



AIPHONE SOLUTION SHOWCASE

Adding Security and Communication to College Dormitories



THE SCENARIO
After qualifying for an annual security grant from the federal government, administrators at this public campus decided to enhance the security at all six of their college dormitories. There were two dormitories on campus and the other four were located blocks away. Those four dormitories were not part of the original college campus. They were purchased after attendance rapidly expanded and more housing was needed. Since there was not enough space to construct additional buildings on campus, buying the buildings offsite was their only option.

Having a mix of dormitories on and off campus presented a challenge. Administrators wanted a method for each student to call a central security office directly from their dorm room. For those students who lived in the buildings same security office. They needed a system that could go long distances but would still provide a reliable means for all students to call for help or assistance from any one of the college's dorm buildings where they resided.

Staff also wanted the same system to provide video entry security so students could see and speak with visitors before letting them inside.

In case of an emergency, residents had a safe and easy way to call the security office directly from their dorm room.

THE SOLUTION
To accommodate the varied locations and distances of each dorm building, administrators opted for an IP multi-point video intercom.

Each dorm room had an interior tenant station, which gave student residents a safe and easy way to call the security office in case of an emergency. Security staff had a dedicated guard station where they could answer calls and assist accordingly.

All six dormitories had exterior entrance stations with touchscreen panels, which provided the added benefit of visitor screening. The intuitive touchscreen made it easy for visitors to use and students could easily access their own building with an assigned keycode.



AIPHONE SOLUTION SHOWCASE

Adding Security and Communication to Schools in a District



THE SCENARIO
A small independent school district was interested in controlling visitor access to each of their buildings. The district comprised of four elementary schools, two middle schools, and one high school—all on various campuses. All schools wanted to lock their doors and control access during normal hours. After hours, calls needed to be routed to an off-site district headquarters building.

Each school building had a main entrance, a secondary entrance, a delivery entrance, and a staff-only entrance. Administrators staff at each school wanted the ability to see and speak with visitors called at these entrances. Staff also wanted the flexibility to answer calls from any one of these interior locations: the reception desk, the principal's office, and the staff lounge.

Using an IP system allowed staff at the remote district building to conveniently screen visitors after hours without having to be onsite. The enterprise-level system provided an easy way to record calls and allowed for expansion if additional video door stations were needed in other locations in the future.

At the district headquarters building there was a need to have two interior locations to answer calls during school after hours. The district wanted to clearly see and speak with any visitors, as well as tie the intercom into their network camera system to record calls on their existing NVR.

The district selected an IP video intercom to provide entry security while eliminating any wiring distance concerns.



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AIPHONE Product Showcase

Adding Security and Communication to a PRIVATE UNIVERSITY



THE SCENARIO

Administrators wanted a comprehensive system to provide staff with the ability to screen visitors before letting them inside any of the buildings on campus.

They wanted the same system to provide students with help points across the various parking lots so they could call campus security in case of an emergency.

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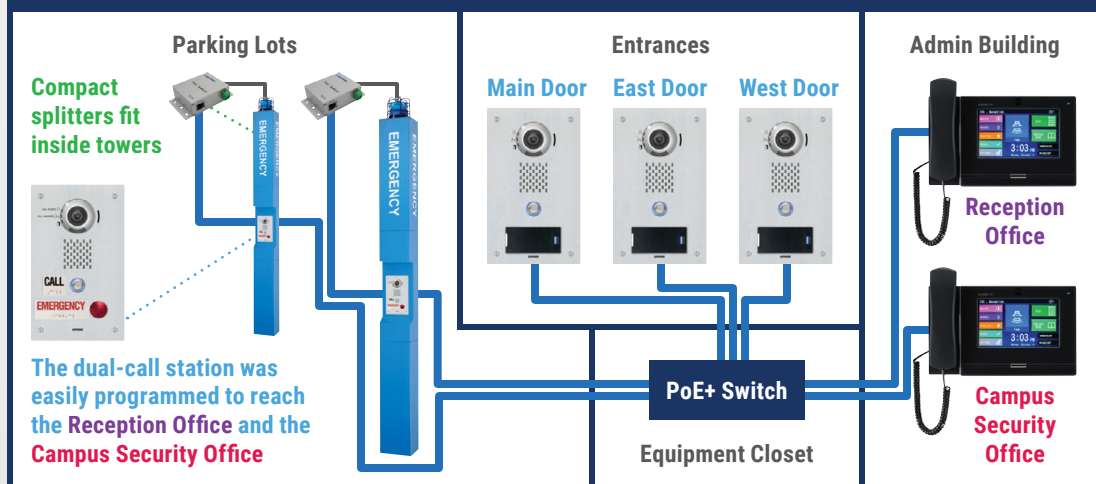
THE SOLUTION

Card reader stations were installed at exterior entrances of each building on campus. Staff now had their own convenient access with keycards while being able to safely identify visitors on the interior master station.

The system also integrated with dual-call emergency stations with highly visible towers. Students and staff had an immediate way to reach help, even from the most remote parking lots on campus.



System Configuration Example



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SECURING Multi-building Facilities

BY JOHN HEPOKOSKI

Many of us can imagine—or have even experienced—this scenario: on a day just like any other day on campus, the first morning bell rings as students file into their classes. As instructors begin their lessons, cell phones start to buzz with an emergency campus alert. Panic fills the room as students read the

notification of an active shooter on campus and that all classrooms need to immediately go into lockdown. Alerts like these are the first step in saving lives in a situation that has become commonplace. According to the *New York Times*, situations involving active shooters occurred 647 times in 2022.

These emergencies are in addition to other health and fire emergencies. Institutions of higher education must ask themselves whether their multi-building facility is prepared to face circumstances like these. Another important consideration is whether the emergency alert system meets the demands required to keep the campus, faculty, students, and visitors safe. In an environment where potential threats are increasing daily, every campus facility needs to have plans, equipment, and properly trained people ready to act at a moment's notice.

Higher education building security is a crucial aspect of any institution, and all members of the campus community should feel safe and protected while on campus. Campus security measures are put in place to deter criminal activity, respond to emergencies, and aid anyone—regardless of their physical abilities—in need. To establish a safe and secure campus, effective security policies and procedures must be implemented. The most important aspect of building security is

emergency preparedness. Educational institutions must have plans in place to respond to diverse types of emergencies. Such emergencies may include natural disasters, active shooter situations, and other critical incidents. These plans should be regularly reviewed and updated to ensure that they are effective and up to date.

Additionally, one of the most important emergency planning attributes campus leaders need to determine is if all buildings meet “Area of Refuge” requirements. An area of refuge—also known as a safe area, or safe haven—is a designated location within a building or structure that provides a temporary safe place for individuals with disabilities or mobility impairments during an emergency. These safe areas are designed to provide a means of protection and ease of evacuation for individuals who are unable to use stairs or move quickly. In times before areas of refuge were required, individuals with disabilities and mobility impairments were often unable to evacuate buildings safely and efficiently

during emergency situations. This situation was due to the lack of accessibility additions in buildings such as elevators or ramps. With the implementation of the Americans with Disabilities Act (ADA), buildings now include accommodations for individuals with disabilities, including designated areas of refuge.

Each building’s area of refuge should be located near an exit stairway to provide quick and easy access to evacuation routes. It is vital that these safe areas are appropriately marked and well-identified with clear signage, so that individuals with disabilities and mobility impairments can easily locate them in case of an emergency. Building owners and managers should also ensure that the safe areas are regularly maintained and adequately equipped to address potential emergency situations. Additionally, the area should contain communication devices, such as intercoms or telephones, to allow for contact with emergency personnel.

Another key component of campus security is the presence of personnel who are trained

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to respond to emergencies. Campus police officers, security guards, and other campus safety professionals play a critical role in keeping buildings secure and students and staff safe. Officers are responsible for patrolling the campus, responding to incidents, and addressing any security concerns that may arise. Not only do these personnel have to be in place, but the correct volume also needs to be staffed per area or event. These personnel will require reliable security equipment that is available and responsive the second it is needed. Regardless of training, this equipment should be straight-forward to use and be placed in critical campus locations. Such devices include emergency phones, panic buttons, and blue light towers. Device styles change when it comes to location. A classroom may require a panic button, while a secure parking ramp door may simply require a keypad that requires a code or an authorized fob to access.

Educational institutions must have effective communication systems in place to disseminate information quickly and accurately to

students and faculty members in the event of an emergency. Beyond on-site equipment, emergency notification systems need to be in place that can reach all students and faculty members in a timely manner through email, text messages, phone calls, and other means. Access control is another vital component of running secure facilities. This consideration includes implementing measures such as keycard access, security gates, and security cameras in key areas around the campus. Such gatekeeping helps to limit access to sensitive areas and prevent unauthorized individuals from gaining entry.

On top of safeguarding against threats from people, fire safety is another critical aspect of maintaining a safe living or working environment. Fires can cause significant property damage, injury, and loss of life. Therefore, campus planners must have a clear understanding of fire safety procedures and precautions. The first step in fire safety is prevention. Most fires can be prevented through taking common-sense measures, such

as not leaving cooking unattended, avoiding the use of flammable liquids indoors, and maintaining electrical appliances. Smoke detectors and properly rated fire extinguishers should be installed in buildings to ensure that—in the event of a fire—it can be quickly detected, controlled, and extinguished. Fire safety is not always just about large fires.

Preparation is equally crucial to fight small fires; treating those quickly will prevent large and out of control flames. Campus planners need to research the type of fire extinguisher required for specific types of fires and how to use them effectively. Fire extinguishers should be easily accessible and inspected regularly to ensure that they are in good working condition. Often, local fire departments or volunteers will be willing to come to campus and offer fire extinguisher proper use training. More knowledge on the topic will allow members of the campus community to act quickly and calmly. Additionally, it is essential to be aware of the hazards of smoke and toxic gases. In the event of a fire, smoke inhalation and toxic

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One of the most important emergency planning attributes campus leaders need to determine is if all buildings meet “Area of Refuge” requirements. An area of refuge—also known as a safe area, or safe haven—is a designated location within a building or structure that provides a temporary safe place for individuals with disabilities or mobility impairments during an emergency.

gases can cause severe health problems or loss of consciousness, which can be deadly. Therefore, it is important to install smoke detectors and have a clear plan of action in place if smoke or toxic fumes are present.

Campuses must also have emergency evacuation plans in place. These plans can vary depending on the situation, but getting people outside quickly and efficiently should be the goal. The plan should include clear instructions on what to do in the event of an emergency and should be practiced regularly. Such preparation will enable occupants of buildings to exit the premises quickly and efficiently, thereby reducing the risk of injury or loss of life.

Educational institutions must also invest in training and education for students, faculty, and staff on campus security. This training includes active shooter training, emergency response training, natural disaster, and security awareness training. These training programs can help to increase awareness and improve response times in the event of an emergency.

Campus security is essential in ensuring the safety and well-being of students, faculty, and staff on educational campuses. Implementing effective security policies and procedures, personnel, access control measures, emergency preparedness plans, communication systems, and training programs can make a significant difference in creating a safe and secure campus environment. By providing designated safe areas with appropriate accommodations and communication devices, building owners and managers can help ensure that everyone can evacuate safely and efficiently during emergency situations.



ABOUT THE AUTHOR: John Hepokoski holds an MBA in Supply Chain Management and manages purchasing/social media at Viking Electronics. Away from work John enjoys traveling and camping with his wife, Kridhita. Over the next couple of months, he will be investing most his free time in witnessing the Milwaukee Bucks deliver another NBA Championship home to Wisconsin (hopefully!).



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Overcoming Spatial Limitations

CANISIUS COLLEGE'S ATHLETICS FACILITIES EXCEL IN TIGHT QUARTERS

BY JAMES DOBMEIER

When city campuses are combined with robust athletics departments, the result can be challenging circumstances that call for big-time planning, both short and long term. Fortunately, decades ago, thought leaders at Canisius College—the Buffalo, New York based Jesuit institution founded in 1870—carved out scarce land on campus and dedicated it to the “pursuit of victory, the agony of defeat,” and the countless hours of practice in every imaginable weather condition.



The Demske Sports Complex sits on a campus nestled in the established Hamlin Park neighborhood on the east side of Buffalo. The facility is home to hundreds of field-sport events on an annual basis. The outdoor complex is adjacent to the Koessler Athletic Center at the corner of Main Street and East Delevan Avenue. Between the two, the Demske Sports Complex and the Koessler Athletic Center provide the outdoor and indoor “home base” to support

twenty Division I teams, as well as dozens of club teams, intramural sports, physical education classes, and local high school and youth sporting events.

When it was built in 1989, it was hailed by the *New York Times*, *USA Today*, and the *NCAA News* as a model for urban campuses with limited space. The facility maximized use of space and is an unbelievably valuable part of the Canisius College experience. Remarkably, all of the activities are conducted on fewer than five acres of land, including two conveniently located parking lots. The L-shaped property is bordered by an urban neighborhood, a vital classroom building that sits on a side street, and bustling traffic on two heavily traveled city thoroughfares.

The aforementioned thought leaders, including the generous Koessler family, who have numerous Canisius graduates and are multi-generational benefactors of the school, saw the need for the athletics center and donated generously to its construction in the late 1960s.

Meanwhile, James M. Demske, S.J., who was the president of the college for twenty-seven years, from 1966 to 1994, left an indelible mark in many ways, both academically and athletically. Under his administration, the institution’s endowment grew significantly; the school of business, renowned in the Western New York area, was also established.

Yes, Demske had a great business mind, and was a natural leader; he also loved sports, and—in typical Jesuit-leadership-fashion—knew that Canisius College would be far better with on campus athletics facilities than without. The Koessler Athletic Center was built on his watch, and the Demske Sport Complex followed some twenty years later, opening in 1989. The facility was named in his honor at the request of John Strauss, a 1961 graduate of the College who provided the leadership gift to make the outdoor sports facility a reality for Canisius.

In any major endeavor at any such institution, long-term planning must be supported and enhanced by sound decision-making day in and day out, year in and year out. One key decision for the success of the Demske Sports Complex was the very necessary commitment to synthetic turf.

The combination of heavy use, diversity of sports, challenging climate, limited space, and Division I profile left no alternative, making synthetic turf a given for Canisius. The Canisius College decision makers chose to invest in a synthetic turf system that would deliver maximum value and performance, thus creating a scenario where the turf was a noted asset, a recruiting tool, a source of pride, and—over the course of time—budget friendly. Now, 2023, the Canisius thought leaders of this generation can rest assured that their most recent synthetic turf decision in 2008 was a job very well done.

While many turf systems limp into the latter years of their life, which is often under a decade long, the A-Turf Premier System that was built on campus in 2008 has already completed fifteen full seasons of soccer, baseball, softball, field hockey, lacrosse and so on. The A-Turf Premier System is anchored by the world's best fiber



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design, called the parallel-long-slit fiber. It's known as the industry workhorse. This fiber plays true in every sport, from the roll of soccer balls to the bounces of baseballs. It also holds its rich color beautifully and resists the wear and tear from the weather elements, including the snow removal process that the Buffalo area is known for, as well as the intensity of foot traffic during high level competition.

Simply put, all turf systems do not hold up equally. For fifteen seasons, Canisius College and A-Turf have operated in close partnership. Bolstered by the world's most proven fiber, a highly utilized, trouble-free turf system rested quietly at the corner of Main Street and Delavan Avenue. Through winter storms, spring thaws, and summer heat, the seldom talked about A-Turf Premier System performed without further ado. That's a big win for a deserving private college like Canisius where long term planning and sound operational planning work hand in hand.



ABOUT THE AUTHOR: James Dobmeier is the President of Ecore International's Construction Units, specializing in building synthetic athletic fields and rubber playground surfaces. As founder of A-Turf and Surface America, and with oversight of SpectraTurf, Jim's career spans thirty-nine years in these industries. Jim holds a BS in Marketing from Canisius College and MBA from SUNY Buffalo.

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Presbyterian College Dedicates New Baseball and Softball Facilities

The long-awaited day when Blue Hose baseball and softball programs could celebrate significant facility upgrades came at last when Presbyterian College dedicated the new buildings on Saturday. PC president Dr. Matthew vandenBerg called it a great day to be a Blue Hose and a day of rejoicing as he thanked everyone who participated in the \$8 million Championship Spirit capital campaign, saying, “My hope for our alumni and our donors is that the smiling faces that you see, and the manifestation of all of your work in physical form, show you that your investments are appropriate and meaningful and valuable and impactful.”

President vandenBerg also recognized PC alumnus Evan Sowell '06, a principal at Langston Construction Company, which is the firm responsible for building the new fieldhouses, press boxes, and concession areas for both teams. Sowell, who played baseball

for the Blue Hose under head coach Elton Pollock '95, said this particular project was a sentimental one. In addition to playing shortstop for the Blue Hose, Sowell met his wife, Jennifer '05, at PC. “It means an awful lot to me to be able to be involved in this project and get it completed so that Coach Pollock and our other coaches can build their programs and be successful,” he said. “To take part in this is something I’ll always remember.”

President vandenBerg thanked PC’s athletic staff and coaches, telling them the quality and caliber of their work is worthy of the PC community’s investment. “You are a huge part of the inspiration for the successful completion of these projects,” he said. “My hope is that you see that this is evidence of the belief of the administration, and also the belief of our alumni and donors, that you are investment worthy—that you need and

deserve the best tools possible to do your job and be successful.”

Athletic director Rob Acunto stressed the importance of having good facilities for student-athletes. “I’ve been in athletics a long time, and facilities make a difference,” he said. “These facilities will help us compete for championships; there is no question about it—but they are also places for our current and future athletes to call home.”

The upgrades should be a source of pride for every Blue Hose, Acunto added. “It’s not just the folks in the athletic department that contribute to how PC athletics is being transformed,” he said. “It’s all of you who are here today and all those folks who couldn’t make it—the entire PC family. Because you all helped build this.”

Pollock and head softball coach David Williams thanked every contributor to the facility upgrades. “My gratitude to all of you for whatever contribution you made, even if it’s just your presence,” Pollock said. “It puts a smile on my face and a smile on my heart for all of those who came before that this is now a reality.”

Williams said the facility upgrades set the bar high for his team’s future success. “This is an opportunity for us to grow as a program—to showcase our facility to our fans and help us recruit,” he said. “We’re on par with anybody in the Big South and with many mid-major programs. This facility is really a benefit for our student-athletes who choose to become Blue Hose.”

President vandenBerg told student-athletes they are the best reason for the college’s commitment to providing them the best facilities. “This is for you,” he said. “My hope is that you approach today and the rest of your time at PC with an abiding sense of gratitude, and I hope that sense of gratitude continues throughout your life. I hope you’ll get enjoyment out of your PC experience because of all the support that you have here. And I’m also hopeful that in the future, especially after you’ve graduated this place and become wildly successful, that you think about the students of the future who will need your support, just like the support that you received.”

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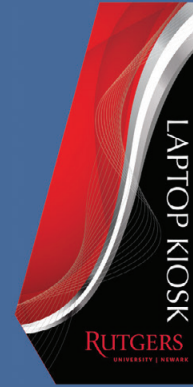


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Stetson Selects New Provost and Vice President



Stetson President Christopher F. Roellke, PhD, announced today that Elizabeth Skomp, PhD, will serve as the university's next Provost and Vice President of Academic Affairs. Since joining Stetson in 2019, Skomp has served as the dean of the College of Arts and Sciences and Professor of World Languages and Cultures (Russian). Prior to that, she was the Associate Dean for Faculty Development and Inclusion and Professor of Russian at the University of the South (Sewanee). "Stetson is so fortunate to have secured Dr. Elizabeth Skomp for this vital leadership role," Roellke said. "Dr. Skomp is a champion of a broad liberal arts education and is also highly skilled in addressing the myriad of challenges and opportunities contained within the higher education landscape."

Skomp was selected following a thorough and comprehensive internal search that began last year after Noel Painter, PhD, announced he would step down as Provost and Executive Vice President on June 30. Painter will take a much-deserved sabbatical after his seven years of exceptional service as Provost, then return to the faculty in the School of Music, where he has served as an award-winning teacher and scholar.

Skomp will begin her new role as the university's chief academic officer on July 1. An interim Dean of the College of Arts and Sciences will be appointed shortly, and a national search for Skomp's successor will launch in Fall 2023. "During my four years at Stetson, the evident commitment to creating transformative learning experiences for our students has impressed me time and again, and Stetson's mission to provide a 'creative community

where learning and values meet' has resonated deeply with me since I first began to engage with the university," Skomp said. "As we prepare to enter the institution's next chapter, I am eager to lead the university's academic endeavors in partnership with deans, faculty, staff and other invested members of our community," she added.

During her time as dean, Skomp has played a key leadership role in a number of important university initiatives, including:

- Advancing the university's Health and Science Initiative. She co-chaired the planning process for the Cici and Hyatt Brown Hall for Health and Innovation and the renovation of Sage Hall Science Center, expanded the Office of Pre-Health Advising, and secured funding for a full-time health professions advisor.
- Collaborating on senior university diversity, equity, and inclusion leadership teams, as well as implementing inclusive hiring practices in the College of Arts and Sciences.
- Launching the LaValle Scholar-Artist program and LaValle Experiential Learning Fund for students in the Creative Arts, following the receipt of the Antoinette LaValle bequest.

Skomp holds a BA from Indiana University and a PhD from the University of London, which she attended as a British Marshall Scholar. She previously taught at Williams College, DePauw University, and the University of St. Andrews in Scotland. She is the past president of the Southern Conference on Slavic Studies. Her 2015 book, *Ludmila Ulitskaya and the Art of Tolerance*, stands out among numerous research grants, published articles and reviews, and conference presentations. "A devoted teacher-scholar, Dr. Skomp is widely respected and admired, not only here at Stetson, but throughout our field," President Roellke added. "I am so eager to work with Elizabeth as we collectively seek to secure Stetson's future and to promote the very best forms of education for our students."

ABOUT STETSON UNIVERSITY: Founded in 1883, Stetson University is the oldest private university in Central Florida. Stetson focuses on intense learning experiences in a supportive community that allows students to develop their voice in a connected, inclusive environment. Stetson University ranks No. 4 on U.S. News and World Report's 2023 list of Best Regional Universities (South) and has been recognized as one of The Princeton Review's Best 388 Colleges for 2023.

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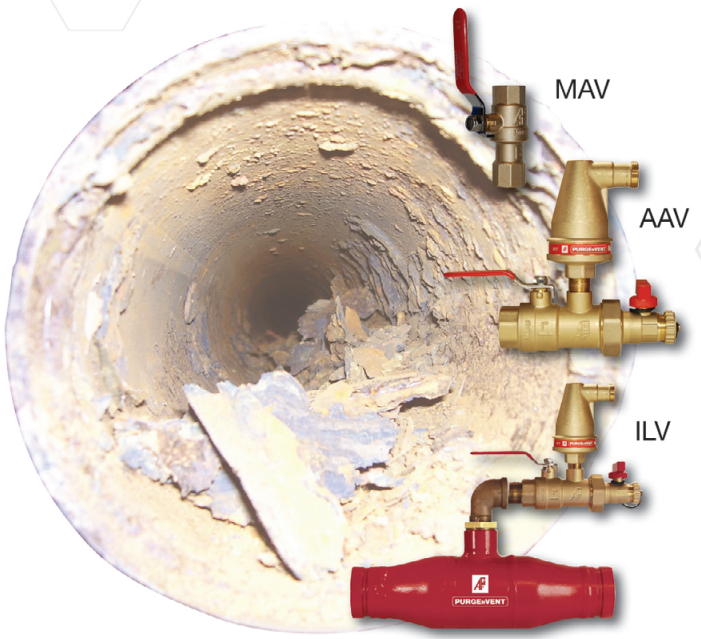
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