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JULY 2026
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CAMPUS MAY
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**FUTURE-PROOFING THE
MODERN CAMPUS
WHY TREE
INFRASTRUCTURE
IS ESSENTIAL, NOT
OPTIONAL**

**REDUCING HEAT
STRESS:
LEGACY BUILDING
SOLUTIONS' SHADE &
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The Greenest Building on Campus May Already Exist

Aging campus buildings do not always need demolition. Envelope retrofits can improve comfort, efficiency, moisture protection, and appearance while preserving existing structures. The smartest path forward may be the building already standing.

Editor's Letter

JULY 2026

As the calendar turns to July, campuses across the country are experiencing one of the busiest seasons of the year—despite the absence of students filling classrooms and residence halls. While many people associate summer with vacations, relaxation, and a slower pace, facility directors, campus planners, grounds managers, and administrators know that summer is often the exact opposite.

This is the season when private colleges and universities transform opportunity into action. Walk across almost any campus right now and you'll find a flurry of activity. Construction crews are racing against the clock to complete residence hall renovations before students arrive. Grounds teams are enhancing landscaping, repairing walkways, refreshing athletic fields, and making sure every corner of campus looks its best for the upcoming academic year. Facilities departments are tackling deferred maintenance projects, upgrading HVAC systems, replacing roofing, modernizing lighting, and addressing critical infrastructure improvements that are difficult to accomplish when students are on campus.

At the same time, admissions offices are welcoming prospective students and their families for summer tours and orientation programs. First impressions matter, and campuses are working hard to ensure visitors see a vibrant, well-maintained environment that reflects the institution's commitment to excellence.

Summer also brings a variety of camps and special events. From academic enrichment programs and athletic camps to music workshops, leadership institutes, and youth conferences, many campuses are buzzing with activity even while classes are out of session. Residence halls remain occupied, dining facilities continue serving guests, and support staff work tirelessly behind the scenes to keep operations running smoothly.

Of course, every campus professional understands the universal summer challenge: trying to fit twelve months of projects into ten short weeks. If you've ever looked at a project list in May and wondered whether it secretly multiplied overnight, you're certainly not alone. Somehow, though, campus teams consistently find a way to accomplish remarkable things before move-in day arrives.

As you read this issue of PUPN Magazine, we hope you'll find valuable ideas, products, and solutions that can help support your ongoing projects and future planning efforts. Our mission remains to connect you with the innovations and resources that help make your campuses safer, more efficient, more attractive, and more successful.

Thank you once again for your continued readership and support. We are honored to be a part of your campus story. We'd love to hear about the projects, renovations, sustainability initiatives, facility upgrades, and creative improvements taking place on your campus. Please reach out and share what you're working on—we may even feature your success story in an upcoming issue.

Have a productive, successful, and enjoyable summer.

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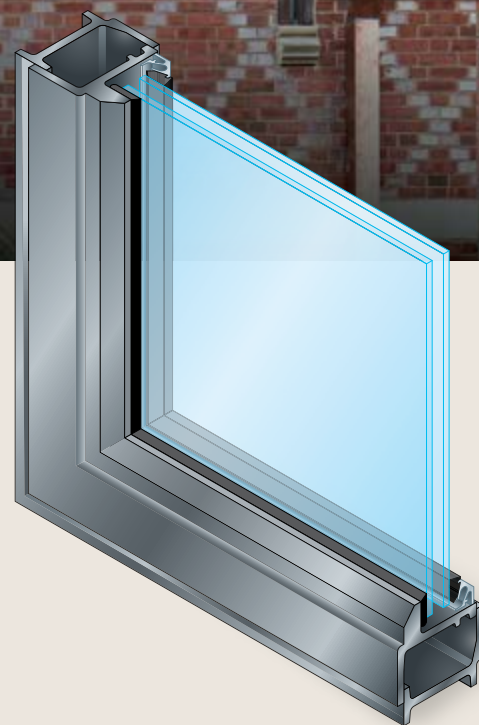
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Service and Collaboration at Dickinson College

BY CYNTHIA MWENJA, PhD

Anthony Underwood, associate professor of Economics at Dickinson College, not only researches issues concerning environmental economics but also continues to collaboratively develop and publish key data needed by economics educators to understand and respond to the shifting landscape of the field.

He has also played a vital role in meeting student needs by helping to create several dynamic new majors at Dickinson in recent years, taking great care to anchor each curriculum design in the campus' liberal arts values.

As an environmental economist, Underwood works within a field which “applies the principles of economics to study how environmental and natural resources are developed and managed” (EPA.gov). Underwood's dissertation considers the ways that demographic changes have affected household CO2 emissions, and several of his subsequent publications have pursued that line of inquiry. Underwood has also published articles on subjects such as lead emissions and non-profit activity related to natural disasters.

Curriculum Design

Underwood notes that faculty members in the liberal arts “need to be nimble”; they are often asked to take on responsibilities outside their areas of expertise. From his first years at Dickinson, Underwood has

acquired new skills through his involvement in several curriculum development projects. Edward McPhail, professor of Economics and chair of the Economics Department at Dickinson, credits Underwood's leadership to the successful establishment of three new majors (to date): Quantitative Economics, Data Analytics, and Finance. Through these initiatives, Underwood has garnered a reputation for excelling at both curriculum design and implementation.

Additionally, Underwood points out that Dickinson is unique among liberal arts program in offering business and business-related classes. As a result, the planners of these degree programs at Dickinson are careful to ensure that each one is consistent with the liberal arts mission of the school. Dick Forrester, professor of Mathematics and Data Analytics at Dickinson, underscores this idea, appreciating how Underwood is “always looking to enhance the curriculum, especially from a liberal arts perspective.”

As Underwood and Peter Sak, outgoing

Chair of International Business and Management, co-chaired the working group that put together the new Finance major, they borrowed classes from economics, business, and math to give students complementary skill sets, and they included an interdisciplinary Finance elective to strengthen the liberal arts underpinnings. According to Underwood, the biggest concern for establishing finance curricula at a liberal arts school is ensuring that the programming seamlessly includes humanities and social sciences coursework. He says that this aspect of designing a major is not easy, but it has the great additional advantage of offering a variety of perspectives during the development process; one of Underwood's tasks was coordinating with various departments to identify courses for this interdisciplinary requirement. The courses he found for the finance major include “Philosophy of Data,” “Practical Ethics,” and “Sociology of Money.” Underwood can also imagine additional courses with finance content that could be established in departments across campus. For example, he can envision a class in Art and Art



History focusing on arts markets and art as a store of value. Such ideas demonstrate his skill in seeing interdisciplinary possibilities that could spark interest in faculty members from many departments.

Developing a new major involves coordinating both data and people. Emily C. Marshall, associate professor of Economics at Denison University, appreciates the way that Underwood combines a pragmatic approach and academically oriented mindset when addressing curriculum design. As with any newly proposed major, Underwood and Sak needed to establish demand from existing students as well as projecting whether a finance major would attract new students to the college. They highlighted existing strengths, most notably that Dickinson graduates were already securing excellent internships and jobs in finance, even without showing a finance major on the transcript—so the planners could show that existing coursework had given students the needed skills for the field. Beyond assembling data, Underwood sees his fundamental role in

helping to design new majors as that of bringing people together, getting campus stakeholders in the room to think through everyone's ideas and viewpoints. Doing so gives everyone the opportunity to reduce any perceived frictions and collaborate to create a curriculum grounded in the liberal arts that everyone can buy into.

Forrester respects Underwood's skills in both hearing and addressing concerns that the various stakeholders raise. As he champions each emerging program, he has a gift for helping everyone to understand how it fits within a liberal arts institution. Because of these strengths, Underwood is then able to get each program across the finish line, due to the buy-in that was developed throughout the process. Forrester states that these approaches have led to "resounding success. You can't create a program in a vacuum; you need to work with everybody." Underwood's skill in facilitating collaborative decision-making is invaluable at a small liberal arts college.

Beyond assembling data, Underwood sees his fundamental role in helping to design new majors as that of bringing people together, getting campus stakeholders in the room to think through everyone's ideas and viewpoints.

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Economics Education

While Underwood began his career focusing on environmental economics, he reports that his graduate school experience did include a strong component of economics education. Not only did the program offer “pluralist training in both neoclassical and heterodox economics methods,” but it also gave the graduate students many opportunities to teach their own classes. Additionally, students in the program received training in pedagogy and syllabus design, which is not always the case in Economics graduate study. As a result, Underwood says, he developed a curiosity regarding matters of educating students in the field of Economics; he has now grown this curiosity into an additional area of published research.

At Dickinson, Underwood began teaching Econometrics, which was an upper-level elective at the time. The course “packed a lot in,” with an introduction to Econometrics

and statistical software, as well as individual student projects. These projects included literature reviews and aspects of technical writing; they were also developed through a guided drafting and revision process which helped students meet conventional standards of writing in the field. The writing components meant that the class could serve as one of Dickinson’s required Writing in the Disciplines courses. Since Underwood and Marshall both taught the class, they shared a set of prompts, rubrics, and scaffolding strategies. They later documented their parallel workflows and outcomes, ultimately publishing their results in “Writing in the Discipline and Reproducible Methods: A Process-oriented Approach to Teaching Empirical Undergraduate Economics Research.” Marshall recalls that they wanted to convey their approaches to teaching students how to work with data in ways that were reproducible and made sense to someone outside of the process.

As they developed the paper, Underwood attended his first economics education conference, which opened his eyes to the breadth of research interests in the sub-field. He began regularly attending the Conference on Teaching and Research in Economic Education and sessions at other conferences organized by the Committee on Economic Education, a standing committee of the American Economic Association. Through these endeavors, Underwood says, he has met a supportive group of fellow educators, and he began to see the need for analysis within the field.

Around 2018, Underwood and his economics colleagues heard about a new situation that would lead to additional economics education research for Underwood and Marshall: they began to learn that different universities were designating Economics majors as Science, Technology, Engineering, and Math (STEM) degrees. Previously, the Department

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of Homeland Security (DHS) incentivized international high-skilled workers to settle in the US by giving STEM graduates the option to remain in the US to work for more than one year post-graduation. As time went on, DHS expanded the list of STEM-designated degree programs; in 2012, econometrics and quantitative economics was added to the list. This change meant that international students with F1 (student) visas graduating with this degree could stay and work in the US for longer than the typical one year after graduation that other students were allowed; in 2016, this extension was lengthened to a full two years for STEM graduates.

As a result of these developments, economics departments across the U.S. began changing their curricula so that students could be eligible to work longer in the U.S. after graduation—as well as in response to an increasingly quantitative economics discipline. Students at Dickinson began to inquire

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about STEM designation, so the economics department began discussions around developing a new STEM-designated major. Underwood and Marshall began to research what content would need to be included in the major for it to be STEM-designated, but they could not find any definitive answers to that question; DHS gave very little guidance. As a result, the two began to investigate, realizing that other economics educators also needed this information. Their explorations have now become a multi-year research agenda in economics education.

Underwood and Marshall's 2020 paper, "Is Economics STEM? Trends in the Discipline from 1997 to 2018," explores what had been happening within economics degrees in response to the DHS guidelines. Their 2022 paper, "Is Economics STEM? Process of (Re) classification, Requirements, and Quantitative Rigor," presents their analysis of surveys completed by seventy-three institutions to further discuss trends in STEM-designated and traditional economics degree offerings, as well as factors affecting implementation of econometrics and quantitative economics degrees.

Underwood and Marshall's most recent publication relating to this research updates a 2010 paper published in the *Journal of Economic Education*, which offered a "comprehensive ... assessment of the undergraduate economics major requirements." Rather than relying on survey data, Underwood, Marshall, and student researcher Abigail Hyde combed through the websites and bulletins of the 793 higher education institutions which conferred economics bachelor's degrees in 2019. In their 2024 paper, "Requirements of the Undergraduate Economics Major: An Update and Comparison" they update "the prevalence of the economics major core requirements and their differences by institution type" as well as "recording new information on requirement variations across economics degree types." Benchmark articles such as this one provide an invaluable service to fellow economics educators.

All of Underwood's work carries a throughline of service for and collaboration with others. McPhail appreciates Underwood's insights in daily considerations of the department, as well as his Excel

expertise, which has positively contributed to campus-wide efforts in coordinating long-range planning across departments. Underwood is also a beloved instructor and research mentor; his students, advisees, and student research partners all hold him in high regard, says McPhail. As Underwood continues to explore vital research in environmental economics and economics education—as well as spearheading new initiatives at Dickinson—he exemplifies the communication skills, interdisciplinarity, critical analysis, and collaborative problem-solving for which the liberal arts are known.



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

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FACILITIES &
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The Greenest Building on Campus May Already Exist

BY TAREK DROUBI, MS

How envelope retrofits help universities solve aging-building challenges without starting over

Across the country, colleges and universities are facing a familiar facilities challenge: many of the buildings that support campus life were constructed decades ago.

Academic halls, libraries, residence halls, laboratories, and administrative buildings may still be structurally sound, but their envelopes often no longer meet modern expectations for energy performance, occupant comfort, moisture management, or campus appearance.

For facilities teams, the problem is practical as much as environmental. Aging walls and roofs can contribute to air leakage, inconsistent indoor temperatures, recurring leaks, rising maintenance costs, and growing deferred maintenance backlogs. At the same time, universities are under pressure to reduce carbon emissions, control capital spending,

and keep buildings operational during construction.

Historically, the answer to an outdated building was often demolition and replacement. Today, that approach is being reconsidered. Retrofitting existing buildings can improve sustainability, energy performance, resilience, and long-term building value while preserving the resources already invested in the original structure.

The Problem: Aging Buildings, Rising Expectations

Many campus buildings constructed in the 1960s, 1970s, and 1980s were designed before

today's energy codes, insulation standards, and building science practices became common. As a result, they may have limited insulation, thermal bridging, poor air control, aging cladding, or roof assemblies that are nearing the end of their service life.

For occupants, these issues may show up as drafty classrooms, uncomfortable residence halls, moisture concerns, or outdated building appearances. For facilities teams, they often appear as repeated work orders, difficult-to-maintain assemblies, higher energy use, and pressure to keep aging assets functional.

The challenge is not always the building structure itself. In many cases, the core structure still has significant value. The real weakness is the building enclosure.

The Solution: Recladding the Building Envelope

Building envelope retrofits allow universities to modernize an existing facility without removing the building from campus life entirely. Instead of demolishing a structurally

sound building, institutions can improve the parts of the building that most directly affect performance: the exterior walls, roof, insulation, air barrier, water barrier, and cladding.

A recladding project may include continuous insulation, modern air and water barriers, ventilated framing systems, and a new exterior cladding material. Together, these components can help reduce heat loss, limit uncontrolled air leakage, improve moisture management, and extend the useful life of the building.

For example, a dated residence hall with poor thermal comfort could be upgraded with continuous insulation, a new air and water barrier, and a modern metal panel or terracotta cladding system. The result is a facility that performs more like a contemporary building while preserving the original structural frame.

This type of retrofit can support both sustainability and operations. Facility

managers are increasingly expected to manage building systems, resources, and environmental impact in a proactive way.

The Material Strategy: Better Barriers, Insulation, and Cladding

The success of an envelope retrofit depends on more than a new exterior finish. The materials behind the surface are what create long-term performance.

Continuous insulation helps reduce thermal bridging and improves the overall energy efficiency of the wall assembly. Modern air and water barriers help control air infiltration and moisture intrusion. Ventilated wall assemblies can promote drainage and drying, which reduces the risk of trapped moisture and long-term deterioration.

The exterior cladding then provides both protection and design flexibility. Metal panels, terracotta, brick veneers, and other façade systems can be used to modernize the building while respecting the surrounding

campus architecture.

This gives architects and facilities teams the ability to solve several problems at once: improve performance, refresh aesthetics, reduce maintenance demands, and create a stronger connection between the building and the institution's identity.

The Retrofit Advantage: Less Disruption to Campus Life

One of the strongest arguments for envelope retrofits is that much of the work can often be performed from the exterior. That matters on a college campus.

Academic calendars continue. Residence halls remain occupied. Research may operate year-round. Student services and administrative offices still need to function. Full demolition or major interior renovation can create costly and complicated disruptions.

Exterior recladding and roof retrofit projects can often reduce those impacts. Students

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can continue attending class, researchers can continue their work, and campus services can remain accessible while the building is improved from the outside.

For facilities teams, this makes retrofits not only a sustainability strategy, but also an operational strategy.

Roof Retrofits: Extending Life from the Top Down

The same thinking applies to aging roof systems. Many universities manage roofs with recurring leaks, declining thermal performance, and increasing maintenance demands. Traditional replacement may involve major tear-off, landfill waste, and disruption to occupied buildings.

Roof retrofit strategies can sometimes allow new assemblies to be installed over existing conditions, depending on the condition of the roof and code requirements. This can reduce waste, improve thermal performance, and extend service life.

In some cases, new framing or support systems can also be used to create a higher-performing roof assembly. The goal is not simply to cover an old roof. The goal is to create a more durable enclosure that supports the building for decades to come.

A Smarter Path for Campus Renewal

Universities are being asked to do more with existing buildings. They must address deferred maintenance, improve sustainability performance, manage limited budgets, support students and faculty, and preserve the character of campus.

Building envelope retrofits offer a practical way to meet those goals. By preserving existing structures and upgrading walls and roofs, institutions can reduce embodied carbon, improve energy efficiency, enhance comfort, modernize appearance, and extend the life of valuable campus assets.

For many facilities teams, the question is no longer whether an aging building should

automatically be replaced. The better question is whether it can be transformed.

In many cases, the answer is yes.

Through thoughtful envelope retrofits, universities can preserve what already exists while creating buildings that are more efficient, resilient, attractive, and ready to serve future generations. The greenest building on campus may not be new at all. It may be the one already standing.



ABOUT THE AUTHOR: Tarek Droubi is Engineering Manager at IMETCO, leading Engineering Services and supporting R&D for innovative metal building envelope systems. Since joining IMETCO in 2019, he has provided expertise in project design, application engineering, and system performance. He also contributes editorial insight on air barriers, sustainable cladding, and recladding solutions. With a background in civil and environmental engineering, Tarek brings a practical, forward-thinking approach to energy-efficient, code-compliant building design.



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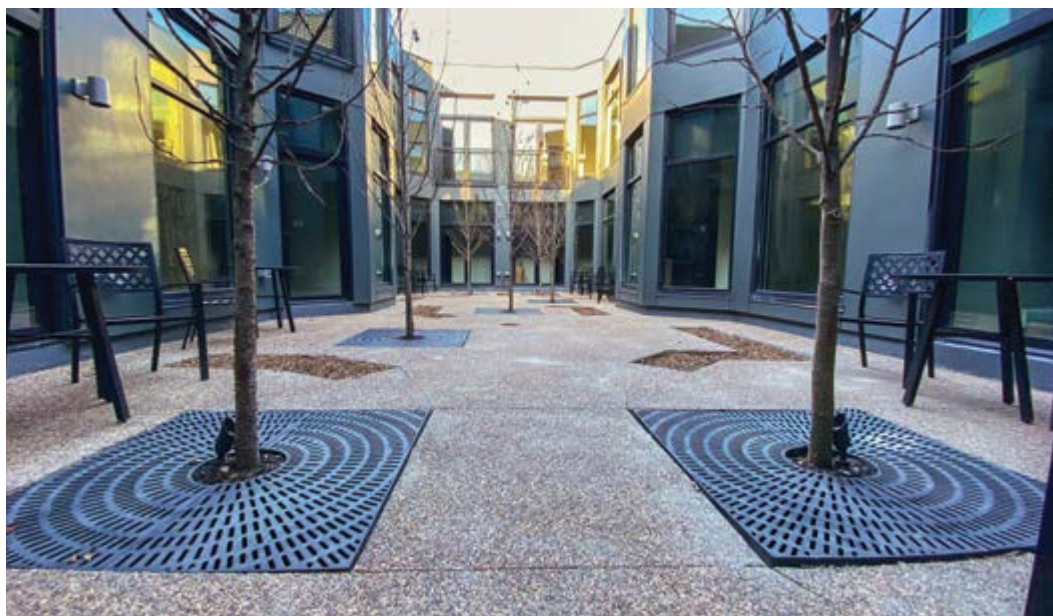
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Future-Proofing the Modern Campus

**WHY TREE INFRASTRUCTURE IS ESSENTIAL,
NOT OPTIONAL**

BY MARY BERKLICH

Colleges and universities are being asked to do more than ever—educate, innovate, attract, retain, and inspire—often while navigating tight budgets, aging infrastructure, and increasing expectations around sustainability and student wellbeing. In today's society, “future-proofing” a campus isn't just about new buildings or cutting-edge technology. It's about making smart, long-term investments in the everyday spaces that shape how students, staff, and communities experience campus life.

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Intentional, well-maintained treescapes are one of the most impactful ways to achieve this. Trees are not just aesthetic enhancements. When thoughtfully planned and properly supported, they are infrastructure. They influence safety, wellness, accessibility, environmental performance, and even institutional perception. And for campus leaders looking to build resilient, adaptable environments, treescapes offer a rare combination of immediate visual impact and long-term return.

The Impact on Student Experience

Take a walk around any memorable campus, and you'll notice a common thread: tree-lined paths, shaded quads, and inviting green spaces. These aren't accidental. They are the result of deliberate planning that recognizes trees as foundational to the campus experience.

Outdoor spaces strongly influence how students and visitors perceive a campus. Treescapes create welcoming environments that support well-being, engagement, and usability.

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When properly planned, treescapes build:

- Stronger first impression during campus visits
- Access to shaded, comfortable outdoor spaces
- Reduced stress and improved mental wellbeing
- Increased opportunities to gather, study, and interact

In a competitive higher education landscape, these experiences directly support recruitment, retention, and campus identity.

Designing for Environmental Resilience

Trees play a critical role in campus functionality and long-term sustainability. Beyond enhancing appearance, they contribute to:

- Reducing heat island effects and moderating temperatures
- Managing stormwater runoff
- Improving air quality

- Reducing noise pollution
- Defining walkways, entrances, and gathering spaces

For facilities teams and campus planners, this means trees should be treated with the same level of consideration as sidewalks, lighting, and drainage systems. They are not decorative add-ons—they are working assets.

Designing for Longevity, Not Just Installation

Planting trees is only the first step. The real challenge—and opportunity—lies in designing systems that allow those trees to thrive for decades.

Too often, campuses invest in planting initiatives without fully considering long-term maintenance and protection. The result? Trees that struggle to grow, damaged root systems, or infrastructure conflicts that lead to premature removal.

Future-proofing requires a shift in mindset: from short-term installation to long-term performance.

Key considerations include:

1. Root Zone Protection

Healthy trees depend on healthy root systems. In high-traffic campus environments, roots are often compacted by foot traffic, vehicles, or construction.

Solutions like tree grates that protect the root zone—while still allowing for pedestrian access—are essential.

2. Pedestrian Safety and Accessibility

Campuses must meet accessibility standards while maintaining safe walking surfaces. Tree installations should integrate seamlessly with surrounding pathways to eliminate trip hazards and ensure ADA compliance.

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This means prioritizing:

- Flush, stable surfaces
- Consistent spacing and materials
- Durable systems that won't shift over time

3. *Material Durability*

Outdoor environments are demanding. Freeze-thaw cycles, UV exposure, and heavy use can degrade traditional materials quickly.

Selecting long-lasting, low-maintenance materials, such as HDPE recycled plastic, reduces lifecycle costs and ensures that infrastructure continues to perform without constant repair or replacement.

4. *Growth and Expandability*

Healthy, enduring trees require more than just soil; they need the physical space and structural protection for their root systems to flourish. Implementing tree grate systems that offer effortless expandability—requiring minimal tools for adjustment—provides a strategic, long-term solution that allows campus trees to grow safely and robustly without compromising surrounding infrastructure.

Planning for the Next 20–50 Years

Future-proofing a campus means thinking beyond immediate needs. It requires asking:

- Will these trees still thrive decades from now?
- Will this infrastructure hold up under increasing usage?
- Can these systems adapt as the campus grows and changes?
- Are we investing in solutions that reduce long-term costs, not just upfront expenses?

Treescapes, when done right, answer all of these questions positively. They are one of the few investments that appreciate in value over time—both financially and experientially.

A Call to Rethink Campus Priorities

It's easy to focus on large-scale projects when planning for the future. New buildings, technology upgrades, and major renovations often dominate the conversation. But the spaces in between—the walkways, courtyards, and green areas—are where daily campus life unfolds.

These are the spaces that shape perception,

influence behavior, and create lasting impressions.

By elevating treescapes from an afterthought to a strategic priority, colleges and universities can:

- Strengthen their identity and appeal
- Support student wellbeing and engagement
- Improve environmental performance
- Reduce long-term maintenance costs
- Build more resilient, adaptable campuses

Looking Ahead

The campuses that will thrive in the coming decades are those that balance innovation with intention. They will be places where infrastructure works quietly in the background—supporting safety, sustainability, and experience without demanding constant attention.

Treescapes are a key part of that equation.

They offer a way to invest in the future while delivering immediate, visible benefits. They connect people to place, soften the built environment, and create spaces that invite interaction and exploration.

At PolyGrate, we believe that the path to future-ready campuses runs through thoughtful, durable, and sustainable landscape infrastructure. By committing to the long-term success of your trees—and the systems that support them—you're not just planting for today. You're building a campus that will thrive for generations.

ABOUT THE AUTHOR: Mary has worked in marketing and sales management within the plastics manufacturing industry for over 30 years, building strong relationships and helping find practical solutions. She enjoys connecting with people, supporting growth, and bringing experience, reliability, and creativity to every opportunity.



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Reducing Heat Stress

WITH LEGACY BUILDING SOLUTIONS' SHADE & AIRFLOW SYSTEM

BY MARY BERKLICH

Heat stress occurs when the body cannot cool itself effectively, leading to fatigue, heat exhaustion, or even heat stroke. Outdoor athletes—particularly student-athletes—are especially vulnerable, with thousands suffering time-loss heat illnesses annually. This risk is driven by rising temperatures and frequent extreme weather events. According to CDC data from 2005–2009, high school athletes experienced an estimated average of 9,200

time-loss heat illnesses per year, mostly in August, and especially in football—by far the most affected sport.

According to the U.S. Bureau of Labor Statistics, thousands of heat-related illnesses are reported annually, with dozens of deaths linked to heat exposure. The University Interscholastic League (UIL) in Texas has implemented strict heat safety guidelines, using the Wet-Bulb Globe Temperature (WBGT) to evaluate safe playing conditions.

WBGT accounts for temperature, humidity, solar radiation, and wind speed, providing a far more accurate measure of heat stress than temperature alone.

To explore the potential of shade and ventilation in reducing heat stress, Legacy Building Solutions conducted a field study comparing WBGT and turf surface temperatures in two environments:

- Outdoors in full sun (typical game/practice conditions)
- Indoors within a Legacy Building Solutions structure (shaded and ventilated conditions)

INDEPENDENT CFD MODELING CONFIRMED WHAT MAKES LEGACY'S SYSTEM UNLIKE ANYTHING ELSE ON THE MARKET

PROVEN HEAT REDUCTION

Legacy's specialized building shell—engineered to deliver full shade while still allowing in natural daylight—reduced WBGT by up to 12.8°F on its own.



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Legacy's custom-designed ventilation system further enhanced performance, delivering uniform airflow that eliminated stagnant hot zones and pushed the total WBGT reduction to as much as 14.5°F.

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Unlike simple shading or basic fan add-ons, Legacy's integrated building + ventilation solution creates a consistently cooler, safer environment—even on extreme heat days—while preserving the bright, open feel athletes and spectators prefer.

THE RESULT

A safer playing environment, validated by real-world studies and advanced modeling—only achievable with Legacy's unique building and ventilation package.

CONCLUSION

Legacy Building Solutions' structures—paired

with an engineered airflow package—offer a proven, data-backed solution to mitigate heat stress risks. By combining passive shade design with active air circulation, these buildings:

- Lower WBGT to safe ranges
- Keep turf surfaces dramatically cooler
- Extend safe play times during extreme heat
- Support compliance with UIL and OSHA heat safety standards

ABOUT THE AUTHOR: Mary has worked in marketing and sales management within the plastics manufacturing industry for over 30 years, building strong relationships and helping find practical solutions. She enjoys connecting with people, supporting growth, and bringing experience, reliability, and creativity to every opportunity.

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Employing Flexible Warehouse Structures to Address Campus Space Constraints

BY JAKE WARD

As colleges and universities continue to navigate expanding programs, renovation projects, storage limitations, and operational growth, many are looking for new options to accommodate fast-changing needs.

Anchor Industries is introducing its Warehouse Structure as a fast, flexible space solution engineered to meet permanent building codes—offering institutions a scalable alternative to traditional construction with the added advantage of being fully relocatable and expandable as campus needs evolve.

Whether institutions need additional athletic space, warehouse overflow capacity, temporary campus operations support, or swing space during renovations, the structure is designed to deliver immediate, usable square footage with minimal disruption.

“Space constraints slow everything down,” says Jake Ward, vice president of sales. “Traditional construction timelines can take months—or longer. Our Warehouse Structure helps campuses respond quickly while maintaining operational continuity.”

Designed for Evolving Campus Needs

The Warehouse Structure is engineered for both temporary and long-term applications across higher education environments, including:

- Athletic equipment and training storage
- Indoor training or multi-use athletic space
- Campus warehouse overflow and logistics support
- Temporary dining, student services, or breakroom facilities

- Construction-phase swing space during renovations or expansion projects

Because the structure is modular and relocatable, institutions can expand, reconfigure, or redeploy the space as campus needs evolve.

Fast Installation with Long-Term Performance

Designed to install in days rather than months, the Warehouse Structure helps institutions add capacity quickly while minimizing disruption to students, staff, and daily operations.

Features include:

- Permanent building-code compliance
- Clear span interiors for maximum usable space
- Hybrid aluminum and steel framing for strength with reduced installation weight
- Weld-free assembly for efficient build-ups and future relocation



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- Multiple pedestrian and overhead door configurations
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- Advanced air-inflated roof systems engineered for year-round durability and snow shedding
- Smart monitoring technology for real-time system visibility

Translucent roof systems also support daylight operations, helping reduce lighting demands during daytime use.

Built for Flexibility

Available in widths ranging from 50 to 100 feet, the structures are engineered to permanent building codes while remaining fully relocatable and expandable.

“With many institutions balancing uncertain growth, capital planning pressures,

continued...

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and evolving facility demands, flexibility matters,” says Ward. “This solution gives campuses the ability to scale space quickly without committing to a traditional permanent build from day one.”

About Anchor Industries

Founded in 1892, Anchor Industries is a fifth-generation, family-owned manufacturer headquartered in Evansville, Indiana. The company designs and manufactures engineered fabric structures and commercial space solutions for institutions and organizations across the United States.

ABOUT THE AUTHOR: Jake Ward is Vice President of Sales at Anchor Industries, where he helps lead customer relationships, sales strategy, and market growth for one of the industry’s trusted names in engineered fabric structures and event solutions. With a strong focus on service, product knowledge, and long-term partnerships, Jake works closely with clients and teams to deliver practical solutions that meet real-world needs. His leadership reflects Anchor’s commitment to quality, reliability, and customer success.

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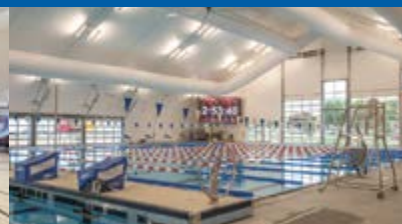
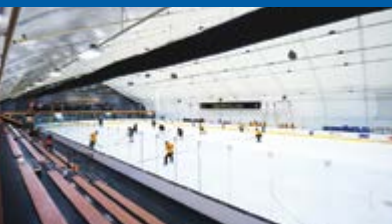
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