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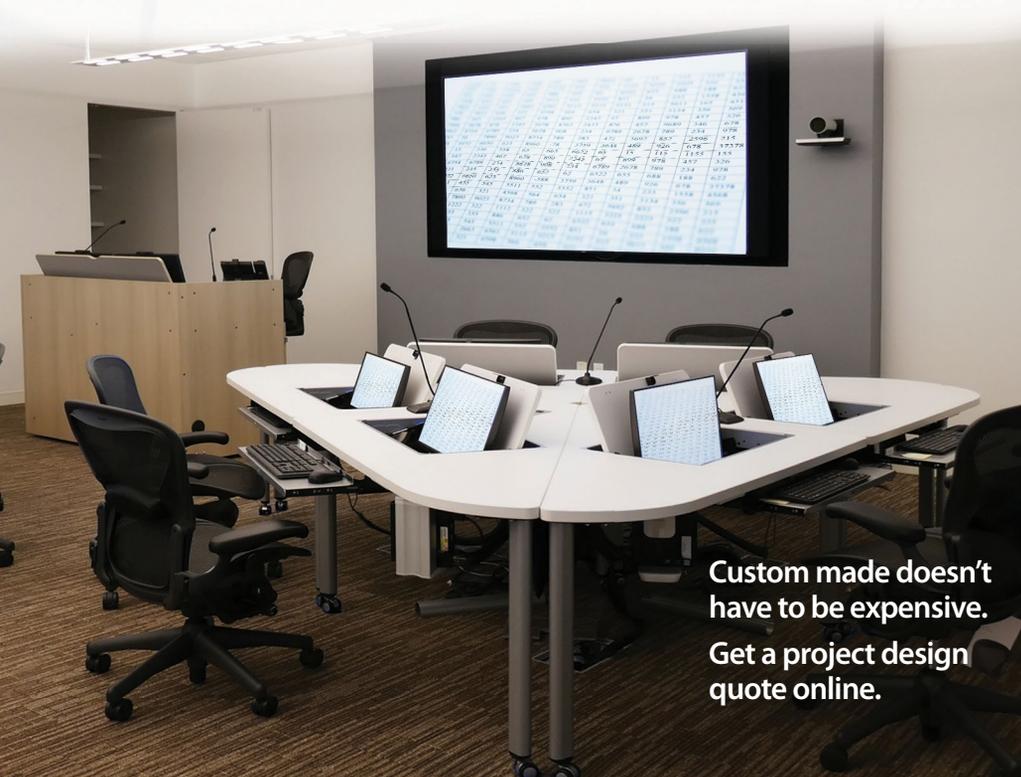
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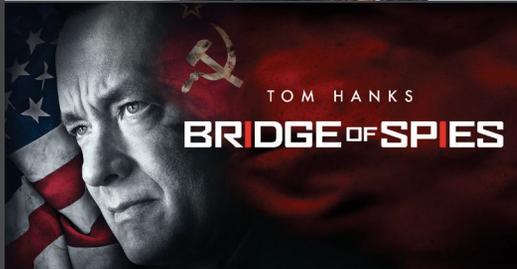
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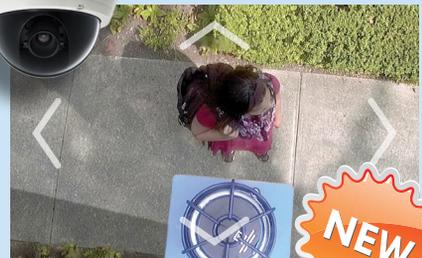
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EDITOR'S LETTER

Over a decade ago, when my husband and I decided to get a pet, I wasn't entirely new to the process. I had owned dogs before, but they had always been "outside" dogs. While I had cared about them and for them, there was a clear line between pet and human. I knew many people had closer relationships with their animals, but I found myself baffled by people who allowed their pets inside the house without limitations; some allowed pets on their furniture or—gasp—even to sleep in their beds. They called their pets children or "fur-babies," and they dressed them up in holiday costumes. This breed of pet owner was something entirely different.

Then, we adopted a shelter dog the rescuers had already named: Styro. The volunteers on duty chose the name because he was found, as a newborn, stuck inside a Styrofoam cup inside of a dumpster and crying for help. According to their site, which shared his picture and story, they wanted his name to serve as a reminder of man's cruelty. They also noted that he appeared to be part Chow (and part Lab), warning potential owners that Chows are renowned in the dog world for being intelligent but stubborn—often obeying orders only when they saw a good reason to obey. It sounded like he'd fit right in with us.

Though I wasn't on board with such a dark origin story, we kept the name because—as weird as this sounds—he looked like a Styro. Plus, I'd never heard the name before, and I liked his chance at living a unique life. We also liked the reminder that was built into the name, not one of human cruelty but one of redemption: Even the most helpless creature could start life (literally) in a dumpster but eventually lead a life of greatness...but I'm getting ahead of myself.

We started the process the way traditional "owners" do: Though he was an inside dog, we followed the rules of crate training, including leaving him in a cage whenever we left the house. After he managed to somehow destroy the flooring underneath the cage with his little puppy feet, we tried just keeping him in a closed bedroom or a closed-off living room, so he wouldn't feel trapped. Three doors, a couch, and a dresser later, we gave up and just let him have the run of the house, while we hoped for the best. What we didn't understand at the time was that he wasn't being allowed to do his job and keep watch of the entire house. After we stopped imprisoning him, he never damaged another item in our home.

Then, when we visited my husband's parents in Ohio, it was far too cold on the basement floor to keep him in his dog-bed, so I pulled him up to join us on the pull-out bed to keep him warm. Long story short, he's been in the bed ever since. When we adopted a sister for him, Doppler, a few years ago, she joined our lives, and we became the "Mommy" and "Daddy" to another fur-baby.

Now, we never take vacations if we can't bring our pets. They were Batman and Wonder Woman this past Halloween, and they'll be Santa and an elf this Christmas because Doppler wasn't a fan of her tree-themed dress last year. They have their own Christmas stockings. For a beach trip this past summer, they enjoyed the water-view from the balcony, Doppler in her "Beach Life" tee, and Styro in his buttoned-up, Hawaiian-themed shirt which he didn't want to remove, even to sleep, because people could not stop telling him how handsome he looked.

Unless you are a convert, like I am now, you'll be reading this with skepticism. You may even be amused by the lunacy of someone treating their animals like little humans. When you cross over into this type of relationship with a pet, though, there really is a kind of magic that happens. No matter how lousy the day might be, when you come through the door, you are met with pure delight.

Though I already lean towards the sappy at this time of year, my heart is warmed to know there are students at pet-friendly colleges who are greeted at the end of a difficult day with unconditional love and support. They can face the new academic and social demands of attending a university with one of their most important relationships from home continuing. Not only are they going to experience social and physical benefits from this relationship, but they have an adoring little being to care for—something that takes the focus off of self for a few moments, when life becomes nearly overwhelming, offering devoted and gentle companionship in a chaotic and noisy world. Now, *that* is a life of greatness.

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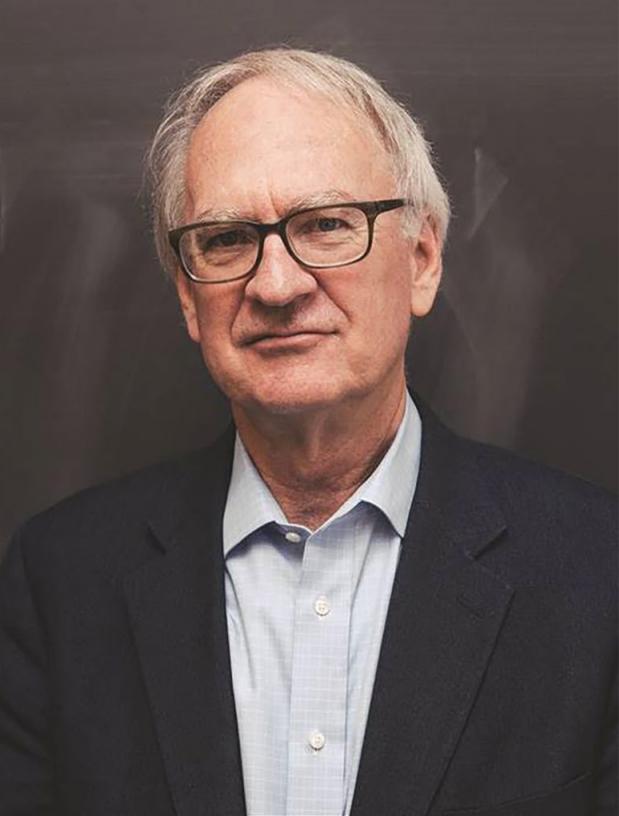
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*Harvard graduate Dr. Mark C. Carnes, Professor of History, joined the Barnard faculty in 1982. A specialist in American History with an extensive publication list to his credit, Carnes also pioneered the Reacting to the Past program over three decades ago, a process described in his 2014 publication *Minds on Fire: How Role-Immersion Games Transform College*. *Reacting to the Past*, consisting of dozens of published games, is used at 380 colleges in the United States and other countries.*

PROFESSOR SPOTLIGHT

by Rachel Clevenger

Barnard College: Reacting to the Past

A Traditional Start

Carnes's origin story, to borrow a traditional superhero trope, is not an atypical one. An Ivy-League educated historian naturally gravitated to an academic career where he could continue pursuing his academic passions while also educating future generations. There was only one problem: Professor Mark Carnes was bored.

Though students had nothing but praise for his lectures and pedagogical instincts, Carnes could not escape the feeling that he was stuck in a rather mundane endeavor—sharing information by rote in the agreed-upon format. No matter how accomplished he was a scholar-lecturer, he did not happily anticipate decades of standing in front of a classroom and sharing information. When one student made it a point to say that his seminar was her favorite class, his reaction was to question how that could be possible. He remembers saying, “I was bored. You were bored. You could feel the boredom in the room.”

Carnes notes, “I realized the next few decades of my life would be spent in fairly boring classes.” No matter how passionate he was about the subject matter, he could not yet envision a clear path forward to avoid “flat” classes, but his next move was to configure the classes as a series of debates. In the early days of the debates, Carnes actively participated at first. As the classes progressed, he found

himself moving his chair to the desk and spending more time watching and listening; eventually, he moved his chair to the back of the room. He became a guide and mentor when students needed assistance and advice. When before it had been “like pulling the ideas out with tweezers,” suddenly students were fully engaged and wrapped up in the history as they became these figures.

Then, in one of the newly designed classes, two students suddenly became so invested in the debate that something unusual happened. He notes, “They sort of took charge of the class, and they grabbed it away from me.” Rather than becoming unnerved, he was fascinated. “It just changed everything,” Carnes added. Suddenly, the class “acquired an intensity—a weirdness.”

Welcoming the Rebellion

Carnes watched, absorbed, as the students imposed rules on their peers as they occupied China during the Ming Dynasty: sit straight, do not look at the Emperor, and do not make jokes. Moments later, a few students failed to remain serious-minded; they were swiftly exiled from the classroom, with a stern rebuke from the new class rulers that because participation was part of their point system, they would be penalized—in other words, their grades would suffer.

As students had the power to call the shots, Carnes explains, they started “absorbing new ideas in a really weird and dynamic way.” As he began to later develop the Reacting games, Carnes recognized that provided the gameplay included a “thick enough structure,” the learning would happen, as students were being absorbed in this “collision of ideas.” Students would “unintentionally be immersed” in the role-playing.

As emails and letters from faculty members and administrators of other universities came pouring in as Reacting experiences spread by word-of-mouth, Barnard eventually hired a full-time person to answer questions and begin developing workshops for faculty. Carnes notes that initially many experienced educators and administrators considered role-playing games as an elementary-level learning tool, seeing little or no use for game-play in a college course. As administrators experienced the games being used in the classroom or played games themselves, they realized how powerful Reacting games were as motivational tools—not just in history classes but across a variety of disciplines.

Becoming Their Own Heroes

Carnes explains that students involved in Reacting are doing far more than regurgitating information. While they are problem-solving and exercising their abilities to deconstruct and



analyze complex ideas, they are also working collaboratively and honing their communication skills: all attributes that contribute to success in the workforce. The games provided a way to both motivate students and promote active learning, thus their first allies became provosts and deans, followed soon after by college presidents.

Carnes explains that, across the board in higher education right now, innovation is demanded and expected—with the goal of promoting student engagement in the classroom. Because college-level classes are dealing with “difficult, high-level activity,” simple tools don’t fit the bill. To ask professors to somehow create active learning experiences for every student in every section of every classroom, especially for those teaching a variety of courses each semester, that goal becomes nearly insurmountable. While under tremendous pressure to produce active learning strategies with complex material, they must “transform the classroom.”

Carnes explains that students involved in Reacting are doing far more than regurgitating information. While they are problem-solving and exercising their abilities to deconstruct and analyze complex ideas, they are also working collaboratively and honing their communication skills: all attributes that contribute to success in the workforce.

With Reacting, the expert educators are still necessary for this classroom to work, but the educator is not at the center of the learning. The instructor is still “vital and central,” Carnes explains, just not in a physical way. Yielding the classroom is not an easy task for many educators, but when they do, Carnes explains, teachers suddenly have a roomful of students who are active participants in their own learning, not just people “grubbing for

grades.” Even fans of lecture-based learning are realizing that giving up some power can lead to “the delightful learning that is changing lives.”

The Perfect Casserole

Art historian Dr. Gretchen McKay of McDaniels College is a former chair of the Reacting Consortium Board. Like Carnes, McKay was not a gamer by nature or personal history. In fact, the game development aspects



were a gauntlet of sorts for her—requiring years of effort and a tireless pursuit to make it past each level of development; still, she is a devoted believer in the pedagogical tool that Reacting offers. Not only did Reacting teach her “how much more the students can do,” but the game changed the way she approached teaching. She credits Reacting as the catalyst that made her reexamine everything: She stopped thinking about content delivery and focused on what she wants students to be able to do at the course’s end.

When McKay has participated in workshops designed for faculty or administrators who are considering Reacting for their institutions, she has noted a common trajectory: On day one, participants are stuck on confusion: “What is this? These people are weird.” Day two finds more positive mumblings, such as, “Well, this is interesting.” By day three, participants began to say, “Hey, I have an idea for a game.” Nick Proctor at Stimson College keeps track of all the gaming ideas in the BLORG, where people can claim their concepts. As McKay explains, for level one, the idea lives in your brain; by level two, you are providing instructions and role sheets. Level three means a game is found to be somewhat solid and ready to be play-tested, and level four is pre-publication. The process is not for the faint of heart. McKay admires Carnes for any number of

Life in the fast lane

A swimmer in a blue cap and goggles splashing water, with the Antiwave logo and contact information below.

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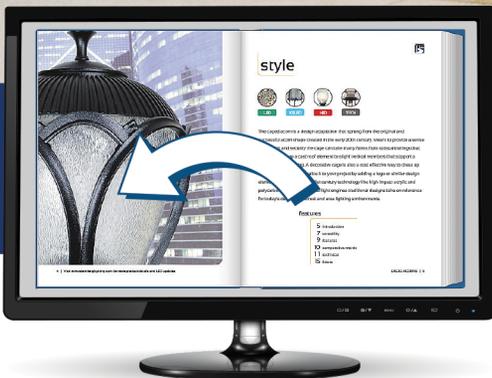
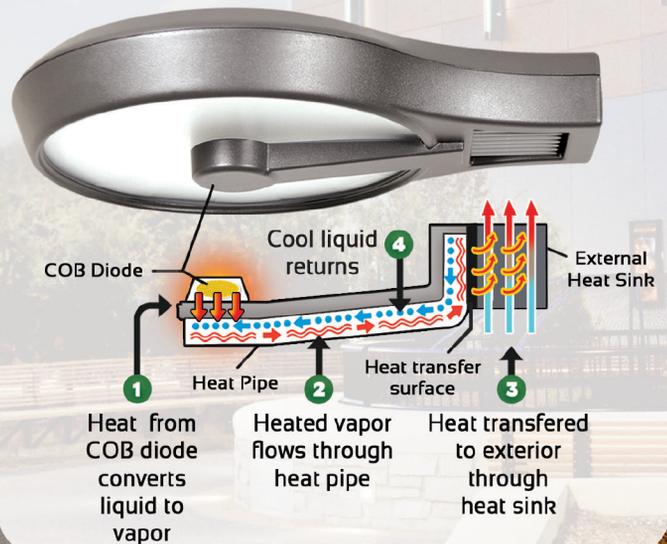
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reasons, not the least of which is his willingness to let the tool morph in other directions, even as he remains clear on what he believes are the ideal conditions for using Reacting tools in a classroom.

Unlike Carnes and McKay, Dr. Tony Crider, of Elon University's Department of Physics, is a longtime, devoted, passionate gamer. Having started with World of Warcraft and Second Life, Crider brought a bevy of gaming tools with him into his academic career to motivate students with some of the basic tenets of gaming: competition, customization, and roleplay. He knew gaming could reach a group of students who are not necessarily motivated by traditional tools, like grades, and Crider wanted to ignite passion for education in students via a less traditional route. He views Reacting as an innovative form of flipped learning, even though that's not a term typically applied to the series. Crider also knows some might see gaming in the classroom as a gimmick, but he has experienced the level of devotion that goes into roleplaying a character, and he is seeing students not just being creative but doing the extensive research to get a character right—operating at the highest level of Bloom's Taxonomy: Creating.

As a fan of Reacting and a developer of multiple games in the series, Crider is regularly drawn to one

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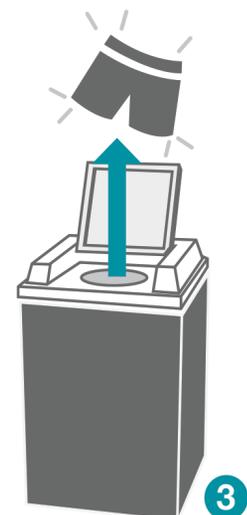
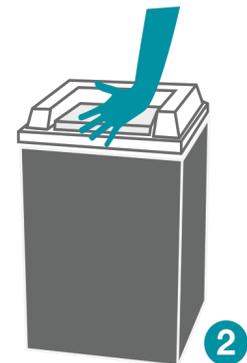
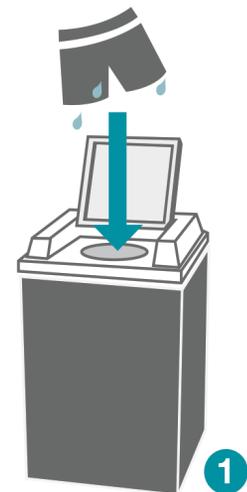
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analogy when he considers all that Carnes has accomplished with this ground-breaking gaming series, even when he brought no game-development background into the process: As Crider explains, Carnes entered the metaphorical kitchen without knowing how to cook yet somehow “baked the perfect casserole.”

A Prophet of Higher Education

Dr. Charlie McCormick first experienced a Reacting game in a colleague’s class while at Cabrini College. McCormick recalls, “It was like nothing I’d ever seen before.” The students were having a debate set in India: there were maharajahs, and “Gandhi was there,” he adds. “I wasn’t sure what I was seeing.”

When he became president of Schreiner University, McCormick and his colleagues were looking for ways to move students out of high-school level thinking and into a “world of ideas,” something that would encourage collaboration and challenge the incoming students. With a financial gift to the university that came without specific strings for how it could be spent, he was able to send over a dozen faculty members to a Reacting conference to see what they decided.

McCormick withheld his opinions, letting them debate their findings and chart the course forward. Though there was some initial hesitation—with worries that many of the first-generation students could be pushed too hard and too fast with such a forward-thinking technology—they were determined to try a Reacting course for all incoming first-year students. President McCormick states, “There wasn’t a script to know whether that would be successful or not.”

While he notes no pedagogical tool is a magic bullet, McCormick considers the result a “wild success.” He and the educators involved in the courses were struck by how the game allowed students to begin to see themselves differently. On the subject of the pioneer of Reacting, McCormick views Carnes as one of those rare people who is simply working on a “different level than the rest of us.” McCormick has watched Carnes develop deep relationships with people he has played games with, and in addition to being a brilliant innovator, Carnes somehow remains both accessible and compelling.

McCormick shares that though Carnes does not give himself the proper credit for this, he has been able to answer the “most damning question in higher education”: the question of value. What do students gain with this massive investment of both time and money? President McCormick believes with the tools Carnes has provided, students gain more than a basic education. Instead, with “Mark’s magic,” they become different people—that’s the value. Though he knows his friend and colleague would brush off the accolade as quickly as it could be bestowed, McCormick views Carnes as a “prophet of higher education.”



ABOUT THE AUTHOR: Dr. Rachel James Clevenger earned her B.A. and M.Ed. degrees from Mississippi College. After finishing her PhD in Composition and Rhetoric, she taught and served as the University Writing Center Director for Birmingham Southern College and University of Alabama at Birmingham. Currently, she teaches Business Communications at Samford University.

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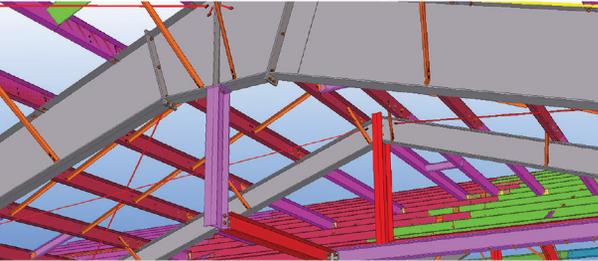
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TEACHING & TECHNOLOGY

By Ben Hardy

Building a Digital Learning Environment

Digital technologies do more than improve the overall classroom experience. They also enable institutions and teachers to better serve individual students, using interactive and personal devices to customize learning on a one-to-one level. Today's college students grew up with personal technology in their hands, so these digital natives already have the fluency needed to take advantage of technological solutions throughout their educational journey.

Connectivity Tools for Higher Education: Continuing the Digital Narrative

Schools across the country already integrate technologies that support digital forms of learning, primarily through the adoption of tablet devices in their classrooms throughout elementary and secondary schools, so college students arrive ready to be engaged with interesting and innovative technological tools.

In college settings, online education portals facilitate discussions, manage assignments and distribute reading materials. These innovations have enabled institutions to modernize the school experience. Although educators have made great strides in raising the standard for education, their efforts have not fully achieved the goal of building a robust 21st-century learning infrastructure.

The Digital Classroom

The digital classroom should embrace integrated technologies that boost student connectivity throughout the day and once they return to their dorms. A combination of collaboration and communication tools can support learning for every student while increasing engagement. These technologies can also simplify tedious aspects of a professor's experience, such as grade management and record keeping, allowing educators to focus their time and efforts on supporting student learning.

A true digital learning environment isn't bound by the brick walls of a college or university campus. It should exist everywhere students can find a broadband connection. Most institutions already have incorporated some of these components into their learning environment, but continued innovation will build a comprehensive experience that supports student engagement and success.

Educators can employ a wide range of technologies in order to create a dynamic digital learning environment. Here's an overview of the solutions that will help build a seamless experience for teachers and students alike.

The digital classroom should embrace integrated technologies that boost student connectivity throughout the day and once they return to their dorms.

A combination of collaboration and communication tools can support learning for every student while increasing engagement.

Laser Projectors

Educators have used projectors for decades, but laser projection is a much more sophisticated technology that provides a better educational experience. The primary benefits of laser projection include higher contrast and resolution, improved colors, and the ability to scale images to very large sizes.

In a university lecture hall serving hundreds of students, laser projection can create a detailed, crystal-clear image that lecturers can use as an aid throughout their presentation. Laser projectors are also a perfect fit for theaters, gymnasiums, or other common areas where students gather for presentations or events.

Because laser projectors are easy to set up, educators can use them without wasting time

to troubleshoot the connection. Many laser projectors require no waits to warm up or to load software, and some are technology agnostic, so they integrate well with any device.

Collaboration Tools

High-quality collaboration tools have been shown to support digital learning on several critical levels. They are a cornerstone of any digital learning environment, enabling students to work on group projects both in class and at home.

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annotating and designing, as well as features that enables image and file sharing, real-time document editing, and communication through chat and video conferencing.

Collaboration tools enable students to learn and engage through the intuitive touch-screen behaviors they have grown accustomed to through their own personal technology. Students can take a more active role in guiding their own education, and teachers can actively encourage participation by having students share their device screen to a whiteboard or other digital canvas. Professors can also use a collaboration tool to monitor and provide support to students.

Some collaboration tools are easy to integrate because they already work with the technology, content and solutions that schools are using. Plug-and-play solutions that require no additional drivers or software integrate well into college classrooms because a new instructor arrives in the room every hour.

Digital Displays and Signage

Digital displays and signs also support a wide range of learning environments. Digital displays are a perfect fit for classroom presentations, enabling small-group work and student collaboration. Digital signs facilitate the distribution of news and other communications from the administration to the larger student body.

In addition to their ease-of-use and simple connectivity, modular signage solutions allow institutions to adjust hardware and features easily to address changing needs in computing technology, signal distribution, wireless data transmission and more. Solutions based on Intel's open pluggable specification allow easy integration into a larger digital environment and minimize setup time and maintenance.

Widescreen Desktop Monitors

The traditional desktop computer remains a useful technology in the world of education, but its role is changing. Desktop computers offer increased value to students and educators when they're integrated into a comprehensive digital learning environment.

Desktop computers in schools facilitate student collaboration while encouraging hands-on learning. Today's widescreen monitors are the perfect classroom partner for desktop computers. Built with energy-efficient technology that offers better picture quality and higher resolution than their predecessors, these immersive displays will keep students engaged whether they're doing homework, working on a group project, or following a digital presentation.

Building a Digital Learning Environment

Laser projectors, digital displays and collaboration solutions, and widescreen monitors provide educators the tools to build and enrich college digital learning environments. These solutions increase student engagement and support a high-caliber educational experience which is expected in the private college and university sector.

No matter what kind of digital learning environment educators want to create, hardware and software solutions serve both students and teachers by boosting connectivity while also being as intuitive and tech-agnostic as possible. These tools ultimately help ensure the attainment of learning goals.



ABOUT THE AUTHOR: Ben Hardy is Product Manager for Large

Format Displays for NEC Display Solutions (www.necdisplay.com).

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ATHLETIC FACILITIES & SIGNAGE

By Bobby Clays

Boost Recruitment with Stadium Branding

Universities and colleges can attest that student recruiting is no easy task. It is an ever-expanding science that involves constant attention, persistent marketing, and—most importantly—the perfect image.

Many programs are realizing that the look and feel of their campus is a critical factor in many students' decision making. That is why one small college in California decided to give their campus a new look with custom-made stadium graphics. They were able to transform some of their old facilities into eye-catching works of art without breaking their budget.

Branding Your College or University

Like many other small colleges and universities, West Valley College takes pride in their athletic accomplishments, especially their successful baseball program. With multiple championships under their belt, they knew their team deserved an extraor-

dinary baseball field. They deserved a one-of-a-kind field that only the Vikings could call home.

They saw this as an opportunity to kill two birds with one branding stone. If done right, they could customize their baseball stadium and promote their school brand at the same time, which is exactly what they did.

Promoting the College through Athletics

The college's baseball program has been gaining a lot of attention through the years after winning multiple championships, which is why they moved to their athletics program to promote their college's overall brand.

"Our college decided to leverage athletics as a means of marketing our college," stated John Vlahos, Athletic Director. "The branding and signage is a great way to get our name out to the public, many of which utilize our campus facilities on a daily basis."

John Vlahos worked with a sign company that specialized in creating custom-made stadium graphics that showcased the program effectively. The school colors, brand name, and cutouts of their baseball players gave their baseball facility a fresh new look.

"The signage was an easy and effective way to pump some life into the facility and give it a much needed facelift," explained Vlahos.



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The facility branding didn't stop at the baseball stadium. They also customized their soccer facility, aquatic center, and beach volleyball facility to showcase their branding.

"With a multiple facility project... it is very important to keep branding elements

consistent to make the program's brand stronger," stated Mark Smith, Project Design Manager. Smith oversaw the multiple branding projects; along with creating these eye-catching graphics, he was able to keep the college's image intact to further promote their brand.

The Results

The custom-made graphics are now visible around campus. Not only did these new graphics give the campus new life aesthetically, but they also created a fresh sense of school pride that affected everyone. "The finished product provided an instant lift for everyone involved with the program,"

Along with outdoor branding, many universities and colleges are also beautifying their indoor facilities with wall graphics, window graphics, and floor graphics. Branding can go a long way for your program. You can take advantage of your available space while engaging students and the wider community with your university's brand.

explained Vlahos. "There was a tremendous amount of excitement and pride among our student-athletes and staff."

These new graphics appealed to visitors to the campus, while creating a positive effect on the students, the staff, and even the community. "The community loved the look and appreciated that we are making an effort to improve our facilities," Vlahos said. "The community wants to be more involved with the program as a result."

The college witnessed amazing results to this simple solution of amplifying their facilities. This transformation beautified their facility, promoted their brand, instilled team pride among staff and students, and created community awareness. Although these are incredible results, the college's main goal was to market their college for recruitment.

"Recruiting received a boost as local student-athletes wanted to be part of a program that was willing to invest in its program and promote the program," explained Vlahos.

Needless to say, the college accomplished their goal and even saw extra positive results from their branding projects. That is why they are already planning on continuing their facility branding by updating their gymnasium, tennis courts, softball field, and multi-purpose field.

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Advice for Other Programs

Now that they have gone through the whole process of rebranding their facilities, the college can look back on their experience and better prepare themselves, and others, for future projects. "Don't go cheap. We learned from experience that you get what you pay for," exclaimed Vlahos.

Many programs are realizing that the look and feel of their campus is a critical factor in many students' decision making. That is why one small college in California decided to give their campus a new look with custom-made stadium graphics. They were able to transform some of their old facilities into eye-catching works of art without breaking their budget.

Private colleges and universities have a multitude of options for branding your athletic facilities and boosting your program.

Perhaps you want to turn otherwise unsightly bleachers into a branding asset with bleacher graphics, which many colleges believe has boosted their program's image, school spirit, recruiting, team pride and increased community engagement.

You may want to brand your bare fences when branding your facility; fence graphics are an essential element to tie everything together, and stark fences around your facility are not only an eye-sore but a missed branding opportunity.

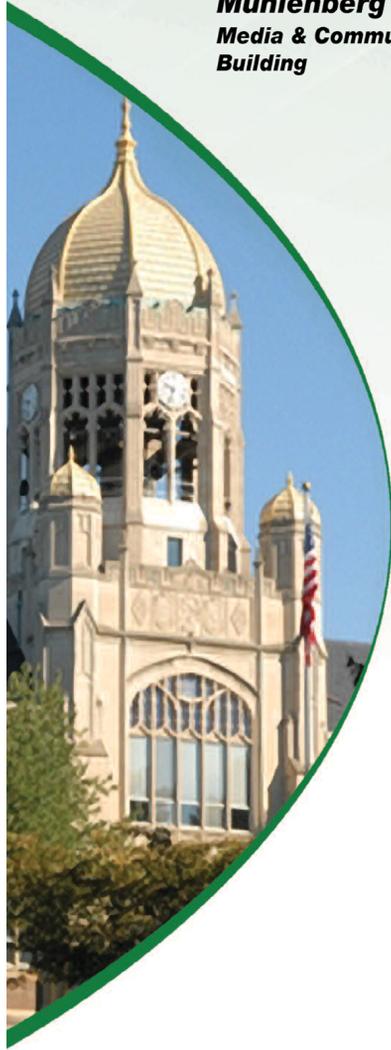
As part of an overall stadium graphics project, you can have your exterior colors matched to your interior decor with the same logos, colors and themes used around your facilities. It can start from something as simple as a single logo to a full-color photograph to create something extraordinary. The right company can assist in turning your vision into reality, by providing free design and layout options as well as mock-up and proofing opportunities.

Outdoor branding graphics is an innovative solution, for any program, to beautify their facilities. Whether it is fences, bleachers, sidewalks, or event light poles, outdoor branding can make a huge impact to any college or university.

Along with outdoor branding, many universities and colleges are also beautifying their indoor facilities with wall graphics, window graphics, and floor graphics. Branding can go a long way for your program. You can take advantage of your available space while engaging students and the wider community with your university's brand.



ABOUT THE AUTHOR: Bobby Claeys is the Marketing Director at BigSigns.com, a stadium graphics company that specializes in helping schools transform their facilities into something unique. You can see what BigSigns.com can do for you by calling 800.790.7611 or visiting www.BigSigns.com.



FLEX-LT Case Study

Muhlenberg College - Media & Communications Building



WHERE: Allentown, PA
WHEN: February 2015
WHAT: FSR HuddleVU HV-1000 (x2), FSR 8x8 matrix switcher, FSR FLEX Control System, FSR Digital Ribbon Cables
WHO: Sean Miller, Thomas Sciarrino, Anthony Dalton, Muhlenberg College

Challenge

The staff at the Muhlenberg College wanted to optimize every bit of space on their very traditional campus by creating an area where students could heighten their leaning experience as well as work together in smaller assignment oriented groups. The task at hand was to transform a little used alcove in the John and Margaret Wilson Communication Hall into a technologically advanced room furnished with the latest collaboration equipment and control system technology. The team was further challenged by their resolve to design a modern, light, clean and open space that was easy for students and instructors to use, unaided, while maintaining the architectural integrity of the classic campus.

Solution

The Muhlenberg team, which includes Sean Miller, Thomas Sciarrino, and Anthony Dalton, designed a flexible space from the ground up that is capable of adjusting as needs and groups differ. The team furnished the room with two FSR HuddleVU HV-1000 collaboration systems, an FSR 8x8 matrix switcher, an FSR FLEX Control System, and FSR Digital Ribbon Cables to ensure students and staff were equipped with the tools they need to succeed.

Results

The Media and Communications Building is now equipped with a technically advanced, flexible room that serves as a study area, class room and meeting room and is capable of accommodating entire classes, independent group work, and individual students. Also, in an effort to introduce this new type of room to the rest of the campus' faculty and staff, it's available for departmental meetings.



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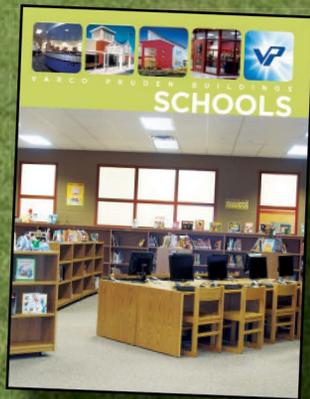
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SHARING DORMS WITH PETS

by Sheila Wagner

Multiple studies in recent years indicate that pets are powerful forms of stress relief, lowering not only blood pressure but also harmful stress hormones like cortisol, which is associated with depression and anxiety. Not only that, but petting an animal can elevate beneficial hormones like oxytocin, which is linked to happiness and relaxation. Allowing pets may seem a daring choice for a university to make; however, because college students are facing any number of new life stressors as they adjust to life away from home and new academic challenges, a college dorm room is really the perfect place to have a pet.





Eckerd College/Photo by Lisa Presnail Photography

USA Today featured an article in 2013 saying that college is a stressful environment, and students can feel overwhelmed. Many of them feel that their pets can help them get through the difficult situations, like loneliness and test anxiety.

Pet-Friendly Colleges

There are several colleges that allow students to bring their pets from home and live with them in the dorms. Three of the top rated schools for pet-friendly campuses are Eckerd College and Stetson University in Florida and Stephens College in Missouri.

All three of these institutions have rules about the type and size of the animal or pet. For instance, Eckerd College allows one animal (dog under 40 pounds, cats, rabbits, ferrets, ducks and chinchillas) or two small pets (fish, hamsters, gerbils, amphibians, nonvenomous reptiles under four feet long and small birds). Stetson University also has a ban on certain breeds of dogs (Pit Bulls, Rottweilers, and Dobermans to name a few) and any dog that displays aggressive behavior. There are application forms for the registration of an animal or pet and inoculation requirements at each location.

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Pets as Stress Relievers

Lua Hancock, Ed.D., Vice President for Campus Life and Student Success at Stetson University said that Stetson provides a unique experience allowing students to bring their animals from home or register to be a service dog trainer within three designated animal friendly residential facilities.

“Having pets on campus is a unique way to build community among students,” she offered. “They are a great stress reliever, especially during finals and other exams.” Stetson also has a new dog park on campus thanks to the work of 14-year-old Eagle Scout Corey Sipe’s project and the spirited support of volunteers and Stetson officials.

Tapanga Dahle, a student at Stephens College, has benefited greatly from having her cat Rosie-May Posie with her beginning in her second year. While she did well in her classes and was content the first year, Dahle always felt a bit guilty for not being there for her cat and knowing that she had to burden her father with taking care of her.

Once she had Rosie-May at her dorm, Dahle shares that everything was “a bit more fun,” and she didn’t mind hanging out in her room because she was never alone.

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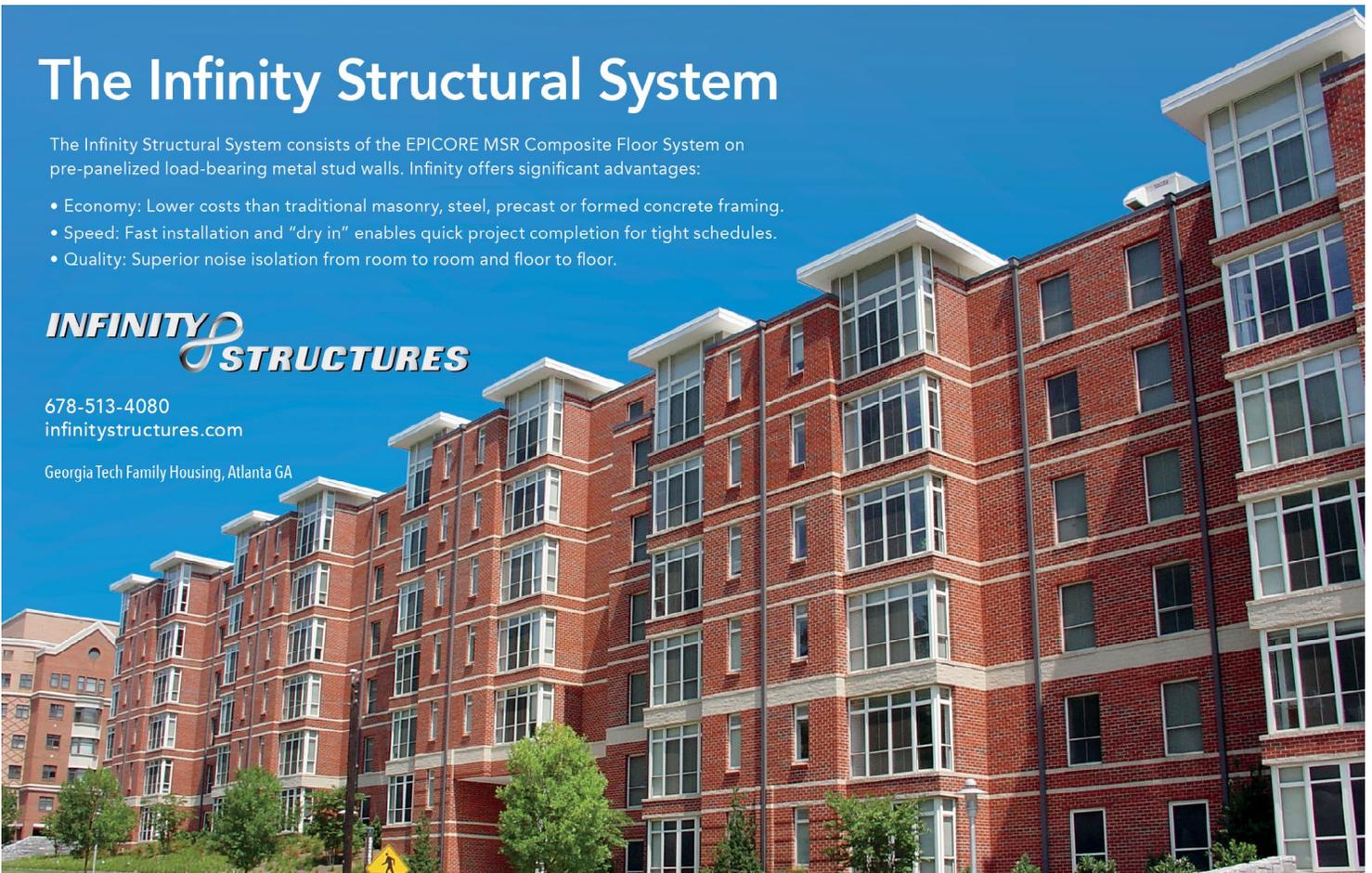
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Fostering Animals in Dorms

Stephens College also has a local no-kill shelter, Columbia Second Chance, that lets students foster a pet. The program includes training and nurturing the pet back to an adoptable condition and may include scholarship opportunities. Savannah Ordonez, a senior at Stephens who is majoring in biology with a minor in equestrian studies, has been fostering dogs since her freshman year. Ordonez says, "As a pre-veterinarian student, this experience truly impacted me." She has fostered many dogs through the years, and she said that people ask her all the time how she can do it without getting too attached to them. She never had an issue with that and said it was "because I see it as me advocating for the animals that can't speak for themselves."

Ordonez adds that whenever she completed a long day of classes, she could rely on returning to her dorm to the exuberant spirit of "a happy pup."

For the many dogs she's fostered, she helped all of them find "fur-ever homes," an experience that is helping her grow stronger as she prepares to enter the field of Veterinary Medicine, and one that offers her the opportunity to advocate for animals.



Eckerd College/Photo by Lisa Presnall Photography

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Eckerd College/Photo by Lisa Presnail Photography

Pet Blessings

With fourteen residence halls at Eckerd currently allowing pets, the college is doing more than just tolerating animals in their students' lives and in their campus buildings.

Instead, they are clearly celebrating the connection their students have with their pets and celebrating the pets themselves.

In order to incorporate their students' pets into campus events and signify their appreciation for the bond these students share with their animals, Eckerd offers perks that demonstrate just how seriously they take these special guests on campus.

For instance, every October they hold a pet blessing in honor of St. Francis of Assisi, patron saint of animals, to honor the important role animals play in the lives of the students, faculty and staff.

This year's ceremony had 52 pets who received blessings from Reverend Libby Shannon, associate chaplain, and Father Stephan Brown, Catholic Campus Ministry. Each pet received a St. Francis medal and a sprinkle of holy water.

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A Partner in Graduating

Every year since 2013, Eckerd College also holds a ceremony for the pets of graduating seniors complete with “diplomas” presented by President Donald R. Eastman, III. In the last few years, nearly two hundred special friends “walked” at graduation to earn their degree from President Eastman in this special ceremony.

Many students even dressed their pets in caps and gowns for the occasion. Species represented in the Pet Class of 2017 included ten dogs, nine cats, three rats, a snake, a guinea pig, a desert tortoise, a parakeet, and a hedgehog. President Eastman has shared that the pet ceremony is one of his favorite events each year, one that “tells you more about what sort of place this is than any other.” It’s easy to see why Eckerd was voted one of the most pet-friendly colleges in the nation.

While a pet can benefit anyone of any age, there is a distinct advantage to having a special friend traveling with a student from home to the new adventure of college.



Eckerd College/Photo by Lisa Prashall Photography



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The advantages extend to the universities as well. If students are academically successful, as a result of the emotional support their beloved pets and longtime companions provide, the retention rate will stay strong.

In speaking to what it's meant to share her dorm room at Stephens College with her long-time furry friend, Dahle notes that Rosie-May, in providing constant companionship, has relaxed her whenever she feels stressed. Dahle explains, "She can tell when I am, and she'll come and lay near me and she will let me pet her for hours until I start feeling better."

She also calls her feline friend a "good listener," who provided warmth and comfort, a kindness and a constant that is hard to find sometimes on a campus where students are far from the comforts of home. Dahle shares, "Rosie May is an irreplaceable part of my life and the best decision I've ever made was bringing her here."

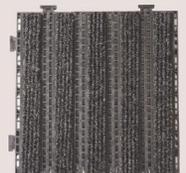


ABOUT THE AUTHOR: Sheila Wagner has spent the last several years working as a professional editor and recently became the staff writer for *Private University Products and News*. Wagner can be reached at sheila@pupnmag.com.

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MASTERING THE MAZE

TAKING OWNERSHIP OF YOUR SIGN PROGRAM

by Dillon Cobb

You have just wrapped up major installation of a new interior and exterior sign and wayfinding program on your campus. Installation was spread out over several months, but the process itself began several years earlier.





After the Installation

The signs look great, but this was a substantial investment of both time and money. For realizing the importance of signage on your campus and making the project happen, I commend you. It's a huge step forward. However, what happens next? You'll need to consider what the signs will look like next year, and you'll need to determine who will make sure everything stays current and up-to-date. Those factors are what many fail to consider on the front end of sign projects, which is why so many programs fail even after a successful initial installation.

Having just returned from a conference of university facility managers, the one message I heard most is that absolutely no one likes dealing with signs. Some of the reactions I received when inquiring about signage on campus were priceless, ranging from generally negative to downright sour.

Admittedly, signs require a lot of attention to detail, but there are three steps you can take that will make the ongoing maintenance of your signs less painful and—perhaps more importantly—better protect your initial investment.

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*Ms. Jennifer Sexton
Coordinator of Recreational Fitness & Wellness
Stanford University, Stanford, CA*

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Step 1 – Choose a Modular Solution on the Front End

If your institution is like most, the one constant is change. College and university campuses are always expanding and renovating, so you should choose a sign solution, both interior and exterior, that will easily adapt. For exterior signs, certainly for those providing direction, choose a solution whereby graphic panels can be updated without having to replace the entire sign.

For your interior signs, consider a solution that incorporates paper inserts that can be printed in-house, especially for personnel and directional signs. There are some very nice paper insert solutions on the market today, and they will greatly facilitate and expedite sign updates.

It is true that not all signs need to be modular, as some are not likely to change. These might include certain types of exterior building identification signs and interior signs such as those for restrooms, stairs, room numbers and regulatory information. In those cases, you might save a little money on the front end by sticking with a non-modular solution.

However, modularity also allows for easy replacement of damaged sign faces and easier



MicroFit, Inc. has been producing quality Fitness / Wellness assessment software and medical grade testing equipment since 1986. Several hundred colleges / universities have benefited by using a wide range of MicroFit products designed to:

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3. Provide comprehensive, easy to understand, Lifestyle reports which help to educate, motivate, and encourage students to improve their own fitness level, general health, and personal productivity.

4. Provide a full range of quality fitness testing equipment, including their advanced FAS-2 System with integrated accessories which have been a part of MicroFit's product development for over 30 years.

In summary, Fitness / Wellness Assessments are now considered one of the "best practices" to enhance an overall campus life experience; with HealthWizard software, group analytics can also allow organizations to create "evidenced based outcomes" to assess the results from their investment in staff, facilities / equipment, as well as their overall health promotions and wellness programming efforts.



mechanical fastening for certain types of wall surfaces not compatible with adhesives, so take these considerations into account. If mixing modular and non-modular products, it is still essential to maintain a consistent design throughout the entire program.

By selecting a modular solution, your sign program will be easier and less expensive to update, thus better maintaining the design integrity of the initially installed solution. It will also greatly facilitate step 2 following.

Step 2 – Designate Someone at the School to Take Ownership of the Sign Program

At the end of the day, someone (or a team) on campus, generally in the facilities or design departments, has to be charged with maintaining the sign program. There has to be some ownership! Depending upon the size of your school, this may even be a full-time position, involving responsibilities such as monitoring the condition of all signs, coordinating lighting replacements for any illuminated signs, managing replacement sign inserts, ordering new signs, coordinating installations, etc. It's a very long list and generally longer than most would think. I realize no one may really want this job, but if you want your sign program to be successful, having someone in charge of this role is imperative.

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I've always thought it funny that no one likes dealing with signage, yet when a sign update is needed quickly, everyone becomes an instant graphic designer, wanting to throw their own bit of creativity into the mix. When this happens, the end result is never good.

Therefore, you must have procedures in place clearly defining who is authorized to order and/or create updates for signs. And, whether printing signs in-house, using a local sign fabricator or reordering from the initial sign provider, it is critical to adhere to all established signage design guidelines, including fonts, colors, and layouts.

Your sign fabricator, or graphic designer if applicable, should provide you with a comprehensive signage manual at the completion of the initial project that details all of the necessary information. Any inconsistencies on campus will greatly deteriorate the overall image and effectiveness of your sign program.

In designating a signage leader, having that person spend some time on the front end with the sign fabricator and/or designer will be important to obtain a basic understanding

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of how the signs work, the critical aspects of the design and considerations regarding code compliance, wayfinding, etc. Your school may have its own sign shop, so if you already have someone with an actual signage and design background, that's even better.

Step 3 – Clean Your Signs

You would never consider parking your car outside in an exposed environment and not washing or waxing it for several years. You would not only sweep, vacuum, or mop your floors once every six months. I can't tell you how many campuses I've toured to check up on an installation, and the signs have never been cleaned—ever.

For exterior signs especially, if you want them to look good several years after installation, you must take care of them and wash them routinely as you would your automobile. Exterior coatings and finishes can vary, so obtain specific cleaning instructions from your sign fabricator.

Interior signs generally just need a dusting from time to time, but sometimes a proper



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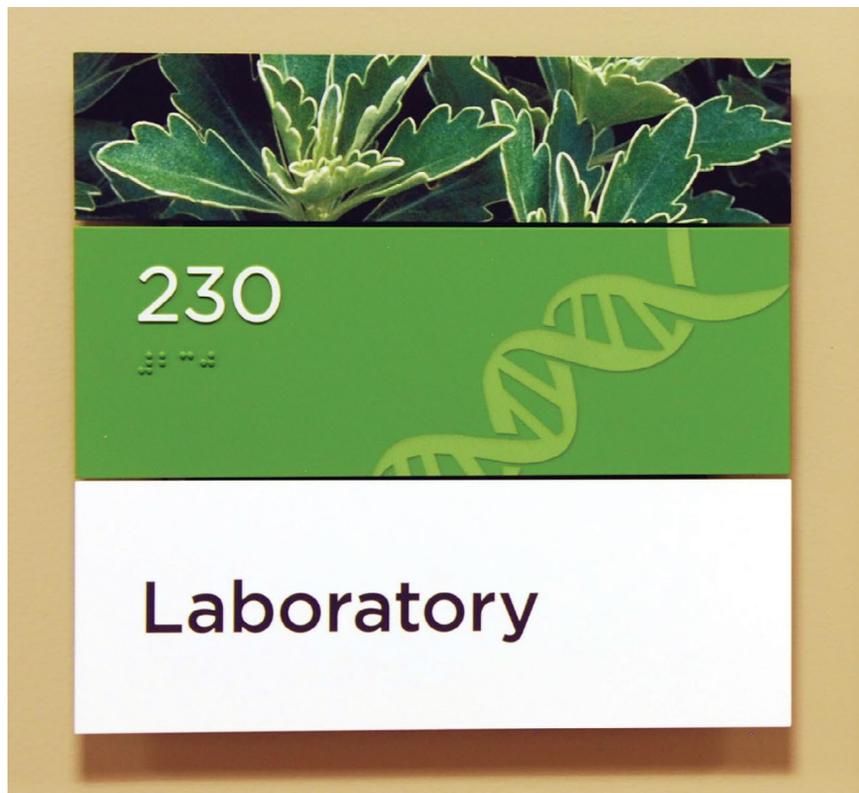
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cleaning is in order. Before doing so, be sure to reference the cleaning instructions provided by your sign fabricator as there may be special considerations for certain signs.

I imagine your school already has a cleaning program in place for other aspects of the campus and buildings, so if signs aren't part of that program, have them included immediately upon installation.

Protecting Your Investment

With signs having such a significant impact on a school's brand and image, moving forward with your investment in a new sign program was a great first step forward. Putting more focus on those signs after that initial installation must be your second step and will help protect that investment for years to come.



ABOUT THE AUTHOR: Dillon Cobb is the VP of Marketing & International at APCO Signs and has twenty years of sign industry experience. APCO has been providing innovative sign and wayfinding solutions since 1966. For more information, visit apcosigns.com or contact Dillon at dcobb@apcosigns.com.

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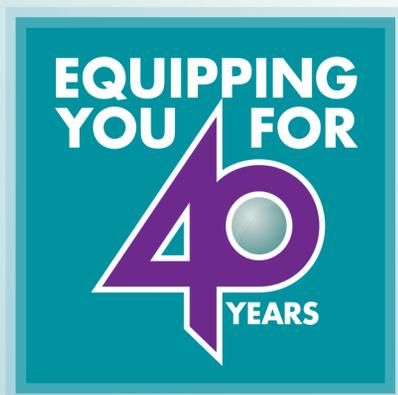
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INSTIGATING A CULTURE SHIFT:

Campuses Can Combat Sexual Harassment and Violence

by Jodi Hogerton

It's time for our society to take a long, hard look in the mirror. The expanding list of powerful men accused of sexual harassment, the proliferation of the #metoo movement drawing attention to the scope of sexual assault, and the staggering rates of campus sexual assault are all indications of an underlying sickness in our culture.



Drawing attention to the problem and holding perpetrators accountable for their actions are steps in the right direction, to be sure, but in order to foster true equality we must address the deep roots of these systematic problems and the power structures that support them.

How Did We Get Here?

First, let's be honest about where "here" is. The increased attention to this problem is a positive development. The women and men who have felt safe enough to speak in public about the harassment and assault they have endured is a first step in overcoming our cultural tendency to sweep inconvenient truths under the rug.

It seems strange to use the word "revelation" in reference to the reports of gross misconduct by Hollywood bigwigs. The entertainment industry, while not alone, has done much to support narratives in which women are objectified, subjected to violence, and worth less than men. Is it really a shock when the industry that has for years reinforced gender stereotypes and power dynamics is actually rife with sexual misconduct? Of course, the

entertainment industry cannot take all the blame for our culture's harassment and assault epidemic.

Chris Kilmartin, a professor of Psychology and author of the textbook *The Masculine Self* placed the roots of the problem in "the cult of hyper-masculinity, which tells boys that aggression is natural and sexual conquest enviable" while adopting attitudes and ideals that women are inferior and weak.

It is worth keeping in mind that these attitudes were still pervasive in many aspects of our society until recently. Just 30 years ago, women needed a male relative to cosign in order to take out a business loan. Marital rape wasn't criminalized in all 50 states until 1993. While a court first recognized sexual harassment in 1977, it wasn't officially defined until 1980. Less than 40 years later, we still have misconceptions about what constitutes sexual harassment, consent, coercion, and assault.

Predatory Behavior

The famous names associated with immoral behavior have the country's attention like a dumpster fire as people wonder who will be the

next on our growing list of "Bad Men." While it's refreshing to see perpetrators being held accountable, we must recognize that shaming the perpetrators does not equal a solution to the deep-seeded issues that have led us to this reckoning.

There are many reasons that people engage in predatory behavior, but one that is easier to address in this case is ignorance. It isn't difficult to imagine that at least some of the men on the list didn't recognize that their behavior was damaging to their victim.

Let's not forget that these men are products of the deeply conflicted culture that fetishizes violence and objectifies women on the screen, while condemning both of these things in the streets. In many cases, harassment takes place because the perpetrator lacks a clear understanding of boundaries, the power dynamics at play in a situation, and exactly what constitutes harassment.

The conversation around what constitutes sexual harassment has been largely confined to HR trainings, which have been revealed as largely ineffective. These trainings tend to focus on legal terminology and the process

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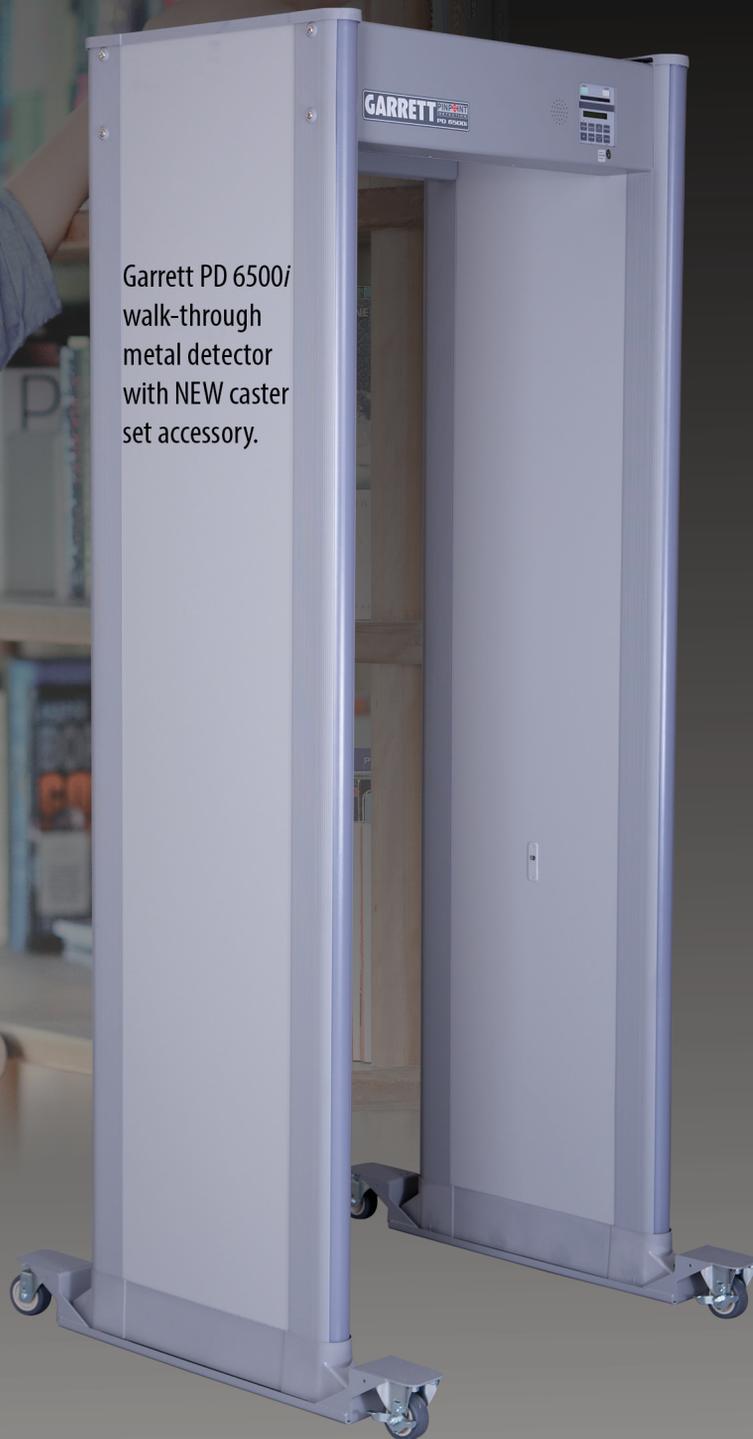
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WHY DON'T VICTIMS REPORT?

- A belief that the experience doesn't constitute harassment or assault
- Acceptance of the experience as "just part of life"
- Feelings of not "putting up enough of a fight"
- Fear of judgment by others
- A belief that others will not believe them
- Questioning their own account of the event, and whether they are overreacting
- Feelings that they should be able to handle this on their own.
- Fear of retaliation
- Coercion and threats from the perpetrator

surrounding complaints rather than offering a sincere explanation of workplace boundaries, the reasons that subordinates can feel pressured, and the differences between flirting and harassment.

It Starts on Campus

Campuses around the country are helping shape tomorrow's leaders. Attending college can be one of the most formative times in a young person's life, as many students experience their first taste of independence.

Campus administrators, campus safety authorities, residence life coordinators, and faculty can all play an invaluable role in the sea change our culture desperately needs.

First, campuses must embrace a multi-faceted communication strategy that teaches young people what constitutes consent, sexual assault, sexual harassment, coercion, and rape in ways that are real enough to connect with students.

Secondly, working with student groups is a must. Peer influence is stronger than ever with the rise of social media. With that in mind, students should be ambassadors for campus safety.

Campus administrators, campus safety authorities, residence life coordinators, and faculty can all play an invaluable role in the sea change our culture desperately needs.

Next, you should make it easier for students to communicate with Campus Safety. Whether they are reporting sexual misconduct, or have a question about something they witnessed or experienced, facilitating an open conversation will emphasize the campus commitment to safety and equality.

Additionally, be certain to consider the many factors that keep victims from reporting harassment and assault, and what can be done on campus to overcome these obstacles and encourage reporting.

Finally, be aware of the media shown on campus, and put campus support behind films and entertainment that promote equality and respect.



ABOUT THE AUTHOR: Jodi Hogerton holds a Master's Degree from the University of Wisconsin-Milwaukee. Hogerton is a writer and advocate for sexual violence prevention, and has over four years of experience working in the safety and security sector.



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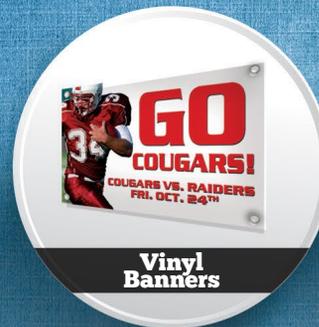
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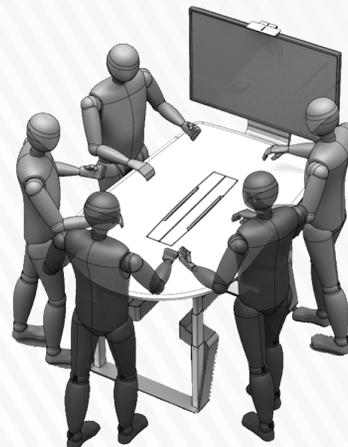
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