



PRIVATE UNIVERSITY PRODUCTS AND NEWS

APRIL 2018  
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# TEACHING FORGIVENESS AT MEREDITH COLLEGE

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COLLEGE

CORNELL'S  
GREEN CAMPUS

THE KILPATRICK  
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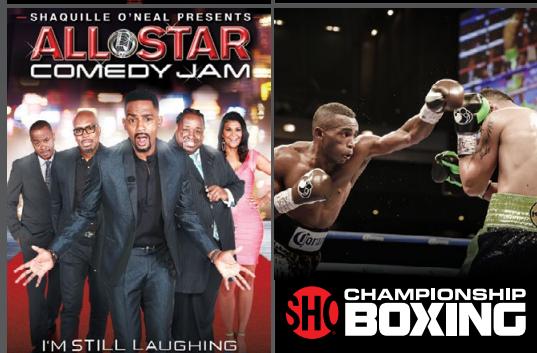
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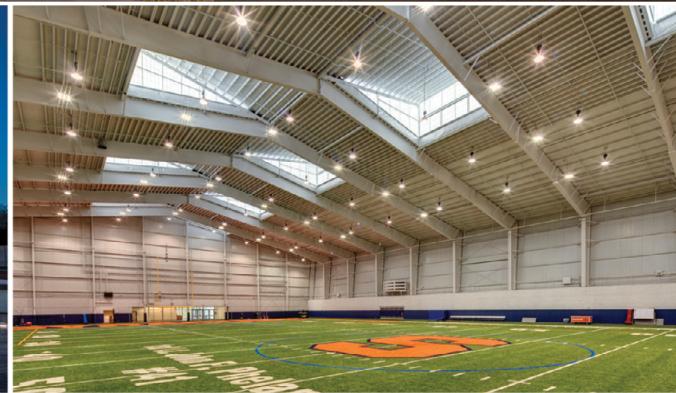
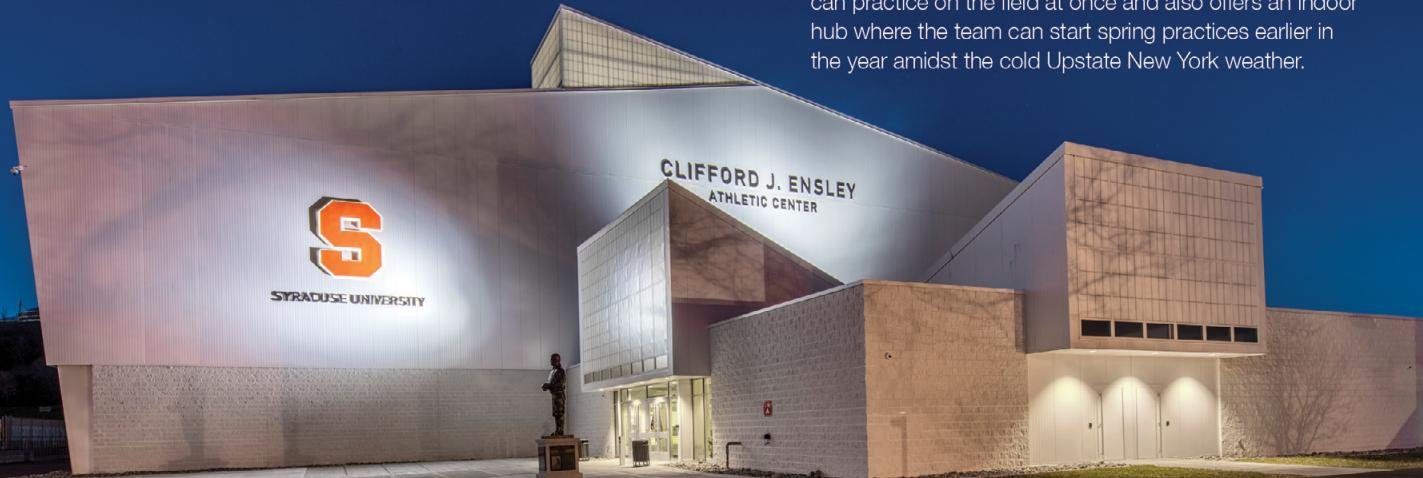
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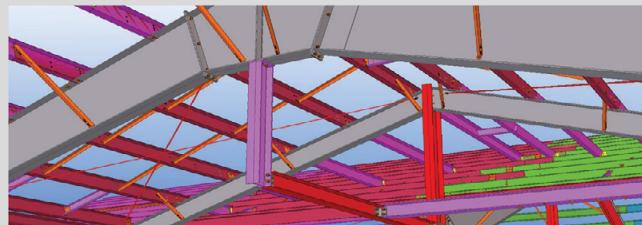
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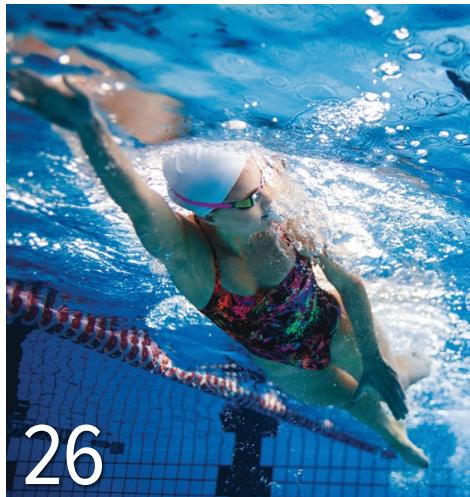
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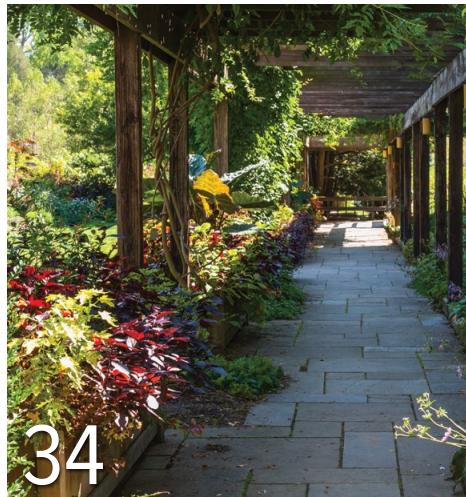


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## THE KILPATRICK ATHLETIC CENTER & ADULT SWIM

Contributed by Bard College at Simon's Rock

At Bard College at Simon's Rock, the Kilpatrick Athletic Center pool fosters an aquatic community for all ages and levels, including conducting an Adult Learn to Swim program, designed by Coach Bill Meier, every April.



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## CORNELL UNIVERSITY'S GREEN CAMPUS

by Krista Lazarus Gilliland

Cornell University's goal to be carbon neutral by the year 2035 is quite ambitious, and everyone on campus has been working diligently to lower carbon emissions through various projects, programs, and events.



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## UNE'S NEW RIPICH COMMONS FEATURES GREEN ELEMENTS

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The University of New England recently dedicated a new, state-of-the-art, eco-friendly building to former UNE president Danielle N. Ripich, a testament to her vision for the university and her devotion to students.



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## TEACHING FORGIVENESS AT MEREDITH COLLEGE

by Rachel Clevenger

Dr. Carla Ross has been teaching Relational Communication for over thirty years, nearly twenty of those at Meredith College. Several years ago, Ross noticed that most textbooks would end at conflict resolutions skills; recognizing what these texts lacked, Ross added a unit on forgiveness for each of her classes.



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## GREAT IMPRESSIONS START WITH YOUR RESTROOMS

by Dan Silver

If your campus restrooms are clean, bright, and well-stocked, your visitors walk away without giving them a second thought. However, a bad experience in a dirty, odor-filled, or poorly-stocked restroom could trigger comments across social media faster than you can say "Facebook."



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## TESTING MATTERS

by Ben Dorsey

In the second part of our "Testing Matters" series, we will explore the testing of doors as such testing relates to safety and security of occupants. Let's approach your desire for safe and secure facilities by focusing our attention on two potential threats: Fire and Intrusion.

# EDITOR'S LETTER

In talking with Dr. Carla Ross of Meredith College about the nature of forgiveness and its place in our mental, physical, and spiritual health, I have been more focused than even on the secular ways that apologies and forgiveness play out in popular culture. No one could fail to notice how the media has been saturated with demands for apologies, followed by refusals to apologize, coerced apologies, sincere apologies, and apologies that dodge and swerve.

Headlines regularly report on a public demand for an apology from an individual, corporation, or government official. The ultimatum, of course, misses the point of what an unforced apology is designed to achieve. The coerced apology seems more about proving the one deemed deserving of a public comeuppance has less power than the one who is demanding the *mea culpa* moment.

There's even a fun little blog called *SorryWatch* that analyzes apologies in culture, news, and history to determine if an apology was a successful one, using their own criteria; much of their analysis focuses on "apologies so bad people should apologize for them." The writers poke fun at the way businesses and governments address apologies—"We're deeply sorry about what we did, but we have the right to do it, and we reserve the right to do it again at any moment"—and the way politicians bend themselves into pretzels to meet the public demand for apology without admitting to error: "It's regrettable if anyone was somehow offended by what was said."

Anyone who has been lucky enough to undergo intensive therapy of any kind—yes, lucky enough—has been trained in the art of forgiveness, whether that counseling was focused on marital or family relationships, addiction, cycles of abuse, grief, or any number of motivators that led people to improve their lives by altering their patterns of thought and behavior. However, we easily forget that the art of forgiveness, like any other art, must be practiced regularly—or it is lost. This is where regular viewing of the zombie-apocalypse AMC hit *The Walking Dead* comes in. Stay with me...

*The Walking Dead*, now in its eighth season, is not just blood, gore, and mayhem. The series has consistently offered a complex microcosm of a post-apocalyptic culture where the characters must struggle with decisions about what is moral and ethical versus what is necessary to protect one's group. There is a constant balancing act between selfishness as a default mode of protecting their inner circle or risking vulnerability—both emotional and physical—in an effort to retain what it means to be civilized, what it means to be human.

Rick Grimes, the lead protagonist, evolves (or devolves, perhaps) from a lawmaker focused on saving as many lives as he can, friends and strangers alike, to a violent, impulsive, and often reckless leader. Over the course of the show, several characters have served as Rick's moral compass, urging him toward forgiveness and reconciliation—even for perpetrators of utterly evil acts.

In fact, forgiveness is a constant theme in the show, and I'm drawn to the series in large part because I'm fascinated by the ways these characters work through absolving themselves for past failures, pardoning others for betrayals, and allowing themselves to forgive established enemies. Just as importantly, I note how many refuse to allow space for forgiveness, including what that resistance costs them. Interestingly, those figures serving as moral compasses for Rick are almost certainly doomed to a gruesome demise. What their deaths, often as martyrs, suggest about the useless nature of morality and forgiveness in a post-civilized world could be interpreted as nihilism, a reminder that these people are populating a nightmarish landscape that offers no room for kindness or trust.

However, there is always—always—one who comes forward to preach for a loving, inclusive, forgiving approach to their fellow humans, even after the tremendous suffering they have endured at the hands of others. That's a familiar story to many of us, and that story never fails to inspire.



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*Dr. Carla Ross has been teaching Relational Communication for over thirty years, nearly twenty of those at Meredith College. Several years ago, Ross noticed that most textbooks would end at conflict resolution skills; thus, Ross added a unit on forgiveness for each of her classes. Eventually, in addition to preparing a handbook that she uses to teach a series of classes in the community, Ross developed an academic course on forgiveness for Meredith College. After publishing an in-depth study on forgiveness, and graduating with another master's degree in Christian Counseling, she also opened a private practice.*

## PROFESSOR SPOTLIGHT

by Rachel Clevenger

# Teaching Forgiveness at Meredith College

### Enslaved by Anger

Ross acknowledges that she was once an angry person, but after learning to forgive she uncovered a powerful ability to improve her own life, explaining, “It changed me incredibly.” Based on these life experiences that allowed for a fundamental shift in her physical and spiritual well-being, she was certain the missing step in the textbooks and courses she had been teaching—the void after conflict resolution—was both crucial and healing.

Booker T. Washington stated, “The moment I begin to hate a man, I become his slave;” Ross finds this sentiment to be profoundly true, arguing that an inability to forgive can lead to problems for the injured that go beyond the original harm. Ultimately, failure to allow for forgiveness causes more damage to the one who was injured, not the offender.

First, as Ross explains, repression of emotions—whether anger, grief, or sadness—has been related to any number of physical ailments: from arthritis and skin disorders to high blood pressure, heart attack, strokes, and cancer. She adds that research suggests repressing emotions is directly tied to mental health, in an age where depression and anxiety have “become an epidemic.” Next, she notes that an inability to forgive can impact relational health, creating a toxic atmosphere. Finally, unforgiveness can affect spiritual

health as well, taking the person who cannot forgive to a place where the negative emotions can become debilitating, where peace is lost and only bitterness remains.

### Debunking the Myths of Forgiveness

In her courses, Ross emphasizes the importance of remembering the past, eschewing the popular “forgive and forget” mantra. She notes that pardoning the who has caused harm—or justifying, excusing, explaining, or denying—are all also counter-productive, leading to “an explosion or implosion.”

Part of the process is to help her students untangle the ways we, as a culture, misunderstand the nature of forgiveness or its role in our lives. She notes that dictionary definitions—such as “to set free” or “to cancel an obligation”—are simplistic, as are synonyms offered by a thesaurus, which are misleading: “to pardon, excuse, forget, or let off.”

Ross believes that telling the offender he or she is forgiven would be unnecessary for this process and may even be inadvisable, and she insists forgiveness is never about condoning, excusing, or endorsing a sin. Forgiveness also cannot be based on the offender offering an apology or restoration, for that act puts the offender in control, making the forgiver “a victim who could wait forever for an apology that may never come.”

Knowing that forgiveness does not have to involve the offender is empowering, and she stresses that truth to her students. Of course, if healthy boundaries can be set, then reconciliation could be the next step—but Ross reminds her students that reconciliation takes two people involved in mutual change, while forgiveness only takes one.

### Forgiveness as Strength, Not Weakness

Though in the early development of the course, some colleagues suggested the youngest in the class may not yet have anything serious to forgive, Ross has found that her students make powerful use of these tools, adding, “It doesn’t matter how old they are.”

Additionally, public figures expressing anger and refusing to apologize for missteps or mistakes have become more normalized, so each incoming batch of students can learn a new way of approaching the act of forgiveness. “We are raising people in this culture at this point with the idea that forgiveness is weakness,” she explains. She wants to reframe the concept for them, while they are still open to new ideas. Citing Gandhi, she reminds them, “The weak can never forgive. Forgiveness is the attribute of the strong.”

As they progress in the coursework, learning to forgive on a personal level can help them prepare for the ways that forgiveness—as a tool—can be applied at sociological and



cultural levels, in whatever careers they choose. Whether they become sociologists, psychologists, social workers, or lawyers, Ross adds, "They are taking it everywhere."

## Determining Seasons of Pain

In her work with Ross, Meredith College student Cailyn Clymore learned that forgiveness is a process that is difficult, time-consuming, and non-linear—while realizing that healing and forgiveness are not one and the same. While she knows she cannot choose when healing happens, Clymore discovered that forgiveness, for her, is about deciding how to handle the hurt, as well as determining "if and how this season of pain can still be productive." Recognizing that sometimes the pain can't offer growth, she accepted that being unable to produce meaning from the pain isn't required to move past it.

She adds, "Anger and pride may seem more comfortable and empowering at first, but the problem with them is that they aren't stagnant feelings. Anger and pride are mental monsters that get louder and scarier over time—making it hard to live a healthy life with healthy relationships outside of our hurt."

Booker T. Washington stated, "The moment I begin to hate a man, I become his slave;" Ross finds this sentiment to be profoundly true, arguing that an inability to forgive can lead to problems for the injured that go beyond the original harm. Ultimately, failure to allow for forgiveness causes more damage to the one who was injured, not the offender.

## Forgiveness as a Survival Tool

Ross also notes that many students come in with the idea that forgiveness is "letting the other person off the hook." She focuses on helping them to learn the tools of empowerment that forgiveness offers, while building the necessary boundaries to protect themselves. She explains to her students that boundaries aren't set out of anger, and instead "healthy boundaries are set after the forgiveness."

Meredith College graduate Sir' Tauria Lois Hilliard realized in her class with Ross that

forgiveness is, for her, a survival tool. Hilliard shares, "Just like we need oxygen to breathe, we must forgive." While she agrees that anyone who has been wronged is entitled to powerful feelings, Hilliard emphasizes that forgiveness enables the wronged person to relinquish those heavy emotions: "Not forgiving someone is like holding your breath—you're only hurting yourself. Truly forgiving someone is when you begin to breathe again; you feel refreshed, you did it for yourself, and it was your decision to start breathing again."



## Cycles of Aggression in Broader Contexts

While improving personal relationships is powerful medicine for anyone involved in the coursework, there are broader implications for the concept of forgiveness, beyond just improving personal relationships.

Angela Sabates, an associate professor of psychology at Bethel University, credits the research performed by Ross for helping us understand how the same cycles of aggression that happen in intimate relationships play out in broader contexts, such as in extremist groups. "Forgiveness research has generally suggested that forgiveness decreases the desire (and the action) of retaliatory aggression against the perceived aggressor," Sabates states. "Thus, forgiveness is expected to be associated with less aggression overall both in interpersonal relationships as well as in relationships in a broader context within a culture and even between cultures."

Humans are driven to form groups, considering their own group the in-group and others as members of an out-group, Sabates explains, so this division happens in all sorts of social areas, including politics. In other words, she adds, any idea presented by an opposing party member could be framed as incorrect or "ill-motivated" for no other reason beyond the fact a member of the perceived "out-group" is proposing the idea.

Forgiveness research, according to Sabates, can help us understand this tendency to form opposing groups and, in a sense, "forgive others for disagreeing with us." In this specific



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context, forgiveness is the tool that offers space for opinions that vary and proposals that differ. "This allowance," Sabates states, "can reduce a great deal of misperceptions of one another and attributions about hostile motives in perceived out-group members."

### Forgiveness in Context of Sexual Abuse and Domestic Violence

In another social arena, Sabates points to the ways media coverage has revealed the pervasive nature of sexual abuse and assault, another area where forgiveness is particularly relevant. While the abused is never expected to excuse the abuser's behavior, the research stresses the importance of the abused to forgive the aggressor to lessen depression, anxiety, and desire for revenge. Sabates adds, "Forgiveness in the context of sexual abuse and harassment can occur independent of a relationship with the aggressor, and such forgiveness does not mean that appropriate legal recourse is not pursued. But it does mean that legal recourse, when sought, is motivated by the need to pursue justice, not vengeance."

On that note, Ross has recently started using these tools within the community to help victims of sexual abuse and assault, as well as address domestic violence and destructive relationships. Because churches are often asked to support victims of abuse yet are many times ill-equipped to do so, this April Ross is presenting on that topic at the *Christian Association for Psychological Studies*. Ross, along with a team of advocates, is developing a full program designed for ministers, as well as other helping professionals, that will support accountability for abusers along with protection and counsel for the victims. Additionally, she will soon be speaking on "The Power of Forgiveness" at a spring 2018 conference for *Called to Peace Ministries*, aptly titled "Beauty for Ashes: Finding Peace and Healing After Abuse."



**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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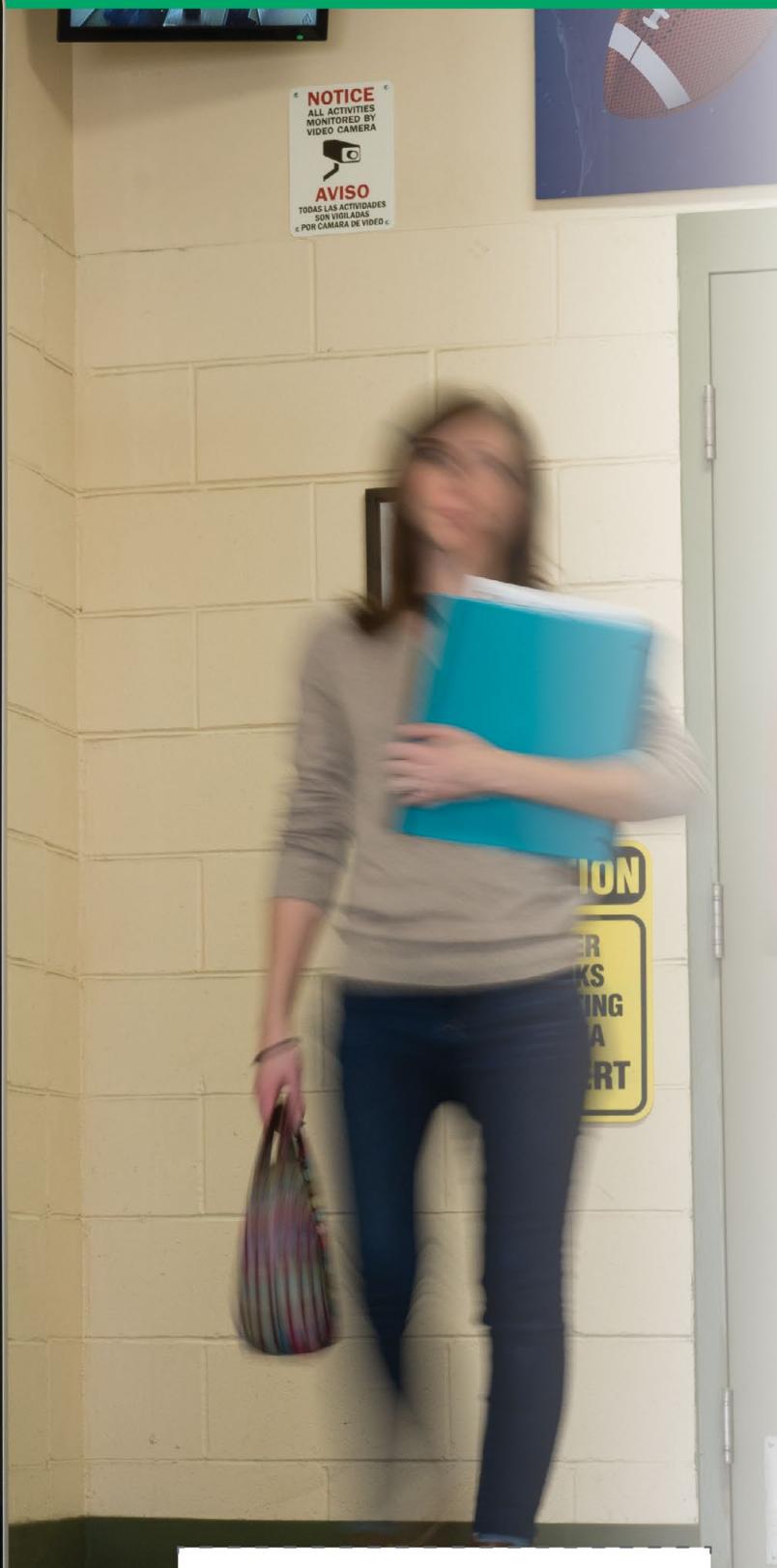
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## MAINTENANCE AND FACILITIES

by Dan Silver

### Great Impressions Start with Your Restrooms

Picture this: It's open house weekend and hundreds of potential students and their families are exploring your campus. What do you think will leave the biggest impression? Your new student housing? Well-equipped classrooms? State-of-the-art sports facilities? Actually, it's quite likely to be your restrooms.

If your restrooms are clean, bright, and well-stocked, your visitors walk away without giving them a second thought. However, a bad experience in a dirty, odor-filled, or poorly-stocked restroom could trigger comments across social media faster than you can say "Facebook."

#### Numbers Tell the Tale

The Cascades 2015 U.S. School Restroom Survey revealed that 65% of their respondents said that restrooms colored their perception about the overall quality of the school. And 60% advised prospective students to include restroom quality before deciding to enroll.

On the flipside, a recent study by Bradley Corporation reports that 77% of millennials say they frequent specific businesses because their restrooms are clean and well-maintained.

#### What Constitutes a Cringeworthy Restroom?

According to a number of restroom industry surveys and studies, the biggest turnoffs are strong odors, clogged or unflushed toilets, and an overall unkempt, dirty appearance. Lack of soap, paper towels and toilet paper, and wet, slippery floors also rank as major irritations.

The Bradley Corporation report also notes that people will go to extraordinary lengths to avoid contact with dirty surfaces, such as flushing the toilet with their foot, using paper towels to close doors, or hovering over the toilet seat.

## The Culprits Behind Most Odors

According to a Harris restroom survey, 83% of adults aged 18–34 say that odor contributes to their perception that the restroom is dirty. Even when the restroom looks clean, lingering odors send the signal that it is not.

Where do these odors come from? In men's rooms, the obvious culprit is urine that dries on the floor, leaving material that feeds naturally occurring bacteria. The byproducts of these bacteria create the odors that greet visitors to your restroom. In women's rooms, odors may stem from used diapers or sanitary products in the trash or urine cross contamination from the men's room that occurs when the floors are mopped.

## Perpetuating a Bad Situation

That quick mop at the end of your daily cleaning protocol may be doing more harm than good. Urine that reaches the floor can find its way into hard-to-reach corners and penetrate porous surfaces like grout lines.

A few passes with a mop are unlikely to eradicate all of the urine and bacteria on your floor; moreover, wetting the area can essentially reactivate the odor sources by adding moisture that bacteria thrive on.

Ninety percent of the Cascades Restroom survey respondents said that hygiene was important to them and that restrooms are critical to their educational experience. Clean, bright, well-supplied restrooms across your campus don't just help students stay healthy, they send a powerful message about your university's concern for their well-being.

## You Need a Two-Step Approach

To keep odors under control, you first need to deep clean all restroom surfaces, but especially the floor. When you do a deep clean, it's a good idea to schedule it during off-peak hours. This allows your disinfectants enough time to do their work killing odor-causing bacteria. Be sure to get a good application on porous surfaces like grout lines.

After sufficient dwell time, rinse and extract the excess water. How often you deep clean depends on traffic—and your nose. If your restrooms consistently smell fresh

and clean, your deep cleaning schedule is probably adequate.

The second step to odor control is protecting the floor with urinal and restroom mats. Without mats in place to catch drips and splashes around urinals, they end up on the floor and seep into grout lines. They can also be tracked into other areas of the restroom and beyond. But a properly placed mat will catch those splashes before they ever hit the floor.

Recent developments in the restroom supply industry has resulted in a new line of antimicrobial urinal and restroom mats. These mats



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prevent the growth of odor-causing bacteria and mold on the surface, and they have adhesive backings that keep them in place, so they don't shift out of position.

In addition to their use near urinals, the mats can also be used in front of sinks and toilets, and under hand dryers and towel dispensers to absorb water and prevent the floor from becoming slippery.

## Send the Right Message

Ninety percent of the Cascades Restroom survey respondents said that hygiene was important to them and that restrooms are critical to their educational experience. Clean, bright, well-supplied restrooms across your campus don't just help students stay healthy, they send a powerful message about your university's concern for their well-being.

## Important Steps to Creating Appealing Restrooms

**Inspect and spot clean on a schedule:** The best way to keep restrooms up to standard is to check and spot clean them as needed. A minimum cleaning protocol would include wiping down surfaces, removing trash, replacing supplies, and sweeping the floor. Most facilities monitor every hour; depending on traffic and use—especially during special events—you may need to do a walk-through as frequently as every half hour.

**Follow a checklist for daily cleaning:** Daily cleaning picks up where your spot cleaning leaves off. Your checklist should include disinfecting sinks, toilets, urinals and other surfaces, as well as checking and restocking dispensers, removing trash and mopping the floor.

**Deep clean periodically:** Every restroom requires a good scrub to remove soil buildup and residues in places that regular cleaning doesn't touch. Deep cleaning typically includes floors, walls, sinks, toilets, urinals and stalls, along with vents, fans and other hard-to-reach areas. It's especially important to treat porous surfaces like grout lines to remove odor-causing materials and bacteria.

**Use antimicrobial adhesive-backed restroom mats:** Antimicrobial restroom mats prevent odor-causing drips and splashes from reaching the floor. Restroom mats with adhesive backings won't shift out of position and stay in place during regular mopping, which cleans their surface and greatly extends their useful lifespan. In addition to urinals, these mats can be used in front of sinks and toilets, and under hand dryers and towel dispensers to keep water from making the floor slippery.

**Upgrade your fixtures:** The fewer surfaces people have to touch in a restroom, the better they like it. That's why restrooms with automatic toilets and urinals, faucets and towel dispensers are preferred to those with traditional fixtures. No-touch fixtures keep restrooms cleaner, reduce water consumption, and conserve supplies.



**ABOUT THE AUTHOR:** Dan Silver has led an energetic group as Vice President of Product Development since 2007, the New Pig Product Team. They are an award-winning group that thrives on fast-paced, insight-driven innovation. For more information, visit [newpig.com](http://newpig.com).

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## SAFETY AND SECURITY

by Ben Dorsey

### Testing Matters

In earlier pieces for the PUPN audience, we have examined a few of the product-related criteria that you have in mind for your facilities. In particular, we have looked at the role of properly tested products that can lead to your desired outcomes. We are using doors as examples of products that can be rigorously tested. While some of your desired outcomes, such as energy efficiency, are quite meaningful, no outcome seems as relevant today as safety and security.

You can read Part I of the “Testing Matters” series in the Spring Special Issue of PUPN. In Part II of “Testing Matters,” we will explore the testing of doors as such testing relates to safety and security of occupants. Let’s approach your desire for safe and secure facilities by focusing our attention on two potential threats.

#### **THREAT ONE: FIRE**

Doors play a role in both protecting from and mitigating the effects of fire. All doors can serve as some barrier to the effects of fire and smoke. However, particular types of doors, known as fire doors (also fire-rated doors and fire protection doors), are required by local and regional building codes in particular applications.

These building codes will typically reference NFPA 80. This is the standard for fire doors and windows as developed by the National Fire Protection Association. This organization, founded in 1896, is devoted to eliminating death, injury, property and

economic loss due to fire, electrical and related hazards. They do so through consensus codes and standards including NFPA 80.

## Factors for Testing Fire Doors

There are a number of relevant factors for testing of fire doors. Important characteristics are revealed in the common tests applied to such doors. Relevant test specifications include the following: NFPA 252, Standard Methods of Fire Tests of Door Assemblies; ASTM E84, Standard Test Method for Surface Burning Characteristics of Building Materials; and UL10C, Standard for Positive Pressure Fire Tests of Door Assemblies.

ASTM E84 determines how the door material itself will respond to fire. Specifically, this test measures smoke development and flame spread. Doors are then rated as Class A, B, or C, depending on the amount of smoke developed and the extent of the flame spread.

NFPA 252 and UL 10C are noteworthy because they determine the capability of a door assembly to remain sealed in the opening for a given duration of time, preventing the spread of fire.

## Code-Related Requirements and Fire-Rated Doors

Time is always the relevant factor for fire-rated doors. Common time ratings include 20, 30, 45, 60, and 90 minutes. There is a correspondence here to the code-related requirements for egress-related walls. Such egress pathways may carry, for example, a 2-hour fire rating. Meanwhile the associated fire door may be rated for only 90 minutes.

Fire doors must remain clear of obstruction, whether they are in regular use or used only in emergencies. Meanwhile, corresponding walls may be surrounded by combustibles (furniture, files, fixtures, and more). Thus, they must endure longer fire containment times than the door.

## Labeling and Regular Inspections of Fire-Rated Doors

Labeling of fire-rated doors will always state the time for which the door is rated. Such labels are typically on the hinge stile or edge of the door. In addition to such discrete labeling, fire doors are always identified as

such in signage and will typically include instructions such as "Keep Closed." Fire door hardware is also tested and identified as such by small labels.

Once installed, fire doors should be inspected annually for continued compliance to code. While such inspection has been mandated by standards such as NFPA 80, it has been weakly enforced to date. Newer regulations are tightening these requirements, especially in some vertical markets such as healthcare facilities and by some state agencies.

Additionally, inspections should be carried out by credentialed professionals. DHI, an industry association for door and hardware professionals, provides training and a credential known as FDAO (Fire + Egress Door Assembly Inspector) for this purpose.

## THREAT TWO: INTRUSION

As the common points of both ingress and egress for buildings, doors also represent the common attack point for intrusion. Educational institutions today are on the front lines of the war against those who would inflict harm.

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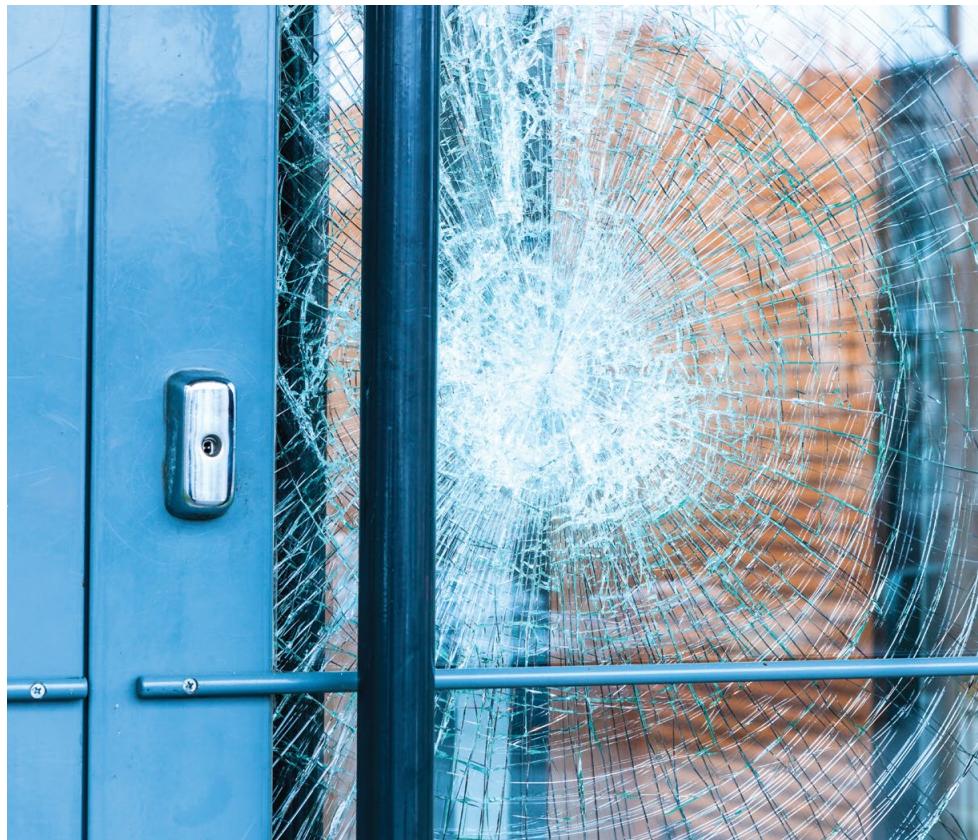
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Hostile acts against students, faculty, and staff include, but are not limited to, active shooter scenarios. Intrusion can also include theft-motivated break-ins and more conventional threats such as physical violence and harassment.

The important criteria for doors is the capability to resist intrusion. Sometimes this comes down to the stark reality of time, in minutes, that the door can hold off the intruder before first responders arrive. We must consider aspects of the door that contribute to its resistance level.

### Glass and Glazing

Traditionally, this aspect of the door has been most vulnerable to intrusion. Today, various types of glazing material create greater resistance to breakage. For example, special laminated glass and polycarbonates have the visual properties of standard, tempered glass but can deter intrusion attempts better. While more costly, these non-standard glazings can withstand considerable attack.

Some test standards apply only to glass or glass-like glazing. Other tests for the door can also be applied to the glass. Two test standards illustrate the extreme security testing for glazing and for entire doors. These are ballistic tests known as UL 752 and NIJ 018.01. (NIJ is the National Institute of Justice.)

Doors and glazing are given a corresponding Level rating based on their resistance to compromise from gunshots. Related tests use projectiles such as bricks. Manufacturers often perform their own tests with such instruments as pry bars, sledge hammers, and baseball bats.

### Intrusion-Resistant Lite Kits

A lite kit refers to the framing, glazing material, and hardware required to put glass in a door. The design of the lite kit also contributes to resistance to intrusion. Standard glazing in doors provides for a frame with  $\frac{1}{4}$ " "bite" or grip of the glass.

Special intrusion-resistant lite kits provide for  $\frac{1}{2}$ " bite or larger. The bite is important because the glazing material can flex. In the event that the intruder can't break the glazing sufficiently, he may simply try to push it in, separating the glazing from the frame.

### Door Hardware and Assembly

The UL 752 and NIJ 018.01 tests mentioned above for glazing have equal applicability to the door assembly. Here, the doors performing the best under test, are constructed with ballistic rated cores, making them bullet resistant to certain levels. Such doors are heavier and more costly than conventional doors but provide a high level of intrusion resistance, even from blasts.

Today, various types of glazing material create greater resistance to breakage. For example, special laminated glass and polycarbonates have the visual properties of standard, tempered glass but can deter intrusion attempts better. While more costly, these non-standard glazings can withstand considerable attack.

Another test standard important for institutional doors is ASTM F476 for security of swinging doors. All components of the door, including hardware, are typically tested. This test is conducted as a series of impacts from a weighted pendulum to various parts of the door and hardware. The heavy pendulum has variable levels of force settings. ASTM F476 specifies a corresponding Grade for the door assembly with Grade 40 representing the highest grade.

### "Lock, Don't Block"

The best of intrusion resistance in doors is of little value if the door is not locked when under threat. Here, we may be tempted to provide even further lock-down measures to the door, but some awareness is in order.

Fire marshals and FDAI consultants will be quick to point out the building codes that require free egress when necessary, such as when fire breaks out. In light of recent school tragedies, some states are considering amending the codes to permit door barricade devices.

The 2018 International Building Code contains sensitive wording for educational institutions including that they can "be provided with locking arrangements designed to keep intruders from entering the room." Even so, the code requires that the door be capable of being unlocked from the outside with a key or other approved means and that modifications not be made to existing hardware.

Despite that, numerous door barricade devices have emerged in recent months. DHI, the industry association mentioned earlier, has a foundation known as the Door Security + Safety Foundation. Further, the foundation has launched an initiative known as "lock don't block."

The key mantra of the initiative is to "secure your classroom without compromising life safety." They note that people could be locked

in when they need to get out. In fact, recent tragedies have shown us that, in the majority of cases, the threatening intruder is already inside—inside the building and, perhaps, inside a given room.

The intruders who carried out school shootings at Virginia Tech, the West Nickel Mines School, and Platte Canyon High School each fashioned a door barricade from existing material in the space.

### Barricade Devices Require Knowledge

Barricade devices also require knowledge. Where is the device stored? How is it installed? How is it released? Such knowledge is likely the domain of a chosen few. If the intruder has this knowledge, unauthorized engagement could occur.

Also, consider that threats such as bullying, harassment, or physical violence are much more common than active shooter scenarios. Someone posing these threats would have even greater power to do so if they are barricaded within a given space. Additionally, because they serve as barricades, these devices can prevent or delay access from emergency and first responders.

Finally, note that doors, door hardware, and door glazing undergo extensive product testing, by manufacturers and by third party testing agencies. Yet, no test standards have been developed to address door barricade devices.

### Conclusion

We don't need to limit our discussion to doors to realize the importance of testing building products. Your service providers or on-campus facility professionals should consider it their responsibility to understand the testing requirements of the building products you choose.

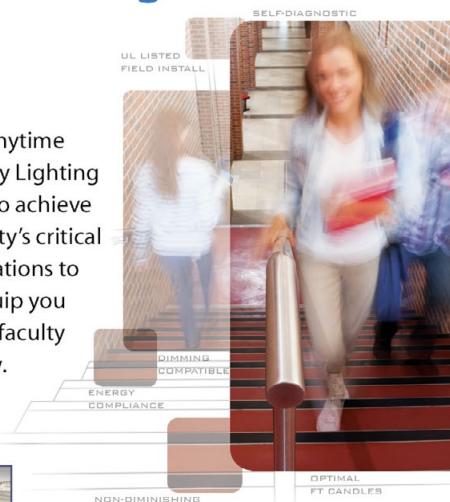
Doing so will help to ensure that you achieve your desired outcomes, from energy efficiency to the safety and security of your campus.



**ABOUT THE AUTHOR:** Ben Dorsey is a product marketing veteran for commercial and institutional buildings. He has worked with entrance systems, building automation, fenestration products, mechanical systems, and other building products. He earned a bachelor's degree in Scientific & Technical Communication from Bowling Green State University (Ohio).



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Photo by Greg Cherin

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### A Volunteer-Based Program

April is Adult Learn to Swim Month, a volunteer-based program administered by the U.S. Masters Swimming (USMS), that offers free swim lessons to adults in 30 states around the country.

This year, the two Berkshire County USMS teams—the Simon's Rock PaceMakers and the Pittsfield YMCA Polar Bears—are coordinating their efforts to serve a larger population in a more efficient and convenient way.

### Adult Learn to Swim Month Saves Lives

Designed by Bill Meier, coach of the Pacemakers, this program helps adults gain the swimming skills that can save their lives. These skills not only prevent drowning, but they also encourage adults to make swimming part of a long-term healthy lifestyle.

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The April Adult Learn to Swim program at Bard College was started by the Simon's Rock PaceMakers Masters Swim Team in 2012 with twelve volunteers from the team teaching over twenty residents of the Southern Berkshires how to swim.

Together, Simon's Rock and the YMCA are bringing swimming skills to a broader range of the community.

### A Unique Partnership

This unique partnership will not only facilitate better service to the community, but also show that the combined strength of two organizations with different missions can have a greater impact overall to everyone's benefit.

In March, the teams got together to review the instructor training. To celebrate the collaboration between the two teams and to foster a sense of shared mission, the teams met at

the Kilpatrick Athletic Center for a fun dual swim meet and post-meet brunch at the end of March. Swim classes will be offered at both facilities throughout the month of April.

### A Program Started with Twelve Volunteers

The April program was started by the Simon's Rock PaceMakers Masters Swim Team in 2012 with twelve volunteers from the team teaching over twenty residents of the Southern Berkshires how to swim.

In 2013, fifteen additional teams throughout New England joined the PaceMakers in offering

adult swim lessons. With recognition and promotion by USMS, 2014 saw April is Adult Learn to Swim Month become the main outreach program for the organization. To date, adult swim lessons taught by volunteer Masters Swimmers are offered in over thirty states in the United States.

### Adult Learn to Swim Certification Program

Spurred by the success of the volunteer lessons, USMS created an Adult Learn to Swim certification program that, after three years, has over 1,000 instructors in its ranks. The Kilpatrick Athletic Center's Bill Meier, coach of the PaceMakers, designed and wrote the program and manual for this new offering.

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# Two Reasons to Evaluate the Signage on Your Campus

*Signs are rarely high on the priority list for most college & university administrations. As long as there are signs... and perhaps so long as no one is complaining, that should be good enough, right? Well, here are two very good reasons to take a close look at the signs installed throughout your campus, both inside and out.*

## 1.) To Ensure ADA Compliance

Inspired by other Civil Rights efforts, the Disabled Rights movement successfully lobbied Congress to pass the Americans with Disabilities Act in 1990, creating the U.S. Access Board and charging them with writing Accessibility Guidelines. The ADAAG (ADA Accessibility Guidelines) was published in 1991 and took effect in January of the following year. For the first time, Grade II Braille was required on interior signs. However, the ADA as it relates to signage is much more than simply requiring Braille and raised letters on signs. The requirements can be quite complex, and with the passing of the updated ADAAG on March 15, 2011, there are a number of new details to take into account.

The updated design standards can be found on the Department of Justice ADA website: (<https://www.ada.govregs2010/2010ADASTandards/2010ADASTandards.htm#marker-100900>), but the information can be overwhelming

for those without signage ADA experience. APCO has a team of experts with a proven track record of providing ADA compliant sign solutions for colleges & universities throughout the US. Our consultants are available to help schools navigate the ADA requirements for signs and can perform a comprehensive compliance evaluation for your current signage program.

## 2.) Signs Have a Big Impact on Brand & Image

Think signs are just for labeling spaces and providing directions? Think again. Signs also have a big impact on your school's image.

Take a look at how many signs there are on your campus. As upper level students and faculty generally know their way around, most may not even notice signs on a daily basis. Unlike existing students and faculty however, prospective students, donors and/or other

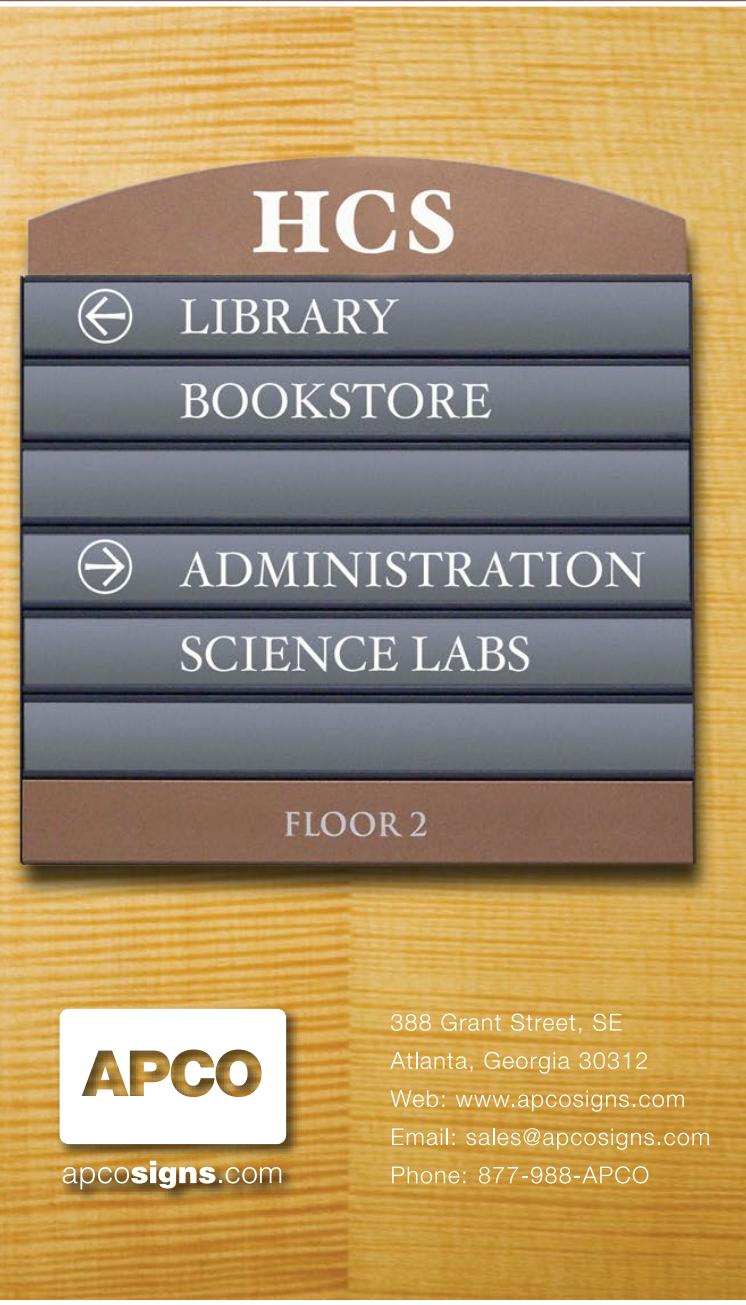
distinguished guests who are visiting your school do notice all of those signs. This is the crowd you need to consider when thinking about signs and their importance.

If visitors are already using signs for navigation, why not use signs as visual vehicles to communicate additional information as well? Information that will help set your school apart from the rest! Reinforce your school's brand, display your team's colors, tell your school's story or at the very least, convey an image of quality that's on par with the education and the overall experience your school has to offer.

Competition for new students and donors is fierce, so take advantage of every opportunity possible to put your best foot forward. Signs often make the first impression upon visitors to your campus...and fortunately, can be one of the least expensive means of a campus facelift or renovation.

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# CORNELL UNIVERSITY'S **GREEN CAMPUS**

## Putting Plans into Action

by Krista Lazarus Gilliland

Cornell University's goal to be carbon neutral by the year 2035 is quite ambitious, and everyone on campus has been working diligently to lower carbon emissions through various projects, programs, and events.



Visitors tour the Nevin Welcome Center at Cornell Plantations. Photo by David Burbank (Cornell University).

## Climate Action Plan

According to Sarah Zemanick, director of the Campus Sustainability Office, since 1990, Cornell University has lowered its gross carbon emissions by 50%, and in 2008, the university began working in earnest to create a Climate Action Plan (CAP) to help meet this goal. The CAP explains more than sixty actions the campus's ten Focus Teams are assigned. The plan maps out the goals of each Focus Team and allows them a way to track their progress. The university updates the CAP every five years to ensure that all of the teams are on track to assist in meeting their goals.

Sarah Brylinsky, Cornell's Sustainability Communications and Integration Manager, adds that renovations of older buildings are done at a minimum of Silver level, and she mentions, "These projects must achieve a minimum 30% energy savings compared to the baseline established by American Society of Heating, Refrigeration, and Air-Conditioning Engineers, the national standard for

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energy efficient buildings." Brylinksy also mentioned that the university almost exclusively seeks either gold or platinum ratings for new buildings.

### LEED Certification

Having buildings LEED (Leadership in Energy and Environmental Design) certified is very important to everyone at Cornell. Matthew Kozlowski, the Green Building Program Manager at Cornell shared, "We have certified twenty projects, four of which were certified LEED Platinum. There are many more in the construction and certification pipeline including our new NYCTech campus Bloomberg Center building which is targeting LEED Platinum as well."

Klarman Hall, recently certified LEED Platinum, is one of the coolest green buildings updated on campus, according to Brylinsky. She noted of the structure, "A new building was built around a historical building, and the new construction brings beautiful natural light into a space which respects the cultural and historical value of the older façade.



Alumni at the Nevin Welcome Center, Cornell Plantations. Photo by Jason Koski (Cornell University).

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The building has 8100 square feet of green roof installed, light wells to allow daylight to penetrate the office block interior, a radiant floor system in the atrium to provide heat, and chilled beams to provide energy efficient heating and cooling to the offices." Images of the building show the beauty of the original façade surrounded by glass.

Matthew Kozlowski added that the Nevin Welcome Center at the Cornell Botanical

Gardens, recently certified LEED Gold, is one of the most beautiful biophilic spaces created on campus in the past decade. The reason he is drawn to this area of the campus is because the curves and natural materials that are used to make the building cause it to blend into the hillside landscape around it. The building uses wood, stone, and a green roof to mimic the Ithaca area gorge topography. He also noted, "The building automatically switches to natural

ventilation during the right conditions and utilizes solar thermal collectors to help supply hot water to heat the radiant floor slab."

### Innovative Heat Sourcing

Jeff Tyson, Cornell's Media Relations Specialist, noted that one of the most interesting innovations currently being explored is an enhanced geothermal system (EGS) called Earth Source Heat (ESH). Tyson added, "This system would use the internal heat of the earth to warm the campus and a bioenergy system to meet supplemental heating needs during sustained or extreme cold spells." Cornell's reliance on fossil fuels will be remarkably smaller. The current plan is to dig a series of deep wells into the bedrock of the earth and pump water down into one of the wells. Because the heat from the core of the earth will cause the water to boil, the circulation of this heated water through a closed-loop system created by the addition of a second well would bring heat to a campus that has extremely cold weather throughout the year. In an effort to heat the entire campus without fossil fuels, Cornell will need to dig four to six separate pairs of wells.

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Cornell University's Green Campus continued

While this technology is still in the planning phase, the problems that it faces are being worked out by professors, students, and teams of engineers. Sarah Brylinsky added, "Students are our first line innovators—they are interested in and inventing solutions across every area of sustainability and climate change."

### Sustainability Month

April is Sustainability Month and Cornell is trying to make this year's events interesting and relevant to their causes. Sarah Brylinsky adds, "Cornell is hosting over eighty events for sustainability month, including sustainability management and climate literacy training for staff, a Climate Refuse Panel and Climate Justice Week, over ten art and film exhibits, a panel talk on civil disobedience, and climate change seminar series detailing our commitment to and plans for reaching carbon neutrality."

They will hold a celebration called Springfest in the Ho Plaza where there is food, music, and learning about environmentalism. This event will be held on Earth Day. Zemanick adds that all students are encouraged to sign up for events and seminars that are offered. Some of the events cover small things that students can do to change the environment, such turning off all lights for an hour or switching to a reusable coffee cup. Efforts are to include all students and give everyone an opportunity to learn.

### Taking Action

Zemanick noted that Cornell offers over forty active sustainability-related organizations for students. She explains, "They have the opportunity to explore ideas, lead conversations, and implement solutions across a broad range of topics, including climate justice, food insecurity, interdisciplinary engineering and design, waste management, organic farming, sustainable business, transportation solutions, beekeeping, horticulture, governance, real-time energy management, and more."

She also says that the campus works to capture people's attention and imagination when discussing various topics such as their variety of energy solutions. Zemanick shares, "Cornell's gorge-fueled Hydroelectric Plant, innovative Lake Source Cooling Plant, coal-replacing Combined Heat and Power Plant, productive regional solar farms (providing 7% of our electricity), and our upcoming one-of-a-kind living laboratory project."

Zemanick adds that these innovative solutions are a point of pride within the Cornell community, offering opportunities for faculty, staff, and students to develop, initiate, and maintain these initiatives on campus.



**ABOUT THE AUTHOR:** Krista Lazarus Gilliland, Ed.D., is a twelve-year veteran educator in Leeds, AL. She can be reached at [KristaGilliland@gmail.com](mailto:KristaGilliland@gmail.com).



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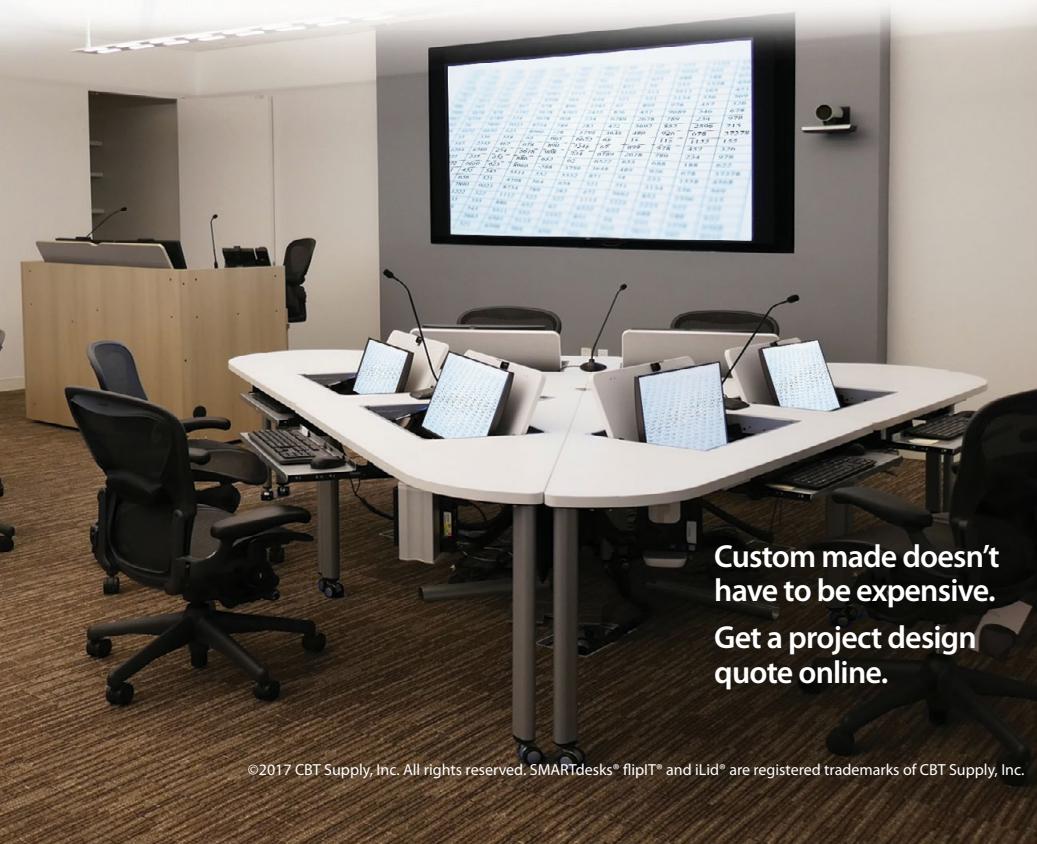
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# UNE's New Ripich Commons

## Features Student-Requested Green Elements

by Jennie Aranovitch

On March 9, the University of New England held a ceremony to dedicate a new, state-of-the-art, eco-friendly building to former UNE president Danielle N. Ripich. A testament to her vision for the university and her devotion to students, the building, located on the Biddeford Campus' riverfront, is a 60,340-square-foot, three-level, multipurpose facility designed to support students' everyday needs. It boasts many innovative, ecologically sound features, including bird-safe glass, which was installed at the request of environmentally conscious undergraduates.

## Three Floors Connecting Academics, Socializing, and Dining

The building's first floor provides a lounging and socializing area for students, including a sunken living room, a game room, televisions, an abundance of soft seating, a commuter lounge, and a pub.

The second floor, connected to the university's library via a glass bridge, serves as a one-stop center for all things academic, featuring open study space; several small rooms for group study; tutoring services in the Student Academic Success Center; academic advising; career counseling; an informational video kiosk on study abroad opportunities; computer work stations; a separate lounge exclusively for students in the College of Osteopathic Medicine; and an internship office. The space also provides a Reflection Room for prayer, meditation, and mindfulness.

The third floor houses a new dining hall showcasing a Mongolian grill. All three levels feature fireplaces as well as vast windows on the building's northwestern side that allow for stunning views of the Saco River.

## A Testament to a Vision

Ripich expressed her joy that the building named in her honor will provide a tangible benefit to the student body. "Although I've moved on from UNE, I left no small part of my heart and soul here, where I dedicated myself to advancing the university in every possible way," said Ripich at the ceremony. "And now, this gorgeous, gleaming building that you've been so kind as to name after me stands as a visual representation of that effort. It stands to serve the students, who were always my inspiration."

Ripich Commons not only reflects UNE's commitment to the student experience but also demonstrates its dedication to ecological sustainability. Designed in accordance with the highest standards of environmentally-friendly construction, the Commons was built using regionally sourced materials as well as materials with high recycled content.

As the result of efforts by students in Associate Professor Noah Perlut's Introduction to Environmental Studies course, the building will sport solar panels that will provide enough energy to power the campus' electric car charging station.

Other features of sustainability include multiple additions and improvements: a special storm water runoff system to diminish environmental impact; ultra-high efficiency mechanical, electrical and plumbing systems, including an energy recovery unit; fully automated, daylight harvesting lighting system; a living green wall, potentially to be incorporated into UNE's Edible Campus Initiative; and an innovative dishwasher system that reduces water consumption and captures all compostable food scraps.

## Staying True to a Vow: Innovation for a Healthier Planet

"We are staying true to UNE's vow to champion 'innovation for a healthier planet.' We proudly embrace our role as environmental stewards, and every aspect of Ripich Commons reflects that commitment," said current UNE president, James Herbert, Ph.D., who succeeded Ripich this past summer. "The building makes as light an environmental footprint as possible."

The structure's crowning glory is its bird-safe glass, covering the entire front façade of the building and both sides of the bridge.

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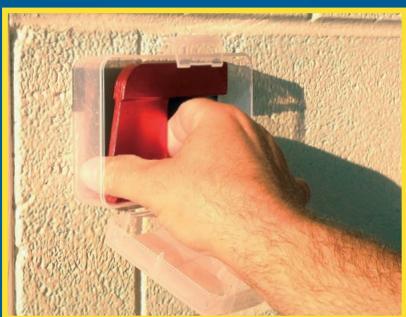
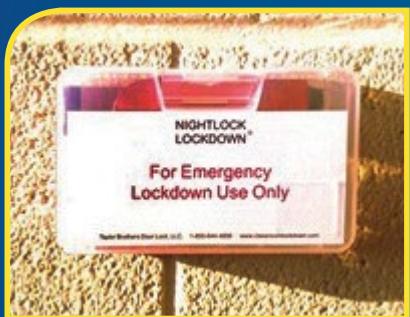
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The special glass, which uses technology to break up the reflectivity of glass, thereby alerting birds to its presence, was installed at the request of students who petitioned Ripich for its inclusion.

According to Perlut, students in his fall 2016 Advanced Field Methods in Avian Ecology and Conservation course reacted strongly to a film he showed them on bird conservation and migration, which featured a segment on bird fatalities that result from traditional window glass strikes. As a result, the students lobbied for bird-safe glass to be incorporated into the construction plans for the Commons.

### Students Lead the Way in Installing Bird-Safe Glass

Senior Kylie Denny, an Animal Behavior major and Environmental Studies minor, was one of the students who signed the petition for the glass. “The University of New England campus sits on an extremely productive estuary that is home to many avian species, and it’s a key stopover point for migratory birds that are fueling up for long-distance, nonstop flights over the ocean to get to their wintering grounds,” she explained.

Ripich Commons sits in the middle of this important migratory flyway, which is why, Denny noted, it was so imperative that bird-safe glass be utilized. “The bird-safe glass is a key feature of the new building because the side of the building that faces the water is mostly glass, and traditional glass is deadly to birds because they do not have the ability to see it,” she stated.



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As the result of efforts by students in Associate Professor Noah Perlut's Introduction to Environmental Studies course, the building will sport solar panels that will provide enough energy to power the campus' electric car charging station.

Denny said that she is pleased with the success of the petition not only because "thousands of birds will be saved from the fate of flying into the glass" but also because it demonstrated that UNE takes students' opinions and perspectives seriously. "This situation gives students hope that we are able to have a voice in matters that are important to us," she said. "I hope this serves as an example for future students to take a stance and create change."

### An Icon That Harkens to Historic Symbolism

One of the most notable visual features of the building is its tower, designed to be reminiscent of a lighthouse, an icon incorporated into UNE's university seal that harkens to the historic symbolism of St. Francis College—one

of UNE's founding institutions. Within the tower is a replica Fresnel lens—the type used in lighthouses for centuries to maximize the distance their signals would carry. The fabricated Fresnel lens was made possible through a generous donation from Arthur P. Girard and his family and was dedicated in honor of Ripich for "lighting the way to a bright future for UNE."

Herbert believes that the lighthouse tower as well as the building itself, are, indeed emblematic of hope and knowledge while paying tribute to UNE's unique oceanside campus. "Ripich Commons stands at the water's edge, projecting a clear image of all those things that are best about UNE," he said. "The light in the tower offers a nod to our coastal location while symbolizing the light

of knowledge that we hope to bring into our students' lives and the lives of those they touch with the work they do."

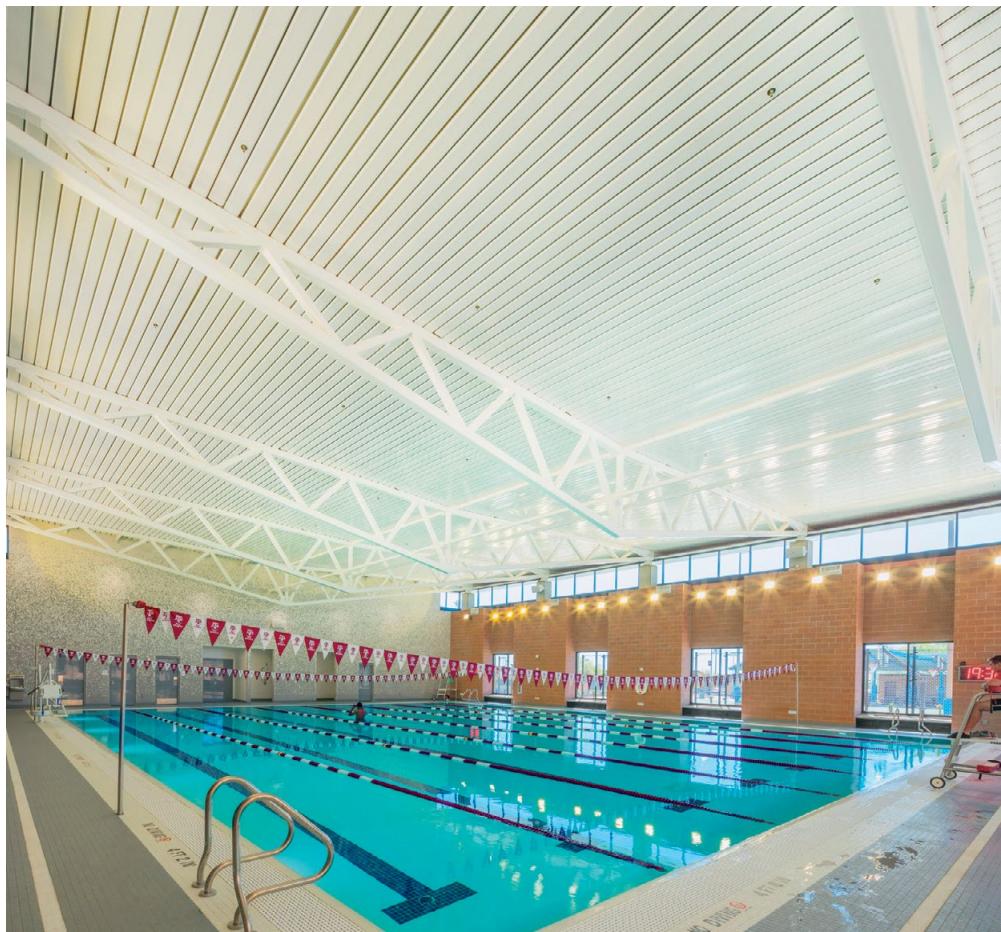
### Relishing Outdoor Amenities Among Eco-Friendly Buildings

Work will begin in the spring to add outdoor patios, a fire pit and extensive landscaping to the building's grounds. In the meantime, undergraduate, graduate, residential and commuter students, alike, have been excited to make use of their new commons.

In addition to relishing the many amenities it offers, the students are also appreciative of the building's eco-friendly components. "I think many students are able to enjoy it even more with the knowledge that the building is not harmful to migrating birds," said Denny.



**ABOUT THE AUTHOR:** Jennie Aranovitch is the writer and editor in the University of New England's Office of Communications. She writes news and feature stories about UNE and serves as the copyeditor and contributing writer for the *UNE Magazine*.



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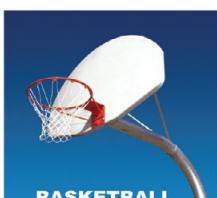
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