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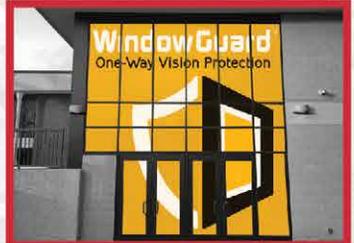


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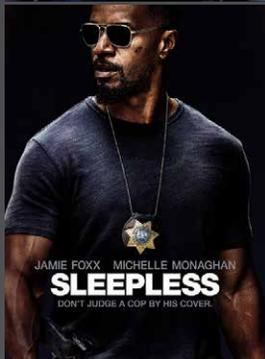
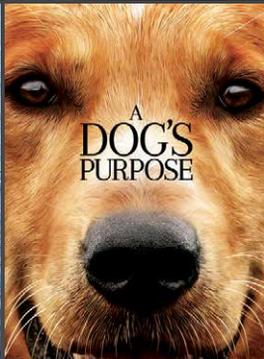
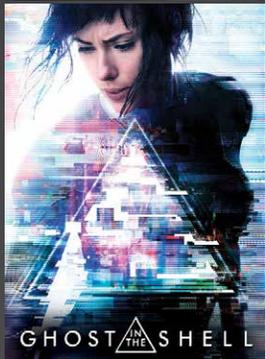
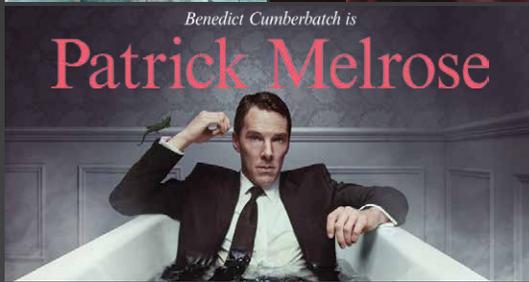
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by Sheila Wagner

High Point University in High Point, North Carolina, offers an impressive variety of housing options ranging from apartment style suites to double-occupancy shared facilities for both upperclassmen and incoming first-year students.



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by Ashley Scott

Across the U.S., educators are integrating hands-on learning into classrooms, enabling students to work collaboratively while building skills through creativity and innovation. This type of learning has many names, one of which is Makerspace.



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USING BIG DATA TO DEVELOP SMART CITIES AND IMPROVE LIVES

by Rachel Clevenger

Dr. Petros Xanthopoulos, Assistant Professor of Decision and Information Sciences at Stetson University, is an expert in big data analytics, data mining, and operations management—including using big data in the development of smart cities and autonomous vehicles.



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BROWN BUILDS DIVERSE & INCLUSIVE ACADEMIC COMMUNITY

by Brian Clark

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EDITOR'S LETTER

Just last month, Cambridge Analytica, the firm that held centerstage in the data-sharing scandal that plagued Facebook, announced that it was shutting down. Of course, by then, the damage was done. Facebook claimed that the data of close to ninety million members had been harvested by an app. Even with this story making headlines for several weeks, I still noticed many of my facebook connections—all of whom are highly intelligent and mature (at least chronologically)—logging into their facebook accounts through a third party's site in order to share some quiz results. What color is your personality? What kind of dog would you be? Which Disney prince would you marry?

Admittedly, I want to know what color light saber I would earn in the Star Wars universe just as much as the next nerd; however, I know that if I'm asked to log in through their site with my facebook password that I should relive the 80s and just say, "Um...like, okay...no."

Before the Royal Wedding, many were engaging in the "What's Your Royal Guest Name" meme, which involved stating your gender (for the title of Lord or Lady), before sharing a grandparent's name, pet's name, and street name; the result was a silly moniker to share with friends: Oh, look, she's Lady Rosemary Pookie Pie of Brookstone.

While I was amused by the names, because I'm no stick in the mud, I was alarmed by how many people were sharing that information. Their info was safe with me and other actual friends, of course, but how could they believe that digital data stops with their friends? I've learned over the years to keep my opinions about the facebook habits of others to myself, but a close friend of mine—who is braver than I—shared the post with this perfect line: "Lord Oops, I just posted all my security question answers to facebook."

While risks to our data have become more commonplace and more intense, the challenges for protecting our privacy are more complicated than ever. In Taylor Armerding's "The 5 Worst Big Data Privacy Risks," he focuses on the most significant ways that big data analytics invade personal privacy, including discrimination that is programmed into automated decision-making, highly public "catastrophic" data breaches for major retailers and restaurants and even federal offices, the many government exemptions that allow for our personal information to be collected and shared, loss of anonymity, and the brokered data that is often collected and sold with little control or limits.

Privacy advocate Rebecca Herold warns of the near-complete loss of anonymity that is looming. She believes it will soon be almost impossible to anonymize data because—aside from being vulnerable to hackers—IoT devices serve as a massive engine for data collection; while it may be easy for someone to stop using a web service, she notes that it's quite another step to turn off your smart TV, or smart phone, or connected car.

Even though I like to view myself as a scooch more tech-savvy than many of my facebook friends, I do not have a secure home network. I once believed my network to be safe because I have security software on all of my computers and I make sure it's up-to-date, but then I learned that each added device opens a window for a cyber-intrusion: app-controlled special lighting, Bluetooth speakers, smart thermostats, and the list goes on for a while, at least in my house. Additionally, I spend hours each week watching my smart tv and even more hours on my smartphone (while I'm presumably watching my smart TV), because if you're not multitasking your way to increased data-breach risk, then you're not enjoying modern life. I have no idea how secure these smart devices are. I probably wouldn't like the answer.

In recent chats with the Big Data advocates in preparing this issue's professor spotlight, I was pulled into their passion for the possibilities. As I listened to them, I was fascinated by their images of smart cities and autonomous cars. I was energized by their vision of a futuristic world that offered more opportunity and improved chances for equality. However, I'm also afraid. While I accept that we can choose to give up some of privacy if the rewards make the risk worthwhile, I worry that we are simply resigned to the idea that we can't protect our privacy. I imagine we are searching for opportunities to reap the presumed benefits for all we have sacrificed—especially if the loss is one we never really controlled.

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Dr. Petros Xanthopoulos, Assistant Professor of Decision and Information Sciences at Stetson University, received his Ph.D. from the Industrial and Systems Engineering Department at the University of Florida and a Diploma of Engineering from the Technical University of Crete, Greece. He has served as assistant professor and Lockheed Martin faculty fellow at the University of Central Florida. In addition to co-authoring/co-editing four books on the theory and applications of analytics, he teaches courses in statistics and managerial decision analysis and has recently played a key role in developing a highly collaborative, cutting-edge workshop on Smart Cities and Autonomous or Connected Vehicles.

PROFESSOR SPOTLIGHT

by Rachel Clevenger

Stetson University: Big Data, Smart Cities, and Better Lives

Morphing Theory and Application

An expert in big data analytics, data mining, optimization and operations management, Dr. Petros Xanthopoulos has published works in journals like *Omega*, *Annals of Operations Research*, *Expert Xanthopoulos Systems* with applications and *IEEE Transaction of Information Technology in Biomedicine*; his research has been funded by the Office of Naval Research and the Florida Department of Transportation.

While working on his doctorate at University of Florida, Gainesville, in 2010, Xanthopoulos first met Orestis P. Panagopoulos, who was working on his master's degree. Dr. Panagopoulos, now an Assistant Professor in the Department of Computer Information Systems at Stanislaus, first knew Xanthopoulos as his teacher and advisor. He recalls he was a "gifted lecturer" with the ability to communicate "complicated ideas in a simple but impressive way." Now, he knows his former mentor as a colleague, a master in developing "data-driven support systems" who can "morph theory and applications of big data to solve business problems."

Panagopoulos adds that Xanthopoulos is highly intelligent and talented, in addition to being a "natural leader" who seems to particularly enjoy "leading collaborative endeavors."

He is able to break down the most complicated ideas for non-technical audiences. In their work together, which has resulted in multiple publications, they have worked toward models that will "help make predictions in an efficient and less costly way."

Some seminars he has developed are just one example of the collaborative environment Xanthopoulos is constantly creating; he views seminars as a chance to bring big data practitioners together with government employees to start a dialogue where "learning can go both ways," because Xanthopoulos believes education is "always a two-way process."

Big Data and Smart Cities

Recently, Xanthopoulos partnered with Bob McQueen—another expert in big data who is highly experienced in advanced data collection techniques, real-time monitoring, and performance management systems. They developed a one-day workshop for Stetson University called "Analytics, Smart Cities, and Connected and Autonomous Vehicles," a day that brings together multiple voices to discuss the ways technology can make our lives safer and more efficient, thus offering a better quality of life.

In the workshop, they explore data as the force driving technological developments that will be a critical part of creating smart cities of

the future, with experts from a variety of fields weighing in. Speakers explore the current value of analytics and its potential value to the future of a society that is becoming more data-driven.

They discuss predictive analytics, helping participants understand the usefulness of different types of analyses such as clustering, classification, and regression. Moving into statistical data and analysis, they explain how to make choices from prescriptive analysis, in order to optimize decisions. In terms of big-picture items when considering a "sentient city concept," they deconstruct the objectives that can be addressed by a smart city, the steps needed to implement a smart city and coordinate investment activities, and the opportunities and challenges associated with smart cities.

For Xanthopoulos, the overall goal is to develop services that will improve people's lives via more connectivity and recognizing how the same tools can be deployed to understand and seek remedies for other problems, while acknowledging the implications—such as reduced privacy. In a "cost to benefit ratio," he believes people are generally willing to share some of their data, in exchange for something that improves their lives in "some tangible way," but he believes there must be some safeguards and limits on that sharing as well.



Smart City Transportation

For a substantial part of the workshop, they outline the role of connected or autonomous vehicles, looking at ways these vehicles are interacting with current city engineering, considering points when they are likely to impact traffic patterns, and discussing potential safety issues. Though they view autonomous and connected vehicles as an integral part of a smart city, to increase mobility and thereby potentially increase job opportunities, they do not shy away from the challenges associated with either the autonomous or connected vehicles.

Bob McQueen has devoted his career to Smart Cities, Connected Vehicles, IoTransportation, and Analytics of Things. In “Data as the Fuel for Next Generation Mobility,” McQueen explains that an essential element of the smart city will be “next generation mobility” in the sense that new technologies—along with new public and private sector activities—will move us toward autonomous and connected vehicles, movement analytics, and mobility, with advanced levels of mobility

For Xanthopoulos, the overall goal is to develop services that will improve people’s lives via more connectivity and recognizing how the same tools can be deployed to understand and seek remedies for other problems, while acknowledging the implications—such as reduced privacy. In a “cost to benefit ratio,” he believes people are generally willing to share some of their data, in exchange for something that improves their lives in “some tangible way,” but he believes there must be some safeguards and limits on that sharing as well.

as a service that enhances lifestyles as well as financial well-being.

McQueen explains that for developers of smart cities to have a complete picture of supply and demand for transportation requires a precise picture of current conditions for transportation, adaptability, connectivity, and recognition of the status of transportation services needed to satisfy consumer demand.

Explaining that the phrase Smart Data Management is both an adjective and a verb, McQueen notes that the phrase implies action and solution. Effective Smart Data Management requires a carefully engineered framework that is designed for specific results—which calls for addressing a wide, flexible range of questions and obtaining data from traditional and nontraditional data sources.



In essence, rather than supporting data silos or a “cockpit” of tools for specific functions, the Smart Data Management system offers a “data lake” that provides information for applying advanced analytics in order to gain insight that leads to effective, efficient action. Though the system is focused on transportation for now, it will have the ability to grow and accommodate other elements of the smart city, including public safety and education.

In order for any of that progress to happen, however, there must be people who serve to connect the academic side of big data to the businesses and communities that could benefit from the knowledge.

A Bridge Builder Who Knows Both Ends of the River

Any clients, McQueen explains, are “experts in what they want.” Though they may not know how to get to their goals, they are aware of what they need and what they hope to accomplish. He and Xanthopoulos “are experts in how to do it.”

In the last five years, there has been remarkable progress in data science, McQueen explains, but

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there must be practical applications that can be achieved by using that data.

Data scientists, he notes, offer ideas that are “abstract and elegant” but do not necessarily lend themselves to practical applications. He believes his colleague is especially strong at building a bridge between data science and the issues that need solving, whatever the topic.

Xanthopoulos, McQueen adds, grasps the complicated, theoretical concepts and has the ability to deconstruct that information for business leaders in ways that prove useful; in short, he is familiar “with both ends of the river.”



ABOUT THE AUTHOR: Dr. Rachel James

Clevenger earned her M.Ed. degree from

Mississippi College. After finishing her PhD

in Composition and Rhetoric, she taught and served as the University Writing Center Director for Birmingham Southern College and University of Alabama at Birmingham. Currently, she teaches Business Communications at Samford University.



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ON-CAMPUS

by Brian Clark

Brown University is Building a Diverse and Inclusive Academic Community

In the two years since launching an ambitious action plan to create a more diverse and inclusive academic community, Brown University has increased the number of faculty from historically under-represented groups (HUGs), widened the pipeline of young scholars on track for tenured positions, and greatly expanded the number of new graduate students from HUGs.

The University has also diversified its curriculum, created new positions to support students from a greater diversity of backgrounds and taken initial steps toward ensuring the full inclusion of individuals with disabilities. Those are a few among many indicators of progress cited in Brown's second annual report on its Pathways to Diversity and Inclusion action plan (DIAP).

"The DIAP brings substance to our commitment of developing an academic community that embodies the social and intellectual diversity of the world—and to ensuring that all members of the community feel a sense of belonging and have a voice within it," said Shontay Delalue, who was named the University's vice president for institutional equity and diversity in December 2017. "This work, which ultimately attracts the best and brightest to our campus, is central to academic excellence at Brown."

An Action Plan as a Commitment to Progress

In launching the DIAP on Feb. 1, 2016, leaders at Brown resolved that the action plan would not represent the culmination of an effort, but rather a commitment to progress in achieving the fully diverse and inclusive campus essential to the University's core mission of education and discovery.

Key goals include doubling the number of faculty members and graduate students from HUGs by 2022; creating learning environments where students and researchers can thrive in their fields of study; and bolstering Brown's impact on research and teaching focused on race, ethnicity, inequality and justice around the globe.

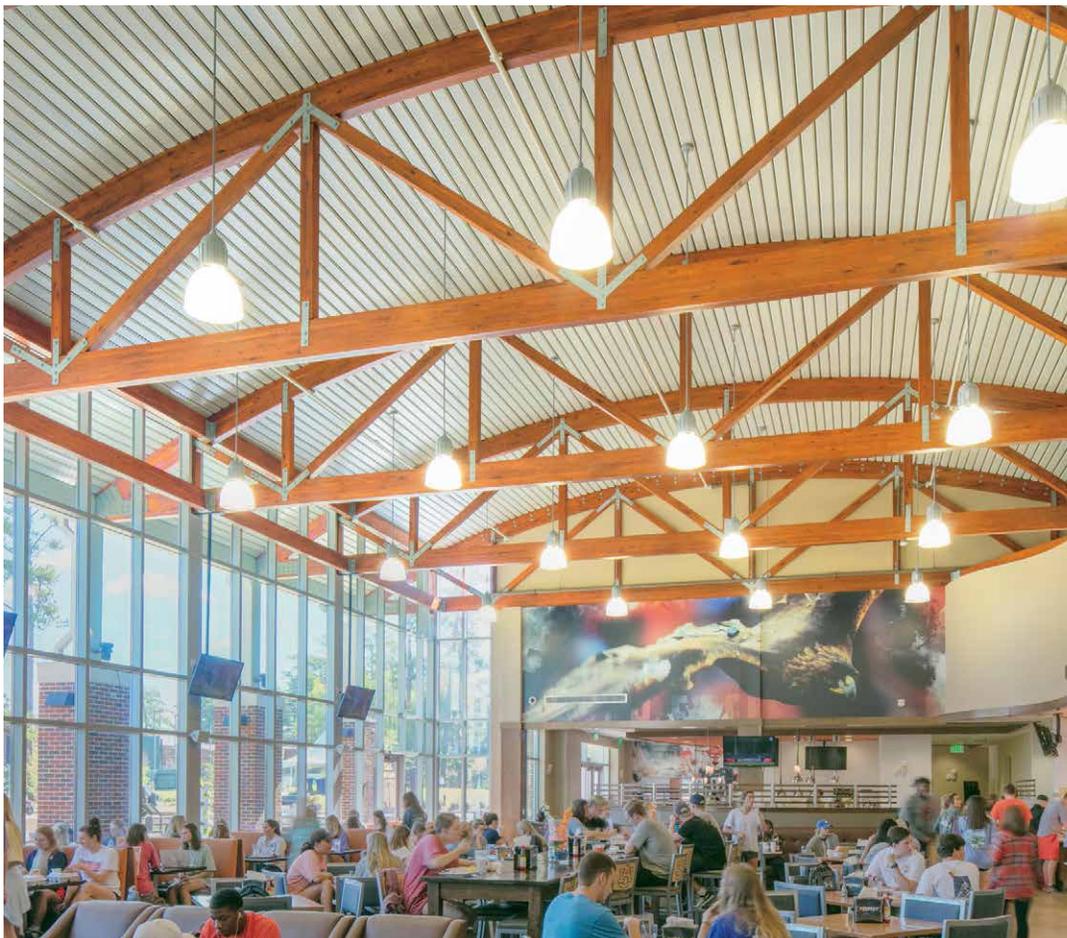
In a cover letter introducing the second annual report, Delalue outlined funding raised and committed to date toward supporting DIAP goals. Through the University's BrownTogether comprehensive fundraising campaign, Brown has received \$200 million in commitments for new faculty positions, approximately \$50 million of which supports the goal of hiring faculty from HUGs.

"The Pathways to Diversity and Inclusion action plan brings substance to our commitment of developing an academic community that embodies the social and intellectual diversity of the world—and to ensuring that all members of the community feel a sense of belonging and have a voice within it." said Shontay Delalue, who was named the University's vice president for institutional equity and diversity in December 2017. "This work, which ultimately attracts the best and brightest to our campus, is central to academic excellence at Brown."

An additional \$41.7 million has been raised in support of DIAP initiatives, including diversifying the graduate student population; expanding research centers focused on issues of race, ethnicity, inequality and justice; and supporting initiatives that promote diversity and inclusion within the University community.

President and Provost Devote Flexible Funds to Diversity Programming

Additionally, a total of \$7.1 million has been committed from the president and provost's flexible funds in support of DIAP-related programs including the Presidential Diversity Postdoctoral Fellowship Program and the



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Movement Bigger Than Brown

Dean of the Graduate School Andrew G. Campbell called last fall's arrival of the incoming student cohort a significant moment. "This work is important to Brown and bigger than Brown," Campbell said. "Graduate students are scientists in training who will conceive of life-saving drugs. They are engineers and designers who will turn ideas into on-the-ground solutions.

They are humanists who will help us understand ourselves. In diversifying our Graduate School student body, we are turning a sharper and more relevant eye to the challenges that society faces. That's what true diversity does."

Total enrollment among students from HUGs also increased slightly at the Warren Alpert Medical School. And while the number of first-year undergraduates from HUGs decreased slightly for fall 2017, early results from the current admission cycle indicate "robust admission of students from diverse backgrounds" for the undergraduate Class of 2022, the annual report notes.

Department-Level Efforts Advance Progress

Beyond increasing compositional diversity among students, faculty and staff, the development of department-level diversity and inclusion action plans by every academic and administrative unit at Brown has been instrumental in building a foundation for long-term success toward achieving the DIAP's goals, Delalue said.

"This ensures that departments are aligned with the University-wide actions but free to develop strategies specific to their own needs and goals," she said. "Our ambitious plan will succeed because it involves the entire campus—not just a single office—while also respecting the unique contexts of individual departments within our academic community."

Across campus, academic departments have worked to embed a more intentional focus on diversity and inclusion in both their communities and course offerings. The Division of Applied Mathematics, for example, developed a course titled "Race and Gender in the Scientific Community."

The Department of Economics added a course on "Race and Inequality in the

Provost's Visiting Professors Program. Delalue also noted that \$1.53 million in funds from the University's operating budget have supported DIAP initiatives, including new positions in Campus Life, the Division of Biology and Medicine and the Office of Institutional Equity and Diversity; the Native American and Indigenous Studies Initiative; and the establishment of the First-Generation College and Low-Income Student Center.

Increasing Representation of HUGs among Brown Faculty Members

Among the early successes in implementing the plan, the report details the recruitment of new scholars from HUGs to the Brown faculty. In fall 2017, 42 percent of new faculty, among those from the U.S. who reported their race, identified as coming from HUGs. Currently, nearly 10 percent of all regular faculty are from HUGs, an increase of 1 percentage point since the release of the DIAP.

Two other programs are also contributing to faculty diversity, both at Brown and beyond. The first, the Presidential Diversity Postdoctoral Fellowship Program, aims to widen the pipeline of young scholars from HUGs who will compete for tenure-track positions at Brown and elsewhere.

Seven of eight initial fellows have transitioned into tenure-track positions, two of them at Brown. As part of a second cohort, six fellows are now contributing to teaching and research efforts across various academic departments at Brown. Separately, the Provost's Visiting Professors Program brought three accomplished scholars from HUGs to Brown for temporary appointments. One of those professors, Sylvester James Gates Jr., has become a permanent member of Brown's faculty.

The DIAP annual report details work to increase the representation of individuals from HUGs among Brown's student body as well. Efforts have been particularly successful among graduate programs, according to the report.

In fall 2017, the largest-ever cohort of students from HUGs began studies through the Graduate School, representing 20 percent of all U.S. residents in the incoming class who reported their race.

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U.S." Schools and departments have also added positions focused on diversity and inclusion, held retreats on inclusive teaching practices, created task forces to address topics related to diversity, and organized open forums, office hours and other venues for conversation among students, faculty and staff.

Addressing Structural Inequality in Systems of Power

To assist undergraduates in identifying courses that cover structural inequality, racial formations and/or disparities and systems of power, the Office of the Dean of the College led a process to revise Brown's designation for these courses. With the College Curriculum Council's approval, these are now designated as "DIAP Courses: Race, Gender and Inequality."

Among examples of progress made by administrative departments, the Division of Campus Life and Student Services hired 29 new staff members in the 2016-17 academic year, 52 percent of whom identify as members of HUGs.

Additionally, the division provided professional development opportunities to all Campus Life staff to foster a more inclusive campus climate, and focused on building community and strengthening support for students from HUGs.

The DIAP annual report also highlights early efforts to ensure that the University fully considers disability in its diversity and inclusion efforts, identified last year as an area that required improvement.

The Student and Employee Accessibility Services (SEAS) office has continued to raise awareness around disability inclusion and to address areas of disability that include the accessibility of physical spaces, as well as improving the accessibility of digital content.

Looking Forward

In addition to highlighting these and other early successes, the report notes the need for significant, sustained work ahead, including the continued investment in supporting and retaining early-career faculty, diversifying the student body and creating mechanisms to better measure progress toward DIAP goals.

One area of significant emphasis will be improving work climate for staff members at Brown, Delaloe said, based on the results of focus groups and interviews conducted over the last year.

In the coming weeks, Brown's Diversity and Inclusion Oversight Board, which is charged with assessing progress toward the stated DIAP goals, will offer a formal response to the annual report that includes recommendations on action items that should be emphasized during the plan's continued implementation.

Those recommendations will be posted to the Pathways to Diversity and Inclusion website to accompany the annual report and other progress highlights.



ABOUT THE AUTHOR: Brian Clark is the director of news and editorial development at Brown University.

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HIGH POINT UNIVERSITY: MARKING A HIGH POINT IN RESIDENCE FACILITIES

by Sheila Wagner



When choosing a university, an incoming freshman or a transfer student has multiple criteria to consider before making the decision that will be so important for his or her education experience. The selection of a major, opportunities for student aid, class size, reputation of the school, and a host of other considerations will be on the list of pros and cons when making a choice. For many students, the residence facilities will be a primary concern.

High Point University in High Point, North Carolina, strives to meet the needs of everyone who enters their institution. In 2018 polls, niche.com notes that HPU earned the first place honor for having the best dorms in America. Also, the *Princeton Review* gave them seventh place for best dorm rooms in the nation. R.G. Wanek Center and University Center II is just one example of what they have to offer.

R.G. Wanek Center/University Center II

This impressive example of a combination student center and residence hall features a cinema on the first floor and an upscale restaurant on the fifth floor as well as a two-story state-of-the-art gaming and restaurant concept where students can enjoy fellowship all in one central location. This structure has 300 residential



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rooms that house 548 students—first-year students and upperclassmen as well.

Gail Tuttle, Senior Vice President for Student Life at High Point University, confirmed that this center also features expansive study spaces, a satellite library, several dining options, including the fine dining restaurant that serves as a learning lab for etiquette, mock job interviews and food from different cultures. She states, “Every space on campus was intentionally designed to educate students and the Wanek Center is an example of that.”

Variety of Housing Options

Tuttle points out that HPU offers a variety of options ranging from apartment style suites to double occupancy shared facilities for both upperclassmen and incoming first-year students.

There is Finch Hall, the Honors dorm, that “provides a collaborative space for students with similar interests or similar majors to connect and create.” Academic Fellows, a scholarship program that is discipline specific, houses students together who take courses together. They also engage in co-curricular engagements with a faculty director. Tuttle explains, “We have



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Honors Scholars, Media Fellows, Natural Sciences, and Business. We have fellows in all first year residential communities.”

Tuttle adds that HPU’s residential spaces are safe, inclusive and offer pet-friendly options as well. Incoming students complete a housing application that allows them to build a profile regarding their living needs and also rank their preferences of residential communities. “We then use this to match roommates,” Tuttle notes.

Keryne Locher, who just graduated from HPU in May 2018, had many good things to say about Wanek Center and University Center II. She loved the location, which was centrally located on the campus. She stated that she felt very immersed in HPU’s holistic environment.

Locher praised the staff which she said always maintained a positive environment. She went on to say that the university taught her to appreciate her surroundings and how to take good care of her space. Locher added that she loved the opportunity to interact with other students on her hall. After she left the classroom, she still felt immersed in the campus culture and part of a family. She shared, “Between the caring staff and the available resources, I couldn’t imagine spending four years at a different university or in another residence hall.”

More Than Just Dorms

U.S. News and World Report voted High Point University first place in 2018 as Most Innovative. When asked specifically about unique and interesting residential options at High Point, Tuttle was quick to say, “The first thing to know about High Point University is that 96% of

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graduates are either employed or enrolled in graduate school within six months of graduation.” She reiterates that this statistic reflects everything about HPU’s mission “to prepare students for the world as it is going to be.”

She states that part of the mission is creating a campus that holistically educates students. As an example of this, HPU opened the 220,000-square-foot Congdon Hall in the fall, which houses doctoral programs in pharmacy and physical therapy, as well as a master’s program in physician assistant studies, the single largest investment in university history. The four-story facility includes a three-story, lighted DNA sculpture, “welcoming students to an environment of innovative learning.”

A beautiful campus with amazing residence facilities is always a bonus for interested students, and High Point University definitely has the finest amenities. While they are certainly proud of their buildings and grounds, the embellishments are not their focus. The investment HPU has made in academics and student/faculty resources has always been—and will remain—their highest priority.



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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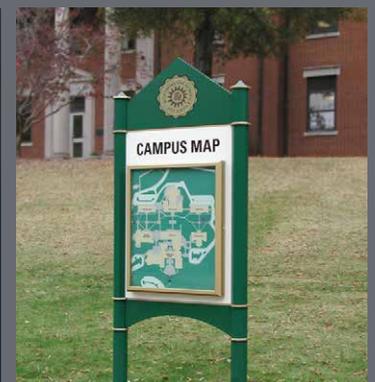
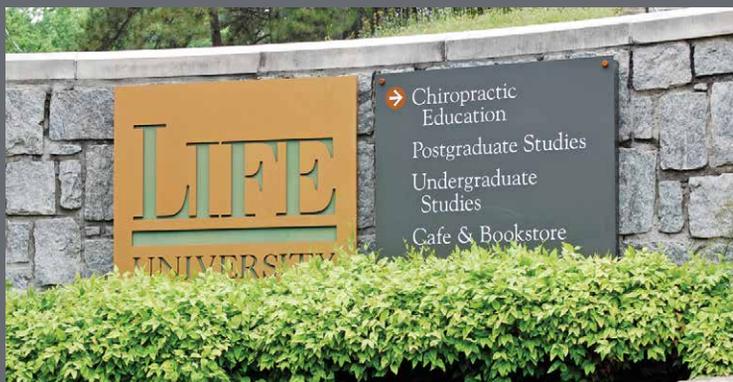
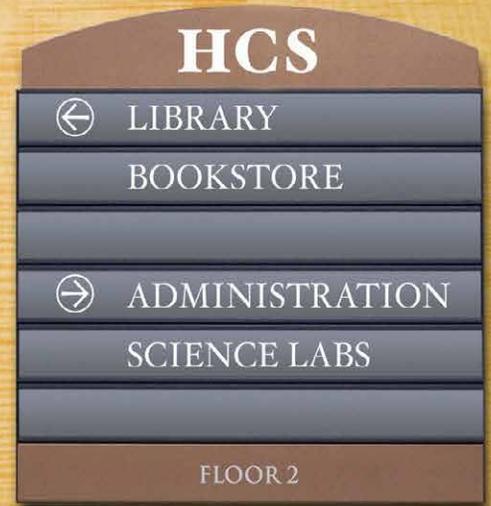
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STAYING SAFE AND INFORMED THROUGHOUT THE YEAR

by Pat Scheckel

Strong campus safety starts with a solid foundation of communication. It is a year-round effort, and while it is no simple task, there are tools that can help overcome the challenges you face.

Leveraging tools and practices that keep the right people informed at the right time go a long way toward enhancing safety and security in colleges and universities. However, safety is an ongoing process. It doesn't happen all at once, and it should never be thought of as something that can be done once and then be left alone. Safety requires continuous adaptations to respond to the needs of your campus.

SUMMER

■ Reduce Noise and Minimize Misinformation

A new school year brings new opportunities to improve processes and procedures for emergency communications. During a crisis situation, communications can quickly become muddled. Conflicting reports from social media, news outlets, and college or university officials can lead to unnecessary confusion and fear among students and staff. Having a system in place at the start of the semester that notifies an entire campus during an emergency can help keep everyone safe.

■ Seven Tips For Providing Clear Communications During A Crisis

1. Utilize a Single System – When a crisis occurs, time is of the essence. Safety and security personnel don't have time to log in and out of different systems to send multiple messages. A single system that reaches everyone helps share vital information quickly.

2. Reach Multiple Devices – Your system should reach landline phones, mobile devices, desktops and even digital displays. Every available device that can reach your campus population should be utilized to inform them of the situation.

3. Provide Regular Updates – Combat misinformation by sending customized follow-up messages after your initial alert goes out. Include more specific information about the situation and what steps students and staff should be taking to remain safe until it has been resolved.

4. Designate Groups – Use your notification system to determine who receives certain messages. During an emergency, everyone should receive an alert, but to help manage the crisis, instructional follow-up messages might only need to be sent to certain groups. Select these groups ahead of time for more efficient crisis management.

5. Build Message Templates – Prepare for any scenario by pre-building message templates. These messages can be sent immediately at the onset of a crisis to provide basic information that initiates safety procedures.

6. Send in Multiple Formats – Ensure you reach everyone by sending your notification in multiple formats. Phone calls, SMS texts, push notifications and emails make it more likely everyone receives your message during a crisis.

7. Gather Your Team – Certain systems will give you the ability to instantly bring together your crisis management team in a conference call. This is especially helpful when you need to connect campus officials who are likely in separate locations.

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FALL

■ Awareness When Class Is In Session

In today's world, the best way to reach people seems to be on their mobile device. It's a direct line of communication that most people carry with them at all times. However, in some instances, people do not have access to their mobile device, hindering the spread of information during an emergency.

For example, on a college campus, a student is on the way to class and receives a text message alerting them to an emergency occurring on campus. He or she proceeds to class, but is unable to access a mobile device while class is in session. Similarly, the professor, who is moving ahead with instruction, is unlikely to access their mobile device during class. This means no one is receiving updates regarding the ongoing situation. They don't know if it's safe to leave the classroom or if they should lock the door. This inability to reach people can cause unneeded stress for students, and even incur unnecessary risk.



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■ Deliver Emergency Communications Inside Classrooms

Remote Activation: While being able to reach people when they don't have access to a mobile device is important, it doesn't mean mobile devices aren't a good channel to send critical messages. Due to the size of a campus and the number of students, reaching people on their mobile devices is a popular method for emergency notification. Look for systems that can connect with other systems you already have so with a simple press of a button in an app you can send messages to all of your devices.

Confirmation Response: Another advantage of a system that can send to mobile is a confirmation response functionality. When sending your message, you can ask for people to respond saying that they are safe or that they need assistance. This can be particularly helpful when needing to send a message throughout campus.

Geo-Location: Some systems will also utilize GPS to establish an area of interest for emergency notifications. Using GPS coordinates,

you can define an area that can include an entire campus or whatever area you think is pertinent. Then, using the GPS in people's mobile phones, you can configure the system to send alerts to everyone inside that area, or be alerted when someone (like faculty) or something (approaching severe weather) enters the area.

WINTER

■ Know who is on campus

As the semester comes to a close, colleges and universities are working to make sure students get home safely, and campuses are secured for winter breaks. However, some students will be back sooner than others as some institutions offer shortened winter terms.

With a limited number of students, faculty and staff on campus during this time, it may not make sense to have the same emergency notification plan as the rest of the year. Understanding who is on campus and what kind of situations can occur during this time help keep everyone safe and informed.

■ Build The Right Group

The right notification system will give users the ability to create groups and designate zones to fit their needs. On college campuses this is used to reach every building, office, and person with critical information. During winter terms though, certain buildings may be closed, and large numbers of student and staff may not be on campus.

Set up groups specifically to reach those people, buildings and devices that will be in use during the winter term. This helps get the right information to the right people in the event of an emergency. It also prevents messages being sent to unnecessary parts of campus, and alerting people who would be unable to assist.

■ Assess For The Rest Of The Year

The end of the semester is also a good time to review your emergency communication plan. Examine what has been working and what can be improved. Use the winter break to test new procedures, features and scenarios and work on implementing new ideas throughout the rest of the year.

SPRING

■ Prepare For Severe Weather

Summer is coming, and with it, an increased possibility of severe weather. To protect students and staff, you need to develop efficient methods for monitoring potential weather events, and getting the word out to protect people when threatening weather approaches.

A notification system capable of keeping you and your staff informed wherever you are can help provide an answer to many of these questions by: Monitoring for alerts from the National Weather Service, pre-building messages and automatically notifying the right people when severe weather is approaching, allowing you to gather your safety team together to discuss response efforts, and sending emergency notifications to your entire organization via several different devices, such as overhead paging systems, IP phones, digital signs, iOS/Android devices, and more. One of the key components of this safety strategy is providing people with a location they should go to when severe weather approaches.

■ Prepare For An Influx Of Visitors

The school year is winding down, and college campuses are preparing for graduation celebrations. On many campuses, this is more than just a ceremony that takes place over a few hours. Some visitors will be on campus for several days before and after graduation day seeing graduates and helping them move out.

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While students will be familiar with emergency notification procedures and are likely connected to systems that send alerts, visitors do not have that luxury. If an emergency occurs during graduation weekend, higher education institutions need to have the tools in place that keep everyone safe, even if people are visiting campus for a short time.

An easy way to keep people informed is by reaching them on their mobile devices. Certain mass notification systems will allow visitors to opt-in to receive emergency notifications. Using mobile phones, they can text a number with a simple message to begin receiving emergency notifications via SMS text messages. Visitors can also register via a web browser.

From active shooters to severe weather, any type of emergency can occur at almost any time. When sending communications to students and families about graduation, include instructions for how they can register to receive emergency notifications.

Include information on signs around campus during graduation weekend. It might also be helpful to include links to other safety resources and instructions to safe places on campus in the event of severe weather. Send a sample message to encourage registration, such as "To receive notifications during Graduation Weekend, text #GradDay to 555-555-5555." Graduation weekend on campus can be hectic, so having a source that sends out instructions and reminders about events taking place can be helpful for visitors.



ABOUT THE AUTHOR: Pat Scheckel is Vice President of Product Management at Singlewire Software. Based in Madison, Wis., Singlewire develops InformaCast emergency notification software to help colleges and universities protect students and staff by enhancing the speed and reach of their emergency messages. Learn more at www.singlewire.com/informacast-higher-education.

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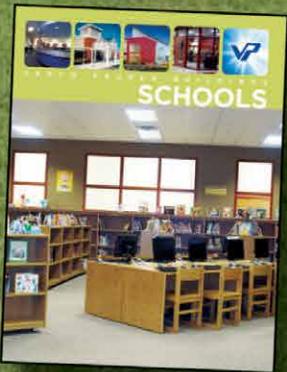
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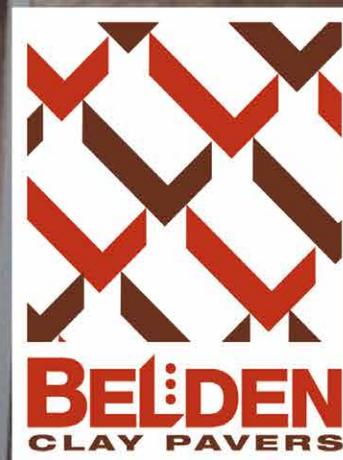
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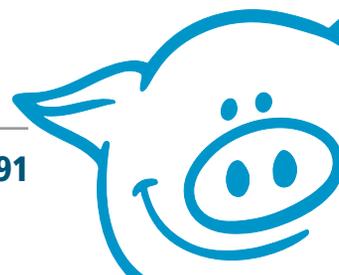
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The current thought pattern in collegiate athletics is that spending increases performance, which means schools participate in a spending competition to buy the best coaches and build the best facilities in order to recruit the best talent. But students interested in competing in athletics also want good facilities with attractive locker rooms and up-to-date complexes, thus providing those great sports centers will help recruit the



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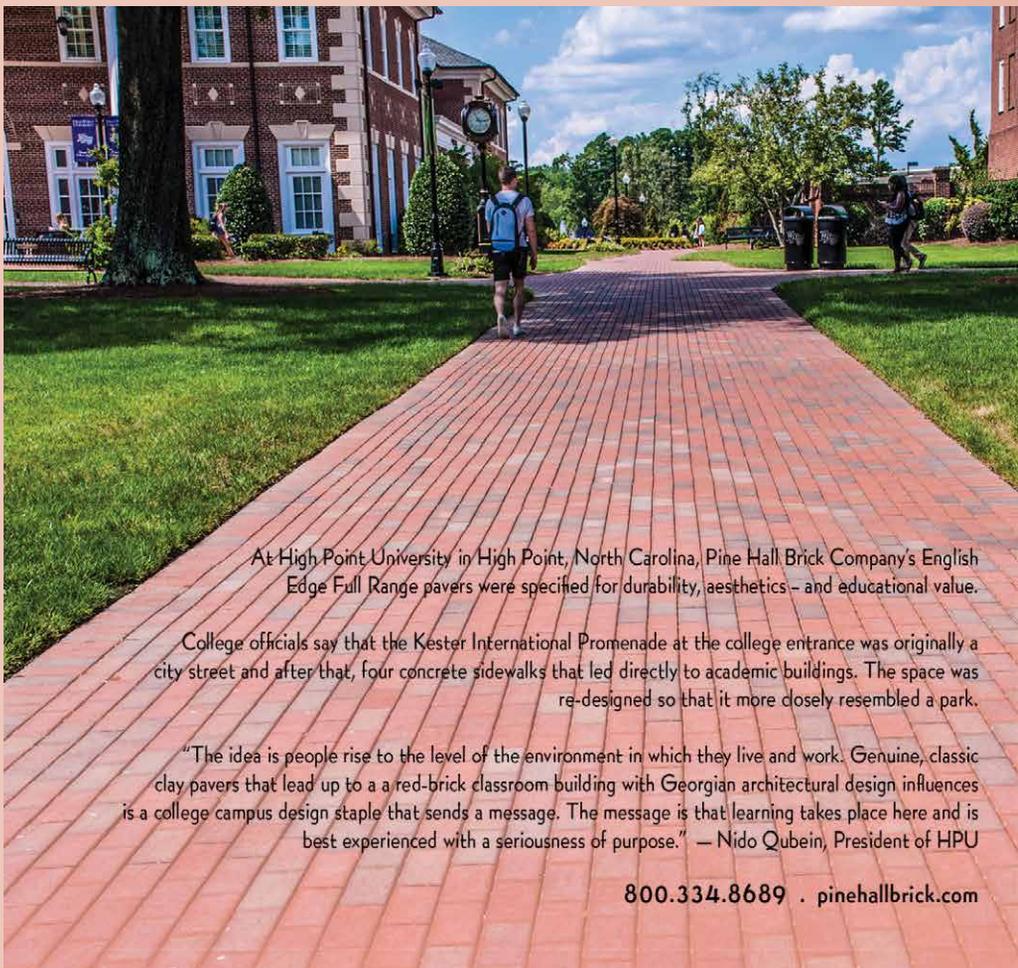
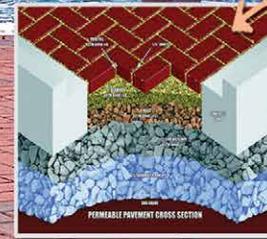
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FURNITURE CAN MAKE-OR-BREAK MAKERSPACE

by Ashley Scott

Across the U.S., educators are integrating hands-on learning into their classrooms enabling students to work collaboratively while building skills through tinkering, creativity and innovation. This type of learning has many names, one of which is Makerspace.



Creativity and Innovation

Any space or area available that can be used for students to be creative and innovative is called a Makerspace. Materials such as 3D printers, straws, popsicle sticks, Legos, drones, and robotics kits can be used for students to tinker and build with. Not only are makerspaces being incorporated into the K-12 sector, higher education has joined the maker movement.

“Letting students discover their own projects is what makes makerspaces so popular; it’s the application of algebra, writing and other core curriculum subjects that convince educators that makerspaces can be valuable learning environments,” said Matt Zalaznick from Makerspaces: Meeting of the Mindsets.

The Ultimate Collaboration Experience

In higher education makerspaces are being created on campuses, and some universities even have makerspace clubs. Makerspaces provide the ultimate experience for students to collaborate and learn from one another.

As explained by Vincent Wilczynski, deputy dean of Yale School of Engineering & Applied Science and co-author of “Higher Education Makerspaces: Engaged Students, Hands-on Skills, Interdisciplinary Connection” published in *Learning By Design*, “Universities have always provided elements of makerspaces, including machine shops, assembly and testing areas, CAD labs, meeting spaces, and classrooms.

What universities have not always done is include all of these elements in one location and make the resulting space widely accessible to an academically diverse campus population.”

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Non-Traditional Learning

Makerspaces allow students the freedom to learn in a non-traditional way. Although this is true, in order to produce an effective Makerspace the right type of furniture and room layouts are needed. Rather than sitting in a traditional student desk, students now have the chance be mobile around the classroom and collaborate with other students.

“Planning for adaptability is key in the design of a makerspace,” Wilczynski said in Engaged Students, Hands-on Skills, Interdisciplinary Connection. “Most equipment, other than the largest pieces, is on wheels; few things are permanent within the space itself to ensure adaptability and flexibility. The more useful spaces are generously proportioned, technologically rich, and provide range of settings

in which to interact. Key to the long-term sustainability of a makerspace is adopting the view that furnishings and programs are not permanent, but instead adapt to the changing needs of users.”

Right Furniture Keeps Educators Mobile

The correct type of furniture in a makerspace also allows for educators to be mobile in the classroom and easily see how students are learning skills, applying creativity and collaborating together. How a makerspace functions corresponds with how students will utilize their creative space.

Whether they are working by themselves or within a group, the purpose of the makerspace is to not only have students collaborate, be creative and develop fundamental skills, but to become inspired by the process of “making” in their makerspace environment.

“For students to use a makerspace to its maximum potential, it must allow them to move around freely and find inspiration,” said Kylie Lacey from Makerspaces: Meeting of the Mindsets—Brave New Building Blocks. “Whether constructing a makerspace from scratch or renovating an existing room, administrators must bring in furniture and design elements that facilitate enthusiastic creation.”

Furniture That Adapts to the Maker Mindset

Room layout and furniture in a makerspace can make-or-break its effectiveness and collaboration component. Mobility, flexibility, separate areas for noise levels, storage space and even a display area for finished makerspace products are aspects that lead to a winning room layout.

“Just as education has adapted to the ‘maker’ mindset, classrooms need to adapt to allow makerspaces to flourish,” said Ben Jones, Spectrum’s Vice President of Sales. A classroom that provides endless collaboration opportunities will offer students the most effective makerspace experience possible.”

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ABOUT THE AUTHOR: Ashley Scott is the Content Coordinator at Spectrum Industries Inc., a premier manufacturer of school furniture products. Scott graduated from the University of Wisconsin-Oshkosh studying Public Relations and focuses on writing case studies, press releases, and articles on educational trends for Spectrum.

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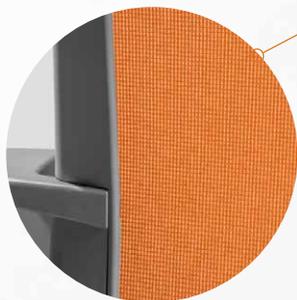
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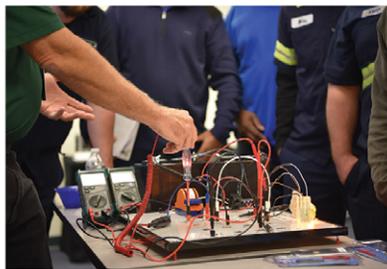
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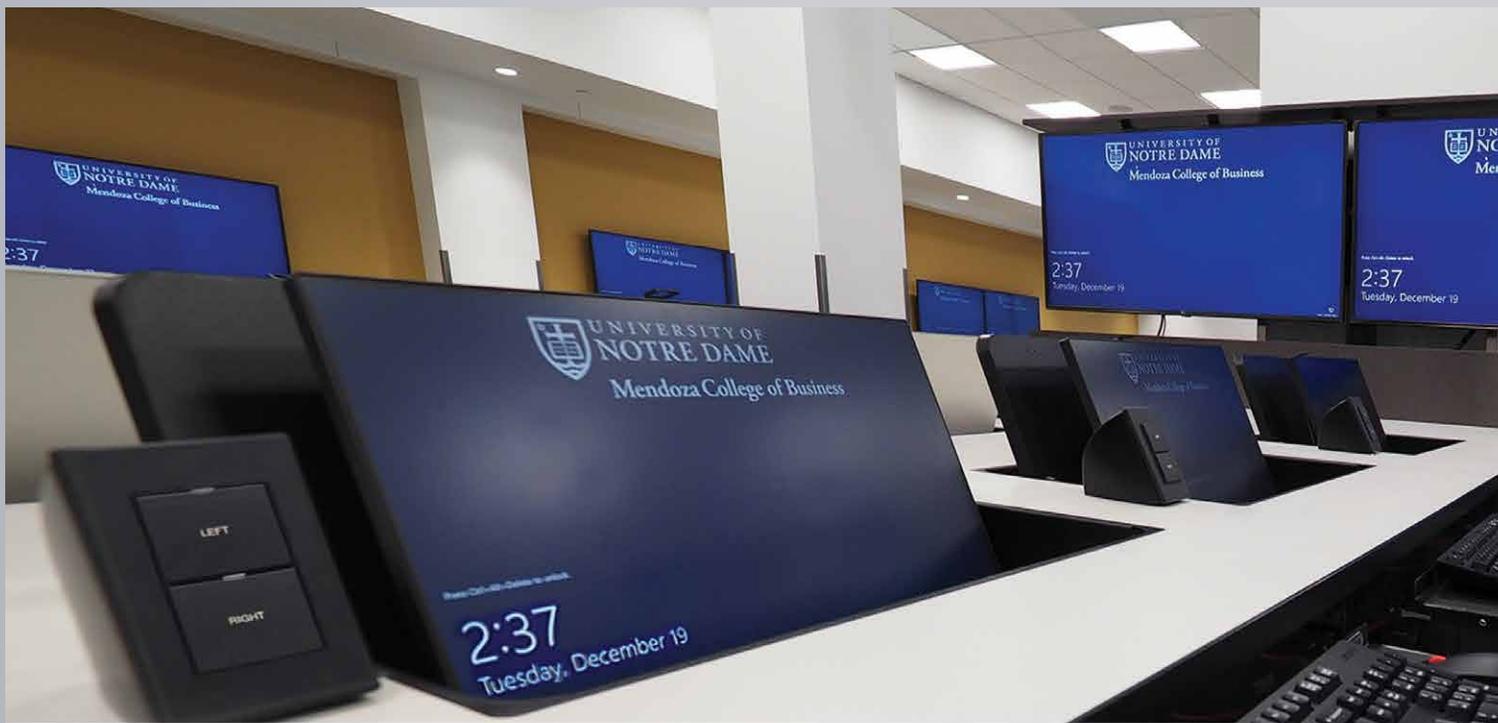
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This collaboration space started with flipIT®

Nick Page, Ed Technology IT for University of Notre Dame's Mendoza College of Business said that he started searching for a way to open sight lines in their active learning space that demanded lots of screen real estate. A demo showed the team that the all-in-ones placed into the desktops with flipIT® accomplished both open sight lines and multi-use flexibility.

The next task: collaboration with interior designers and AV and IT integrators. With simplicity and ease of use as keys, a plan began to deliver a space where function leads form, so people are focused on what they are doing, and not getting distracted by how to get it done.

In this space, sixty-six all-in-ones and four BYOD workstation can be working in groups, or be working as one activity. The professor can select any of the workstations for viewing on all screens. In full breakout, twenty-four different things can be going on at the same time with screen sharing in full control by the groups.





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“We wanted students to focus on the ‘what,’ not the ‘how.’ The technology and software choices meld with the furniture and interior design for a superior user experience.

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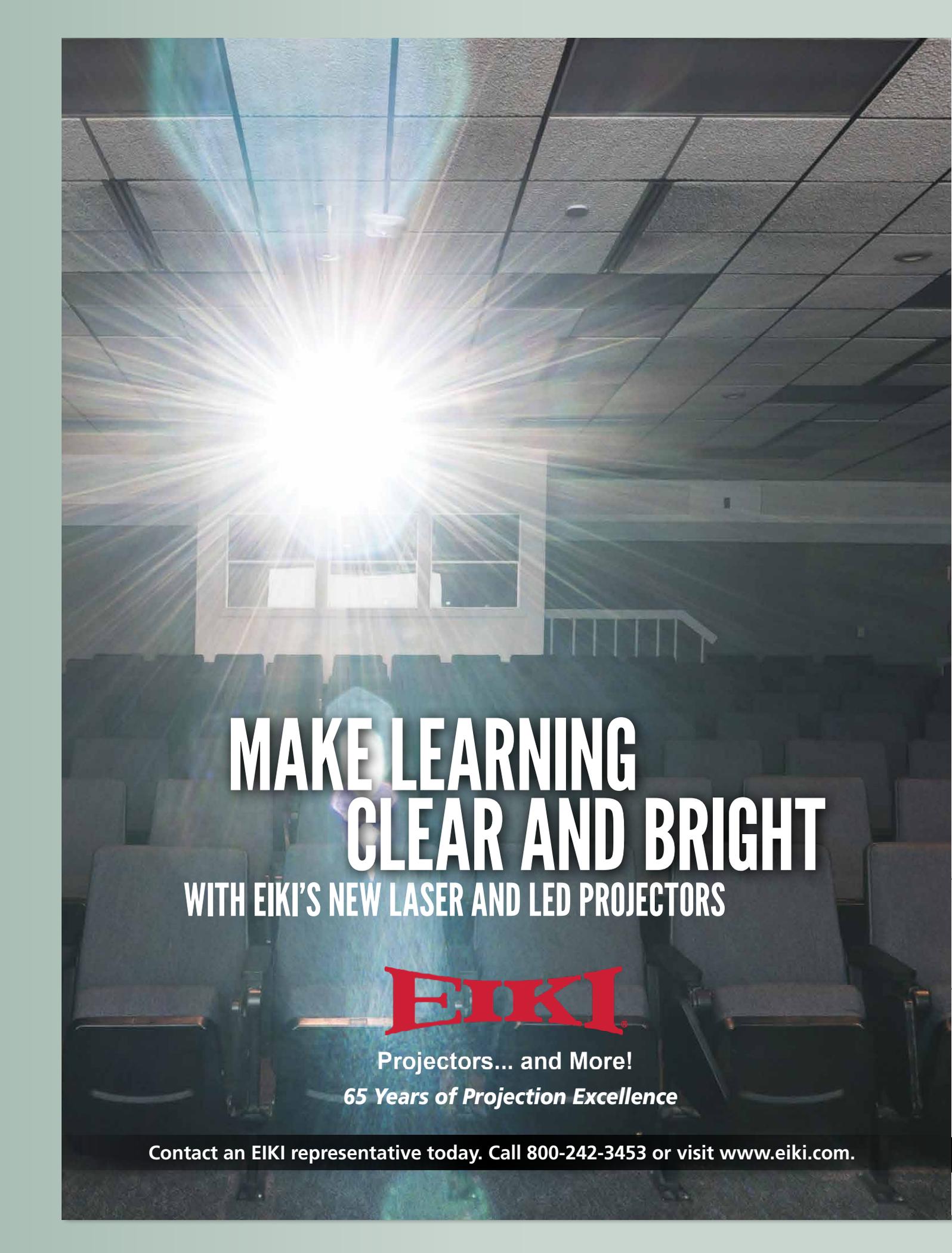
—Nick Page, Educational Technology IT Manager,
University of Notre Dame, Mendoza College of Business

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Eiki's EK-350U offers 4,500 ANSI Lumens brightness and WUXGA resolution, along with 3 LCD design. The EK-350U's Color-Spark HLD LED projection system delivers screen images in sharp definition with vibrant, clear colors. With its HLD LED technology, the EK-350U provides a 25,000-hour light source life for trouble-free reliability. Because the EK-350U's HLD LED technology emits four times the light of current LED technology, visuals are stunning, with the screen appearing up to three times brighter while retaining brilliant color performance. An additional benefit of the projector's integrated HLD LED technology is its rapid power on and off.

With a 50,000:1 contrast ratio, Corner Keystone Correction, 360-degree free orientation projection (both vertically and horizontally), Lens Shift functionality, and a Curved Correction and Blending function, Eiki's EK-350U facilitates flexible installation. Further, the projector includes convenient 1.09 – 1.78:1 throw to width manual zoom and focus lens. The projector provides HDBaseT, two HDMI™ with MHL (Mobile High-Definition Link), two VGA, and Composite Video inputs. There is also a USB port for use as a memory viewer, Audio In (RCA & Mini-Stereo), Audio Out (Mini-Stereo), and RJ-45 LAN connector, and an RS-232C D-sub connector for control purposes.

The EIKI EK-350U projector carries an MSRP of \$4,595.



EK-820U

10,000 Lumen Laser Projector

During InfoComm, Eiki International will showcase its EK-820U WUXGA Laser Projector. Featuring 10,000 ANSI Lumens brightness, a 100,000:1 contrast ratio, and superior color and increased Gamut Area Ratio performance resulting from the use of both blue and red lasers, the EK-820U supports versatile LAN control and carries the added benefit of a sealed optical engine design (IP6X Dust Ingress Test rating) that provides protection against dust without using a filter. The projector delivers superior brightness and clarity that redefines value for professional large venue installations and rentals. Eiki's EK-820U Laser Projector offers horizontal / vertical lens shift and h/v keystone correction, edge blending, and a powerful warping engine for versatile placement. There are eight optional lenses available encompassing throw to width ratios from 0.36 – 15.24:1.

The EK-820U Laser Projector provides a wealth of connectivity options. For access on a LAN, the system provides RJ-45 connectors for both HDBaseT and Ethernet. There is also support for RS-232 control plus an input for a dedicated wired Infrared remote. The projector also includes both USB Type A and B connectors—enabling it to operate over the network using a Wi-Fi dongle. Additional connectivity includes both HDMI™ input and output, HD-SDI, a DVI-D connector, and VGA I/O.

The EIKI EK-820U projector carries an MSRP of \$19,995 w/o lens.



EK-306U

and EK-307W LCD Projectors

Eiki's EK-306U and EK-307W meeting room projectors feature 3 LCD design for excellent image quality and reliability. The EK-306U offers 5,000 ANSI Lumens brightness and WUXGA resolution.

The EK-307W delivers 5,100 ANSI Lumens brightness and WXGA resolution. Both projectors offer a 10,000:1 contrast ratio—ensuring superior image detail. Equally notable are the projectors' Lens Shift capabilities, with manual adjustments of up to 45% vertical and 10% horizontal, plus Corner Keystone Correction.

The EK-306U provides an X1.6 zoom lens with a short throw ratio of 1.07 – 1.75:1. The EK-307W's is 1.16 – 1.89:1. Further, the EK-307W incorporates curved correction capability. Both models offer RJ-45 LAN control support for Crestron RoomView™, AMX Device Discovery Technology, and PJ Link.

They also support HDMI™ with MHL (Mobile High-Definition Link)—ideal for displaying HD Video from smartphones and tablets. A second HDMI port, two VGA connectors, and a 15-pin D-Sub connector for S-Video provide versatile connectivity.

MSRP pricing is as follows:

EK-306U: \$2,795

EK-307W: \$1,995



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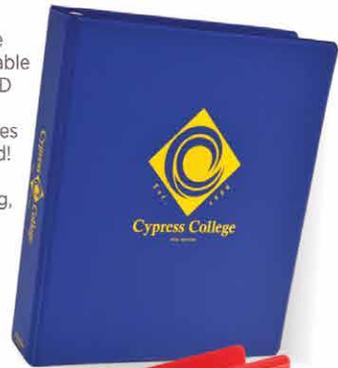


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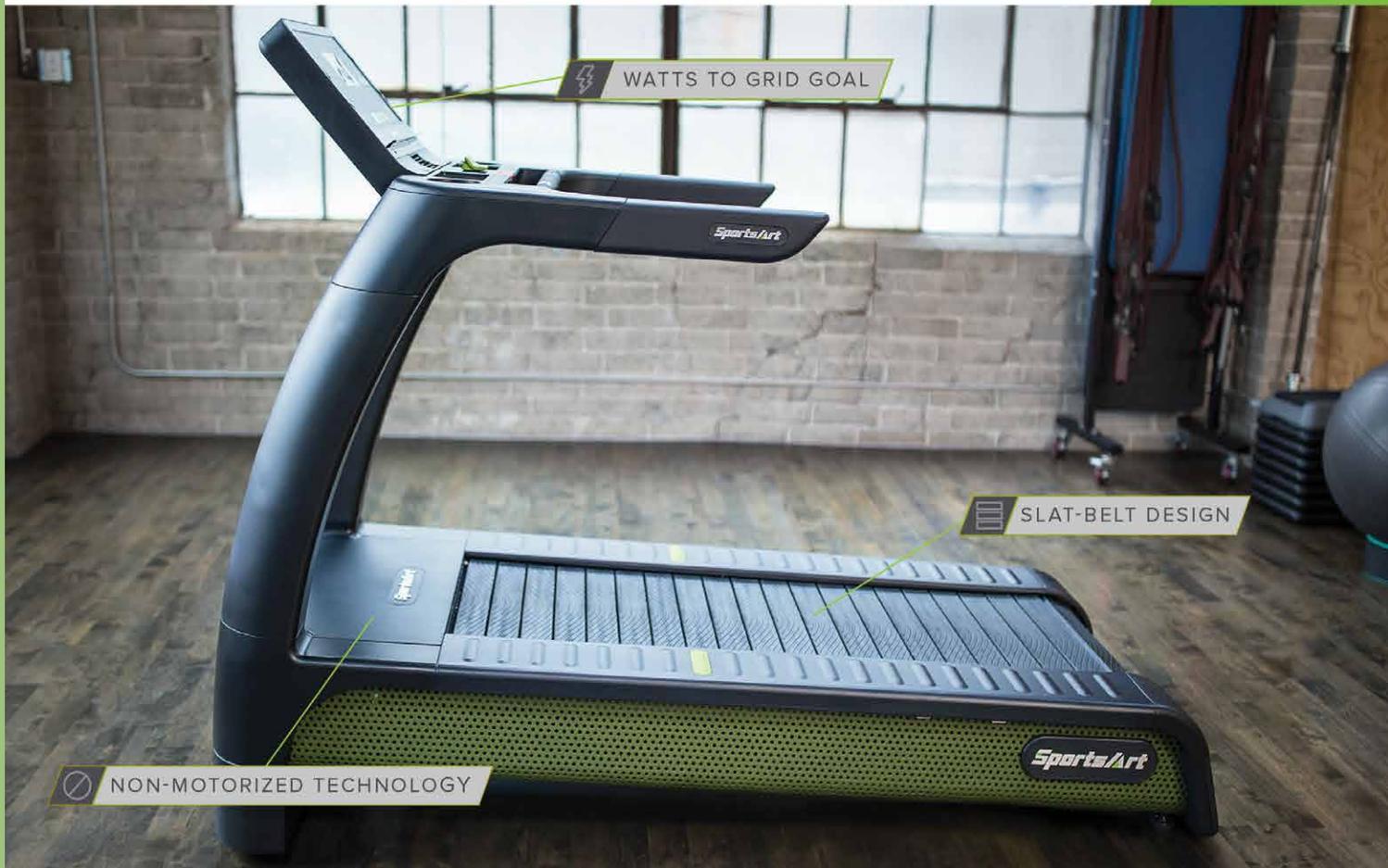
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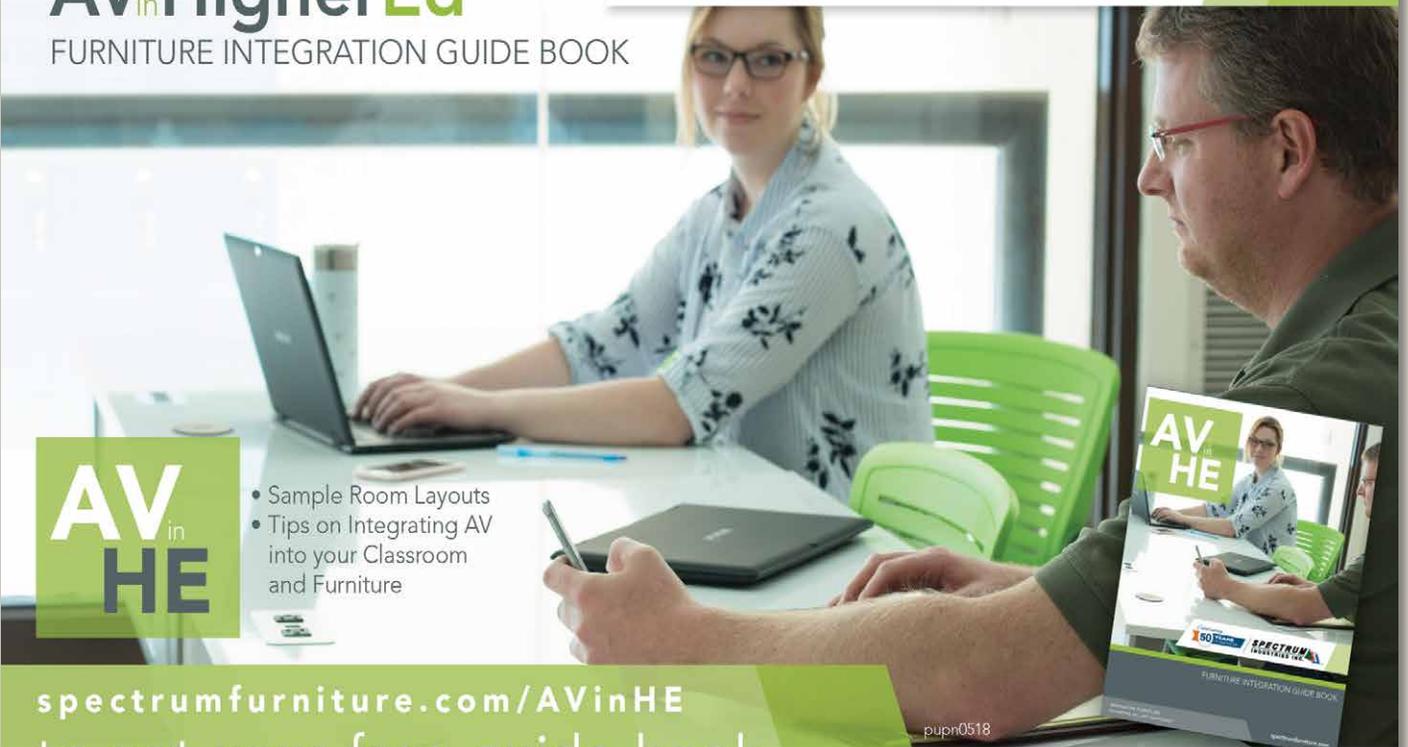
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