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DEAN'S LIST 2019

**ACTIVE SHOOTERS
ON CAMPUS: PLANS,
PRODUCTS, AND
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FEATURES

24

THE SUMMIT OF SUCCESS: REED COLLEGE'S OUTDOOR RECREATION PROGRAM

ROPE is one aspect of Reed College's overall physical education department. In addition to the standard amenities, such as a swimming pool, weight room, yoga studio, cardio center, climbing wall and basketball court, Reed has expanded the PE program far off campus. Such outdoor activities include rock climbing, whitewater kayaking, backpacking trips, and mountaineering. All students at Reed must earn at least six credits in Physical Education, and Reed wants to ensure that all students can find classes that best fit their interests and abilities.



34

UNIQUE DINING EXPERIENCE AT HENDRIX COLLEGE

The opening line of the website for Hendrix College in Conway, Arkansas, states: "Welcome to a place that celebrates uniqueness." One of the ways that statement rings true is in the dining hall. Dawn Hearne, the Director of Dining Services at Hendrix, explains that the program has evolved over time to meet the needs and requests of their students, to keep up with trends, and to provide the best experience for their campus community.



42

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COLUMNS



SPOTLIGHT / ON OUR COVER

08

DEMISTIFYING ESTROGENS AT WELLESLEY COLLEGE

Dr. Marc J. Terel of Wellesley College has developed innovative partnerships with other institutions to explore the science that will improve women's health and even save lives. In addition to conducting cutting-edge research and engaging with strategic alliances with other universities, clinics, and pharmaceutical companies, Terel is passionate about training Wellesley students to be exemplary researchers themselves.

LIFE SAFETY & SECURITY

16

ACTIVE SHOOTERS ON CAMPUS: PLANS, PRODUCTS, AND PREVENTION

FACILITIES AND MAINTENANCE

20

LIVING, LEARNING, SOCIALIZING: SIX GUIDING PRINCIPLES FOR FURNISHING RESIDENTIAL SPACES

EDITOR'S LETTER

Just a week after I interviewed Wellesley College's Dr. Marc Tetel, whose work is devoted to better understanding women's health, I saw an episode of John Oliver's "Last Week Tonight" that was focused on medical bias in both research and practice. In short, Oliver argued that multiple studies have suggested that doctors have a "woman-shaped blind spot" in medicine.

Oliver explained that part of the problem comes from the fact that men's bodies have been studied more than women's bodies, under the shaky assumption that men and women are essentially the same, with the exception being those "pesky hormones" that come with being female. He suggests this logic can lead to an inherent bias in treatment, where women's pain can be dismissed as a biological "nuisance."

I could bore you here with multiple stories from my own medical past and my daughter's as well. We have both faced doctors who dismissed our symptoms or told us why they did not make sense, doctors who have minimized or dismissed our pain, or even suggested our problems are psychosomatic. In my case, my two diagnoses eventually came, though not without years of effort and going through multiple doctors.

In my daughter's case, her condition could have been fatal and almost was. I will never be convinced that part of the delay was not a direct result of her being both female and young, and therefore viewed by several doctors in a row (both male and female physicians, I should add) as either dramatic or drug-seeking. The only thing more infuriating than fighting to be taken seriously by a medical professional when you are in pain is to fight that same battle for your child.

On a site called "The Conversation," intended to offer readers information that joins "academic rigor with journalistic flair," Jenny Graves, Distinguished Professor of Genetics at La Trobe University in Australia, explains that thousands of genes are now known to act differently based on the gender of the patient. She shares that "a full third of our genome is behaving very differently in men and women." Clearly, this data poses new challenges for medicine and science that must be addressed.

Graves adds that in addition to now understanding that a third of our genes are controlled differently based on gender—and knowing hormones have powerful influences on the activity of those genes—we also recognize that proteins are working throughout extensive networks. She states, "Change the amount of one protein produced by one gene, and you change the amounts of all the proteins produced by many genes in a long chain of command."

Similarly, fellow Australian Deb Colville, an Associate Professor at Monash University, speaks to the clinical trials that have long served as the bedrock for research in medicine. Colville writes, "Clinical trials are the bedrock of medical research and evidence building. Until relatively recently, they were mainly conducted with males for a number of reasons, including availability to participate and concerns about the impact on the trials." She describes the beginnings of a gender revolution in medicine that encourages science to stop treating women as nothing more than "small men."

Luckily, this work is going on across many countries now, and the United States is one of them. Congressional mandate led to the establishment of the FDA Office of Women's Health (OWH), which was created to advocate for women's participation in clinical trials and to analyze collected data by sex. The FDA adds that the importance of the work and the newly established OWH is to ensure adequate participation in clinical trials to allow for "representation of the population most likely to use a disease therapy."

On the FDA site, updated June 2019, they have announced new policies to engage more women in clinical trials. The statement notes that clinical trials have been improved in equity and representation, but also encourages us to continue moving forward—to not lose momentum. And that part is up to all of us.

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Dr. Marc J. Tetel, Dorothy and Charles Jenkins Distinguished Chair in Science, is Professor and Chair of the Neuroscience Department at Wellesley College. Tetel's lab is dedicated to women's health, with projects that are all connected thematically to demystifying estrogens through open conversations about female reproductive systems and innovative partnerships with other institutions to explore the science that will improve women's health and even save lives. In addition to conducting cutting-edge research and engaging in strategic alliances with other universities, pharmaceutical companies, and clinics, Tetel is also passionate about training Wellesley students to be exemplary researchers themselves through honest, involved, committed mentoring.

PROFESSOR SPOTLIGHT

Demystifying Estrogens at Wellesley College

Estrogens and the Gut Microbiome

Recently, Tetel and his team have been exploring how estrogens work to regulate metabolism. Sparked by a desire to understand why post-menopausal women tend to gain weight, as their levels of estrogens decrease, they want to find solutions to help protect these women from increased risk of cancer, diabetes, obesity, and heart disease.

The metabolic effects of estrogens are similar in women and female mice. What they, and others, were able to demonstrate is that ovariectomized mice that lack estrogens and are fed a high-fat diet invariably become obese, while mice treated with estrogens were able to stay lean. From there, the lab began experiments to better understand how these estrogens “influence the gut microbiome, which is a collection of microorganisms (bacteria, viruses, archaea, protozoa and fungi), their genomes and the factors they produce in the gut.”

The importance of learning more about the gut microbiome cannot be overstated. Studies have implicated the gut microbiome in “a variety of disorders and diseases,” Tetel notes, including mood disorders—such as depression and anxiety—and physical issues, such as diabetes and obesity.

A Day in the Tetel Lab

Though no two days are exactly the same, in that everyone is engaged in a variety of tasks and there are multiple ongoing projects, the lab employs two full-time researchers. Recently, one of the lab's research scientists, Dr. Kalpana Acharya, was awarded a one-year grant of \$125,000 from the NIH to fund her work with Dr. Jason Kim at UMass Medical School.

Through this partnership, they were better able to study the effects of diet and estrogens on gut microbiota and metabolism in female mice. In any given week, Acharya may be at Wellesley College or UMass Medical School's Mouse Metabolic Phenotyping Center, writing an article, analyzing data, or training students.

Madeline Graham, the second full-time employee, is a research assistant who graduated from Wellesley in 2017 and plans to earn an MD. Graham analyzes data, writes up studies, runs behavioral tests on the mice, and does molecular assays—extracting DNA from samples.

Graham recalls that in one of her first undergraduate classes at Wellesley, she worked with Tetel and was quickly inspired to do research with him. In using only male mice for animal studies, she explains, scientists were able to

sidestep the problem of tracking cycles and hormonal changes that affected female mice; for far too long, the prevailing opinion was that the work was “close enough” to generalize about all male and female mice and incorrectly extrapolate to humans. Now, as Graham explains, we know that there's far more at play than hormonal differences.

In reminding the scientific community of the importance of having female models, Graham argues, Tetel is “challenging dogma” while also “revisiting questions” that need more scientific exploration.

A Posse Scholar Joins the Lab

In collaboration with a pharmaceutical company, Tetel and his team were able to extend these studies to focus on anxiety in female mice as it related to the effects of gut microbiota and estrogens. Abigail Parakoyi is a rising junior and a Posse Scholar who plans to earn a PhD in Neuroendocrinology.

The Posse Foundation views diversity as the key to solving our nation's most significant problems; as such, they work to identify, recruit, and train people who exhibit leadership potential. The Posse Foundation partners with colleges and universities who offer Posse Scholars



full-tuition scholarships and weekly mentoring by faculty members, as well as other support.

Parakoyi met Tetel before her first semester, during an Immersion Program that offered faculty and students a chance to connect. In their chat, she recalls how authentic he seemed about his interest in her work. What struck her even more, however, was how he was “so honest and passionate about his work.”

When she later asked him to be her advisor, she explains he offered aid in many ways—but one of the most fundamental was in his honesty and directness when she needed advice or direction. She also admires his passion about women’s health and the way he puts together teams in his lab where everyone involved is fully committed to the work. In her own work in the lab, Parakoyi notes, “Being a part of that project was really humbling and exciting.”

Collaboration with Mayo Clinic

There is another ongoing project, Tetel explains, that is a little more esoteric; a student’s senior thesis, this project explores the influence of

The importance of learning more about the gut microbiome cannot be overstated. Studies have implicated the gut microbiome in “a variety of disorders and diseases,” Tetel notes, including mood disorders—such as depression and anxiety—and physical issues, such as diabetes and obesity.

menstrual cycle, diet, exercise, and mood on the vaginal microbiome. Tetel notes the vaginal microbiome is understudied, particularly as it relates to health, wellness, and mood. The project—“Microbiome Monitoring in Wellesley Students and Long-term Prevention of Endometrial and Ovarian Cancer: A Mayo Clinic and Wellesley College Collaboration”—is focused on the essential need to find preventative strategies to combat the high rate of cancers of the reproductive tract that are occurring in our country.

Wellesley students participating in the study are collecting vaginal swabs daily, which is ultimately going to offer an in-depth analysis

unlike anything ever done before. As an extra benefit, because the students are all eating at the campus cafeteria, researchers can easily download nutritional information to add to their data.

Wellesley College psychology professor Christen Deveney, Wellesley Neuroscience student Stephanie Song, and Tetel are working with Dr. Marina Walther-Antonio—from the Department of Surgery at Mayo Clinic—as well as Mayo Clinic biophysicist Dr. Nicholas Chia. In the Center for Individualized Medicine Program at Mayo Clinic, Chia and surgery researchers are aligning with university partners, such as Wellesley, to

Because “unseen environmental risk factors drive the majority of these cancer cases,” they hope the discovery of the human microbiome— “the trillions of bacteria that live in concert with our human cells”— will show us new ways to understand how health is “intertwined with maintaining a healthy microbial ecosystem.”

combine medicine with evolutionary and ecological theory and bioinformatics. The concept driving these strategic partnerships is that exploring the ways intersections of evolution and systems biology can offer a larger picture for how biological evolution works on regulatory networks within the body.

Chia shares that what most impresses him about Tetel is his colleague’s focus and dedication. Even while noting that the concept of “making the world a better place” is a phrase that has become almost cliché, Chia asserts that—with Tetel—this push to improve the world is genuine,

and that authenticity shows in his work on various projects and his relationships with his students.

Chia is also excited to see the links they are uncovering between the gut microbiome and cancer; though they are unsure what’s causative just yet, having this collection and the ability to track these individuals is incredibly valuable.

Long-term, they hope to uncover both “primary and secondary prevention interventions” that could have a dramatic impact on rates of ovarian cancer and endometrial cancer, as well as reducing the rate of cases that aren’t diagnosed until advanced stages of the disease.

Students Invested in Making a Difference

The Mayo Clinic partnership, Tetel explains, “aims to discover and validate predictive and early detection microbiome biomarkers for endometrial malignancy by unifying the cutting-edge research with a student body invested in making a difference through service and leadership.”

Because “unseen environmental risk factors drive the majority of these cancer cases,” they hope the discovery of the human microbiome— “the trillions of bacteria that live in concert with our human cells”—will show us new ways to understand how health is “intertwined with maintaining a healthy microbial ecosystem.”

Additionally, while the vaginal microbiome appears to be a fundamental factor in reproductive health and avoiding cancers of the reproductive tract, the factors of the vaginal microbiome have not been explored. To know how various factors can regulate and influence this microbiome, the partnership is investigating “how the menstrual cycle, diet, exercise and mood influence the vaginal microbiome of Wellesley students.”

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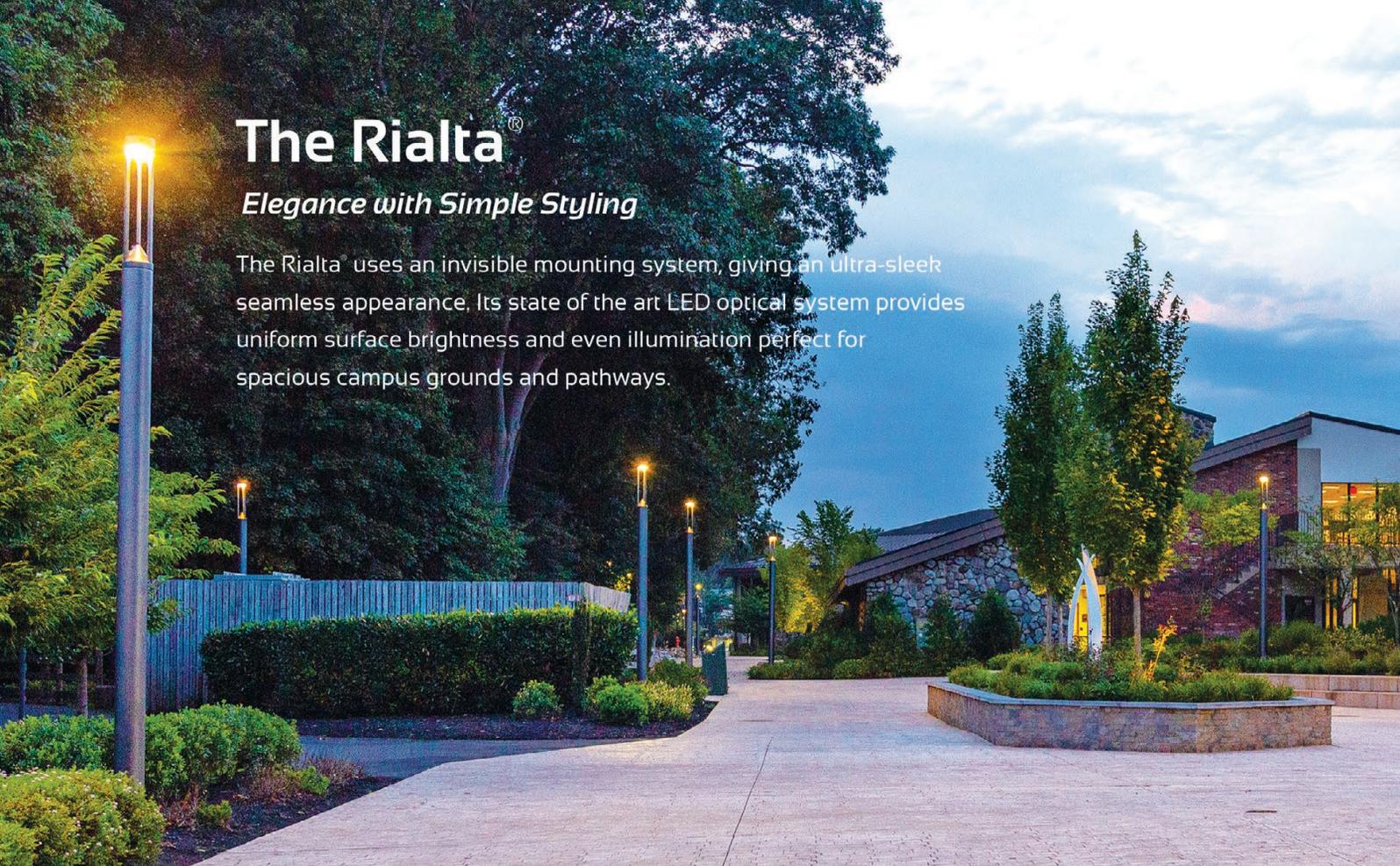


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The same student-participants will be monitored for follow-up at the 10-year and 20-year marks to assess the risks of these reproductive cancers—a follow-up assisted by Wellesley’s incredibly strong Alumnae Association. This long-term monitoring, Tetel asserts, “may lead to preventative strategies that will ultimately extend reproductive health and enhance women’s health by decreasing the incidences of endometrial and ovarian cancer.”

The partnership’s central hypothesis is that “specific vaginal microbiome signatures can be used as an early detection tool for the malignancy and endometrial microbiome signatures and be utilized as predictors for the future development of the disease.” Their research aims to detect the disease in asymptomatic patients to allow a window for intervention and early treatment, and these female students at Wellesley are selflessly invested in assisting the researchers as they work to save lives.

Inspired Research Students

In many cases, students join Tetel’s lab during their first year and remain in the lab doing research for all of their undergraduate years. In working so closely with research students in his lab, Tetel notes that the transformation he observes over four years is profound.



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Freedom Walkway, 2018 Brick in Architecture Gold Award. Pathway Red and Pathway Cocoa in running bond and basketweave patterns. Photo: Matthew Benham

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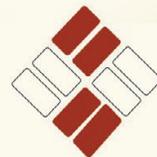
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For instance, Tetel shares a story of a first-year student who would bring her “perfectly analyzed and organized” data to their lab meetings and then wait for him to tell her the next step. He shares, “I remember during the beginning of her sophomore year, the first time I asked her, ‘So what’s your next experiment?’ She gave me a ‘deer-in-the-headlights’ look and remained quiet.”

He encouraged her to consider her next move and return the following day; when she came back to Tetel, she “timidly suggested the next experiment she could try.” However, over the next three years, she “found her voice” and arrived to their meetings ready to report the next experiment she was planning. He adds, “She developed into a wonderfully confident scientist.” Now, that woman is a successful physician engaged in her own research.



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. Most recently, she taught Business Communications at Samford University.

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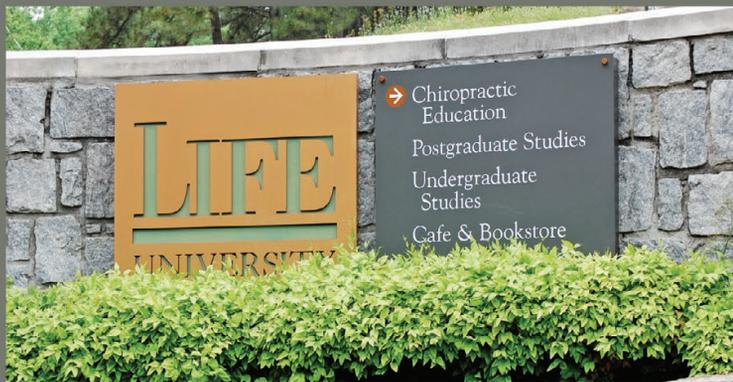
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Active Shooters on Campus: Plans, Products, and Prevention

As active-shooter situations have spread to college and university campuses over the last decade, administrators in higher education have established policies and protocol to protect students and faculty members during actual active-shooter events. College and university administrators should ensure that a practical safety plan is in place to address this situation if it were to occur but also practice this plan regularly.

Crafting the Plan: Ensuring Safety

Even with the most exhaustive planning efforts, an active shooter plan will not protect each individual on campus. The purpose of the plan is to minimize casualties. With these thoughts in mind, college and university administrators must face difficult questions.

1. Who will be part of the safety planning committee?

Administrators must provide the building block of the committee. Knowledge from faculty and personnel is also beneficial because these individuals know interior and exterior areas of the campus better than most.

2. What are the roles of administrators and personnel?

Each administrator should have intimate knowledge of the plan. Faculty and personnel should have enough information to protect themselves and students. Since there have been cases of faculty on faculty shootings, some details of the safety plan should be reserved for administrators and safety plan committee members only.

3. What should we include in the safety plan?

Each plan should contain detailed maps of the college or university with room numbers, if applicable. This information should also be shared with local emergency responders, including campus police and security. Procedures for locking down classrooms and lecture halls are

crucial. Students, faculty, and personnel should also be advised as to how the administration will maintain communication in the event of an active shooting.

4. How will the campus be “locked down”?

Since college and university campuses are typically large, this poses an immediate concern. However, students and personnel should be advised of their roles during an actual event. Students or personnel who choose to leave a building are making themselves physically vulnerable within a large area outside of the structure.

Conducting Active Shooter Drills: Ensuring Preparedness

Indisputably, the most problematic issue facing college and university administrators is the execution of drills for the safety plan. Students and faculty members are not on campus at the same time; therefore, drills must be spaced at different time intervals. If drills are not conducted on campus, there is no meaningful reason to craft an active shooter safety plan. Furthermore, all personnel and students will have no procedures to follow which will lead to more casualties and pandemonium.

Precisely how drills are to be conducted will be left to the administration and those chosen for the planning committee. Campus-wide messaging services are an excellent way to communicate information to students and personnel. In order to prevent chaos, the message will need to indicate that the activity is indeed a drill. As faculty members and students gain an understanding of their safest locations to shelter in place, the impulse to move into action during an act of violence will become instinctual.

Through the planning and implementation process, an important factor is establishing rapport with emergency personnel in the area. In fact, many of these individuals wish to be included in the planning stage of an active shooter safety plan. When the plan is complete, each emergency agency should have a copy on file in the event of an actual emergency. When drills are scheduled, it is imperative to notify first responders. This is to ensure that no false alarms are raised during the drill.

Enacting the Plan: Cost

Many colleges and universities have original fixtures, such as classroom doors. Replacing all classroom doors with those that can be locked

from inside the classroom is a much-needed repair for older colleges and universities. Furthermore, all classroom doors should have relatively small wire glass windows, which can easily be covered to prevent being seen by an active shooter.

Emergency buzzers in classrooms and lecture halls are also a wise investment; however, the location should only be known to faculty and personnel in an effort to avoid false alarms. Lastly, ensuring that your campus police force and security officers are fully staffed and trained in handling active shooter situations is vital.

After the Plan: Next Steps

Unfortunately, active shooter safety plans tend to be created, printed, placed in a binder, and filed away into oblivion. The safety plan, however, should be a living document. As we learn from future acts of violence on campuses, all safety plans should be updated immediately. Accordingly, new recommendations may also result from further knowledge gained.

After updating the safety plan, items pertinent to faculty, personnel, or students should be disseminated. Drills should also be performed when significant changes are made to the active shooter



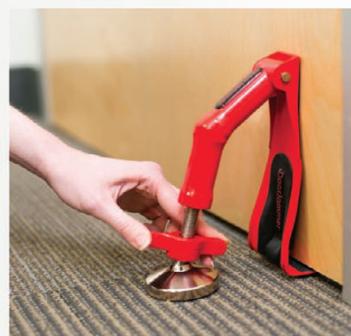
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safety plan. Drills, as a whole, should be evaluated to determine perceived weaknesses and failures with protocol originally implemented in the initial safety plan. This allows for immediate changes to the safety plan and hopefully a decrease in the amount of casualties during an active shooter emergency.

Constructing "Safe Rooms"

New products have been invented which afford private colleges and universities the ability to construct classrooms that are effectively "safe rooms" by using fiberglass panels that provide security against bullets fired from outside of the classrooms.

Safety companies have created additional bullet-resistant material for items such as reception desks at the front of buildings, whiteboards at the front of classrooms and lecture halls, as well as classroom doors.

Companies are also now developing desks and tables for students to safely hide under. This provides an additional layer of protection in university classrooms and laboratories. Additional classroom furniture, such as armored podiums, have also been developed to potentially protect faculty members during an active shooter event.

Little Time to React

During active shooter situations, students are often found in the crosshairs with little time to react to the unfolding event. Students are often unable to evacuate the building where the shooting is taking place and must resort to finding an area within their environment to shelter in place.

Bulletproof backpacks are being manufactured to add an extra layer of safety for students. Similar to a bulletproof vest worn by law enforcement officers, bulletproof backpacks can prevent students from being hit by gunfire while running away from the shooter.

Additionally, once students have sheltered in-place, bulletproof backpacks can be used to protect students' chests and heads. These backpacks are relatively light in weight and do not weigh much more than standard backpacks. As a parent, I must weigh the cost of a bulletproof backpack, considering it to potentially save the life of my child.

Parents would have to deal with choosing how devastatingly difficult it would be to "add item to cart" in the first place versus their child not being protected in the event of an emergency situation while at school. It is an awful decision to consider.

Securing Doors and Offices

Many active shooter safety products have focused on securing classroom and office doors. Devices can be placed at the base of doors to prevent an active shooter from gaining access to other rooms.

Another device has been created to be placed at the top of door hinges to prevent doors from being opened. These options are readily available for purchase online and are relatively inexpensive. There are also magnets made specifically to be placed over a door's lock. The purpose of these magnets is to keep the door locked at all times, but prevent the door from completely closing so that students may come and go on normal school days.

If there is a lockdown or the door needs to be secured, the magnetic strip can be removed and the door will fully close. This saves valuable time as faculty and staff do not have to search for keys to successfully lock a classroom door in time.

Planning Matched with Products

While products are clearly needed to assist in protecting all stakeholders from active shooter events, the need still exists for colleges and universities to develop campus security plans. The latest school

safety product inventions have a place in helping to protect faculty, staff, and students from active shooter events but must be coupled with an effective campus safety plan.

Campus administrators, faculty, staff, and students also need to be well-trained in how to operate many of these latest innovations. Publishing these plans and making sure that faculty and students are aware of these plans, as well as appropriate evacuation routes, in the event of an active shooter emergency should become common protocol in the upcoming school year.

Informing students and their parents of what your school is doing to enhance school safety measures may be an added benefit because they will know that this topic is being taken seriously and that proper precautions are in place.

Are Armed Students Safer?

Statistical evidence from the United States Department of Justice suggests that allowing students to arm themselves on university premises may not improve students' safety. In fact, the Justice Department stated that ninety-three percent of violent crimes that involved college students occurred off campus. Students are more likely to be victims of violent crime in their off-campus residences or going grocery shopping than while attending class.

When this call began in 2016, some college professors were apprehensive concerning the possible changes to concealed carry laws on college campuses. A dean at the University of Texas-Austin had resigned because he did not agree that individuals should have the ability to carry firearms on campus. Academic freedom could also be stifled under this new legislation.

Professors have stated that they have been asked to modify their curriculum by university administrators: examples of these modifications include removing topics from various courses, in addition to avoiding some talking points altogether because they could incite anger and rigorous debate among students—students who will now be able to carry firearms on campus.

Campus Carry Policies

The issue of campus carry policies may open the door for potential active shooter situations. Since individuals are now allowed to carry firearms under these guidelines, people who wish to inflict harm to students and staff at colleges and universities could potentially go unnoticed. In essence, it would be difficult to distinguish a potential active shooter from the general population.

This would put additional pressure on law enforcement officers who would be trying to neutralize a dangerous situation. In addition, students who are bystanders during an active shooting could intensify any hostile situation by approaching the shooter, if there are no restrictions as to who may possess firearms on campus.

Even if well-intended individuals are armed, there is no guarantee that students and faculty members would be able to neutralize an active shooter in the event of an actual emergency. Authorizing the possession of firearms within campus buildings does not increase the likelihood that students and faculty members will have additional protection in the event of an active shooter situation.

There would likely be an increase in the number of casualties among staff members and students if an active-shooter situation did occur on the campuses of colleges and universities where students are allowed to carry firearms.

Best Practices and Lockdown Drills

There is no question that active-shooter events are a genuine threat to faculty and students in our nation's colleges and universities. However, lockdown drills and accepted best practices should be used when generating active shooter safety plans. In addition to lockdown drills, best practices for colleges and universities include the use of required identification cards for faculty and students, adding closed-circuit security cameras, and installing panic buttons in classrooms and lecture halls.

As a society, it is important that higher institutions of learning remain free from restrictions of academic freedom. If armed individuals were allowed into college classrooms, students and professors may be less likely to engage in educational conversations that are intended to create intense debates among the students in each classroom.

As active shootings on campuses are relatively sparse, it would appear that campus carry policies would only serve to curtail academic freedoms, as well as to potentially create the precise hazardous conditions that the law intends to prevent.



ABOUT THE AUTHOR: Brandon Gilliland, Ed.D. is a ten-year veteran educator. His research interests involve school violence prevention and education law. He may be reached at brandongilliland@gmail.com.

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FACILITIES AND MAINTENANCE

by Jeff Vredevoogd

Living, Learning, Socializing: Six Guiding Principles for Furnishing Residential Spaces

Change is constant at today's colleges and universities.

It's occurring in classrooms, libraries, and labs, and especially residence halls—almost everywhere on campus.

Community Impact on College Experience

What is becoming increasingly clear is the impact of community on the college experience. Just ask a campus leader (or student for that matter), and you'll hear stories and statistics about friendships formed and support networks strengthened. You may also hear about the challenges and rewards of creating a home away from home for students.

The Social Fabric of Daily Life

While the primary purpose of higher education is academic, the vibrant social fabric of daily life on campus is stitched together in its residence halls. No longer just a place to sleep and eat, today's residence halls provide spaces to live and learn, and foster a crucial sense of community. In a change that mirrors the paradigm shift in teaching and learning styles, residence halls are becoming a mix of living, learning and socializing.

Shaping the Residential Experience

This change certainly involves architecture and amenities, but it also requires shaping the residential experience to meet the needs and expectations of a new generation of increasingly mobile students.

To provide the best opportunities for students and the broader community, colleges and universities must design every aspect of the campus experience to promote and enhance learning. Hopefully, we can agree that any space on campus can be a learning space—and residence halls are no exception.

By applying the same thoughtful planning to residence halls that administrators put toward formal learning spaces, the large-scale, multi-floor, barracks-style dormitories of the past can become the thriving living and learning spaces today's students are asking for and tomorrow's students will expect.

Keeping Pace With Changing Landscapes

One of the most effective ways to create inspiring environments is through residence hall design and furnishings. Together, design elements and physical furnishings can contribute to a sense of community that increases students' energy and enriches their living and learning experiences, while keeping pace with the quickly changing campus landscape.

By focusing on six important attributes, decision makers can make the right selections that will create spaces designed for forward-thinking living and learning.

Transforming Environments with Adaptable Furnishings

There was a time when dorms and residence halls were for sleeping (and eating—if you were lucky enough to have a dining hall in your building.) More often, students had to leave the dorm and go somewhere else to eat, study, learn, share, or collaborate on group projects.

Today's residence hall supports all of those activities and often more. As a result, space must keep pace with the multitasking nature and habits of students, staff and faculty.

Within a residence hall, it's common for a mixture of relaxed discussion and study areas, spaces that expand or contract depending on need, and private or group spaces that coexist in the same physical place.

The design needs to support a level of flexibility that traditionally hasn't been seen in dorms. Spaces should be able to flex in an effort to support the task at hand, and students need to be empowered to redesign their community spaces depending on their needs.

While the primary purpose of higher education is academic, the vibrant social fabric of daily life on campus is stitched together in its residence halls. No longer just a place to sleep and eat, today's residence halls provide spaces to live and learn, and foster a crucial sense of community.

Doing Double Duty with Social Spaces

People—and certainly students—are social creatures, and learning is a social activity that happens in many places beyond the four walls of a traditional classroom. Community areas mingled among classrooms, small cafes, and lounges in residence halls, libraries, and throughout campus support the social nature of learning.

Within the residential setting, think about furnishings that promote collaboration and teamwork. Will residents be able to work together and get creative while designing a float for the homecoming parade in the dorm lounge?

Does the environment you are furnishing support interaction and group discussion as a study group gathers to debate a reading assignment? Is there adequate work space for groups looking to spread out and work together on complicated problems?

Well-designed lounge spaces provide this needed environment for gathering and studying, as well as a common area to relax and socialize.

Today's lounge space does double duty, serving as a preferred place to study and read, or conversely as a community space to watch television shows or sports games as a group. Design lounge spaces that are inviting and comfortable, and students will gravitate towards this open and welcoming environment.

One of the goals of space design is to drive engagement and bring people together. Creating spaces that allow for this collaboration—without getting in the way—represents the best possible solutions.

Creating Stimulating Hubzones

An important role of the residence hall is to create community for new and existing students. In addition to bringing people together, they often become a buzzing hive of ideas.

They can be loud or quiet, but are effective as long as they stimulate, motivate and keep

people thinking. The very arrangement of your residential hall spaces sets expectations about the kinds of activity that will occur there. Stimulating environments draw students in and are the campus hot spots where people want to be.

Learning can occur anytime and anywhere, driving the emergence of a type of campus space called "hub zones" that offer students a place to meet, gather, and work together.

On average, up to 30 percent of space in student buildings, residence halls and libraries is allocated for hub zone use. Increasingly, residence halls are incorporating these types of spaces into their design, allowing students to engage with peers and faculty in a less formal setting.

I remember when the only place for late night study was in the library—if it was open. Residence halls today provide a variety of solutions that support this type of activity, while getting the residents out of their rooms.

In the end, everyone wins. Students are using the spaces designed for them. And, at the same time, they are engaging with others, resulting in both deeper levels of learning and a broader sense of community.

Incorporating Healthful Design

A physical setting can have a pronounced effect on a student's psychological and physiological well-being. Natural light and access to windows help increase attention span and decrease eyestrain, color can affect behavior, and indoor air quality can affect health.

To best create a healthful residence hall environment, it is essential to understand and promote the long-term benefits of ergonomically designed work and study areas.

Much of students' time is spent reading and writing, and in front of computers. Provide abundant task lighting and seating that decreases eye strain and promotes good computing posture in each and every room in the residence hall and on campus.

Select ergonomic furnishings for computer lounges, media centers, and student workspaces that won't leave students with unnecessary cramps or physical aches following a late night spent working on a term paper.

Plan the color choices and artistic elements thoughtfully for interior spaces. Limited access to natural light? Consider murals that depict outdoor scenes.

Planning Resourcefully

Earlier, I mentioned the constant change felt on today's campus. As all higher education leaders can attest, this requires a constant need to balance fiscal, functional, and educational needs. That's why it's essential to plan and allocate resources wisely and with an eye to the future in residence hall updates.

Flexibility in spaces and furnishings adds long-term value, as environments can be adapted without changing the architecture. Purposeful design allows for future changes in infrastructure and technology without requiring significant renovation.

Today, there are many options for leadership to consider, including some with rather high price tags. Add in the investment of ever-changing technology, and today's decisions can have a very lasting and expensive impact on the future.

I recommend that leaders test new concepts before implementing them on a larger scale. It's better to "play in your sandbox before you build your castle."

To that end, consider trying a residence hall pilot program. In one building on campus, take design risks, and then test out which furnishings make the most impact, are preferred by students, and enhance your space most effectively.

Similarly, think critically about pieces that did not work as well as hoped. Collect feedback from the students and faculty in the residence hall, and use this data to inform campus-wide purchasing decisions.

Promoting Sustainable Practices

The Princeton Review's 2019 Hopes and Worries Survey of 9,282 college-bound high school students revealed that 66 percent consider a school's commitment to the environment in their college choice.

Collegians around the country reinforced this interest by participating in a recent nationwide video contest about campus sustainability, showcasing everything from blender bikes to green teams to solar panels installed on university buildings.

Likewise, creating environmentally sustainable facilities is chief among current design criteria for administrators at learning institutions.

Furthermore, sustainable construction and design offers fiscal advantages. Slightly higher initial costs are quickly recouped through energy savings, which become increasingly important as the cost of college housing rises.

According to the U.S. Green Building Council, sustainable technology can save a university "20 to 50 percent off their energy bill after heating, cooling, and lighting thousands of dorm rooms."

Following green building principles provides ways to make a difference to the environment, and how products are designed and manufactured also makes an impact.

Cradle-to-cradle principles ensure that the environmental impact of a piece is considered at every step, from production to eventual recyclability. Consider elements such as the piece's materials, durability, and disassembly when selecting new furnishings.

And for those schools with a big appetite for sustainability, pursue an entire green-themed residence hall where like-minded students live together and share an environmentally-friendly focus.

Living, Learning, and Socializing Spaces

Aging facilities, competition for students, and swelling enrollments are three factors prompting many colleges and universities to renovate or build new residence halls. As planners continue to look to the future, imagine the possibilities, the partnerships, and the dreams that take root in campus residence halls year after year. Higher education brings possibilities to life, pointing the way to a better world.

The environments that support higher education and its mission make a difference to students, teachers, leaders, alumni and the community.

Drawing on the six key space attributes—adaptable, social, stimulating, healthful, resourceful and sustainable—tomorrow's campus residences are sure to meld living and learning in a way that will play an important role in creating community on campus.



ABOUT THE AUTHOR: Jeff Vredevoogd is director of the Education team at Herman

Miller. He works to expand the understanding of evolving learning trends in higher education environments. Herman Miller is committed to improving education by creating innovative learning spaces.

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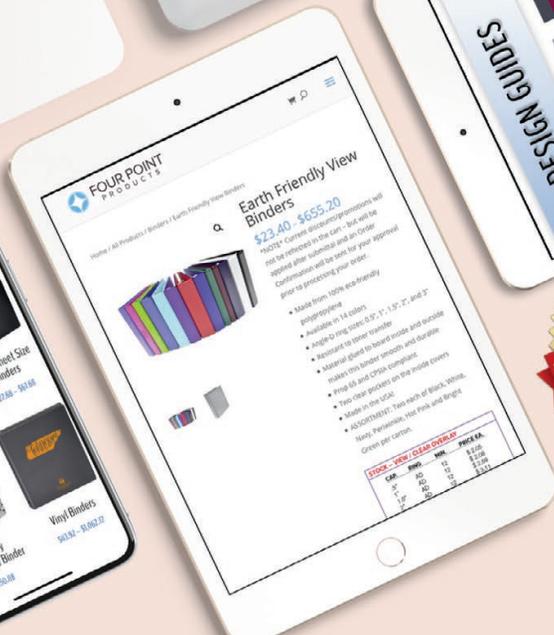
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THE SUMMIT OF SUCCESS

Reed's Outdoor Recreation Program

by Cassidy Clevenger

Recently my best friend sent me an unprompted, cryptic message asking me, "So you are not really an out-doorsy person, are you?" My knee-jerk reaction was to dispute this claim and brag about the leisurely stroll I took three weeks prior, but realized she was right. I much prefer the idea of being the type of person who goes on weekly hikes and treks through mountains, but alas, I will happily protect the base and keep the fire going while everyone else rappels off cliffs. My best friend, on the other hand, has spent multiple weeks backpacking through the Outback, New Zealand, and various states across the US. I guess opposites really do attract.

While I researched the Reed Outdoor Programs and Education (ROPE) at Reed College, I found myself becoming increasingly envious of the students. Though I am no Bear Grylls, I was awestruck by the opportunities Reed provides its students year-round. Even someone like me, who can hardly swim in three-feet of water, felt inspired to grab my tent and head to the river. Reed College does a remarkable job of making outdoor recreation seem tangible and thrilling, even for the more timid and novice explorers.

Program Aspects

ROPE is one aspect of Reed's overall physical education department. In addition to the more standard amenities, such as a swimming pool, weight room, yoga studio, cardio center, climbing wall and basketball court, Reed College has expanded the PE program far off campus. Such outdoor activities include rock climbing, whitewater kayaking, backpacking trips, and mountaineering.

All students at Reed must earn at least six credits in Physical Education, and therefore, Reed wanted to ensure that all students could

find classes that best fit their interests and abilities. For the ROPE classes and excursions, there are several weekend trips that are catered to different skill levels: beginner, intermediate, and advanced. Some of the key differences among the levels are related to distance and terrain. As an example, those on beginner trips may only hike five miles a day and stick to paddling only in gentle water; meanwhile, the more advanced students may walk up to ten miles daily, across more trying territories, and participate in white water rafting. Will Symms, Assistant Director of Athletics, Fitness and Outdoor Programs at Reed College, explained that these adventures are designed to push students to whatever difficulty level they are comfortable with attempting. Typically those students who choose the more advanced trips are encouraged to try new activities and explore their perceived limitations.

Training and Leading

In addition to students having the opportunity to practice their leadership skills by spearheading student-led adventures, Reed also offers professionally guided ice climbing and whitewater

kayaking. For those students who are interested in learning more about what it takes to embark with a group into the woods of Oregon, students have annual opportunities to take professional classes including Wilderness First Responder, Swift Water Rescue, Leave No Trace, and Avalanche One.

Not all the events focus heavily on learning survival tactics; in fact, many have a predominantly social initiative. One of Reed's programs, Outdoor Experiences, brings small groups of eight to ten students to wilderness areas that are within driving distance of the Portland campus. During these trips, the students can explore areas of the remaining old-growth forest around the Mount Adams and Indian Heaven wilderness areas. These trips can be led either by students or outdoor professionals. In either case, all are trained in outdoor leadership, first aid, and CPR.

Symms detailed the layers of benefit of the ROPE program. Students at Reed tend to be heavily dedicated to their education, and can become overly saturated with school stressors. By offering the students a weekend

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(or series of weekends) where they can blow off some steam, they are better prepared to thrive in their academics. Additionally, those students who choose to take advantage of the leadership opportunities ROPE has to offer can learn valuable skills about teamwork, preparation, responsibility management, and how to gracefully learn from failure—all of which can then be applied in lifelong learning.

Locations

Reed College, located in Portland, Oregon, is a permittee of the Mt. Hood National Forest, Gifford Pinchot National Forest and Columbia River Gorge Recreational Unit, and most of their trips take place either at Mount Adams or Indian Heaven. These areas provide a multitude of different environments for students to explore; different trips may be mostly coastal and allow for more water-based activities, while others are more mountainous and snowy. To paraphrase Symms, the environmental diversity is one of the greatest perks of being in the Northwest Pacific area, because the location allows for a bounty of different experiences.

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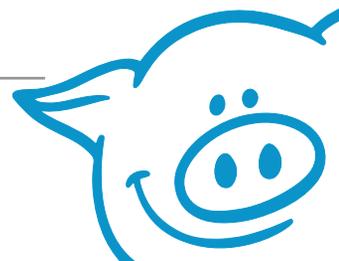


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Funding

Unlike many other universities and colleges, the ROPE program's travel, materials, boarding, and amenities all come either free or at low cost to students. The reason for this minimized price tag for students is thanks to the institute's funding. Betty Gray established the Gray Fund in 1992, with a series of goals to enrich students' lives. The Gray Fund aims to promote a sense of connectivity among students, faculty, and staff, to enjoy musicians, performers, and artists on campus, to explore the wilderness in and around Oregon, and generally engage in other cultures, socialize, and partake in recreational activities. In short, the pursuit and purpose of the Gray Fund is to have a good time.

This low-to-no-cost system helps guarantee that the outings are affordable for all of their students. Though any student can participate, the outings are mostly first and second year students. By making the trips easily accessible, the fund allows students to begin making friendships and connections early into their college experience and learn how to manage time and stress earlier, rather than later. Symms realizes this subsidized travel is a luxury for Reed, and he is grateful that he is able to give his students these opportunities.

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To any colleges looking to expand their outdoor recreation programs, Symms explains how beneficial these programs are to the students' academic successes. He believes that outdoor programs are correlated with increased student satisfaction and graduation rates. Therefore, when looking for increased funding, it is vital to show benefactors how outdoor recreation improves both student wellbeing and performance.

The Fun of it All

As we all know, college is hard; yet, it is somehow often among the best years of a person's life. When I get nostalgic about my undergraduate days, papers and projects are not the first thoughts that pop into my mind; it's the after-hour events I attended on campus, or the late afternoon coffee breaks with the girls in jiu-jitsu class. Symms and other Reed officials realize the fundamental importance of experiences such as these. Symms implores students to try and maximize their time at Reed and capitalize on their time in college. Programs like ROPE encourage students to step outside their comfort zones, while still being in a safe environment.



ABOUT THE AUTHOR: Cassidy Clevenger is a Samford University alum. She is currently in graduate school at Samford in the MSW program, while working as a staff writer.

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Unique DINING EXPERIENCE

AT HENDRIX COLLEGE

by Sheila Wagner

The opening line of the website for Hendrix College in Conway, Arkansas, states: “Welcome to a place that celebrates uniqueness.” One of the ways that statement rings true is in the dining hall. Dawn Hearne, the Director of Dining Services at Hendrix, explains that the program has evolved over time to meet the needs and requests of their students, to keep up with trends, and to provide the best experience for their campus community.



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Variety of Cuisines

There are five main areas in the cafeteria, each with their own menu, Hearne explains. Off the Grill offers a made-to-order deli station, burgers, fries, and other classic grill favorites. The Homestyle area features a variety of home cooked favorites, including a vegan and vegetarian option, as well as twelve vegetable/grain selections. At the World's Fare, she said guests can choose homemade pizza from our stone pizza oven, get creative at the DIY wok/stir fry and omelet station, or choose from a selection of rotating cuisines such as African, Chinese, Cajun, and Italian. In Sweet Bites the smoothie station is always busy, and students also love the three daily desserts, soft serve machine, and hot cookies. Garden Variety is not your typical salad bar, offering eight fresh fruits, four soups, nine salad dressings, and more than thirty salad toppings and choices. Additionally, it features a Specialty Salad area, with daily choices of Compound Salads, hummus, and grilled fresh vegetables.

"I enjoy the Specialty Salad area the best," Hearne continues, "because we have been able to showcase quite a bit of creativity and freshness with this plant forward station."

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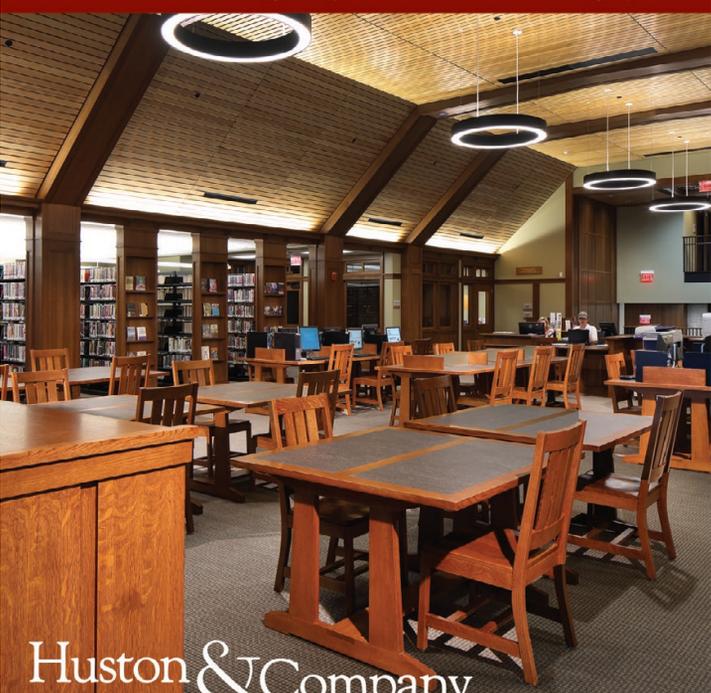
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One of the many friendly faces students see in the Caf is Eric Jones (aka Eric the Pizza Guy). His Instagram account won a staff award in 2017, the A.C. Millar Innovator Award, given to a staff member who is recognized for having the courage to champion new and innovative ideas for the betterment of Hendrix College.

Birthday And Other Celebrations

The cafeteria workers prepare cakes in the bakery for upcoming birthdays. When a student enters the dining hall, usually someone with them will alert the dining staff. A cake with candles is brought out by several members of the team, and it is announced to the entire dining hall; guests are invited to join in the singing of their special birthday song. Students with summer birthdays can request a cake before they leave in the spring or when they get back in the fall. Hearn says, "We do our best to celebrate every birthday we know about!"

"One thing our students and staff really enjoy are our special events or 'monotony breakers,'" offers Hearn. These could be small additions (such as weekly ice cream sundaes) or large themed meals once a month. Some are traditions now, others are new favorites. "We really



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try to go all out with decorations and menu to give the students something to get excited about,” Hearn said, “and to break up the ‘routine.’” A sample of that is the Halloween party, Thanksgiving feast, and the Roaring 20’s party. They also roll out their own “food truck” termed the Warrior Wagon every week where guests enjoy such items as Korean BBQ tacos and a nacho bar.

Accolades From Administration, Faculty, Staff, And Students

Dr. David Sutherland, Associate Provost and Professor of Mathematics, has been at Hendrix since 1992 as faculty and was a student there from 1977 to 1981. He is very proud of the cafeteria at Hendrix College. He believes that one of the reasons for the great success is the cafeteria leadership, which has traditionally been a very long term position. He emphasized this by saying, “We have had fewer cafeteria directors than academic deans.”

Sutherland continued, “The staff who work in the cafeteria are incredible. They know almost everyone on campus by name and try to make dining a fun and friendly part of the day.” When asked what his favorite cuisine there is, he responded, “The homestyle line and the fresh fruits and salads are my favorite. The homestyle food is better than any commercial traditional ‘meat and three’ restaurant in the area.”

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Several students gave their testimonials in regard to Hendrix cafeteria. Jessica Frazier Emerson '20 had this to say: "I think the best part of the Hendrix cafeteria is the role it plays in fostering a greater community. The staff is a source of love and home away from home. The Caf serves as not only a place for a tasty meal, but as a safe haven for political, casual, and happy discussions among students and staff."

Max Parker '21 agrees. "The food is truly great...and I always enjoy seeing some of my favorite staff on campus." Graham Anderson '20 summed up the feeling of most people on campus. "I believe that the cafeteria is one of the hearts of student life at Hendrix. Beyond being a major social hub, the cafeteria staff never fails to be welcoming to all students by remembering students' names, asking about students' days, and even checking to see how major tests went. I don't know a single student at Hendrix who doesn't love going to the Caf."



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.

A large advertisement for Special-Lite. On the left, a man with a mustache and goatee, wearing a light blue polo shirt, is smiling. The background is a blurred indoor setting. On the right, there is a white text box with a quote. The text "I see the special in" is in white, and "SPECIAL-LITE" is in large, bold, blue letters. Below the quote, the Special-Lite logo is visible.

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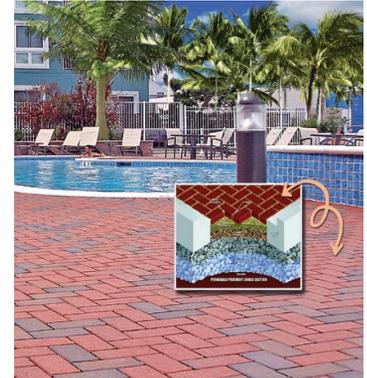
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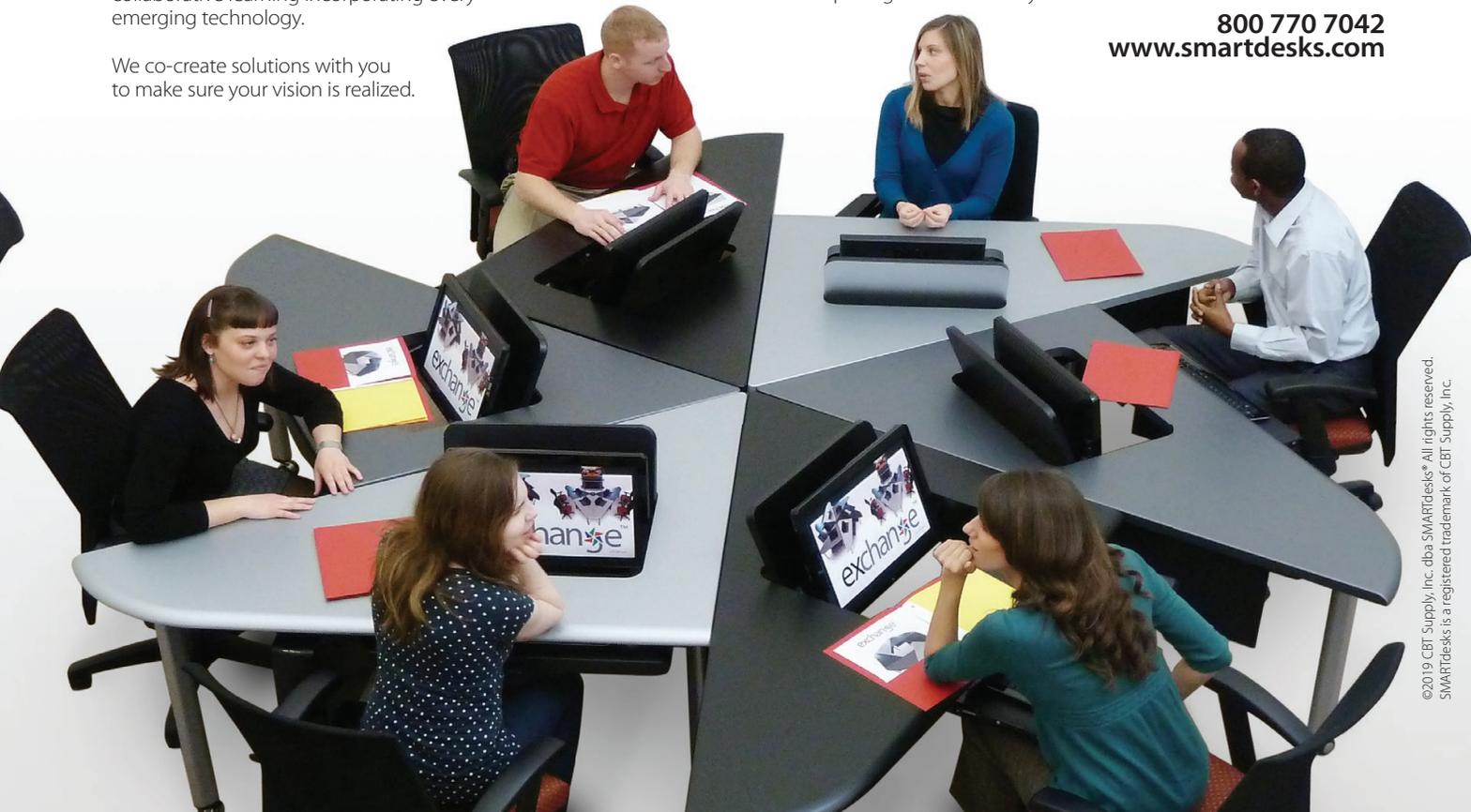


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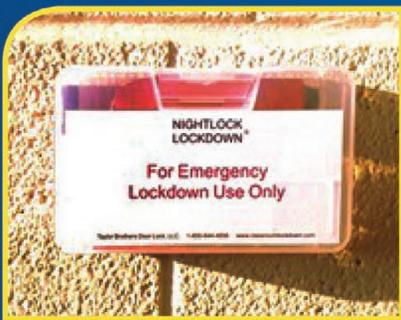


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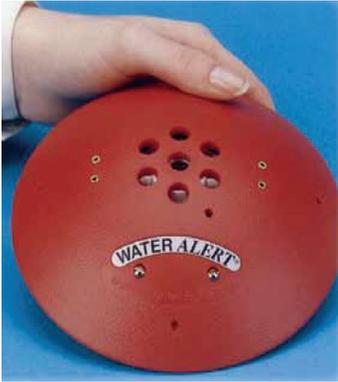
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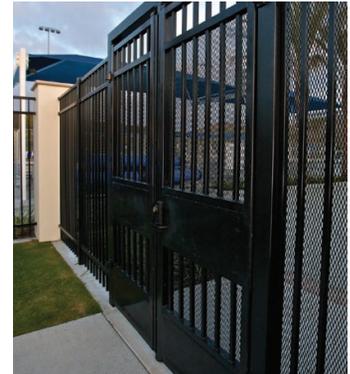
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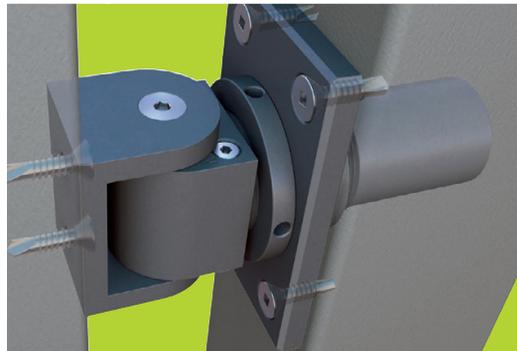


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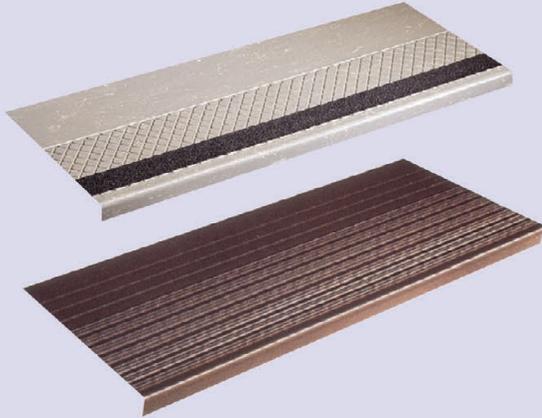
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