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**CHANGING THE  
CULTURE OF SLEEP  
AT ST. THOMAS**

**HITTING THE BRICKS  
AT WAKE FOREST  
UNIVERSITY**

**VIRTUAL REALITY  
BRINGS HISTORY  
TO LIFE AT GONZAGA**

**ALBION'S DOW  
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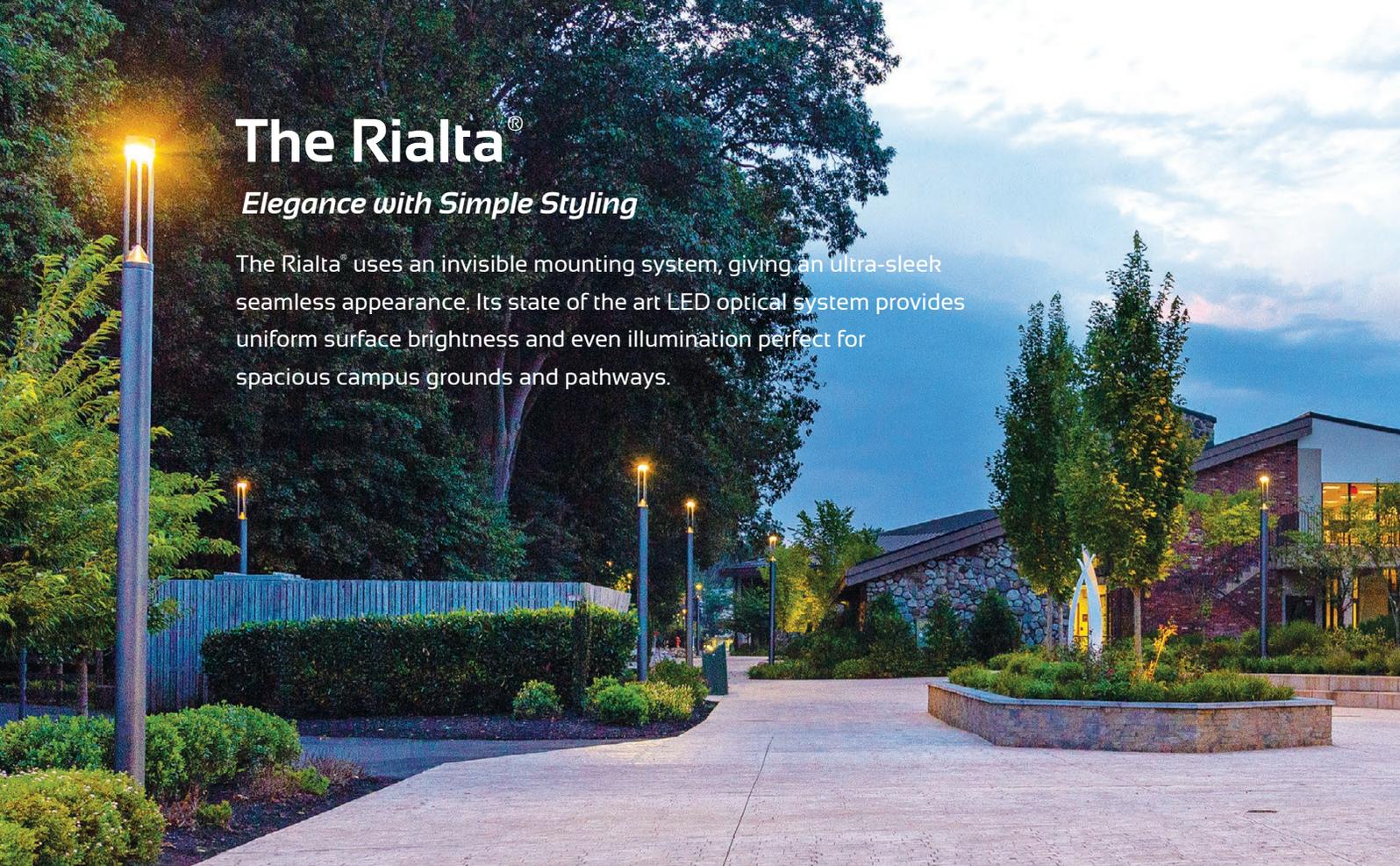


# PODCASTS IN HIGHER EDUCATION

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A flooring choice is more than aesthetics; that choice can affect students and professors, and ultimately, how a student's academic journey unfolds. Universities should carefully consider the selection and specification of interior finishes as they play a vital role in the overall learning experience.



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### CATCHING Z'S & SHOOTING SHOTS: CHANGING THE CULTURE OF SLEEP AT ST. THOMAS

Dr. Roxanne Prichard, scientific director of the Center for College Sleep at the University of St. Thomas in St. Paul, Minnesota, and Birdie Cunningham, the university's wellness director, have worked tirelessly on studying the effects of sleep on college students' and athletes' wellbeing.



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### HITTING THE BRICKS AT WAKE FOREST UNIVERSITY

Not long after the semester begins, everybody hits the ground running. Students, faculty and staff participate in an eight-hour race called Hit the Bricks, which raises money for the Brian Piccolo Cancer Research Fund at the Wake Forest Baptist Comprehensive Cancer Center.



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Dr. Bonni Stachowiak is an Associate Professor of Business and Management and the Dean of Teaching and Learning at Vanguard University. As the creator and host of the Teaching in Higher Ed podcast, she offers learners a space to discuss both the science and art of facilitating learning. Since summer of 2014, there have been over 1.1 million downloads of episodes.

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# EDITOR'S LETTER

As a student in my first graduate-level comp/rhet course, I was in a group of only five people, including the professor, and I was the only newbie. A few minutes into the conversation about the readings we had been assigned before our first meeting, I felt outmatched and outclassed. As unobtrusively as possible, I made tiny notes on one article's margins of a few words my peers were throwing around casually: hermeneutic, ethnographic, post-structuralism, chiasmus.

I told myself that each discipline has a language, and I'd catch on. While learning new words gave me a thrill that only fellow comp/rhet weirdos would understand, I couldn't sit quietly until fluency kicked in.

As I was looking for an edge, to feel like I had a right to participate, I reminded myself that I had practical experience in the classroom—a few years teaching in high school and middle-school—so I started by tying my opinions about the article to my practical experiences. They let me talk for a couple of minutes, but the looks on their faces were...odd.

As my voice trailed off and I started to wonder if I might be referencing the wrong article, the professor told me that teaching experience that wasn't at the college-level "didn't really count for much" in their discussions. That burn still tingles a little.

The difference is that as my confidence grew and I was no longer that nervous, intimidated, and self-doubting beginner, I knew she was wrong—just dead wrong. They could learn from someone who had experimented with ways to keep children engaged in what we were doing; children and adults are not that different. Though adults are much more practiced at sitting and listening to lectures, quietly taking notes, and forcing ourselves to stay tuned-in, that doesn't make the task of quietly absorbing information any more pleasant.

I can't count the hours I spent watching someone read a paper to me, whether it was twenty students on a Senior Presentation Day for an English department function or colleagues attending professional-level conferences. When did we decide that reading papers to each other was a fun way to learn? Does anyone actually enjoy that process, either the readers or the audience? I'm not saying we can't function that way—we're smart, patient adults—but it's work. And maybe it's more work than it should be.

Though the expectation is that all educators incorporate new tech into their classrooms in some form, not everyone embraces the opportunities. Sometimes there's a begrudging acceptance, which often means going through the motions—like adding an online discussion board where students are instructed to interact. That satisfies the tech requirement, but just adding a line to a syllabus about required online postings doesn't mean anything worthwhile is being added to the classroom—often, quite the opposite. Students often mock the pointlessness of what is clearly just another form of busy-work for them.

That's why classroom tech—to be effective—has to be something the professor is passionate about, a tool that is designed and employed to engage students in the learning process. Professors aren't treating their college students like children or pandering if they look for ways to incorporate energy and excitement. They are treating them like humans, who are designed to tune out what bores us and tune in to what excites us. Learning doesn't have to always be so much work.

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*Dr. Bonni Stachowiak is an Associate Professor of Business and Management and the Dean of Teaching and Learning at Vanguard University. As the creator and host of the Teaching in Higher Ed podcast, she offers learners a space to discuss both the science and art of facilitating learning. In her podcast, and in a forthcoming book, The Productive Online (& Offline) Professor: A Practical Guide to Managing Productivity in Online Teaching, she explores ways educators can improve their productivity in order to be more present for their students and more present in their own lives.*

## PROFESSOR SPOTLIGHT

### Podcasts in Higher Education at Vanguard University

#### Pushing Past a Limiting Self-Belief

With an MA in Organizational Leadership from Chapman University and Ed.D. in Organizational Leadership from Pepperdine University, Stachowiak has long studied best practices for educational technology, always seeking to provide students more agency in their learning.

When her husband Dave Stachowiak, who hosts *Coaching for Leaders* podcast, encouraged her to try it for herself in the summer of 2014, she was quickly hooked on the possibilities and recognized there were no other resources then that were strictly focused on teaching in higher education. Stachowiak believes the use of podcasts in higher education is “growing in momentum,” and will continue to do so.

The only roadblock she has found, when educators are exploring this technology to incorporate into their classrooms, is “pushing past this limiting self-belief” that can shut down imagination and creativity in our teaching. The resistance is a result of one seemingly small issue: “They have no idea how easy it is to use podcasts in our teaching.”

#### Learning While Walking the Back Bay

Not surprisingly, she has encountered little resistance from students who are engaging with

podcasts. While many listen during commutes, others listen while washing dishes, driving, or walking their dogs.

She takes every opportunity to allow movement during class sessions as well. In California, they can walk as a group down to Back Bay in Newport Beach, listening to a podcast on the way out, and pairing up to discuss the content on the way back. While it’s long been understood that movement enhances the learning process, there are still far too many classrooms where bodies are still, and engagement is limited.

#### Curation Over Creation: Seeking Out Storytellers

Most use of podcasts in the classroom, Stachowiak states, is in using other people’s podcasting, with the classroom designers and educators being “curators” rather than developers. For instance, she uses a podcast from Planet Money in her classroom, an episode about the economy in Brazil. Afterwards, she has the class break into small groups to consider what their advice would be. Prediction as a teaching device is offering deeper learning, she adds, not passive learning.

She’s also bringing in engaging and informed experts with publicly available podcasts, and

while she ensures their conclusions are backed by solid research, she prioritizes storytelling when making her selection.

For instance, when considering podcasts that she has found moving, she mentions “The 1619 Project,” which documents the 400th anniversary of the first slave brought to the US. In addition to being educational and incredibly important in terms of content, this is also a series of podcasts that offer “incredible storytelling.”

In another example of a podcast series that she finds both educational and entertaining, each of the amendments to the constitution is covered by a musician or group of musicians in song—from Dolly Parton to a feminist Mariachi group.

David Rhoads, Director of Teaching Excellence and Digital Pedagogy at Vanguard University, is a regular listener to her podcast and many others, which Stachowiak believes results from his focus on “continually growing his own excellence in teaching, as well as coaching other faculty toward that end.”

Rhoads understands, Stachowiak explains, the importance of focusing on “curation over creation,” especially when someone with far more money and resources may have already built something wonderful to use.



## Podcasts in the Classroom

Rhoads notes that one of the ways podcasts can be used in the classroom is as prompts for assignments designed around listening/reflecting, which offers students a chance to “learn select subject matter in a way that models, for the student, the skill of quality communication.” Another possibility, student podcast creation, gives them a chance to research, develop a new skill, and present their new knowledge in creative ways.

He has found that Stachowiak finds the best pedagogical practices from educators around the world—not just to use them in her own teaching, but in order to share those tips with other educators through her blog and podcast.

Rhoads adds, “She has a deep desire to learn, and then share that knowledge or experience with other teachers, so they can constantly improve what they are doing in the campus or online classroom. Everything she does in her innovative practice places student learning and growth as the priority.”

Hosted by Vanguard University's Dr. Bonni Stachowiak, *The Teaching in Higher Ed Podcast* airs weekly and focuses on open education, excellence in teaching, diversity and inclusion, instructional design, creativity and productivity in teaching, blended learning, and educational technology.

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## Sharing Knowledge

Hosted by Stachowiak, *The Teaching in Higher Ed Podcast* airs weekly and focuses on open education, excellence in teaching, diversity and inclusion, instructional design, creativity and productivity in teaching, blended learning, and educational technology. Since summer of 2014, the podcast has amassed 275 episodes, welcomed 246 guests, and been enjoyed in over seventy countries—resulting in over 1.1 million downloads as of this summer 2019.

Her podcast is not the only place she is working to share her knowledge with peers. In *The Productive Online (& Offline) Professor: A Practical Guide to Managing Productivity in Online Teaching*, Stachowiak helps professors

who teach blended or online courses to manage their personal productivity and to avoid the trap of feeling there is never a time to press the “off button” on providing feedback and support to learners, when the content delivery is asynchronous and contact often occurs outside of normal work hours.

The text details ways to communicate effectively using synchronous and asynchronous methods, as well as tips for ways to enrich those communications. It also details methods to find, curate, and share relevant knowledge in one's courses, as well as a broader “personal learning network.” The guide also explores tools to navigate some of the unique challenges of productivity for online teaching and ways to grade efficiently while still providing substantial and meaningful feedback.

Dr. Sandra Morgan notes that using podcasts is innovative “not just for the sake of being different—but the purpose of really connecting.” She believes we all learn best when *doing* and views Stachowiak as one of the best at getting students actively involved in learning. The same innovative practices that engross students engage faculty members as well.

### The Purpose of Really Connecting

Dr. Sandra Morgan, R.N. Ph.D., is the creator of the *Ending Human Trafficking* podcast and Director of the Global Center for Women and Justice at Vanguard. She uses her podcast in her classes, as part of the Ending Human Trafficking Certificate, and has been a guest on Stachowiak’s podcast many times.

Morgan notes that using podcasts is innovative “not just for the sake of being different—but the purpose of really connecting.” She believes we all learn best when *doing*, and believes her colleague is

one of the best at getting students actively involved in learning.

Stachowiak will be innovative with faculty learning as well, Morgan shares, bringing gamification into events where participants may not have anticipated how enjoyable the experience would be.

Morgan recalls when Stachowiak hosted several educators from Iraq, including the Deputy Minister of Higher Education in Baghdad, at Vanguard. They likely did not expect to be using 3x5 cards and sticky notes, moving around the room as they learned—a process “completely out of their normal routine.”

Participants were fully involved, not just in the academic process, but in the movement. Morgan adds, “Bonni gets us out of our seats.”

Another benefit Morgan sees with podcasts in education is that they reach people in powerful ways; some make you laugh, while others make you cry. “Learning has to engage emotions,” she notes—sharing that Bonni and Dave have both challenged her to “leverage technology not for the sake of technology but because the subject is so important.” Now, Morgan can share information about human trafficking in many places where she would not have been able to easily travel; they have listeners in 92 countries.

“Some people find something good and guard it,” Morgan notes; Stachowiak “found something good and works to give it away.”

### Removing Yourself from Centerstage

Sierra Smith was once Stachowiak’s student; currently she is a graduate student earning her teaching credential, where she commutes up to 50 miles a day in her student-teaching placement, working in three cities. She sees her time on the road as opportunities to learn, and podcasts have given her the opportunity to “extend the learning

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from my classes by having access to rich learning through podcasts while I commute.”

Noting how inspiring she always finds Stachowiak’s podcast, Smith has used this resource to learn new teaching tools as she starts her career; she’s found those experiences to spark “a deeper desire to seek creative ways to enhance learning for my students.”

The podcast is not the only inspiration for Smith. She credits Stachowiak for being an exciting, innovative educator and leader. Recalling her time in Stachowiak’s class, Smith notes, “Bonni did not always take the center stage in her classes; she incorporated educational technology in our class and allowed the technology to enhance the learning and foster student-to-student relationships. This helped me make authentic connections with my classmates.”



**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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## CONSTRUCTION AND PLANNING

by Chuck Carlson

### Albion College's Dow Recreation and Wellness Center

The earth is moving and the anticipation is rising at Albion College's Dow Recreation and Wellness Center. Groundbreaking began in mid-August for the 18,000 square feet of impacted space (11,000 square feet in new space and another 7,000 in renovated space) to the facility that will be known as the Julie and Joe Serra Fitness Center at the Dow and that will expand fitness facilities for all students. It will also offer new opportunities for the Dow to be used as a multi-function venue. The addition is expected to be completed by May 2020.

#### Improving Athletic and Fitness Facilities

The \$3.2 million addition is part of a \$5 million gift from Joe Serra, '82, who played basketball at Albion and earned his degree in economics and management. The president of Fenton, Mich.-based Serra Automotive is also a former member of the Board of Trustees and a 2013 Distinguished Alumni Award recipient. It has long been his hope to help the school increase and improve its athletic and fitness facilities and this is that opportunity. "We're going to have workout space available for a campus community of 1,500-plus students," athletic director Matt Arend said.

#### A Place that is Warm and Welcoming

"So much learning and growing takes place outside of the traditional classroom setting," said Erik Braun, Albion's lead director of advancement and assistant athletic director. "With that in mind, it is important to Joe and Julie that this new fitness facility be the type of space that is warm and welcoming for all students, regardless of their athletic ability, to experience community around physical fitness. On campus, facilities like these are gathering spaces and are important in the recruitment of prospective students."

The new Dow will include the following:

- A new entrance with a renovated lobby that will also benefit theatre patrons at the Herrick Theatre.
- 5,000 square foot expansion for a weight room and cardio center.
- Creation of a multi-purpose room that can be used for fitness and dance classes as well as for theatre classes.
- Renovated locker rooms and restrooms as well as new gender neutral restrooms.
- A smoothie bar near the new entrance with seating for students to gather.
- New offices for some athletic administration staff.
- Significant natural light, large expanses of glass, traditional Albion collegiate exterior with a modern interior, modern finishes and inviting spaces.
- New flooring and air conditioning in the atrium.

"It is important that this new fitness facility be the type of space that is warm and welcoming for all students, regardless of their athletic ability, to experience community around physical fitness. On campus, facilities like these are gathering spaces and are important in the recruitment of prospective students." — ERIK BRAUN

"This will completely change the way we look at our athletic facility," said Doug Laditka, associate vice president for facilities management & development. "This improvement will make the Dow a destination." Arend agrees.

### A Place to Relax the Mind

"Once inside the facility we want students to feel welcomed and comfortable," he said. "We want to encourage them to not only work out physically, but also view the Dow as a location for studying, meeting up for class projects or having a nice place to relax the mind. We envision the soft seating around the smoothie

bar to be a destination location for students to both conduct class work and simply relax."

The addition will also provide a boost for the College's theatre department, which is also located in the Dow building and where the Herrick Theatre, site of College theatrical productions, is located.

"This is very exciting," said Zach Fischer, assistant professor and chair of the theatre department. "There's now a box office and gathering area for our patrons and when they come in the atrium, they'll know exactly where to go."

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### Tracking Progress

Arend said he hopes the exterior will be complete by November and interior work to commence this winter. There are also plans for a beam signing ceremony on Homecoming weekend (Oct. 4-5) in which all students are welcome to add their names to the new project for posterity.

As well, progress on construction can be tracked thanks to a new webcam that will be installed and which will be available to view on a dedicated website that will be launched soon.

“It’s exciting and it will be nice to be able to develop something for all the students,” he said.



**ABOUT THE AUTHOR:** Chuck Carlson has been the director of communications and media relations at Albion since 2015. Prior to that, he spent more than 30 years as an editor, reporter and columnist for newspapers in Virginia, Maryland, Michigan, Wisconsin, Illinois, Nevada and Washington.

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## TEACHING AND TECHNOLOGY

by Arcelia Martin

### Virtual Reality Brings History to Life

Students in Gonzaga University Professor Andrew Goldman's History 193 course can look forward to traveling somewhere new and far away—and into the past—this fall. They could travel to the streets and monuments of Pompeii or to first-century Rome to visit the Colosseum.

“What was the experience of the Colosseum like for a gladiator?” Goldman could ask his students. “Or for a wealthy person?”

After viewing over a dozen interior and exterior views of the Colosseum for themselves, students can begin to draw conclusions about what the ancient city used to be like and compare it to their experiences of modern-day Rome. The experiential learning is all thanks to virtual reality.

#### Reconstructive Virtual Trips

Last spring, Goldman began incorporating these reconstructive virtual trips to ancient cities and landmarks into his

classroom—bringing history alive for students. This semester, he is taking the lessons he has learned from using virtual reality in class and applying them to his Roman Archaeology course this spring when he plans to use the technology more extensively.

“It also allows you to feel and experience in an immersive sense, what's actually there, and that's what's really valuable about it,” said Goldman, Ph.D., Gonzaga's former Alphonse A. and Geraldine F. Arnold Distinguished Professor. Using virtual reality, Goldman's students look at landscapes and evaluate how these cities were formed and lived in, and how they have changed.

## A Core Component in Class

While conducting archaeological research in Turkey in 2013, Goldman met Simon Young, Ph.D., an Australian archaeologist. They have become close friends over the years. In 2017, Young visited Goldman's research site and told him about archaeological reconstructions he was working on and his plan to use them for tourism purposes.

Goldman saw opportunity for his Gonzaga students. He's the first Gonzaga professor to use virtual reality as a core component of a class.

Young went on to found Lithodomos VR and serves as its CEO. The company offers an affordable alternative to an often-expensive field of technology, by making the reconstructions available for purchase online, and by offering a cardboard headset option that fits a smartphone, to experience them.

After getting the green light last summer from Young to use Lithodomos VR in the classroom, Goldman applied for and received a grant from the Dean's Faculty Development Fund in the College of Arts and Sciences as well as additional support from the Digital Humanities Initiative to allow students to use this technology in his classroom at no extra cost.

"Andy is authentically asking his students to consider the affordances presented by emergent technologies, not just for flashy appeal, but a deep consideration of the opportunities virtual reality presents to create deep, rich, and dynamic learning communities where students are truly active participants." —DR. KATEY RODEN, DIRECTOR OF DIGITAL INITIATIVES

## Attention to Archaeological Accuracy

What sets the reconstructions produced by Lithodomos VR apart from others, said Goldman, is the attention to archaeological accuracy. Its reconstructions were built by experts in ancient sources and it is apparent in the details—from the gold awnings to the placement of statues on the Colosseum.

While Goldman was impressed with the technology and application, he continuously gathered feedback from his students last spring in his History 302 course to assess their thoughts.

"The students felt that it was very immersive and they thought it was very interesting," Goldman said. "It helped them to remember details. They thought it made class more exciting and it certainly made the ancient landscapes and buildings and cities more relatable."

The students also wanted to be able to move around in the cities. Currently, users cannot freely walk around the virtual sites, but can view sites in a 360-degree panorama. To enter structures and move around sites, users must unlock viewpoints by focusing their sight toward the highlighted viewpoints.



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“[Virtual reality] allows you to feel and experience in an immersive sense, what’s actually there, and that’s what’s really valuable about it.”

—DR. ANDREW GOLDMAN

### A Strong First Step

“There is a lot of room for improvement, but I think it was a very good first step in trying to use this technology in an actual classroom, using class content, on a regular basis,” Goldman said. “The second half of the class, we spent most classes looking at this sort of stuff. I think it gave them a real sense of what the space was like—what it would have felt like in the ancient city. Of course, it would be fun to be there, but it’s the next best thing.”

For the students’ term project, they were grouped into three-person teams that had 10 weeks to develop their own set of research to create virtual realities for the reconstruction of an ancient site.

The project, a competition among the students, culminated during the last week of school with presentations before a juried panel composed of GU faculty and Simon Young.

The winning team of the competition presented reconstructed viewpoints of the famous Greek sanctuary at Epidaurus, the healing center of the

god Asklepios. The students’ research informed their development of potential viewpoints for people to experience what a pilgrim to the shrine would have seen.

This summer, they worked remotely with Lithodemos VR to create a virtual reality reconstruction site, in addition to the 74 sites Lithodemos VR currently has that feature nearly 500 viewpoints in 18 countries.

Clearly enthused about the prospects of virtual reality at Gonzaga, Goldman and others look forward to helping introduce the technology more widely across the University.

### Gonzaga’s Burgeoning Digital Humanities

Katey Roden, Ph.D., assistant professor of English and director of the Digital Humanities Initiative, said Goldman’s work with virtual reality represents the best of burgeoning digital humanities pedagogical practice at Gonzaga.

“Andy is authentically asking his students to consider the affordances presented by emergent technologies, not just for flashy appeal, but a deep consideration of the opportunities virtual reality presents to create deep, rich, and dynamic learning communities where students are truly active participants,” Roden said, adding that the work Goldman’s students have done demonstrates the value of virtual reality experiences in Gonzaga’s humanities classrooms and academic practice.

“Virtual reality presents a great deal of potential, but the Digital Humanities Initiative is committed first and foremost to ensuring that technological application in our classrooms and curricula are intentional and geared toward the ultimate goal of transformative learning experiences,” Roden said. “To this end, we are exploring opportunities to extend access to VR technology more broadly on campus.”



**ABOUT THE AUTHOR:** Arcelia Martin is a student at Gonzaga University studying journalism, political science and writing. She has worked on the university’s online and weekly print newspaper, *The Gonzaga Bulletin*, for four years and currently serves as the Editor-in-Chief.

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# Landscaping

## AN INTEGRAL PART OF CAMPUS DESIGN

by Sheila Wagner

When high school students and their parents are beginning the search for a university, the first impression upon arriving on campus can sometimes mean the difference between falling in love with the setting and being unimpressed with what they see. That is one reason why landscape architecture is such an important aspect in campus planning.





In "Recognizing Campus Landscapes as Learning Spaces" from the *Journal of Learning Spaces*, Kathleen G. Scholl and Bowri Betrabet Gulwadi note that people expect a university campus to express something about the quality of academic life there. Well-designed networks of open spaces on the campus can be key catalysts in student learning and a strong influence on a student's experiences that promote a sense of belonging to the learning community.

### The Importance of Open Spaces

In *Frontiers of Architectural Research*, Siu Yu Lau et al. discuss landscape and architectural design strategies to offer open spaces for students to enjoy, spaces that satisfy any number of purposes. Open spaces between buildings as well as spaces dividing surrounding environments provide a sense of direction on the campus and help organize different areas. A large open space creates an area for planned and spontaneous activities in a natural setting, and it can be a relaxing atmosphere encouraging impromptu meetings and discussions and providing fresh air for stressed scholars.

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In “Healthy Campus by Open Space Design: Approaches and Guidelines,” Siu Yu Lau et al. examine landscape design strategies for alleviating stress on university campuses. Another factor to consider is incorporating a sustainable open space which can facilitate a highly effective resource for teaching about natural systems, biodiversity, and other ecological and natural science subjects.

For example, a landscape architect can help select native species which will thrive; for biodiversity, he will research bird species likely to use the space and select plants that will provide food and/or nesting areas. Open spaces from a bio-ecology perspective has a far-reaching implication for healthy campus life as well as providing habitat for vegetation and wildlife, creating a microclimate for users, and increasing stormwater infiltration for the soil.

### Father of Landscape Architecture

Scholl and Gulwadi highlight Frederick Law Olmsted (1822-1903), popularly known as the father of landscape architecture, who was an influential landscape designer of early campuses. He believed that the physical landscape features had a direct



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WPI Sports & Recreation Center is an environmentally friendly facility containing a 38-meter pool, a fitness center, a four-court gymnasium, an indoor running track, rowing tanks, racquetball and squash courts, dance studios, and offices and meeting spaces for the coaches and staff. The center is home to the wrestling team as well as the practice facility for men's and women's rowing and varsity team training.

Sustainability is important to WPI which boasts several LEED certified facilities on campus. The school has a broad reaching sustainability planning process which includes students as well as faculty. Faculty members have incorporated sustainability into many student projects and focused on various aspects of sustainability around the world. In 2012 alone, some fifty-one energy-related projects were completed at the school.



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Lau et al. suggest Harvard Yard is regarded as the most identifiable place on campus and a symbolic heart of the school. The canopied lawn keeps the hustle and bustle out by creating a peaceful ambience.

impact on shaping human behavior and offered students an active, experiential education versus passive or theoretical learning. Olmsted stated that “natural scenery employs the mind without fatigue and yet exercises it; tranquilizes it and yet enlivens it; and thus through the influence of the mind over the body, gives the effect of refreshing rest and reinvigorating to the whole system.”

*Stanford Magazine* explains that the first college campus Olmsted designed was for Stanford University in 1886. Leland Stanford, who wanted to fund a new university in memory of his son, had heard that Olmsted was the best landscape designer because he had designed Central Park in New York City, among other important projects. The two men were unsuited to be partners in this endeavor because Stanford had definite ideas about what a college campus

should be, which were diametrically opposed to Olmsted’s plan for the grounds.

While Olmsted’s original design was changed significantly, and the two parted ways in 1890, Sanford remains today as a combination of two very different visions.

### Improved Landscape Design for City Campus

Thomas Jefferson University in Philadelphia, Pennsylvania, transformed their campus in the center of the city by providing the 60,000 square foot Lubert Plaza where two above-ground parking garages once stood. The new plaza, built above a 215-space parking garage, was designed to accommodate academic events and ceremonies. The plaza is surrounded by 53 trees, which offer shade in the urban environment.

The plantings are irrigated with rainwater, air conditioner condensate, and potable water collected in an underground cistern.

This has improved the environmental as well as the social aspect of the University. The Landscape Performance Series by Landscape Architecture Foundation conducted a survey on the Thomas Jefferson University students to see what impact the improvements made on students’ perception of the new plaza. Survey respondents reported that they feel more positive after spending time in the plaza and that they feel more able to cope with the stress of student life.

### Harvard University’s Pastoral Setting

Lau et al. suggest Harvard Yard is regarded as the most identifiable place on campus and a symbolic heart of the school. The canopied lawn keeps the hustle and bustle out by creating a peaceful ambience. It is an astonishing transition from the busy active square to the tranquil pastoral area. Trees in the yard soften the boundary between the courtyard and nearby buildings, which creates a countryside-like feeling.

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Lau et al. also note that Tanner Fountain at Harvard was a ground-breaking project, because it is the creation of a fountain without a basin. It is recognized as the first institutional project of “Landscape as Art” movement. It is a remarkable combination of natural and man-made rocks with more than 30 spray nozzles located in the center of the stone circles. Through three seasons of the year, a fine mist is emitted that hovers like a cloud above the stones. During the winter, the mist actually becomes steam resulting in a light foggy haze that covers the stones.

### Modern-Day Landscaping

Today’s campuses must be spaces in which the learning environment encompasses more than technology upgrades, classroom additions, and its academic buildings. The entire campus, including the open spaces, should be perceived as a holistic learning space.



**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](mailto:sheila@pupnmag.com).



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**SUPPORTING  
STUDENT  
ACHIEVEMENT  
BY CONSIDERING  
NOISE**

by Sandra Soraci

Flooring, the foundation of the built-environment, is more than aesthetics—it is a structural component that supports learning, health and wellness, operational efficiency and safety.





The environment in which we complete certain tasks or activities can have a far-reaching impact on performance, health and wellness. Playing a game of soccer outside in 104-degree weather or torrential rain is undeniably more difficult than playing in an indoor air-conditioned facility. The added burden of playing through increased exhaustion due to heat, or blurred vision because of rain can greatly impact one's performance to a point where a player's experience associated with the game is altered.

Similarly, in education spaces, the surrounding environment can affect students and professors both positively and negatively, impacting their success and well-being, and ultimately, impacting how a student's academic journey may unfold. Universities should carefully consider the selection and specification of interior finishes as they play a vital role in the overall learning experience in the built environment. When the right product is placed in the right space, positive impacts result for learning and the ability to hear.

Universities must consider how to best support student performance and mitigate unwanted ambient noise. In any space, sound can hinder cognitive understanding of information presented, including a professor's subject matter. Addressing the impact of noise, and the ability to hear what is being said, can be the difference between a high exam score or a failing grade.

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The Acoustical Society of America estimates many classrooms have a speech intelligibility rating of 75% or less, but the recommended rating is 95%. For students with hearing disabilities or language barriers, this poses a bigger threat.

In the learning environment, floors, walls and ceilings all play a role in noise mitigation, but flooring is too often overlooked as a performance driver that can have an actionable impact on in-room impact sound reduction. The needs of the learning environment define proper flooring selection and specification. With a full understanding of the benefits of flooring in the built environment, the institution ensures an actionable impact on mitigating unwanted ambient noise.

### The Devastating Impact of Noise on Learning

Noise is harmful. And, it is a consistent part of our day-to-day interactions with built spaces, including learning environments. In fact, the

Acoustical Society of America estimates many classrooms have a speech intelligibility rating of 75% or less, but the recommended rating is 95%. For students with hearing disabilities or language barriers, this poses a bigger threat. The ability to hear and be heard is crucial to student success. Participating in lessons and classroom discussions is a critical element for university performance. However, if students can't hear the teacher, how can they be expected to provide their own insight?

When students cannot hear, their wellbeing and performance is compromised, beyond just hearing loss. Studies show that noise pollution can lead to fatigue, annoyance and stress, as well as impaired attention and cognitive

performance. Increased stressors in education environments cause students to experience more difficulty in learning and retaining information, reducing academic growth and hindering student wellness. For students, noise can also affect their ability to multitask and increases the chance of mistakes.

### How and Why In-Room Noise Is Measured

Up to this point, noise testing has been focused on the spaces above and under end users rather than in-room impact noise. The current testing standard utilized by resilient flooring manufacturers for acoustic performance is ASTM E2179. Per this standard, structure-borne noise, or noise traveling through the structure of a building, is measured utilizing a tapping machine in a "source" room to measure sound impact in the "receiving" room. However, there is a gap in the testing standards as there currently is no method to measure in-room impact noise transmission and how proper flooring selection can have an actionable impact on the overall soundscape of the learning environment.



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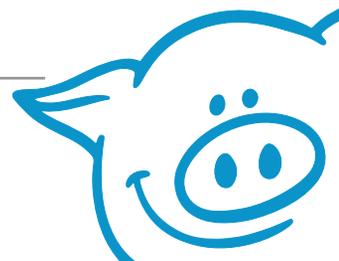
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A recent experimental study was conducted to begin a more accurate understanding of flooring on in-room impact noise and reducing unwanted ambient noise. The research focuses on investigating the performance of a range of hard and soft floor coverings with the utilization of varied impactors beyond just footfalls. These impactors include:

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- Book dropping on a small concrete block
- Metal chair leg on a small concrete block
- Hollow metal sphere on a small concrete block

The study tests premium rubber of varied thickness, PVC-free sheet vinyl with PUR coating, linoleum, PVC sheet vinyl, VCT, carpet tile and luxury vinyl tile. For each experiment, the sound level reduction for the materials is calculated as the difference between the sound level of the same impactor on bare concrete.

The study found that 4 mm premium rubber acoustic flooring is the best resilient flooring product to reduce the impact of in-room noise and can provide greater or equitable noise reductions compared to carpet tile.

### The Benefits of Rubber Flooring, Acoustics and Beyond

Premium rubber flooring has inherent benefits for education spaces, and all built environment spaces, even beyond its noise reduction qualities. Compared to other flooring types, rubber products require little more than water for maintenance or cleaning regimens.

With resilient flooring products that require coating, unlike rubber flooring, additional noise and equipment are introduced into the learning environment. Meaning the resilient flooring, which already has lesser sound reduction qualities compared to rubber, also introduces additional noise to the space for maintenance protocols, further impacting student and faculty wellbeing and performance. Even more concerning is the negative impact on indoor air quality due to chemicals needed

for the cleaning process associated with coated resilient products. In any space, it is crucial to provide the best indoor air quality possible to minimize the impact of harmful substances, which can potentially lead to occupant health risks, such as headaches, nausea and discomfort.

In addition, with coated resilient floor coverings, glare can become an issue for occupants as the glossy coating reflects light. This glare can cause cognitive and visual fatigue for professors and students, further hindering their ability for learning in the education space.

### How Rubber Flooring Supports the Modern Education Space

Similar to the shift in the corporate office sector, education spaces are moving toward the non-traditional classroom model that is no longer defined by just four walls. Instead, large open spaces are utilized and areas within are designated for specific tasks or needs, recognizing that all students are different, and they learn and interact best with others in varied types of spaces.

As this shift occurs, the learning environment must become more agile. With larger open spaces, flooring becomes the forefront interior finish solution to address noise, especially as it becomes more challenging to mitigate. Rubber flooring supports the changing classroom as evidenced by third-party research in terms of in-room impact noise reduction. The learning environment will continue to evolve, but the need to create spaces that promote faculty and student wellbeing and performance will always be paramount.

People can tolerate different levels of noise, but interior finishes in the built environment must play their role and address in-room impact noise. With careful consideration of interior finish selection and specification, colleges and universities can be assured that they are fostering a healthy environment for their students, which is further supported through flooring and its ability to play a role in minimizing in-room impact noise. In addition, when students hear better, they learn more, resulting in student achievement and success for the learning institution.



**ABOUT THE AUTHOR:** As Marketing Strategy

Lead, Healthcare & Education, Sandi Soraci is a thought leader and designer with more than 20 years of experience in these segments. Sandi works to educate and collaborate with customers on flooring performance attributes.

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# Catching Z's & Shooting Shots:

## CHANGING THE CULTURE OF SLEEP AT ST. THOMAS

by Cassidy Clevenger

Pulling all-nighters seems to be considered a rite of passage for many college students, and athletes are certainly no exception. These students are caught in a continuous cycle of practice, class, studying, games, conditioning, and maybe—just maybe—cram in some time for socializing; therefore, sadly, the priority of sleep tends to take a backseat for many students. Knowing

this, St. Thomas established their sleep center in 2016, and have been assessing the quality of sleep for their students, as well as providing individualized care plans for improving their sleep. In addition to personal, behavioral changes students can make, there are also adaptations colleges can do to promote better rest and improved performances by their students.



## Meet the Players

Dr. Roxanne Prichard, scientific director of the Center for College Sleep at the University of St. Thomas in St. Paul, Minnesota, and Birdie Cunningham, St. Thomas' wellness director, have worked tirelessly on studying the effects of sleep on college students' and athletes' wellbeing. Their mission is to change the cultural outlook on sleep and educate their students on the importance of being properly rested.

Back in 2009, Cunningham noticed while reviewing a campus-wide health study that along with academic pressures and financial concerns, sleep was the third largest stressor students faced. She then reached out to Prichard, and the two began their mission for a cultural shift. The two collaborated with a medley of professors across disciplines, such as economics and psychology, and have used their research in assessment, implementations, and health promotions across campus. The team looks at factors at both personal and community levels, in an attempt to paint a holistic picture of stressors individual students are facing on a day-to-day (or night-to-night) basis.

Additionally, in 2017 the National Collegiate Athletic Association (NCAA) convened an Interassociation Task Force on Sleep and Wellness, which is comprised of a group of experts in the fields of sleep research, sports medicine, mental health, along with college athletes and coaches. Through their research, the NCAA was able to design a consensus of recommendations colleges can apply toward their student athletes.

## Sleep and Health

Depriving the body of sleep has major effects both on physical and mental fatigue. According to the NCAA, those who have chronic sleep problems are ten-times more likely to show depressive and anxious symptoms. In turn, addressing sleep issues is often among the first treatments for those living with anxiety, depression, and bipolar disorder. Furthermore, when someone is rested, they have improved emotional resilience and problem solving skills. So while sleep is not a cure-all, Prichard does note that being rested does make someone primed to handle stress more effectively.

For first year students, poor sleep management is a greater predictor in course withdrawal than binge drinking. In knowing how vulnerable first year students are to poor sleep, St. Thomas includes information and tips that can help promote healthy sleeping behaviors starting as early as freshman orientation. Prichard expressed the importance of establishing a culture where valuing sleep is a social norm across campus.

In addition to affecting mental health, sleep has dramatic effects on physical performances. According to a Stanford study conducted in 2011 on sleep and student athletes, increasing the students' sleep by two hours a night improved their free throws by 11%, their 3-point shots by nearly 14%, and shaved almost a full second off their 282-foot sprints. Alternatively, athletes who were chronically sleep deprived were more susceptible to injury.

## Myths About Sleep

As tempting as it may be to deactivate the alarm on the weekend, sleeping in late on off-days is not nearly as beneficial as keeping to a regular

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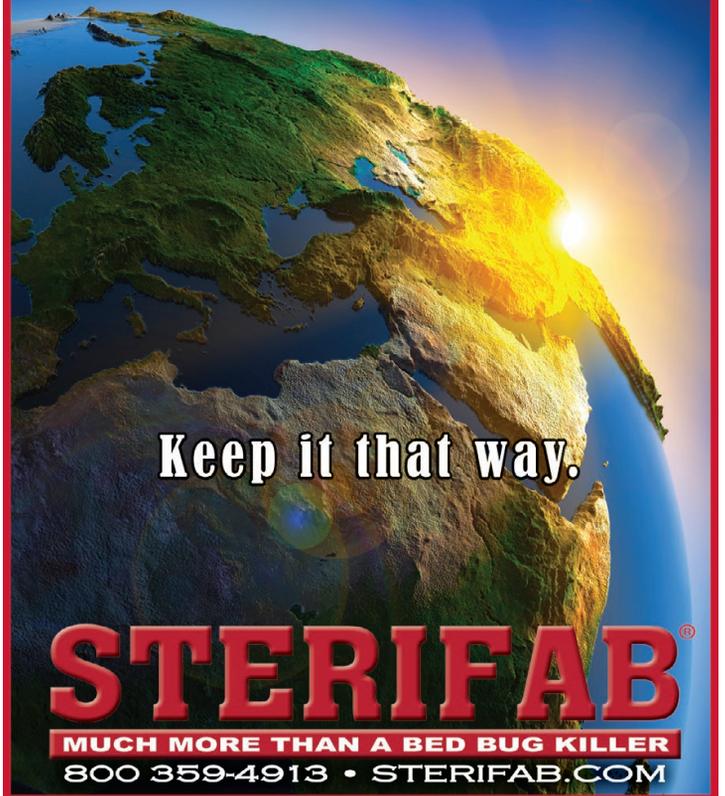
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sleeping schedule; while it may be tempting to try and salvage a couple of extra hours in bed on a Saturday morning, for the sake of optimizing mental and physical health, it is much better to go to bed earlier and keep to a regular schedule. In fact, having irregular sleep patterns is a large contributor to developing insomnia. “Catching up on sleep” is a misnomer, because once sleep is lost, it is virtually impossible to get it back.

That said, a good nap is nothing to besmirch. For college athletes, taking naps can improve their physical and cognitive performances. Knowing this, St. Thomas allows a space where athletes can take a brief nap. Key word here being *brief*—no more than thirty minutes.

Finally, over-the-counter sleeping aids are not an ideal substitute for proper sleep. Many of these medications are harsh on the liver, and can exacerbate insomnia. Additionally, FDA regulations have no bearing on these supplements, and are therefore poorly regulated and studied. Instead, if sleep problems persist, a better alternative may be behavioral and psychological treatments, such as cognitive behavioral therapy (CBT).



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## Sleep and Nutrition

Poor sleeping also has massive impacts on eating patterns for students. Prichard noted that when students stay up late enough to become hungry for second-dinner, they can consume roughly an additional 900 calories. This is in-part related to availability—late at night, there are simply fewer food options. Another aspect is the types of foods students want at night; seldom do they crave a light kale salad as a midnight snack. More often than not, these students are eating calorically-dense and nutritionally-deficient foods. In an attempt to help students adhere to a consistent sleeping and waking schedule, Prichard and Cunningham have successfully persuaded the campus dining halls to open earlier on the weekends, which allows students to stick to their normal weekday routine.

## Changes Colleges Can Make

One key aspect that can help student athletes get enough sleep is simply establishing a dialogue between coaches and athletes. By allowing a platform for conversation, coaches can be made aware of their students' sleep problems, which can then result in coaches modifying team training schedules. However, if adaptations cannot be made regarding start times, once student athletes are



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aware of their obligations, they can make changes, such as earlier bedtimes and scheduled nap times, in order to combat the early morning trainings.

It may come as no surprise that dorm rooms are noisy and generally difficult places to get proper rest. This is why St. Thomas provides information about products that may be helpful. Such products include: white noise machines, sleep masks, essential oil diffusers, and ear plugs. Additionally, St. Thomas has also been pioneering university dorm modifications that can aid in better sleep. Amenities like blackout curtains and bedside lamps can make a difference in both falling and staying asleep. For example, by using personal lamps, one person can still study without affecting his/her roommate.

Finally, Prichard encourages colleges to reevaluate mandatory 8:00 classes for young students. Though some students do work well early in the morning, many students simply do not function optimally this early. This is why it is critical for colleges to offer mandatory classes at different points during the day, so all students can find classes that work best for their minds, bodies, and schedules.



**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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# HITTING THE BRICKS

## AT WAKE FOREST UNIVERSITY

by Walt Steele

Moments after the last box is unloaded on move-in day at college, wise parents have The Talk. You know the drill: Eat right. Do your laundry. Hit the ground running. Wake Forest University in Winston-Salem, North Carolina, makes that third one easy.





Not long after the semester begins, everybody hits the ground running. Students, faculty and staff participate in an eight-hour race called Hit the Bricks, which raises money for the Brian Piccolo Cancer Research Fund at the Wake Forest Baptist Comprehensive Cancer Center. In all, more than 100 teams representing between 1,200 and 1,400 participants run a relay race on the clay paver pathway that encircles Hearn Plaza on the upper quad of the Wake Forest campus.

The event is held in honor of Brian Piccolo, a 1965 graduate of Wake Forest, who was an All-American football star for the Demon Deacons. Piccolo became a running back for the Chicago Bears, and died in 1970, at the age of 26, of embryonal cell carcinoma, which is closely linked to testicular cancer.

But more than that, Piccolo has earned a place in our national consciousness for his close friendship with Chicago Bears great Gayle Sayers, which was memorialized in a 1971 made-for-TV movie, "Brian's Song." In it, Piccolo's mild temperament, kindness and sense of humor, along with his courageous outlook on life, were on full display.

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## Piccolo and Sayers

ESPN.com reports that although Piccolo led the nation in rushing and scoring as a senior at Wake Forest in 1964, beating out Sayers and others, he wasn't drafted. Scouts believed the 5-foot-11, 190-pound back wasn't big enough or fast enough. The Chicago Bears signed Piccolo as a free agent. Piccolo spent a year on the Bears' taxi squad before rushing 258 times for 927 yards, scoring four touchdowns. Although he spent four seasons with the team, he never escaped Sayers' overwhelming shadow and didn't live long enough to achieve his dream of becoming a great NFL running back.

Piccolo and Sayers roomed together in training camp, which was one of the first times in the National Football League that a white player and a black player roomed together. The two and their wives became close friends, a bond that was cemented through practical jokes. Piccolo convinced Sayers that the coach was hard of hearing, resulting in Sayers shouting at him during a meeting; and Sayers got him back by putting a plateful of mashed potatoes in his seat when Piccolo rose to sing the Wake

Forest fight song in training camp, which all first-year players were required to do. Years later, Sayers said in an interview that Piccolo was a better-than-average football player who a coach couldn't cut. "You could call on him on third down with two yards to go and he would get it, somehow," said Sayers. "You could put him in to play a whole ballgame and he would have a grade of 95 or 100. He would not make mistakes; he was a student of the game. He would do what it takes to get the job done. He had less talent (than many) but he would stick around and work hard at it."

## Success Through Effort

Brad Shugoll, associate director of service and leadership at Wake Forest University, said that idea of success through effort is a lesson that the school wants to teach. And so is the idea of using what you have. Wake Forest University uses what it has: A wide oval walkway paved with clay pavers, a determined group of participants across students, faculty and staff and a cause that has affected nearly everyone, which combines to make a positive change.

"It really does have an influence on a young student, to show them how they can make

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their place in the world and contribute to others through philanthropy and other ways, as well,” said Shugoll.

The race itself involves pledges for the number of laps run. In 2003, students held the first annual Hit the Bricks relay race, raising \$3,000. In its sixteen-year history, participants have run 300,213 laps and raised \$404,843. In all, more than \$3 million has been raised for the Piccolo Fund since 1980.

### Not Just for Runners

Runners navigate their way around Hearn Plaza. Some run, and some walk. Some run in a three-legged race. Some are pushed in office chairs or ride on carts, which look suspiciously as though they were temporarily liberated from the cafeteria or the library. One entry from an outdoor club is a kayak that’s been fitted with wheels and is rowed around the plaza.

Each runner picks up a backpack filled with sand that has a sensor in it. The sensor tracks who the participating team is and how many laps have been completed. Each has to run underneath a tent that reads the sensor to keep up with how

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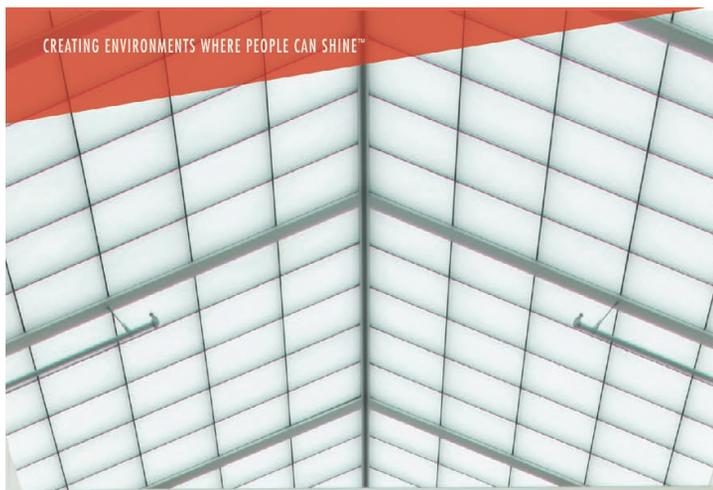
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## Hitting the Bricks continued

many laps have been run. Winners win a coveted trophy, a brick. It's an actual Pine Hall Brick Company clay paver, identical to the pavers used to pave Hearn Plaza. The words "Hit the Bricks 2019" are laser-cut into them.

The race is run from 11 a.m. until 7 p.m., when a silent lap is walked and a brief service of remembrance is held in front of Wait Chapel. "It's an opportunity for students, faculty and staff to share their stories and to think about the day, why they've come out, why they've spent eight hours running and how it affects our community at large," said Shugoll.

## Providing Seed Funding

The funds that are raised are used generally for seed funding at the Comprehensive Cancer Center at Wake Forest Baptist Medical Center, to help prove the justification for later grants for research or other similar purposes down the road. A recent example was two years ago, when the money from the Piccolo Fund was used to hire a proposed Hispanic patient navigator—a person fluent in Spanish trained to help cancer patients navigate their way through the system. "They saw evidence that it was effective and now it is a fully funded position," said Shugoll.

Participants say that it's a great way to start a semester, to take a quick break before studying and tests and exams fill up your schedule. Before you know it, there's Thanksgiving and Christmas and the start of another semester.

But given that Wake Forest believes in keeping students in motion by hitting the bricks in the fall, it's not about to let them lounge around in the spring. March is a good time to hit the dance floor. Students, faculty and staff look forward to Wake 'N Shake, a 12-hour dance marathon that's organized by the Wake Forest and Winston-Salem communities. In 2018, 1,500 students, alumni and faculty members danced to raise a little over \$391,000, again for the Brian Piccolo Cancer Research Fund.

## A Campus-wide Tradition

According to the Wake 'N Shake website, over the past 12 years, Wake 'N Shake has turned into a campus-wide tradition that students and faculty look forward to all year long. It is now the school's largest philanthropy event, both in number of participants and amount raised.

"We attribute this profound success to an incredibly compassionate student body, with supportive networks of family and friends who are eager to support this worthwhile cause," states the website. "One of the taglines of our event is 'it's about being a part of something bigger than yourself,' which proves true year after year."



**ABOUT THE AUTHOR:** Walt Steele is chief operating officer for Pine Hall Brick Company, America's largest manufacturer

of genuine clay pavers. For more information, Steele can be reached at (800) 334-8689 and by email at [waltsteele@pinehallbrick.com](mailto:waltsteele@pinehallbrick.com). For more information, please visit [www.PineHallBrick.com](http://www.PineHallBrick.com)

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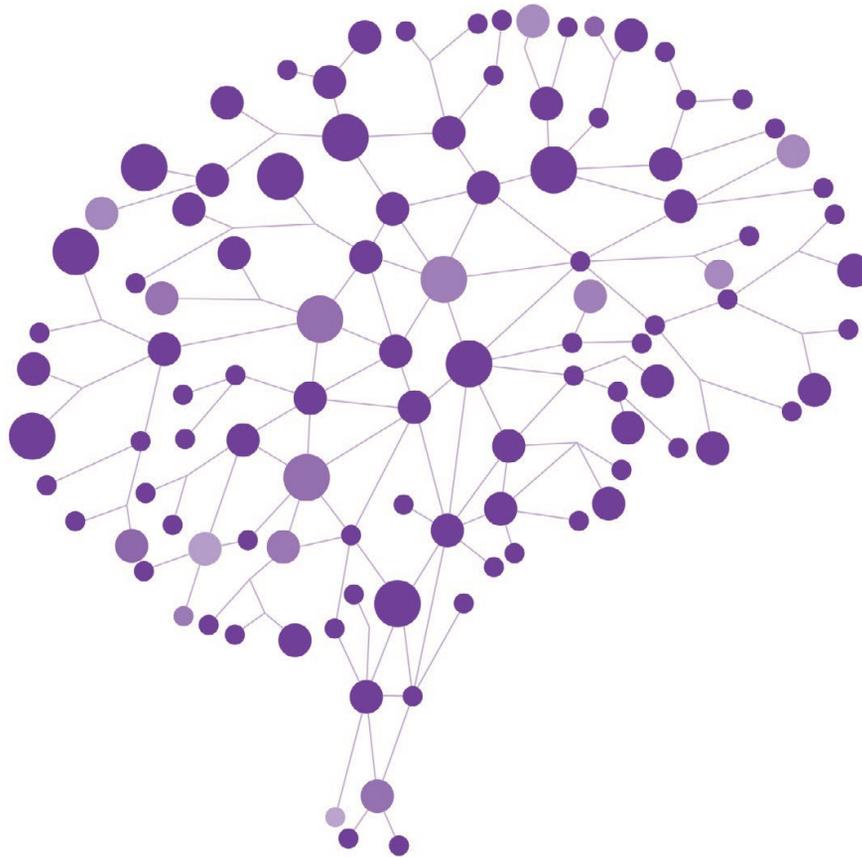
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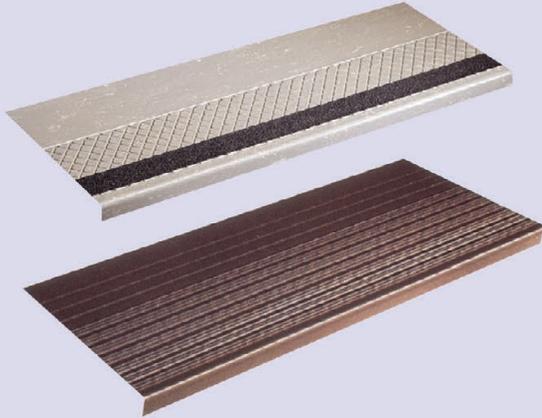


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