



# PRIVATE UNIVERSITY PRODUCTS AND NEWS

APRIL 2020  
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**PRIVATE COLLEGES &  
UNIVERSITIES RESPOND  
TO COVID-19**

**CAMPUS HOUSING  
AMIDST COVID-19**

**ONLINE TEACHING  
AND LEARNING**

**INNOVATIVE  
LANDSCAPING  
& KEY STRATEGIES**

**MANAGING  
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# REIGNITING OUR VALUES AT MOUNT MARTY COLLEGE





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## FEATURES

22

### CAMPUS HOUSING AMIDST COVID-19

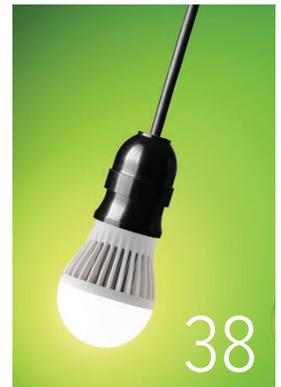
Private colleges and universities have been making every effort possible to ensure the health and safety of their students, faculty, and staff during the COVID-19 outbreak. Daily communication and encouragement have been coming in the form of updates and short videos uploaded to websites.



32

### ONLINE TEACHING AND LEARNING: THE NEW NORMAL (FOR A WHILE)

As a result of the highly contagious and novel coronavirus, COVID-19, colleges and universities have been forced to move all classes to an online format. This event has presented challenges to both the students and the faculty. Today, online teaching and learning is the new normal, at least for the remainder of the 2019-2020 school year.



38

### ON-CAMPUS GREEN TECHNOLOGY AND ENERGY EFFICIENCY

Before we explore the many benefits of on-campus green technology and energy efficiency, let's first consider the role of art in daily life. The relevance may not appear obvious at first, but the impact of art is far-reaching.



46

### INNOVATIVE LANDSCAPING & KEY STRATEGIES FOR ILLUMINATING OUR CAMPUS "CENTERS"

In the visual arts, the theory of the center allows spectators to consider the relationship between the center and its peripheries, and in turn to evaluate how space is used in a medium to affirm a hierarchy of values. Whether in a painting, a photograph, or the still frame of a film, the center is most commonly reserved for the sacred (and occasionally, also the profane). It is the home of gods and nobility, of chaste maidens or valorous soldiers.

## COLUMNS



### SPOTLIGHT / ON OUR COVER

08

#### REIGNITING OUR VALUES AT MOUNT MARTY UNIVERSITY

Mount Marty College is a small, Catholic liberal arts college in Southeast South Dakota, an academic community that believes in the Benedictine values of community, lifelong learning, awareness of God, and hospitality. Professor Joe Rutten is director of their Benedictine Leadership Institute, the basis of the core curriculum at Mount Marty.

### HIGHER EDUCATION & COVID-19

14

#### PRIVATE COLLEGES & UNIVERSITIES RESPOND TO COVID-19

### TECHNOLOGY ON CAMPUS

18

#### SECURING YOUR NETWORK: THE GREATEST VULNERABILITY IS THE HUMAN FACTOR

Cover courtesy of Mount Marty College

# EDITOR'S LETTER

Sleeplessness is not a new thing for me. My insomnia has been tied to waking around 3 AM just to worry, and the cycle is not a fun one. There's been so much to worry about too. It's been tough to put several full, sleep-filled nights together in a row. When the news of COVID-19 first ramped, I wondered if I would ever sleep again.

But, something surprising happened. I don't know if my stress receptors maxed out, saying, "Nope, we're done. We've been going in this direction long enough. We're shifting course and going the other way, full throttle." My mind was speeding as fast as it could go the other direction, and these waves were creating wakes in their path that didn't leave residue of fear and uncertainty.

These waves brought gifts: Hope. Joy. Blessings. Renewal. Spring. Promise.

This was a completely different kind of sleeplessness. I felt wide awake and fully connected to how beautiful people are in a crisis, and I saw one of the potentially wonderful outcomes of this frightening pandemic. Many families have been working long hours and then isolating—even when in one house—to do more work, play on gadgets, or binge-watch tv shows. They were together under one roof, but often not together in the way that mattered most.

For once, fear was doing something beautiful. People were appreciating their families, reconnecting, finding ways to support their neighbors, and making sure others were safe. The self-isolation turned into small groups of isolated people who started laughing together, embracing. When human contact was deemed dangerous, people started clinging to their "safe" people for support.

I also see a blessing for education in this moment, once we have passed through it—and we will pass through it. Having worked at both a public and private university, I've been part of the ongoing conversations at both. For years now, some private universities and colleges have struggled. People who don't understand what goes on at these campuses have heralded the death of Liberal Arts.

Smaller colleges have even been forced to go against their own value systems, laying off people in their community in order to "survive" as an institution, underpaying the humans who are teaching these students—cutting the salaries of the educators to stay competitive in the marketplace.

Many of us keep dodging the horrible disconnect between espousing human dignity, purpose, and the value of higher education, while employing more people each year as adjunct labor.

Sometimes adjunct workers are doing exactly what they want to do—teaching on the side as a pleasant retreat from work, while their "real" jobs keep their families fed. Far too often, now, these adjuncts are fresh graduates from PhD programs, people who embraced the promise of higher education and flung themselves whole-heartedly into the endeavor.

They accumulated debt, knowing they would never be "rich" because money was never the goal. Now the future that calls them suggests they will be poverty-stricken, undervalued, and overworked—all by a system they invested in with their money, time, minds, energy, and spirit.

This isn't who we are or who we are supposed to be. Maybe with a small miracle, a blessing that comes from—of all things—a pandemic, more students will flow to private campuses, as they and their parents recognize the need for safety and decide they want to belong to communities where they are known by name.

When they recognize that all forms of education are not equal, a lesson that for-profit learning should have taught most people by now, I believe more students will come. Then, perhaps the tuition, room and board fees, and other costs that have deterred many promising students can drop, as more people bring tuition dollars to support these sacred academic spaces.

New buildings for incoming students will be designed, facilities will be expanded, professors can be fairly compensated again (if that was a sacrifice your institution ever had to make), programs that had been closed down can re-blossom, and adjunct labor will become a tool for instructors who are not cobbling together classes for survival, but part-time educators who teach for joy.

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PUBLISHED BY FLAHERTY MEDIA  
PO Box 1903, Pelham, AL 35124  
Toll Free: 800-705-5280  
Fax: 855-239-8093

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*Mount Marty College is a small, Catholic liberal arts college in Southeast South Dakota, an academic community that believes in the Benedictine values of community, lifelong learning, awareness of God, and hospitality. Professor Joe Rutten is director of their Benedictine Leadership Institute, the basis of the core curriculum at Mount Marty. A few weeks ago, Joe Rutten was in the first days of facing a huge shift in higher education and the larger world, as we all were. He was working diligently to find a way to somehow “finish” a course remotely in a program that wasn’t designed to remove human element from the equation.*

## PROFESSOR SPOTLIGHT

# Reigniting Our Values at Mount Marty College

### Connecting the Pieces

Growing increasingly concerned about a system that sometimes grows too focused on training students to download, regurgitate, and disseminate information, Joe Rutten hopes leaders in higher education will take time to reflect on what brought us to become part of these learning institutions. Especially as we all do our best to work remotely, he hopes we can all be reminded of the original missions set by the finest universities in the nation set for themselves, upon their founding. “Education is a human endeavor,” Rutten explains, a process that involves the head, body, mind, and heart.

In our turning to successful businesses and corporations for the answers to effective “management” and “leadership,” something crucial was removed from the equation. Businesses are, often, focused primarily on maximizing profit, reducing waste (even if that “waste” is in the form of salaries), and maximizing efficiency.

Faith and Reason should not be disconnected in the educational process, he observes, so he seeks ways to break down walls between disciplines and help students understand how

the courses connect—how one is part of what makes up the whole, whether that’s a discipline within an educational system, or an individual within a social system.

A “compartmentalized” education is just not what we need. Because he was trained in seminary and ended up teaching high school, he wonders if his background is part of the reason he remains so focused on helping students understand how it “all works together.” He wants students, and their teachers, to start putting the disciplines together, so what they learn in Theology is intertwined with what they learn in Biology or Math or Psychology.

This impulse is what prompted the two general education courses all Mount Marty students take first; the courses are a platform from which students will build the rest of their education.

### A Value System Rooted in Humanity

At Mount Marty, the mission of the Benedictine Leadership Institute (BLI) is to develop leaders across the disciplines who will serve the common good, leaders who will practice ethical decision-making in whatever careers they embark on after graduation. They provide

students the tools to solidify a sense of self, place, and purpose—all within a value system rooted in the sacredness of God’s creation and the sacredness of humanity.

Rutten wants students to be curious—and to apply that curiosity to all of their courses. He’s hoping they recognize during the educational process that they are not a “cog in a wheel,” but a mind, heart, and body in pursuit of what is true and what is real.

As they explore truth and wisdom, which are the most often stated mission statements of private colleges and universities, he hopes Mount Marty students will “dream about what is possible.”

### Catching Contagious Joy

Jason Heron, a member of the Theology faculty at Mount Marty, describes Rutten this way: “Joe lives for truth, goodness, and beauty. And he is skilled at inviting others to join him in living this way. This makes him a fantastic teacher and a great friend. It’s an adventure working with him.”

Student Rose Kinyon notes Rutten’s profound impact on her education, sharing how he constantly inspires her in all facets of her own life, while demonstrating his commitment to pursue a relationship with Christ above all else.



Saying Rutten is “not afraid to answer the call to greatness,” Kinyon explains that he “instills a desire for virtue” in his students. She adds that she often pops by his office, because his open-door commitment to students is sincere—and sometimes she just needs to “catch some of his contagious joy.”

First-year student Joe Lund adds that Rutten’s energy is unlike anything he’s ever seen: “He is known to stand on tables and chairs as he teaches the lesson for the day. His positive attitude and unmatched energy are what make me look forward to going to his class each day.”

### Choosing Which Wolf to Feed

One of the core beliefs of the BLI program is that now, more than ever, our world needs leaders who can make difficult, but ethical, decisions in an ever-changing environment. The BLI works to develop critical thinkers and problem-solvers who will step confidently into their lives beyond college, leading with both their minds and their hearts. They will understand how we must work

Faith and Reason should not be disconnected in the educational process, he observes, so Rutten seeks ways to break down walls between disciplines and help students understand how the disciplines connect—how one is part of what makes up the whole, whether that’s a discipline within an educational system, or an individual within a social system.

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to make a difference in others’ lives, not just our own.

Because the BLI, and the Mount Marty community, see every student as destined to serve the world, transform lives, improve organizations, and heal communities, their curriculum is designed to help young people find their place in the world, through a thoughtful and reflective journey intended to start with the individual self and work out from there.

We are often faced with a path, where we must make a choice, he explains: Path of

Wisdom or Vanity, Path of Consciousness or Unconsciousness, Path of Virtue or Evil. He references the two-wolves analogy to help students understand that the battle between good and evil is in each of us, and the wolf that wins (inside us) is the wolf we choose to feed.

Rutten is worried that students could be left wandering life aimlessly, trying to determine who they are, which means an absence of joy, understanding, patience, and kindness. Each person must decide what they want—either we enlighten ourselves or we lose ourselves.



### Chasing Rabbits

In academic studies intertwined with experiential learning, students figuratively and literally explore life's peaks and valleys. Past years have brought students from the Grand Canyon and the Rocky Mountains, participating in retreats with scholars and community leaders.

In the first year, students focus on one question: "Who am I?" In their sophomore year, students focus on an extension of self, asking, "Who am I in community?" By junior year, students are ready to examine their role in providing service beyond their families and the campus; they are asked to consider, "Who am I in professional life?"

In their senior capstone project, students are presented with a final question, a difficult question—to be sure—but a crucial one: "Who am I in the world?"

As part of this intense exploration, Rutten has them "chasing rabbits" when reading, going into the texts like holes to explore. When they come out, they are expected to offer insight and a way to apply that insight to improve their lives, both personally and professionally.

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Joe Rutten wants students to be curious—and to apply that curiosity to all of their courses. He's hoping they recognize, during the educational process, that they are not a “cog in a wheel,” but a mind, heart, and body in pursuit of what is true and what is real.

They are taught to discern meaning—to what they read, what experiences they have, what they hear—and then find purpose from those musings: purpose about themselves as individuals and the purpose for humanity.

Because students aren't being trained like cogs in the machine, the messaging is about far more than maximizing profit and perfecting time management for an organization. Rutten notes, “It's about how we live that matters.”

Students need mentors for this step, he stresses. They cannot just read information in a text; they must experience the integration of that knowledge in their lives, to “follow well and learn to live a good life.” Learning about ethics, communication, principles, values, and

human dignity—those may not be mentioned in a leadership text to run a corporation, so the question becomes this: “What tools are required for us to live well?”

### My Education as a Human Being

The answer results in a curriculum that could be summed up, perhaps, in “My Education as A Human Being.” Students absorb all the knowledge they need to do well in their fields, regardless of discipline, while learning the cardinal virtues and habits of living well, where happiness isn't a feeling, but an “arrival.”

Because of this fuller, richer, deeper education their students receive, Rutten knows if he needs a nurse, he would hope to find one who

was a Mount Marty graduate. If he needs an accountant, he would look for a Mount Marty graduate.

Though loyalty to his students and his college might be a factor, his choice to seek a Mount Marty graduate in either a corporate or medical world would be about more than just loyalty: Rutten can be confident those graduates are not just living lives of business, but lives of purpose.

He can be certain they are approaching their jobs with a strong set of values, compassion for other people, and a deep appreciation for human dignity.



**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.

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### Private Colleges & Universities Respond to COVID-19

The winter months typically bring on the cold and flu season. College students and employees are encouraged to get a flu shot, stay home if they feel sick, wash hands regularly, avoid touching their face and eyes, and to cover a cough in order to decrease the potential spreading of disease.

This winter season brought a new disease—COVID-19 (coronavirus). While this virus is considered new, similar recommendations have been advanced by national, state, and local health organizations to limit its spread.

#### The CDC Guidelines

The Centers for Disease Control and Prevention (CDC) published guidelines for institutions of higher education (IHE) intended to help them prevent the spread of COVID-19 on campus.

Through collaboration with local health agencies, IHEs are encouraged to put procedures in place to share information about the disease including possible transmission and risk factors. The CDC suggests comprehensive plans should be designed to minimize disruption and to protect students, faculty, and staff from disease.

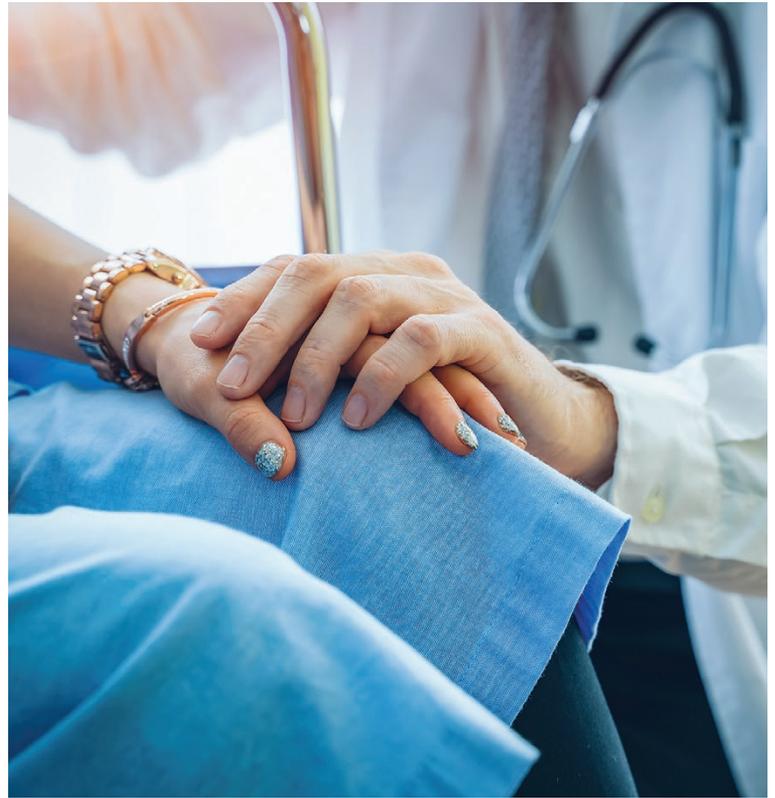
Plans should include the following:

- review, update, and implement emergency operations plans
- develop information-sharing systems with partners
- monitor and plan for absenteeism
- establish procedures for those who are sick on campus
- prepare campus health clinics
- perform routine environmental cleaning
- create plans to communicate accurate and timely information
- review CDC guidance for business and employers

### Creating Information Pages for Campus Community

Private colleges and universities are responding to this new virus by heeding the CDC guidelines. Many, if not all, have created a specific COVID-19 information page link that is accessible through their website homepage.

Additional links are included to local, state, and national departments of public health in order to provide the most accurate, current information. Daily messages are posted from presidents and other officials updating students, parents, faculty, and staff on recent instructional decisions and efforts to prevent exposure. Many have extended spring break, canceled study abroad classes, and shifted to online course content delivery.



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## Focusing on Humane Care and Readiness to Respond

In a February article published by *Forbes*, Vassar College President Elizabeth Bradley urged college and university presidents to heed public health experts' advice regarding how they respond to public health emergencies.

She encouraged them to "focus on practicing humane care and readiness to respond" in order to show both compassion and preparedness. As leaders, exhibiting clear thinking and evidence-based responses can limit both panic and the spread of disease on campus.

As a result of the CDC's guidelines and the daily updates regarding this virus, additional efforts have been made that go beyond the personal responsibilities of hand washing, covering a cough, and getting a flu vaccine.

## Adapting Cleaning Strategies

Colleges and universities have adapted cleaning and disinfecting strategies, increased the flow of information, limited group activities, and encouraged social distancing.

In February, Cornish College of the Arts (Seattle, WA) created a Pandemic Plan, published

on their website on March 3, 2020. This plan established preparatory guidelines and four stages of response to the COVID-19 pandemic based on available information and reports.

In the preparatory stage, college employees increase the frequency of surface cleaning, adhere to CDC recommended hygiene procedures, and increase awareness through posters and email campaigns. The operations and finance departments are authorized to procure and store infection prevention supplies, and to create and display appropriate signage. An advisory committee is established in order to oversee these efforts and to execute the remainder of the plan should it become necessary.

Brenau University's (Gainesville, GA) COVID-19 Task Force developed a COVID-19 Preparedness & Response Plan, published on their website on March 5, 2020.

Measures taken to reduce risk on campus included a media campaign comprised of email, social media, and flyers posted in key areas. Hand sanitizer pumps were also increased in public spaces, and employees were urged to clean work areas every 2 hours with disinfecting wipes and sprays.

Colgate University (Hamilton, NY) implemented a plan designed by the University's Emergency Operations Committee. Campus

employees created informational posters and distributed them across campus as part of a public health awareness campaign. Information was also dispersed via digital signage prominently displayed in academic and student buildings.

The university provided additional hand sanitizer stations and increased disinfection of public spaces as well as developed plans for isolation of those affected, if it became necessary.

## A Campus Pandemic Plan

Concordia University Irvine's (CA) pandemic plan is overseen by their COVID-19 Management Team. As of March 11, 2020, they had implemented new protocols regarding the health of the students, faculty, and staff.

These included the installation of twenty new hand sanitizer stations in addition to existing stations and stricter cleaning routines for house-keeping staff. Hand-washing posters were placed at the entrance of every building and every bathroom. New check-in guidelines were established at the Wellness Center for students who may have a fever, and existing flu quarantine protocols were expanded to include more rooms in residence halls.

Accurate communication is the key to ensuring the entire campus community can decrease the possibility of widespread disease. Convening leadership meetings and establishing protocols is a first step.

Covering the campus with posters, updating digital signage inside and outside of buildings, increasing the availability of hand sanitizer, and increasing the frequency of disinfecting and cleaning public spaces are actionable ways to both increase communication and decrease spread of a disease.

Leaders in private colleges and universities play a major role in campus response to public health emergencies. Dr. Bradley's suggestions to stay informed, support students whose families may be in affected areas outside the US, follow recommended hygiene procedures, listen to your community, and be ready to respond parallel those of the CDC guidelines for IHEs.

With such protocols and procedures in place, your campus community is more connected, more informed, and better able to respond with care and safety in the event of a public health emergency.

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**ABOUT THE AUTHOR:** PUPN staff writer Lisa

Gibbs earned her Ed.D. in Higher Education Administration in 2018. She is an advocate for arts, particularly dance, in education and for increasing the financial well-being of artists through financial education.

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## Securing Your Network: The Greatest Vulnerability is the Human Factor

When we picture “hacking” we might have an image from movies of an individual, sitting in a dark room in front of several monitors, furiously typing. The movie *Hackers* (1995) features many such scenes; the first introduces the protagonist, Dade, who hacks into and takes over a television network. He is interrupted by another hacker; the two battle it out digitally with furious typing until the mysterious hacker terminates Dade’s connection.

Worth noting here is that Dade had gained access to the TV station’s system initially by tricking a security guard into giving him information. Despite the absurdist overtones of the scene, one element is based on a truth: the human element makes the system most vulnerable.

### Reducing Vulnerability

Network security is about reducing vulnerability through a variety of policies and practices to control and monitor access to a computer network. While this includes network and software solutions, such as anti-virus software, passwords, and firewalls, network security also depends on policies and training designed at keeping the human element of a network just as secure as the digital elements. Although private institutions are not subject to the same FERPA restrictions as public schools, network breaches can come with a number of financial, legal, and reputational liabilities.

A security hacker is anyone who exploits vulnerabilities in network security. The most common goal is to access data or to lock out access to legitimate users for profit. The most common target is personally identifiable information (PII). This is information relating to an identifiable person including names, birthdates, social security numbers, locations, email addresses, phone numbers, credit card numbers, etc.

PII is generally sold in digital black markets and used to commit identity fraud. According to Javelin Strategy & Research’s annual identity fraud report, in 2017, 16.7 Million U.S. consumers were victims of identity fraud for a total of \$16.8 Billion stolen. Javelin’s 2019 report shows a general decline in victims but a marked “resurgence of higher-impact

fraud types such as new account fraud, account takeover, and misuse of non-card accounts.”

More victims are being targeted directly and forced to pay out of pocket in response to security breaches and ransomware attacks, where a hacker takes over an account or device and charges a “ransom” for returned access. PII data theft can be a lucrative business for hackers and devastating to individuals and the organizations targeted in these breaches.

## Viruses Exploit Vulnerabilities, in People and Digital Networks

There is no such thing as an “unhackable” network, but universities can reduce possible exploits in the system and minimize the risk of a data breach. Your institution is likely doing a great deal on the technology side—using a variety of software and services designed for network security, such as anti-virus software and firewalls.

A major risk for most higher education institutions is that faculty and students most often access the network from personal devices and often from outside of the network. Every personal device and each login from off campus represents a possible vulnerability.

Students and researchers still need to be able to access the network from off campus, however. To manage this risk, most universities license a Virtual Private Network (VPN). These VPNs allow users access data from a public network as if they were directly connected to the private network.

Amidst this experience with COVID-19, though some universities are better prepared than others, all campus leaders must develop a clear and immediate plan to fully address students’ needs to access the campus network remotely, whatever the reason might be.

To reduce potential vulnerability when users access the network, your institution should use two-factor or multi-factor authentication. Two-factor authentication (2FA) requires a user to present two (or more) pieces of evidence to authenticate who they are before access is granted. Typically, this means logging in on one device and confirming the login on a separate device, such as a cell phone.

## Security Hygiene

Software and technological measures only go so far, as the greatest vulnerability remains the users of a network. Truly reducing risk

and maintaining the integrity of your network security at your institution requires comprehensive training for users on network security policies and practices.

Most of these practices fall under “security hygiene.” Just as we are all reminded daily now of the importance of washing our hands thoroughly, these practices and routines are about making sure your network and devices are clean and healthy. Good security hygiene requires maintenance and vigilance.

Software and operating systems, for example, should be updated regularly. Updates are vital in reducing possible exploits for hackers. Likewise, setting up and maintaining a strong password to access the network. Strong passwords are hard to crack. It is also important to update passwords at least every three months, which can limit continuous or return access if there is a breach.

The importance of updates and passwords is pretty clear to most, but there are some aspects of security hygiene you might not have considered before. It is important to change your devices’ default settings. The California Institute of Technology’s Information Management Systems and Services warns that

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Amidst this experience with COVID-19, though some universities are better prepared than others, all campus leaders must develop a clear and immediate plan to fully address students' needs to access the campus network remotely, whatever the reason might be.

many devices, printers, and other equipment arrive pre-configured with default administration credentials that are well-known and routinely tried by hackers.

Like in the scene from *Hackers*, however, the greatest vulnerability is the users themselves. In the movie, the hacker used "social engineering" to deceive the security guard into giving him the information needed to access the network. Social engineering occurs when someone lies or uses manipulation to convince people to divulge information or perform actions.

Phishing is a similar deception in which someone tries to obtain sensitive information such as usernames, passwords and financial details by pretending to be someone trustworthy, usually through email. Links and email addresses can be spoofed to look legitimate, so it

is important that users have the proper training to know what to watch out for.

### Prevention and Recovery

Good network security is not just about prevention but is also about how you recover after a data breach. MIT also has a Data Incident Response Team (DIRT), which is on hand to assess and assist with recovery from information security breaches. Such teams help shore up the breach, reduce liability from the breach, and help prevent future breaches.

Network security is ever-evolving as new threats and new solutions emerge. In the near future, many businesses and institutions will likely adopt AI-powered network detection and response (NDR) solutions, which continuously scan a network for harmful data.

Another solution that institutions will likely deploy soon is "zero-trust security." A zero-trust model of network security, according to Microsoft, "assumes breach and verifies each request as though it originates from an open network." Essentially, such a model is based on continuous authentication at multiple levels every time a device or user accesses a resource.

Although there are new procedures and policies developing every year to confront new challenges as they emerge, the best defense will always come down to how you prepare your people. Thorough systems and practices, a robust suite of technological solutions, a risk-mitigating data classification plan, and comprehensive training will help limit vulnerabilities and protect your institution and your students.



**ABOUT THE AUTHOR:** Phineas Dowling is a PhD candidate in literature at Auburn University where he teaches literature and composition. His dissertation is on Scottish identity and British literature of the long eighteenth century. In addition to his scholarship, Phineas has a strong interest in pedagogy and university administration.

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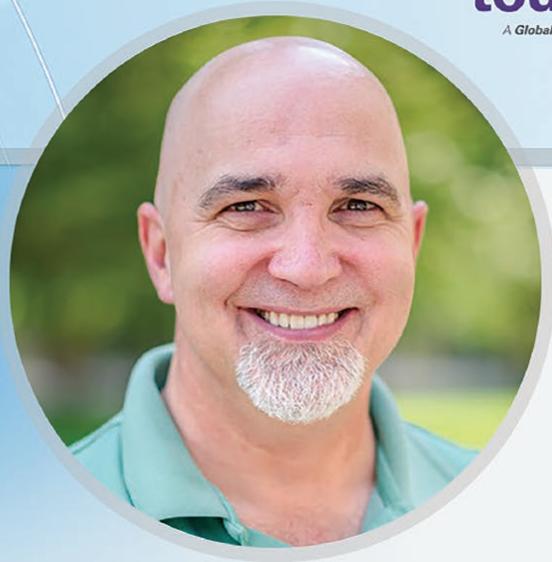
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## Get More Out of Your Campus ID

Enjoy this summary of a recent FOCUS podcast in which Bob Mask shares his creative methods for getting even more out of the campus ID system at Colorado School of Mines.

Bob Mask, director of campus card services at the Colorado School of Mines, explains how his campus uses credential cards for more than just identification. He outlines how individual electronic cards are used throughout the summer for many on-campus events and camps with a variety of attendees and visitors. Mask highlights the convenient functions of the cards from building access to mealtime checkout and the variety of benefits.

In partnership with Student Conference Services, Mask and his card services team are tasked with running logistics for 30 summer events or camps that bring in over 2,500 visitors each year. Each campus visitor uses housing and/or dining services. To grant building entry access to each visitor, proximity cards are programmed to the correct buildings that each visitor needs access to. The card also allows access on a floor-by-floor bases. The cards run on a number system, so when a staff member looks at a proximity card, they know exactly which buildings and floors the card is attached to. Having this information encoded through a number system is an additional layer of security if the proximity cards are lost or stolen.

In an effort to streamline the dining process, Colorado School of Mines created a "summer conference meal plan" that is attached to each of the proximity cards. By utilizing the TouchNet meal system, they have been able to create a block plan that allows for a single swipe for each meal for each day for each card. It helps control how often the card is used and is trackable when the card is used. The block plan is still flexible enough for groups to work with food service for specific needs. This method makes it very easy to estimate accurate billing and costs for each group based on their time spent on campus. The inspiration for this process came from the dining process at Disney resorts. It is all centered around the convenience needs of short-term summer visitors and campers.

By combining building access and dining plans on a single proximity card, Colorado School of Mines is able to streamline security and meal billing. Mask and his team have saved both time and resources, as well as cut down on human error and turnaround time between summer groups, by implementing this new card process.

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# Campus Housing Amidst COVID-19

by Lisa Gibbs, Ed.D.

Private colleges and universities have been making every effort possible to ensure the health and safety of their students, faculty, and staff during the COVID-19 outbreak. Daily communication and encouragement have been coming in the form of updates and short videos uploaded to websites.



Presidents and other leaders are expressing gratitude for their community's willingness to be adaptable and flexible. As expected, they are vowing to work together to protect each other, and their wider communities, during this unusual time.

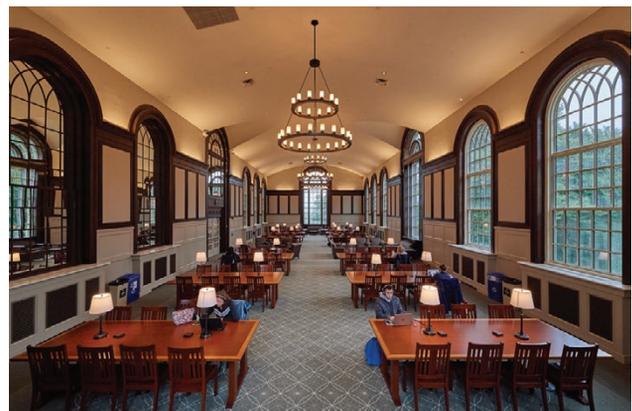
They recognize that creative solutions are emerging, and even more will be emerging, as we work together to determine how best to deliver the highest quality educational programs and maintain each unique campus community in a digital environment, until we can all return to our on-campus homes.

### Impacts to On-Campus Housing

As a result of federal and state guidelines related to reducing the spread of COVID-19, colleges and universities across the US have closed as many buildings as possible, including on-campus housing. The typical density of population in residence halls does increase the risk factor for the spread of disease, particularly via small, shared spaces such as elevators.

Out of concern for student safety, campuses look more like summer break than the middle of spring semester as dormitories, apartments, and fraternity and sorority houses have been closed in an effort to stop the virus from spreading.

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Although the majority of buildings have closed, campuses remain open with the most vital services still being offered. Students unable to leave, due to a variety of circumstances, have access to the internet, to food, and to health and wellness services. Quick adjustments to campus housing may serve to decrease the risk of spreading disease and provide a safe place for those students who remain on campus.

For instance, at Pomona College in Claremont, CA, nearly all of the 1,671 students live on campus. On March 11, 98% of students were asked to leave campus by March 18 as classes transferred to online instruction. Students who had no other housing choice filled out petition-to- stay' form.

Leadership recognized the reality they faced in that Pomona—like other institutions—was not equipped to support an on-campus population in the face of a pandemic. They vowed to work with every student who needs help “in this extraordinary emergency.”

By March 20 less than 100 students remained on campus. With the issuance of a statewide stay-at-home order by Governor Newsom, the college moved those students who could not leave campus into one residence hall.

An online statement offered that this building has “the type of air circulation deemed healthiest for this situation, the better ratio of students per bathroom, is closer to the mailroom and Residence Life Office and has an industrial kitchen should we need to move dining operations into the building.”

### Providing Bins, Boxes, & Packing Material

Agnes Scott College in Decatur, GA, hosts 84% of its 1,079 students in campus housing. When the decision was made on March 17 to move instruction online for the remainder of the semester, students were also instructed to move off campus. Students began the check-out process and bins, boxes, and packing materials were made available in residence-hall lobbies.

All residence halls closed by March 22 with minimal exceptions. The college looked for alternatives for students who were unable to return home or couldn't find housing elsewhere. Students already off campus for Peak Week and spring break were told not to return until they received specific instructions. Students were asked to mail their key cards to the Office of Residence Life, and prorated room and board adjustments were made.

At Union College in Schenectady, NY, 90% of the 2,242 enrolled students live on campus. All instruction moved online on March 17 with the new term beginning March 30. Students who had left for spring break were asked to pick up their belongings by March 22.

If students were unable to do so, their items remained on campus until they could return. On March 19, Governor Cuomo signed an executive order limiting on-site staff to 25% of the usual workforce. The college responded by minimizing “ourselves to the smallest possible number of buildings and on-site staff that are required to support students who cannot leave, and essential functions that must be performed.”

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## Dining Services and Housing Remain Open, With Adaptations

At Grand View University in Des Moines, IA, less than 50% of its 1,800 students live on campus. As of March 16, when the university went to online instruction through the end of semester, campus housing and dining services remained open, though students who could return home were highly encouraged to do so.

By March 19, dining services became “grab and go” in an effort to limit group gatherings and to serve students who continued to live on campus. Grand View’s first priority, as they explained in a campus statement, was to work with their housing staff and food service provider to ensure they are prepared to meet the needs of those who must remain on campus.

Although the majority of buildings have closed, campuses remain open with the most vital services still being offered. Students unable to leave, due to a variety of circumstances, have access to the internet, to food, and to health and wellness services.

Quick adjustments to campus housing may serve to decrease the risk of spreading disease while also providing a safe place for those students who remain on campus.

The measures taken by colleges and universities to reduce the number of students on campus, to increase the frequency of sanitizing surfaces, and to continually share best practices regarding personal hygiene should minimize the risk of spreading COVID-19 and other illnesses.

## Strength and Resilience

With student safety as the number one priority for campus leaders, every aspect of university functioning is adapting.

Through it all, leaders at private colleges and universities across the nation are speaking of how encouraging it is to see seeing their communities demonstrating strength and resilience during these extraordinary times.



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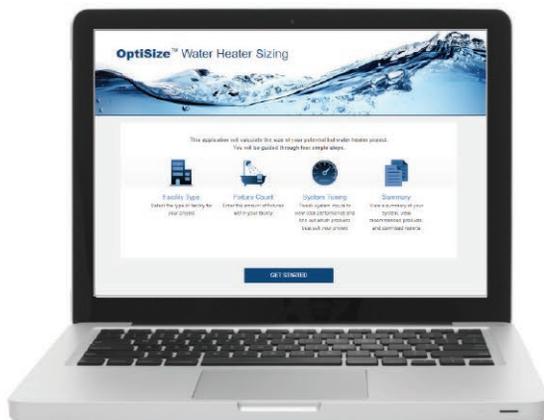
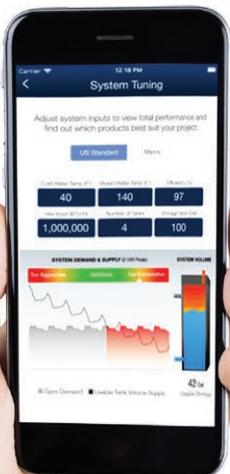
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# ONLINE TEACHING AND LEARNING

## The New Normal (For a While)

by Lisa Gibbs, Ed.D.

As a result of the highly contagious and novel coronavirus, COVID-19, colleges and universities have been forced to move all classes to an online format. This event has presented challenges to both the students and the faculty. Until now, a majority of instruction was given in a face-to-face manner—lecture hall, classroom, dance or art studio, theatre, science lab or technology lab—where interpersonal interaction could easily take place. Today, online teaching and learning is the new normal, at least for the remainder of the 2019-2020 school year.

## Not Much Preparation for This New Reality

Online learning platforms are not new. In 1995, CALCampus “was the first implementation of a totally online-based school through which administration, real-time classroom instruction, and materials were provided.” According to 2007 data gathered by the National Center for Education Statistics (NCES), 75% of distance learning courses were offered online, resulting in the terms “distance learning” and “online learning” becoming synonymous.

NCES data from 2017 shows the number of students enrolled in distance education courses at public, private non-profit, and private for-profit institutions. Of the total responding private non-profit institutions, there were 4,106,477 enrolled students.

Of those students, 71.3 percent were not enrolled in any distance education courses. Of the remaining students, 9.5 % were enrolled in at least one course, with 19.2% enrolled in exclusively distance education courses.

## A Swift (Too-Swift) Adaptation

In the blink of an eye, in March 2020, all private college and university students in the US are enrolled in online courses. Students and faculty are attempting to swiftly adapt to virtual learning no matter the subject.

Most, if not all, institutions have extended regular spring break from one week to two weeks in order for faculty to have time to adjust their teaching method, and for students to move off campus, if possible, until the end of the school year.

Numerous colleges and universities have the infrastructure to move quickly from in-person to online courses because they’ve already planned for emergencies. Blizzards, fires, tornadoes, hurricanes, even student absences have been addressed by many Information Technology departments in the US and across the world.

New York University (NYU) maintains campuses in several US cities as well as Shanghai and Abu Dhabi. NYU Shanghai moved to online learning on February 17 and NYU Abu Dhabi moved online March 8. At

NYU in New York City, on March 16 all classes moved online. Technologies such as NYU Stream (video content creation, sharing and storage) and NYU Drive (document creation, sharing and storage) were already available and being utilized by faculty and students.

## Universities Work Together to Share Best Practices

The university provides a link specifically for faculty on its Coronavirus Information page. Within this page is a link to the Remote Instruction Support page developed by the IT department. This faculty resource was designed for events such as snow days or emergencies in order to “connect with students remotely and deliver course materials”.

Quick start guides and specific tools for specific tasks are listed, as well as links to best practices, academic integrity, and accessibility. Beginning March 23, interactive one-hour webinars are provided to help faculty learn how to use Zoom for online teaching.

At the American University of Beirut in Lebanon, in-person classes were suspended

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on March 12. The Office of Information Technology has a webpage titled “Teaching in Crisis”, designed to provide faculty with “resources to assist you in making your course content accessible from anywhere, anytime.”

A self-paced course offering strategies for effective instructional design and best practices is offered free for faculty members. A video series called “Bits of Knowledge: When to Use What” is embedded on the Get Started page. This short video overviews Voice Over PowerPoints, Video Recorded Sessions, live sessions using WebEx, and how to use Moodle for online coursework.

The page features links to topics including working from home, resources for the learner, accessibility for differently-abled students, best practices, and tools supported by AUB’s IT department. The site also includes suggestions for online assessment practices.

### Checklists to Determine, and Improve, Readiness

The Department of Information Technology at Lewis and Clark College (Portland, OR) acknowledged “a variety of circumstances



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In the blink of an eye, in March 2020, all private college and university students in the US are enrolled in online courses. Students and faculty are attempting to swiftly adapt to virtual learning no matter the subject.

might require a quick shift for a specific student to participate remotely or to take an entire class online for a period of time with little notice.”

A checklist is provided to help faculty determine their readiness to move to online instruction, including communication channels, accessibility, and how to conduct an online class. Information on platforms such as Zoom, Google Hangouts, Google Classroom, and Moodle, along with links to those resources are provided. Faculty are encouraged to provide information addressing emergencies and possible cancellations in their syllabi each semester.

Pepperdine University (Malibu, CA) suspended in-person classes on March 13. In a March 11 campus news release, the university stated “faculty have been preparing for some time

for this possible outcome and, having learned from our efforts during the Woolsey Fire, they will provide highly effective instruction via a remote alternative instruction format.”

An academic continuity plan for teaching and learning was put in place as a proactive response to extreme weather, natural disasters, or other unexpected events.

### Resources and Support for Faculty

Tools and resources for faculty include best practices, communication, course materials, and assessment. Zoom, Google Meet, Courses Chat, and Google Chat are suggested platforms to replace in-person class discussions with synchronous online discussions. Numerous online training sessions for faculty are scheduled

for March 23 – 27, with plans for more sessions as needed.

The speed of technology seems faster than the speed of light now that all US college and university instruction is to be delivered online. However, two weeks may feel like a very short time to adapt curriculum from in-person to online.

Faculty who are unaccustomed to distance learning are given many resources by their colleges and universities, and a learning curve is to be expected. Continuous communication and support by higher education leadership will be extremely important as these unpredicted adjustments are made.



**ABOUT THE AUTHOR:** PUPN staff writer Lisa Gibbs earned her Ed.D. in Higher Education Administration in 2018. She is an advocate for arts, particularly dance, in education and for increasing the financial well-being of artists through financial education.

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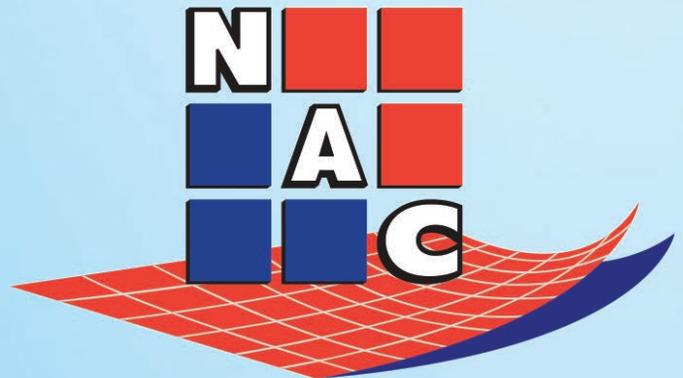
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## ON-CAMPUS GREEN TECHNOLOGY AND ENERGY EFFICIENCY

by David Vinson, PhD

Before we explore the many benefits of on-campus green technology and energy efficiency, let's first consider the role of art in daily life. The relevance may not appear obvious at first, but the impact of art is far-reaching.

## Art Teaches Us How (not) to Live

A popular cliché is that art imitates life, and yet too infrequently do we contemplate as a culture the lessons that can be learned from art.

I am thinking of Jay Gatsby, mysterious millionaire and title character of F. Scott Fitzgerald’s *The Great Gatsby*, a literary creation that has come to signify the decadence of the Roaring Twenties.

I am also thinking of the strange life of Fitzgerald’s novel as a cultural product. *The Great Gatsby* was initially greeted in 1925 with indifference (in his 1925 review for the *Chicago Tribune*, H.L. Menken called it a “glorified anecdote”), but it later struck a chord with the public, first when readers increasingly identified with the novel’s demystification of the American Dream; and of course, in the decades thereafter, it would not only become required reading in high school curricula everywhere, but it would also be adapted for film and television, inspiring unauthorized sequels, computer games, and staged versions in the forms of theater, ballet, and opera.

As for Gatsby, the character’s fate serves as a cautionary tale, a warning to readers of the

pitfalls brought on by extreme wealth, especially when one’s moral compass has lost its way. If you know the novel, no doubt you can recall Gatsby’s lavish parties and his remarkable estate, which Fitzgerald positions along the affluent northern coast of Long Island. Gatsby’s lifestyle indicates nostalgia for a past in which British aristocrats could rule their estates like feudal lords.

One of the key lessons that Fitzgerald imparts is that Gatsby’s values, his inherent selfishness and greed, are at odds with democratic America. Gatsby’s tragedy is that he fails to learn this lesson before it’s too late.

## Embracing the Future: Bill Gates, the Anti-Gatsby

Unlike Gatsby, who uses his vast wealth to recreate an aristocratic, insular, and oppressive past, one can locate in Bill Gates, co-founder of Microsoft, a real-world example of an individual with incredible wealth who instead has embraced the future, and who has done so by prioritizing the welfare of others, as well as that of the planet, ahead of his own long-term interests.

The Bill and Melinda Gates Foundation (BMGF) is the largest private foundation in the world, equipped with \$46.8 billion in assets. The primary goals of the foundation, globally, are to enhance healthcare and to reduce extreme poverty, and in the U.S., to expand educational opportunities and access to information technology.

Gates is also affiliated with Carbon Engineering, a company he played a part in funding, and one that aims to decarbonize the global economy by extracting global-warming carbon dioxide straight from the air, using arrays of giant fans and patented chemical wizardry; and then using the gas to make clean, carbon-neutral synthetic diesel and petrol to drive the world’s ships, planes, and trucks.

Gates’ philanthropy and his investments in green technology have the power to change innumerable lives for the better, and there is even compelling evidence that he is inspired by art—specifically, by *The Great Gatsby*.

On the ceiling of Gates’ home library is a quotation from Fitzgerald’s novel, one that describes Gatsby’s wonder at a green light



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he spots across the water. It is a light that Gatsby imagines will guide him in the direction of all that he desires: “[Gatsby] had come a long way to this blue lawn, and his dream must have seemed so close that he could hardly fail to grasp it.” One can only speculate about Gates’ motivation to display the quotation, but perhaps it is a reminder to use his wealth wisely, to pursue the greater good as opposed to his own immediate gratification.

### Xanadu 2.0: A Model for Green Technology and Energy Efficiency

If Gates is the anti-Gatsby, the location of his home serves as a fascinating counterpoint to Gatsby’s fictional estate. Xanadu 2.0, as it is called, is located not on the affluent north shore of Long Island but instead along the eastern shore of Lake Washington, in the affluent city of Medina, Washington.

Xanadu 2.0 (named after the fictional home of Charles Foster Kane, the title character of *Citizen Kane*) represents the future, one uninhibited by budgetary limits, and with eco-friendly, energy-efficient technology and design. Its design, one can well imagine, is an extension of Gates’ values, his desire to unify cutting-edge technology with natural



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elements, and not merely to preserve the surrounding landscape but to cultivate and enhance its beauty.

Present in the home are eccentric features that one might expect of the super-rich: the option to press a button to change artwork on each wall; a swimming pool with its own underwater music system; a library of 2100 square feet that includes Da Vinci's *Codex Leicester* manuscript.

But other features suggest what's possible with green technology: an "earth-sheltered" house, meaning that it's built into its surroundings to regulate temperature more efficiently; a 40-year-old maple tree that's monitored by computer, and that's automatically pumped with water when it becomes too dry; an artificial stream stocked with salmon and trout; and, like something out of an *Astounding Science Fiction* anthology, a high-tech sensor system that allows guests to alter a room's climate and lighting as they move from room to room.

Private universities and colleges should take note—after all, every institution, regardless of the capital at its disposal, can learn key lessons

from the innovations utilized by Gates in the green-oriented functionality and energy-efficient design of Xanadu 2.0.

### Green Technology and Energy Efficiency at Private University and College Campuses

Columbia University has managed in recent years to cut its energy costs by more than \$700,000 annually by using innovative green technologies. The institution upgraded its water chilling system, which reduced energy consumption by 3.5 million kilowatt hours (kWh) per year. It added eco-friendly insulating roofs to many of its buildings to reduce heating and cooling costs, and it likewise revamped its labs to use less energy and lighting. New long-lasting, energy-saving fluorescent light bulbs have been installed around campus, while timers and sensors in classrooms and multipurpose facilities have helped to prevent unnecessary lighting usage.

When Columbia renovated Knox Hall, one of its housing facilities, it added 2,000-foot-deep

geothermal wells to provide heating and cooling power from the earth's ground water. This effort alone has led to savings of up to 60%.

The University of Pennsylvania has reduced its energy costs by replacing HVAC systems and adding more energy-efficient lighting to dozens of buildings around campus. Its Operation Command Center monitors temperature control and energy usage throughout the campus, which saves the institution more than \$5 million in electricity each year.

UPenn also purchases more green power than any other higher education institution in the country. In 2013, it committed to purchasing over 200,000,000 kWh of wind energy annually for five years. This offsets more than 50% of the emissions from the institution's overall electric usage. Efforts to purchase more green energy has led to awards from the EPA's Green Power Partnership program.

Colby College, located in Maine, has 12 LEED-certified buildings on campus and has implemented a policy to receive LEED certification for all of its future construction buildings. LEED-certified buildings include a

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Bill Gates' philanthropy and his investments in green technology have the power to change innumerable lives for the better, and there is even compelling evidence that he is inspired by art—specifically, by *The Great Gatsby*.

variety of eco-friendly, cost-effective features, those such as geothermal heating and cooling systems, energy-efficient windows, green roof additions, heat recovery systems, and underground geothermal walls. Colby College also uses a photovoltaic solar system (a power system designed to supply usable solar power by means of photovoltaics), which produces approximately 33,000 kWh of power each year.

Pomona College of Claremont, California, has several LEED-certified Gold buildings on campus as well as two on-site resident halls built to LEED Platinum standards. Its solar hot water system is on pace to supply 80% of hot water to new residence hall buildings, and its newest buildings feature rooftop solar panels and energy efficient windows.

### Other Tips for Achieving On-campus Green Technology & Energy Efficiency

There are several other ways to implement green technology and energy efficiency on campus. Certain strategies require adjusting how we navigate on-campus spaces—for instance, adopting green transportation practices by walking or riding a bicycle to class, or by taking a bus or carpooling.

Promoting an energy-efficient club is another option, in which our institutions encourage student organizations or even different dormitories to compete for energy efficient savings, and with a reward of some kind for the winners. But there are even more immediate actions that can be taken to assure that green technology is an integral part of our on-campus culture.

Requiring students who live on campus to use ENERGY STAR-label mini-fridges would be a great start, since these use less energy than a 60-watt light bulb. Another possibility is to provide students with LED bulbs for desk lamps. LEDs can last over 25,000 hours, or 25 times longer than traditional light bulbs.

While it would be great to have the deep pockets of an anti-Gatsby philanthropist like Bill Gates, the vast majority of private universities and colleges are far removed from such a reality. But what we *can* do is invest in green technology and energy-efficient products, and in the long-term, save money while also working to promote a culture of responsible sustainability.



**ABOUT THE AUTHOR:** PUPN staff writer Dr. David Vinson has a PhD in English with specializations in transatlantic literature and cultural studies. He is a committed scholar, teacher, husband, and dad. If you ever meet David, avoid the subject of soccer. His fandom borders on the truly obnoxious.

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# INNOVATIVE LANDSCAPING & KEY STRATEGIES for Illuminating Our Campus “Centers”

by Dr. David Vinson

In the visual arts, the theory of the center allows spectators to consider the relationship between the center and its peripheries, and in turn to evaluate how space is used in a medium to affirm a hierarchy of values. Whether in a painting, a photograph, or the still frame of a film, the center is most commonly reserved for the sacred (and occasionally, also the profane). It is the home of gods and nobility, of chaste maidens or valorous soldiers.

As a locus of power, the center manages at once to be accessible as well as transcendent. Consider Da Vinci's *Mona Lisa* and his subject's enigmatic expression, or perhaps John Singleton Copley's Revolutionary-era treatment of Pitt the Elder's collapse at the House of Lords ("*The Death of the Earl of Chatham*," 1781), in which Pitt is cradled, Christ-like, by those positioned nearest him.

The center puts us under its spell, and we are united by the meanings it generates. The theory of the center can be applied also to interactive spaces, whether on a grand scale (Manhattan's Times Square; the French Quarter of New Orleans; the Eiffel Tower in Paris) or at the micro level (the stage of the Grand Ole Opry; the ceiling of the Sistine Chapel). Literature has produced its own "centers" as well—Mount Doom in the *Lord of the Rings* series; the conch in *Lord of the Flies*; or, my personal favorite, Basil Hallward's oil portrait of Dorian Gray.

### Locating Your Campus "Center"

If you shift your imagination to the broad landscape of your own private university or college, can you identify the campus "center"?

Not its geographic center, but rather its symbolic center, a site that unambiguously represents a range of meanings to those who frequent it?

For many, sporting complexes represent this "center." It is there that student-athletes breathe rarefied air. And if we're lucky, as spectators, we become witness to the miraculous—a buzzer-beater shot; a skyrocket homerun; a screaming free-kick in the corner of the net. Statues are erected to preserve in our collective memory the feelings inspired during such moments.

Commemorated outside of Alumni Stadium, home to Boston College, is a statue of Doug Flutie. Visitors from afar visit the statue to reenact perhaps the most iconic play in the history of college football, the "Hail Flutie," in which Flutie himself hurled into oncoming winds a 63-yard Hail Mary pass to defeat the defending national champs, the Miami Hurricanes, in the dying seconds of the 1984 Orange Bowl.

For other institutions around the country, the figurative center may not be a sporting complex or even a building. It may be a plot of land instead, such as a quad that embodies the institution's aesthetic and charm.

### Campus "Centers" as Sites of Meaning-making

At Berry College in northeast Georgia, the "center" of campus consists of a set of buildings that frame a beautifully designed landscape, one that locals call the Ford Quadrangle. The quad is a destination point, a site for communal gatherings and where festivals, concerts, and other campus activities are held. The striking beauty of the quad is amplified by the Ford Buildings, which were gifted by Henry Ford. Erected in 1922, they are neo-Gothic in design and home to a dining hall, a theater, a gymnasium, an admissions office, and an alumni center.

Nearly one thousand miles northeast of Berry College is the picturesque New England-style village of Clinton in central New York. Clinton is home to Hamilton College, where the roads are aligned with massive sycamores that turn yellow and red during the fall season. At the campus "center" is a statue of its namesake and trustee, Alexander Hamilton. A granite base supports the greenish-bronze figure of Hamilton, who is dressed in customary

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18<sup>th</sup>-century fashion, with a long overcoat, breeches, stockings, and buckle shoes. In his right hand, he carries a walking stick; in his left, a tri-corner hat and book. His appearance is simultaneously stately and self-assured, that of a gentleman-officer whose sensibility is nothing short of ideal, and given the enduring appeal of the site, also timeless.

### Enhancing Campus “Centers” with High-quality, Energy-efficient Lighting Systems

On September 29, 2005, a ceremony was held to unveil the remodeling of the Hamilton statue. Fixed around its rectangular base, new lighting installations give the Founding Father an even more mythical appearance, especially as the statue beams at night. Taken at a distance, one sees that the figure of Hamilton looks towards the orange Oriskany-stoned Hamilton College Chapel. They form a meaningful pair, for together they evoke the egalitarian origins of the institution as a seminary that welcomed European-Americans in addition to local Oneidas.



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If you shift your imagination to the broad landscape of your own private university or college, can you identify the campus “center”? Not its geographic center, but rather its symbolic center, a site that unambiguously represents a range of meanings to those who frequent it? Campus open spaces function as key sites of meaning-making, and we can maximize their utility, whether as sites of organic integration, where native vegetation can flourish, or as spaces of respite for students who simply need a break.

Based in the foothills of San Francisco’s peninsula region, Stanford University attracts a talented student body not only with exemplary academics but also with a campus that embodies warmth and style. The adobe exteriors of the buildings are topped with red Spanish tile roofs, and its academic and historic “center,” the Main Quad, is illuminated at night by lighting systems that provide an ideal set of characteristics, each working in unison to enhance the ambiance of campus.

The installation of pedestrian post-top luminaries has resulted in lighting that is softer and more inviting, largely free of glare, energy-saving, and longer-lasting. This represents a smarter, cost-effective strategy for lighting our campus “centers.” Throughout Stanford’s campus one can find luminaries approved by the Better Buildings initiative of the U.S. Department of Energy (DOE). The luminaries are retrofitted with a glass refractor and (typically) a 50W 2700K LED optical

replacement kit. The campus-wide area lights, which rest atop ten-foot tall cast iron or steel poles, are perfect for gathering and event spaces, and they serve as an appealing reference point for students as they navigate the bricked courtyards of the Main Quad.

Stanford also utilizes antique-inspired streetlamps, known otherwise as Acorn lights. 14-foot tall pole lights are topped with an acorn-shaped globe, and they add to the charm of the campus, effectively combining new, eco-friendly technology with old world aesthetics.

### The “Centering” of On-campus Landscaping

Even a quick glance at the remarkable landscape of the campus at Florida Southern College and one can discern, surely, that an artist of some kind was involved in its conception. This was the case, actually. Frank Lloyd Wright had his hand in the design of ten buildings and three other structures on campus, the largest concentration of Wright-designed architecture anywhere in the world. Wright also played a

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pivotal role in designing the campus at large. According to William B. Carpenter, a historian of the iconic architect's involvement with Florida Southern, "Wright felt most college campuses were architectural failures and wanted the opportunity to design the campus from scratch." Wright relied on his principle of "organic architecture," which he believed would unite individual structures with their environment. The impact of his philosophy is evident campus wide, and taken as a whole, the campus draws on the sort of emphasis one might find in a landscape painting, in which the artist has encouraged through a series of visual strategies the movement of the viewer's eye across a scene. Wright's innovative designs work holistically to "center" the landscape, thereby making it a crucial component of the institution's cultural and brand identity.

### Reinventing Landscapes to Maximize Beauty and Functionality

The campus of Florida Southern College breaks rules practiced by so many other institutions. For instance, Lake Hollingsworth acts

as a replacement concept of the ubiquitous quadrangle. In this case, several of Wright's modernist-inspired buildings overlook the lake. Ivy-covered brick buildings, lovely and yet not uncommon on campuses across the country, are notably absent. They are replaced by naturalistic structures (among them, the Annie Pfeiffer Chapel, the Polk County Science Building, and the Usonian House) that utilize natural light, low ceilings, as well as minimalist furnishings, color, and lines.

Not everything designed by Wright has aged well (low ceilings?), but his work has proved visionary in so many ways. His determination that landscape and architectural design work in unison allows for a clarity of aesthetic values, and the buildings, meticulous pathways, gardens, and atriums all give the campus an effect that is modern and functional. As basic design blocks for the campus, Wright also adopted a plan based on spacing orange groves evenly to form a grid—a simple but effective demonstration that organic integration with the environment is possible on a grand scale.

Wright's work at Florida Southern also prefigures landscape innovations underway at private university and college campuses nationwide, those that aspire to get multiple layers of functionality out of campus open space. Sports fields can reduce storm water runoff; sites can be designed to protect and restore native vegetation; large open spaces can look beautiful and simultaneously give students the option to socialize in spaces *away* from technology.

### Simple Alterations that Lead to Stellar Results

To alter the landscape of our campus, however big or small the project, is hardly a betrayal of tradition; to the contrary, we can honor the past while making our campuses more appealing to current and prospective students.

We can continue to improve upon our campus "centers," those which remain so special to us. A simple alteration, such as installing a high-quality, energy-efficient lighting system to the base of a much-loved statue, can transform the familiar into something bright and new.

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Similarly, post-top luminaries can provide a pathway for our students as they navigate campus, and can also work as temporary, interstitial gathering spaces that compliment a broader campus aesthetic.

Campus open spaces function as key sites of meaning-making, and we can maximize their utility, whether as sites of organic integration, where native vegetation can flourish, or as spaces of respite for students who simply need a break.

The ongoing goal, for we are united in our collective pursuit of excellence, is to offer students a range of experiences that they will continue to cherish, and in the hope they will return for a visit.



**ABOUT THE AUTHOR:** PUPN staff writer

Dr. David Vinson has a PhD in English with specializations in transatlantic literature and cultural studies. He is a committed scholar, teacher, husband, and dad. If you ever meet David, avoid the subject of soccer. His fandom borders on the truly obnoxious.



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