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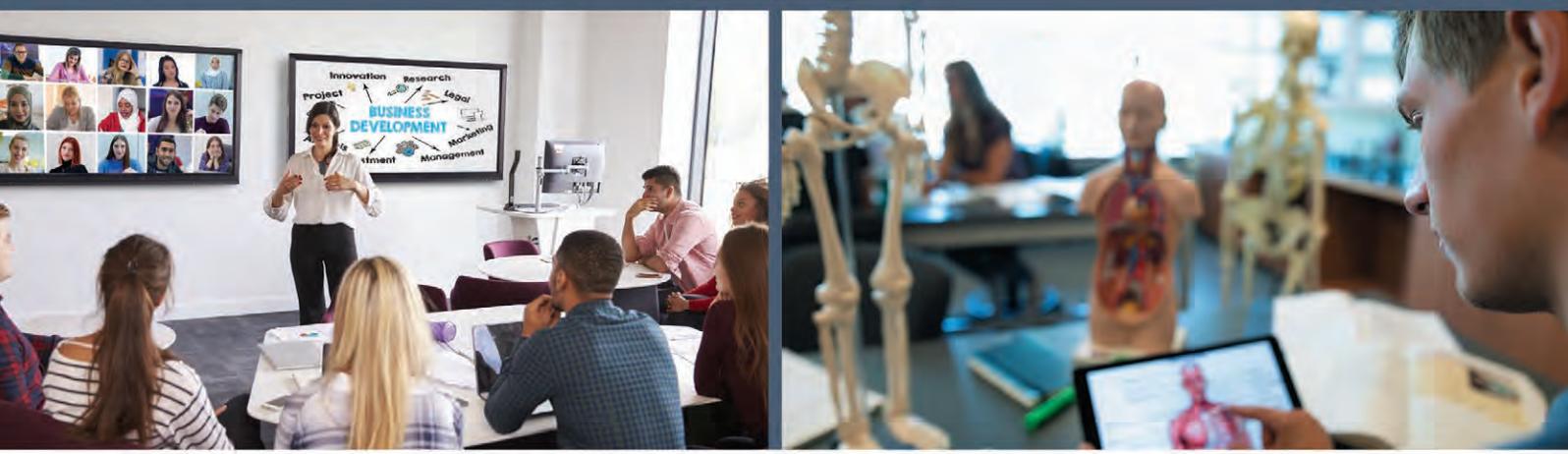
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Known locally as “Happy Valley,” the Utah Valley is home to the mid-sized city of Provo. An unmistakable marker of Provo is Y Mountain and its corresponding mountain trail—a trail which leads hikers and bikers alike to a hillside letter in the shaped of a large block Y that serves as insignia for Brigham Young University. BYU’s campus is an idyllic space for its more than 33,000 students.



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Designing Inclusive Spaces to Transform Education

Classroom design is about much more than just desks, tables, and chairs laid out in a room. It’s about power. Anyone responsible for educational space design must ask themselves two questions: first, historically, who in the room has held the most power? Next, how should that power be balanced in the future? Does power sit with the instructor or the students? Can they possibly share power?

COLUMNS



SPOTLIGHT / ON OUR COVER

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Barb Daubenspeck, Program Director and Professor of Clinical Mental Health Counseling at Bellevue University—as well as a licensed mental health professional working part-time in the community—pinpoints the word “transformation” to define the many paths her life has taken. As she has moved through personal heartaches and professional challenges, she has consciously focused on allowing herself to transform, and she brings this mindset to her work as a program director, professor, and counselor.



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EDITOR'S LETTER



Happy July!

Summer is in full swing, and most of you are focused on the return of students, faculty, and staff. Your campuses are continuing to expand and adapt to the changing needs that each is asked to perform for the growing resident populations.

Private colleges and universities have always been more than just a collection of classes and lecture halls. You allow students to explore growth and forms of expressions that they have not been exposed to before. The gift you give them opens them up to unlimited possibilities in a safe place. The liberal arts teach more than just technical knowledge but also avenues of experiences for healthier minds and bodies, and the performing arts are critical to this mission.

In your facilities, you provide not only a place for performers but also a place for others to witness these performances. The versatility of these facilities allows us opportunities to be part of a variety of presentations that are only limited by the imagination—which you have shown to be limitless.

Once again, the investment you give to these disciplines pays off for more than just the ones directly involved, reaching out to the many people in the communities that house your campuses. That is why these programs are such a testament to the gifts of a liberal arts education. The education of the entire person makes a more rounded individual who can serve their community long after they leave the hallowed halls of your campuses.

Thank you for investing time, money, and resources to the arts and exposing the future leaders to well-rounded life experiences. Your investment in these students serves them well now, along with all of us in the future.

We look forward to seeing what comes next. Talk to you in August—

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Blending the Personal with the Professional at Bellevue University

by Cynthia Mwenja, PhD

Barb Daubenspeck, Program Director and Professor of Clinical Mental Health Counseling at Bellevue University—as well as a licensed mental health professional working part-time in the community—pinpoints the word “transformation” to define the many paths her life has taken. As she has moved through personal heartaches and professional challenges, she has consciously focused on allowing herself to transform, and she brings this mindset to her work as a program director, professor, and counselor.

Clinical Mental Health Counseling at Bellevue

When Daubenspeck was hired as program director of Clinical Mental Health Counseling at Bellevue University, her first order of business was to get the program accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). She worked with the faculty to align the curriculum to meet the CACREP standards. She also wanted to help faculty members change from thinking of the program as simply a path to licensure to being a “truly transformational experience” for the students. At orientation, she routinely tells the students that they are on a “journey of becoming, not just learning.” To reach CACREP accreditation, Daubenspeck says, “the building blocks were already there.” Now CMHC is the largest graduate program at Bellevue University; it has grown exponentially since the programmatic accreditation. These attitudes and approaches work, Hawkins notes: Bellevue University has a growing number of graduates, and they are finding success in their professional lives after graduation.

The Clinical Mental Health Counseling program at Bellevue University mirrors the many strengths of the university as a whole. As Terissa Upchurch-Butler, Assistant Professor of Clinical Mental Health Counseling, says, the university has long been a hybrid institution, so the school had the infrastructure and expertise to teach remotely during the pandemic. This modality can help non-traditional students change their lives and start new chapters, by making it easier to access high-quality education online. Beyond the established remote learning culture, however, Bellevue University President Mary Hawkins points out that the university also already had a culture of thinking about how to best work with individual learners, “making accommodations the norm.” For this reason, the faculty were already practiced at being flexible in helping students to meet the programmatic requirements. The expectations are still robust, she notes—just more responsive to students’ needs.

Additionally, Upchurch-Butler points out that the CMHC program prepares students to work with social and cultural diversity. One course, obviously, cannot be enough, so

the program infuses multi-cultural content into many classes. The biggest goal, she says, is for the graduates to be empathetic and understanding of people’s lived experiences. Since the program includes students from all over the globe, the program naturally includes diverse experiences and perspectives; students can interact with each other, thereby dispelling myths and creating bonds with others. Upchurch-Butler notes that these attitudes “start from the top.” Daubenspeck goes beyond being willing to hear different viewpoints, “She listens, and she is thoughtful.” Guided by Daubenspeck, everyone in the program embraces the importance of “developing, nurturing, and encouraging all people.”

Affirming Leadership

Daubenspeck says that her biggest challenge as a leader is to provide a context in which the faculty can transform. Instead of getting bogged down into details, she wants the faculty to explore their own passions. She sees that her “role is to help faculty to develop so that the program is strengthened.” Her approach is compelling—since she became director, there has been little faculty attrition.



PHOTO COURTESY BELLEVUE UNIVERSITY

Daubenspeck was at Bellevue University before Upchurch-Butler joined the faculty, and Upchurch-Butler appreciates Daubenspeck's leadership style: "When you do what you love in a place that is affirming, it doesn't feel like work," she states.

Jon Kayne, Professor of Clinical Mental Health Counseling—who has worked in higher education for almost forty-five years—notes that he has had all kinds of bosses in his time in higher education, and "Barb is exceptional. She sets forth goals and then gets us the resources and support needed to do our jobs." Kristin Erickson, Associate Professor of Clinical Mental Health Counseling, is grateful that Daubenspeck has created a culture of safety, caring, and compassion—which is huge in higher education; she has a leadership style of "power with" versus the "power over" approach common in many workplaces. Erickson says that Daubenspeck's

grounding in positive psychology, coupled with her developmental background, guides her style of focusing on and emphasizing strengths. This methodology not only makes the program stronger, she notes, but it also helps the students. Erickson also states that Daubenspeck will always make time to meet with faculty members, saying "I don't know how she does all of the things she does—plus she still finds a way to balance, keeping her weekends and breaks for herself and her family."

Support for Colleagues

Upchurch-Butler says that Daubenspeck is very willing to listen to new ideas, and she has a knack for strategizing how to best bring ideas to fruition. For example, Upchurch-Butler had dreamed of establishing a student research symposium, but she initially got some pushback from others at Bellevue University, who cited its status as a teaching institution. Daubenspeck helped

The biggest goal, Barb Daubenspeck, Program Director and Professor of Clinical Mental Health Counseling at Bellevue University says, is for the graduates to be empathetic and understanding of people's lived experiences. Since the program includes students from all over the globe, the program naturally includes diverse experiences and perspectives; students can interact with each other, thereby dispelling myths and creating bonds with others.



Having won an award for her own graduate student research, Terissa Upchurch-Butler, Assistant Professor of Clinical Mental Health Counseling, sees the value of these opportunities for students, particularly those who are members of minority groups. Since minority students don't always know to seek out such opportunities, she says, they need the opportunity for research to be brought to them so that they can see how their academic disciplines can be applied to provides answers in their communities.

her to overcome these objections and create the annual event. The research symposium has grown, with many faculty members now involved. Upchurch-Butler credits its success to Daubenspeck's vision and support.

Having won an award for her own graduate student research, Upchurch-Butler sees the value of these opportunities for students, particularly those who are members of minority groups. Since minority students don't always know to seek out such opportunities, she says, they need the opportunity for research to be brought to them so that they can see how their academic disciplines can be applied to provide answers in their communities. Through her advocacy for Upchurch-Butler's idea, Daubenspeck allowed these phenomenal opportunities to be created for Bellevue University's student body. Upchurch-Butler hopes to expand the program beyond their discipline, for a fully remote, interdisciplinary student research symposium. Daubenspeck is helping to strategize how to make this expanded goal a reality.

Kayne points out that Daubenspeck is able to stay focused on goals while simultaneously caring for individuals. Daubenspeck meets with the faculty she supervises, including adjuncts, every two weeks to review how things are going within the department. Kayne says that she knows what the overall and individual goals are and she monitors progress without micro-management; "she has a high level of trust for all." Kayne tells his own story about Daubenspeck's staunch support: she recently encouraged him to apply for an opportunity—and even went to Hawkins to get approval—even though he would need a sabbatical that would have left the program short-staffed. In a separate initiative, Daubenspeck and Kayne have now created a counseling center on campus in the veteran's center, where they see people pro bono; he is the clinical director. She says that to be able to help this process has been meaningful, and she sees this opportunity as a chance to transform elements of the program's operations.

Erickson agrees that Daubenspeck is "great at empowering faculty." One example she gives is a time when she continued meeting regularly and informally with students after a course was over because they wanted more information. Daubenspeck supported this initiative, and now Erickson offers monthly optional Zoom calls for all students in the program to learn more about self-care and other counseling skills; it's an additional way to connect with students. This example demonstrates the way that Daubenspeck gives each faculty member the freedom and flexibility to pursue their own interests.

Allowing the Personal within the Professional for Students and Faculty

Kayne notes that Daubenspeck is the only supervisor he has ever felt comfortable discussing his private life with; he feels that he is allowed to admit when he is under stress. He says that she has an "unobtrusive presence" and that working with her has been an "enlightening experience." Additionally, Kayne says that, even with her phenomenal professional accomplishments and effective work strategies, "Her family is the most important thing for her. She does her job at a high level and stays engaged with her family—she pulls it off."



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Hawkins says that Daubenspeck’s approaches to work are not unique to her program; “her authenticity and unique style fit well into Bellevue [University] as a whole,” and Erickson agrees. Hawkins says that faculty members can be open about family pressures and needs, and that Bellevue University’s goal is to continue to support, not to place an artificial boundary between personal and work lives. Because work is a big part of her life, she says, she wants to feel good about both it and the people she works with.

Erickson says that, when personal emergencies come up, Daubenspeck’s mantra is “Family first, health first”—and that guidance applies to their work with students, as well. Daubenspeck models self-care, and she encourages the faculty to model self-care for their students, as well. Erickson says that faculty working with Daubenspeck can be “real, human, vulnerable, have needs.”

Licensed Mental Health Counselor

Having earned her doctoral degree in psychology, Daubenspeck’s aim was to be an academic, not a practitioner. After working her way up to chairing the department at a small liberal arts college, the institution suddenly closed, throwing her plans into turmoil. Additionally, her marriage of eighteen years had recently ended, leaving her with three small children to support. She realized—when faced with these overwhelming circumstances—that she could choose one of these paths: “ignore,” “cope,” “adapt,” or “transform.” Of course, such transformation doesn’t happen in a moment; she had to let go of the previous vision she had for her life. But the changes gave freedom that things could be different.

Even though she lost her job in June—a horrible time to be on the academic job market—a local community college happened to have an opening, so she was

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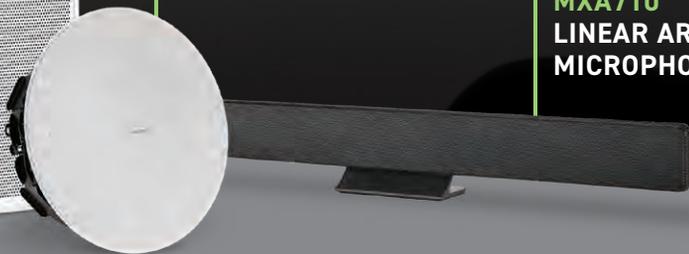




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"There is no doubt that Barb will take care of the client well. Barb is intentional and able to hold the space for herself and for her client, which is very important and sometimes hard to teach. Therapy is only effective if it means something to the [client], and Barb is able to create that space, openness, acceptance, and vulnerability for that to happen."

— CHRISTINE ENGLE,
PROVISIONAL SUPERVISOR
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luckily unemployed only three weeks. She was in this job about a year when she married her current husband. They experienced another life-changing and devastating transformation when their only child together passed away shortly after his birth. In their first several years of marriage, she says, they were just "managing and struggling through," and she wasn't sure she would ever be happy again." She and her husband went to a counselor specializing in grief, and they did not have a good or helpful experience. She realized that, too often, "People don't know how to talk to people about pain."

As a result of these experiences, she decided to become a student at a different counseling program—while still working full time as the Director of CMHC at Bellevue University. She says that, at times, she was taking and teaching the same course at the same time! In completing her counseling degree, her focus shifted, and that shift has affected Bellevue University's program, too. She completed her practicum and internship, earned her M.A., got her provisional license, and she has just completed enough hours to be fully licensed.

Christine Engle, Provisional Supervisor and Adult Substance Group Leader at Capstone Behavioral Health—and Daubenspeck's supervisor in her counseling role—says that "there is no doubt that Barb will take care of the client

well" and that "Barb is intentional and able to hold the space for herself and for her client, which is very important and sometimes hard to teach. Therapy is only effective if it means something to the [client], and Barb is able to create that space, openness, acceptance, and vulnerability for that to happen."

In all of her roles, Engle says, Daubenspeck is "a kind, generous, compassionate person and it comes out in everything that she does. She has an infectious laugh that can change the energy in a room. I love when she walks in my office to tell me anything, because I know that somehow, she will brighten my day." Erickson adds that Daubenspeck is fun to be around and that she is "caring, empathetic, team-oriented, and dedicated to growth and development. Who she is drives what she does; she's just really human." All too often, people working in institutions of higher education—particularly women—are discouraged from revealing too much about their personal lives. Daubenspeck shows that the personal and professional can blend to support strong and transformational academic programs.



ABOUT THE AUTHOR: Dr. Cynthia Mwenja teaches Composition and Rhetoric at the University of Montevallo.

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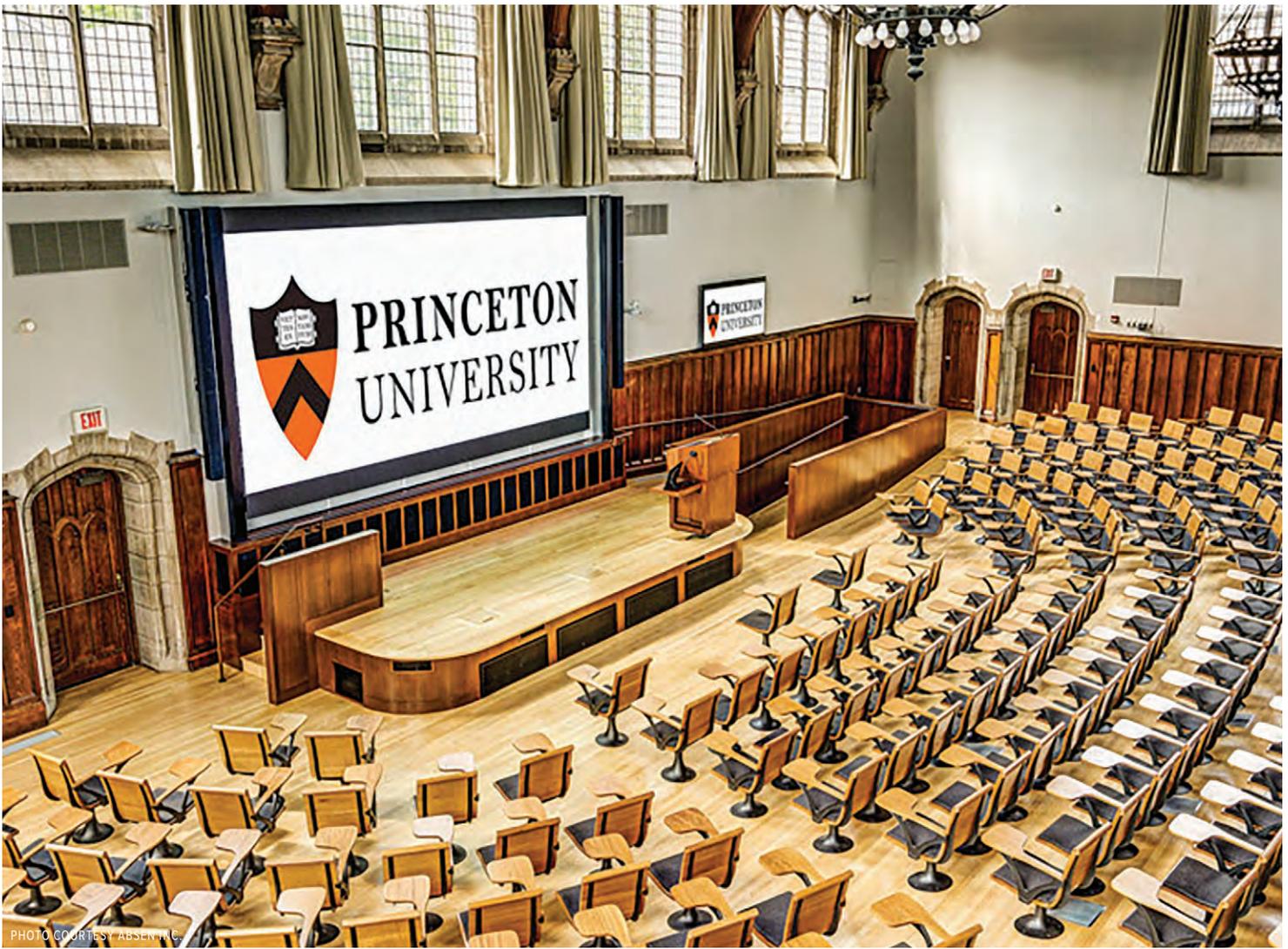


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TEACHING AND TECHNOLOGY

Direct View LED: No Longer Stuck in the Box

by Jeremy Hall

Planners often run into obstacles when designing spaces. After measuring and completing a site visit, planners get back to the workspace to begin creating a concrete plan. Once they take into consideration the room dimensions, they often realize that the best 16x9 display will not fit the space, due to obstacle or height limitations.

Previously, this situation would lead planners to settling for a smaller display, installing the display off center, or even having to choose an entirely different space for the project. While previous formulas for calculating screen size limited available choices in the past, designers can now move away from these design constraints by using customizable and configurable display products. One such technology is the Direct View LED (DVLED) Video Wall.

Hardware

The LCD Video Wall preceded DVLED, long filling the niche because it could be scaled and could use a combination of mounting structures. This technology has

two big complaints: the bezels between the displays and the stock 16x9 form factor. Even though many companies in the LED industry have a preconfigured 16x9 offering, most are built on the same principle of smaller and more configurable cabinets to be able to build out custom sizes with zero separation between the cabinets. The only separation within the image is the pixel pitch itself.

DVLED Technology is comprised of a cabinet that houses a series of LED modules which contain many pixels of actual RGB+ (red, blue, green) LEDs. These modules can be placed directly next to each other, ensuring no gaps in the image. The distance between these LED pixels is known as the pixel pitch.

Pixel pitch is normally selected based on the distance of the participant at the point where they can no longer discern pixels. With this micro-modular design, many factories can custom cut and fit LED modules and cabinets to exact dimensions, filling an entire space.

Content

Consumers who are concerned about content that has already been formatted will be pleased to know that every LED wall is driven by on- or offboard controllers and can be easily paired with video processing units. Some even have windowing and video processing built into the unit.

Just as the display market has massively advanced recently, so has the world of video processing. Every LED Wall needs a component to translate the video information into the LED Language. This translation allows every pixel on the wall to be filled with content. The video processor can also window the content, fill in negative space with backgrounds, or even tile images to create the most optimal content layout for the visual technologies.



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Direct View LED (DVLED) displays have long been considered boutique items, but as the technology has advanced, the cost has dropped. DVLED can now fit into many budgets, offering a wide variety of products to fit anyone's fiscal needs.

Aesthetics

Another advantage of DVLED that adds to its customizability is the ability to achieve beautiful curves and seamless corners. Coming to the edge of a wall doesn't mean that the video data needs to stop. By using the video processing and small LED modules, DVLED is able to bend very tight radiuses to be able to create smooth curves or conform perfectly to an already curved surface. This flexibility can allow the participants to be completely surrounded by video; many people have already gotten used to this format at home. Through the pandemic, curved and extra wide video monitors have become a staple for home offices, and now DVLED technology allows the same options for campus spaces. With flexible mounting and seamless modules, DVLED can also achieve perfect 90-degree corners, in both concave and convex configurations, adding an additional way to surround participants and use all available wall real estate.

Flexible Mounts

Creating these curves and corners can often require some extra help from the world of structures. DVLED has always had its roots in the rental and staging market. Because of these origins, unique mounting has always been at the forefront of DVLED product design, which allows many types of mounting

structures to be used in a single product. Planners are no longer limited by the wall, floor, or ceiling but can easily use a hybrid of all solutions to be able to mount displays however and wherever they are wanted. Mounting also solidifies the other benefits of DVLED. The Z-Axis adjustment ensures that there are no spaces or visible seams between modules as well as helping to engineer curves and corners. With all these features, engineering spaces for DVLED has never been easier.

Shine Brighter

Additionally, DVLED has many optical advantages over its predecessors that should also be weighed when making these decisions. Planners should consider learning more about this technology to see if this technology will be the best choice in future designs. With DVLED, the only limitations are one's budget and imagination. Every LED added just does that much more to make the world shine a little brighter.



ABOUT THE AUTHOR: Jeremy Hall is a Key Accounts Manager for Absen Inc..

Before his time at Absen, Jeremy worked as both an integrator and live events director. His goal every day is to both learn something and teach something. To learn more about Absen, Inc. and Jeremy visit www.usabsen.com

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INVESTING IN THE ARTS

TWO DYNAMIC NEW PERFORMING ARTS FACILITIES AT BYU

by David Vinson, PhD

Known locally as “Happy Valley,” the Utah Valley is home to the mid-sized city of Provo. An unmissable marker of Provo is Y Mountain and its corresponding mountain trail—a trail which leads hikers and bikers alike to a hillside letter in the shaped of a large block Y that serves as insignia for Brigham Young University. BYU’s campus is an idyllic space for its more than 33,000 students. The main campus in Provo resides on nearly five hundred and sixty acres nestled at the base of the Wasatch Mountains. The BYU campus is also the setting for more than three hundred buildings designed in a wide range of architectural styles, each reflecting the fashion of its time. Navigating campus grounds takes one on a journey of natural discovery, whether by way of BYU’s sprawling greenhouse, its pristine flowerbeds and cultivated greenery, or its gorgeous variety of trees.





PHOTO COURTESY BRIGHAM YOUNG UNIVERSITY

In 2004, *The Princeton Review* ranked BYU's Harold B. Lee Library as the nation's "greatest college library," a remarkable accomplishment and clear indication of BYU's ambitions as a top-tier research institution. Such commitment to excellence and growth is not easily sustained, yet BYU continues to adapt, develop, and grow to meet the needs of students and faculty. In recent years, BYU has embarked on a series of major construction projects, both in terms of renovation and of building from the ground up.

Coming Soon: BYU's Newest Addition to the School of Music

Construction of BYU's new School of Music building began on 15 June 2020. As originally noted by the university's *The Daily Universe*, embarking on a major construction project during the pandemic resulted in "every shortage imaginable," including that of concrete, PVC

pipe, copper wire, and even labor. The good news: such obstacles were addressed, managed, and overcome. Announced in March of this year, construction will be completed by Fall 2022, and students can attend classes in the building the following semester.

The need for a new School of Music facility has become obvious over the years to those who frequented the current one. BYU's current School of Music is located in the Harris Fine Arts Center (HFAC) building, which houses the Department of Design, the Department of Theatre and Media Arts, the Department of Art, BYU Production, and the School of Music. Enrollment numbers in each department are growing every year, yet the structure of the HFAC has proven difficult to expand. Several challenges have come to fruition. For one, too few rooms are available for use, meaning that musicians must either coordinate room usage or spread out to different rooms in different

buildings across campus. Moreover, safety concerns have emerged. Artists and designers in the HFAC use paints and turpentine, and the fumes from both can spread to other parts of the building. Another safety concern is the building's lack of proper acoustics in ensemble rooms. Without appropriate wall padding, performers' ears can be damaged by sound levels that swiftly amplify and reach punishing volumes. Occupants must wear earplugs as they practice in the rooms, and one can imagine how doing so would hinder the experience and practice of playing an instrument. Because the HFAC is made of concrete, sound also runs along the floors, reverberating across the building.

The new School of Music facility is a remarkable upgrade on the HFAC, and will surely serve not only as an ideal recruitment tool for prospective students, but will also benefit both current students and the larger

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Not only will the BYU students of music enjoy their very own facility, but soon the same can be said of those majoring in other arts-related fields. BYU has recently embarked upon a major investment in a new Arts Building. The university's board of trustees approved plans to build a new Arts Building where the Franklin S. Harris Fine Arts Center currently stands.

BYU community. The 170,000-square-foot building contains four levels, featuring multiple mid-sized spaces for practice and recitals. A major draw will be its 1000-seat concert hall. The hall is built in a vineyard style, allowing for a centralized performance space that is designed so that tiers of audience members are placed above the stage. De Jong Concert Hall, BYU's current space for such performances, lacks large seating options. Moreover, microphones must be hung throughout to allow for sound to carry, which is not only unsightly but can create a distracting high-pitched sound. Thankfully, the meticulous vineyard style design of the new concert hall allows for the acoustics to rise naturally and without filters or microphone application. The new concert hall will also be equipped with a beautiful, large pipe organ that could become a fine showpiece for the university.

Current practice rooms at the HFAC are located in the basement which has no access

to natural light—hardly a space for inspiration. The new practice rooms are designed with windows and will be dispersed on the upper floors near faculty offices. Being in close proximity to their mentors allows students to reach out with ease for guidance or creative instruction. Moreover, considering the extensive amount of time students spend in practice rooms, an added benefit of the design is that the bright spaces are far better for students' mental health.

Breaking News: BYU's Forthcoming Arts Building

Not only will the BYU students of music enjoy their very own facility, but soon the same can be said of those majoring in other arts-related fields. BYU has recently embarked upon a major investment in a new Arts Building. Announced on June 10th, the university's board of trustees approved plans to build a new Arts Building where the Franklin S. Harris Fine Arts Center

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currently stands. The building houses four of the College of Fine Arts and Communications' six academic units. Construction will begin following the demolition of the HFAC in the spring of 2023, and the project is expected to be completed toward the end of 2025. As the new Arts Building is constructed, the college will temporarily occupy the former Provo High School, located not far from campus.

The new Arts Building will house offices for the college in addition to the departments of Art, Design, and Theatre and Media Arts (TMA). It will serve as home to classrooms, galleries, performance spaces, media viewing rooms, a 180-seat cinema for the film program, as well as a production studio. It will likewise house a large collaborative hub for Department of Design students, plus multiple art and design galleries, a combination lobby and student gathering space, and a six-station lactation room to accommodate students, their families, and other patrons. One concern with the present-day Arts Center is that faculty and staff are spread over five floors and located at the far ends of the building from each other. According to Ed Adams, dean of College of Fine Arts and Communication, the designs for the new building address this issue by creating "proximity and more opportunities for collaboration and student mentoring."

The new building will also contain a main stage theatre equipped with spacious backstage areas. It will hold an audience of eight hundred and offer a more up-close, personalized experience for both audiences and performers. Another distinctive feature will be a meditation garden on the east side of the building. This outdoor area will provide students refuge, rest, and a space for creative thinking.

Beacons of Excellence

One of the lasting traditions of BYU is its cultural emphasis and support of the fine arts. Historically, the music department has a record of excellence, producing some of the finest musical talents in the country. The new School of Music facility promises not only to preserve this rich tradition but to develop it further. Similarly, BYU's Department of Art has proven itself a vibrant community of artists and scholars. The department has an open structure that allows students to move freely between disciplines, and students develop fluency in the traditions of art just as they are actively pushed towards experimentation and developing their own artistic voices. The forthcoming Arts Building will allow students an even better opportunity to thrive in creative learning spaces. The arts and music programs are beacons of excellence for the university, and it will be fascinating to trace the ways in which BYU's students, faculty, and staff benefit from the new facilities.



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

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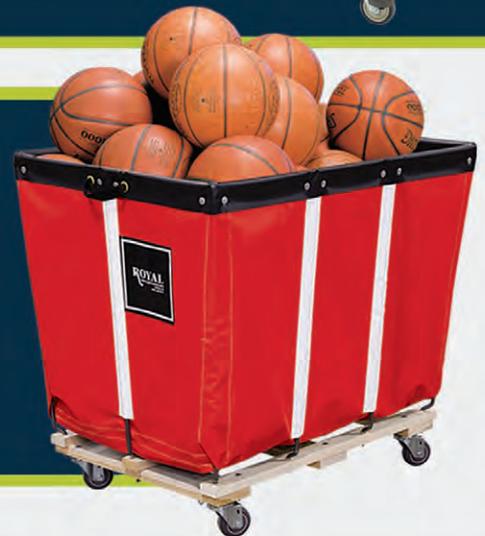
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THE STRENGTH OF STEEL WINDOWS

by Matthew Fuller

Steel windows and doors grace innumerable schools and universities across the United States. Their strength, longevity, and versatility make these products ideal for public and high-traffic areas. As our world changes and new building codes, policies, and guidelines are established to help preserve our planet and natural resources, steel windows and doors offer sustainable solutions to create healthy indoor environments for students and educators.

Daylighting

One of the ten concepts of the WELL Building Standard®—a science-based roadmap for creating and certifying spaces that advance human health and well-being—is light. The standards promote enhanced daylight access to minimize disruption to the body's circadian rhythm which, in turn, improves energy, mood, alertness, and cognition. Integrating natural light into indoor environments also provides individuals with a connection to outdoor spaces through window views.

The biological rhythm of circadian clock genes is stimulated and regulated by the wavelengths of light received by people's eyes. Light at short wavelengths increases alertness by suppressing melatonin production. Unfortunately, most electric lighting offers much less light at this wavelength than daylight. Using the full spectrum of natural daylight to illuminate schools thus helps students' bodies regulate melatonin and reinforce circadian wellness. Numerous studies have shown that classrooms optimized with natural daylight improve students' academic performance.

Additionally, using natural interior daylight as a primary light source can significantly reduce energy consumption and help reduce global carbon emissions. Connecting building occupants with the outdoors, reinforcing circadian rhythms, and reducing the use of electric lighting by introducing daylight into interior spaces are integral components to earning credits toward LEED® certification from the U.S. Green Building Council.

Steel windows are an ideal choice for school planners looking to design lighting that supports students' alertness, mood, and cognitive function. The inherent strength of steel allows for substantially larger windows, letting more natural daylight to fill a room. Solid, hot-rolled steel also offers extremely narrow frame width to maximize glass area within the opening, as well as a much shallower frame depth, letting occupants see more when viewing at an angle.

Steel doors and windows can also be used to create common workspaces, such as computer labs and fitness rooms, that allow natural light to flow deeper into interior areas. Interior glass divisions foster a larger and more open feeling, combining the lofty ideal of the open floor plan with the functional purpose of separate and transitional spaces without blocking natural light. Glass divisions also serve to create unique



PHOTO BY STEVE HALL, HALL + MERRICK PHOTOGRAPHERS

focal points and showcase collections such as art galleries and library collections.

Ventilation

According to the U.S. Environmental Protection Agency, adequate outdoor air ventilation is shown to improve students' ability to perform, raise test scores, and reduce airborne transmission of infection. EPA studies of exposure to air pollutants indicate that indoor levels of pollutants may be two to five times higher than outdoor levels. Good indoor air quality management includes the introduction and distribution of outdoor air.

For schools, major health risk factors include microbial concentrations in the air as well as dampness and mold in the building at large. Outdoor air ventilation is important for the maintenance of acceptable temperature and relative humidity. Adequate outdoor air alleviates dampness and mold conditions which can, in turn, relieve asthma symptoms and absenteeism.

The WELL Building Standard also advocates for operable windows to increase the supply of high-quality outdoor air and promote a connection to the outdoor environment by encouraging building occupants to open windows when outdoor air quality is acceptable. A significant lesson learned during the Covid-19 pandemic is that Air Changes per Hour (ACH)

are extremely important to the health and wellbeing of building occupants. In a 30x30-foot classroom occupied by twenty-five students, the air should be replaced at least every fifteen minutes, which equals an ACH of four. Simply opening windows is an easy way to improve ventilation. Researchers at Harvard University have found that opening the windows in a room just six inches can result in an ACH of five or more with clean, outdoor air.

The versatility of steel offers a variety of window operating types such as casement, sliding, and awning windows, as well as human safety features well-suited to classroom applications. Despite the stiff ruggedness often associated with steel, steel windows offer a surprisingly easy interaction with smooth, graceful movement at the touch of a finger. Moreover, steel windows and doors will not rack or distort with age and hardware will not loosen over time.

Energy Efficiency

Steel has better natural insulating capability compared to other metals, conducting heat and cold at one-fifth the rate of aluminum. Aluminum products require a thermal break just to match the natural thermal performance of steel. The minimal frame dimensions of steel windows and doors further lesson thermal transfer by reducing surface exposure.

Architects may still specify a thermal break despite the natural thermal properties of steel. It is important to understand that adding a typical thermal break into any metal frame results in dramatically weakening the material because a traditional thermal break splits the frame into interior and exterior pieces, reconnecting them with a weaker insulating material. An advanced alternative solution called Thermal Evolution™ technology is available from Hope's Windows, Inc.; this product ensures that the solid steel profiles remain solid for the full depth of the frame, thus maintaining the structural integrity of the steel.

These properties and features, together with modern advancements in glazing, result in exceptional thermal performance and condensation resistance for steel windows and doors.

Environmental Responsibility and Green Construction

Steel sets the standard for performance excellence. Steel windows and doors offer sustainable

solutions to create healthy indoor educational environments while preserving our planet and natural resources. Steel windows and doors are energy efficient and impervious to air and water infiltration, crafted from recycled steel, and finished with environmentally-friendly coatings. These strong and extremely durable windows and doors achieve unparalleled life cycle value and assist building owners and architects seeking LEED® certification from the U.S. Green Building Council.

Steel is the most recycled material in the United States. Each year, the steel industry saves enough energy through recycling to power eighteen million homes—one-fifth of the nation's households. Campus designers should choose high-quality steel windows and doors that are made with hot-rolled frame profiles made of 100% recycled steel. The strength and durability of solid, hot-rolled steel windows and doors consistently outperform wood, aluminum and vinyl products. With their proven ability to last for a century or longer, steel windows and

doors provide an unparalleled life cycle value.

The most advanced pretreatment and finishing processes available for steel are lead-free, contain zero hazardous air pollutants (HAPs), and have ultra-low volatile organic compounds (VOC), resulting in an earth-friendly product with unlimited color options and long-term protection against corrosion and abrasion. Steel finishing processes exceed the most rigorous testing standards and are carefully scrutinized to ensure that products will perform, both aesthetically and functionally, for decades to come and with extremely low maintenance requirements.



ABOUT THE AUTHOR: Matthew

Fuller is the National Sales Manager and LEED Green Associate at Hope's Windows, Inc., the largest domestic manufacturer of luxury steel and bronze windows and doors. Matt has worked in the custom steel window and door industry for 15 years.

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DESIGNING INCLUSIVE SPACES

TO TRANSFORM EDUCATION

by Mira Korber

Classroom design is about much more than just desks, tables, and chairs laid out in a room. It's about power. Anyone responsible for educational space design must ask themselves two questions: first, historically, who in the room has held the most power? Next, how should that power be balanced in the future? Does power sit with the instructor or the students? Can they possibly share power?



Space design is the tool that can empower both teachers and students to experience transformative effects of education, but stakeholder needs must be carefully balanced to facilitate this process and foster an educational culture centering EDI (Equity, Diversity, and Inclusion). In today's educational landscape, it is critical to take a learner-centered approach to design and invite participation from students, instructors, and—potentially—the community at large when conceptualizing new spaces.

Designing for Equity: From K-12 to Higher Education

At the K-8 level, students frequently receive all instruction in one room, and often they have permanent desk arrangements as a result. For students who participate in these relatively static spaces, designers should consider how the natural environment of the room shapes student experience. Most traditional environments situate all power with the

teacher, but space design can enable students to take agency over their learning in safe and affirming ways. Key design questions revolve around building sufficient sub-spaces within the room: a reading nook, for example, or lightweight table elements that can be formed into pod learning or separated into siloed stations. These ideas speak to equity in design to facilitate not only student learning, but all students' best learning.

In high schools, classrooms are more frequently allocated based on subject matter taught. Teachers can bring personalized materials to customize the space according to their subject needs. In this academic ecosystem, students move from room to room and interact with different peers across subjects throughout the day. Major aspects of architecture, furniture, and technology integration are out of individual teachers' control, but these aspects create parameters within which educators can personalize spaces for their students. Student needs

are constantly changing, and a diversity of spaces for different classes shapes the process of student learning in high school. At its core, classroom design puts students on the path of how they experience school, which is controlled by administrative decisions, both intentional and unintentional.

At universities, students are autonomous agents moving from not only room to room, but also building to building. According to the EDUCAUSE Center for Analysis and Research, 95% of undergraduate students own a laptop, a significant increase from the early 2000s, when many students relied on desktop computers provided by universities. This increasingly mobile method of studying is part of an increasing trend towards personalization in learning, but this learning approach also comes with risk of distraction. Design can compel students to use their technology for academic purposes in libraries and classrooms yet help students feel at ease on their personal devices in lounges and informal

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Space design is the tool that can empower both teachers and students to experience transformative effects of education, but stakeholder needs must be carefully balanced to facilitate this process and foster an educational culture centering EDI (Equity, Diversity, and Inclusion).

spaces. The ubiquity of student laptops necessitates flexible, moveable arrangements of power outlets and work surfaces that do not obstruct personal technology use. However, when designing for EDI, planners must foster a sense of belonging by providing a sufficient presence of technology such as desktop computers, scanners, and printers for students who may not have access to personal devices.

The Importance of a Needs Assessment

Considering all the unique factors that constitute the education experience from K-12 to higher education, educational administration must consider how to be most responsive to its core stakeholders' needs. To meet this goal, planners must design with equity in mind by asking for participation from those who are going to be using each space—namely, students and teachers, but also the community tangential to direct users as well.

This process begins with direct outreach and a comprehensive needs assessment. As part of the needs assessment, facilities managers and architects must collaborate with students and teachers to define current pain points and future goals. Some examples of questions to consider include:

- If a classroom is part of a historic building, how can a newly renovated space both honor the traditions of the past while updating technology infrastructure to new standards?
- Will the learning space be used for multi-use classrooms, with both technology and pen-to-paper projects?
- Will students be expected to collaborate or work individually?

A collaborative approach to the needs assessment enables the design process to kick off in the right direction from the start. Furthermore, a participatory design process is

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iterative in nature, and administrators should expect changes as they receive comments from core stakeholders who will bring the space to life on a daily basis.

Designing for education is far from a monolithic undertaking. Three recent projects from SMARTdesks®, leading manufacturer of furniture for learning spaces, illustrate how physical space can be optimized for different learners and institutional goals.

Case Study #1: Multi-Use Learning Environment

At Virginia Wesleyan University, innovative furniture design allowed for 20% more students, greater freedom of movement, and flexible room capacity in a new workforce development classroom. The classroom offers both active learning furniture in the center of the room and height-adjustable computer tables around the perimeter. The optionality provided by the furniture enables instructors to teach in the space and students to use it

for independent work. The arrangement also enables the university to flex capacity requirements in an age when public health considerations can change in an instant. Designing with equity in mind in this project enabled VWU to suit a wide variety of learner needs in one space, while aligning with institutional goals to promote a specific workforce development curriculum.

Case Study #2: Library Annex

Texas A&M needed the Annex space for the new library to embody an adaptive classroom that would meet a diverse array of needs, twenty-four hours per day. The Annex is home to active learning, so having ergonomic, modular furniture was a core component of the project. Since active learning furniture is inherently mobile, the space also needed a flexible raised floor system to accommodate reconfiguration of the furniture elements. Raised access floors enable repositioning of power and data receptacles throughout any

room without the need for electricians or core drilling. If instructors need pod arrangements for tables, outlets can be centrally grouped together; alternatively, they can be spread across the room if tables are separated from each other.

Case Study #3: Government Training Agency

Elements of classroom design apply not only to traditional schools, but other learning spaces as well. At the Department of Homeland Security, computer lab desks with monitor lifts allow trainers to alternate between computer-based work and a clear worksurface for pen and paper note taking and assessment. Students rotate in briefly for training programs before moving on to other roles at the agency, so the furniture accommodates a wide variety of users who only occupy the space for a temporary period. In addition to twenty-four monitor lift desks, the DHS also selected height-adjustable tables and

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collaborative conference tables for breakout sessions. Programming varies from diversity-related conferences to regulatory training for job-specific education across government agencies.

The Path to Equity

Learning environments shape students' paths. To shape our path towards equity, classroom space designers have the great responsibility to their students and our future to build spaces that work best for all stakeholders involved.

SMARTdesks® works together with K-12 and Higher Education clients to furnish learning spaces for in-person, hybrid, and remote learning. People who are interested can learn more about integrated design services assistance at <https://smartdesks.com>.



ABOUT THE AUTHOR: Mira Korber serves as Chief of Strategy for SMARTdesks®. She is also the founder of a tutoring company and has advised EdTech companies on strategic product planning. She is currently attending Vanderbilt University's Peabody College in pursuit of a master's degree in Education Policy.

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Construction Begins on Tulane’s Reily Center Pool’s Major Renovation and Upgrade

The construction phase of a major renovation of the Reily Student Recreation Center’s natatorium and social pool has begun. Completion of this extensive, exciting, and complex overhaul is expected by summer or early fall 2023.

The renovation will ensure that the natatorium continues to meet all standards for Division I swimming and diving competitions, including an added depth for diving from a 3-meter board, new diving stands and starting blocks, new built-in stairs for improved ingress and egress, new lighting, and a state-of-the-art Myrtha RenovAction pool surface. The project will also feature new filtration and sanitation with a UV system for improved water quality, new tile, deck, paint and graphics, and two

new air-conditioning units for enhanced air quality and comfort.

The pool will remain closed throughout the renovation. Members of the Reily Center have expressed their eagerness to see the completion of this project. “We understand and share this sense of urgency. The pool is a central part of the Reily Center experience and the home venue of Tulane’s swimming and diving teams. Despite delays brought on by the challenges of the COVID-19 pandemic, supply chain issues, and the complexity of renovating a thirty-year-old pool, we are determined to complete this project on schedule and get everyone back in the water as soon as possible,” says Patrick J. Norton, Senior Vice President and Chief Operating Officer.

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Samford University Plans \$65 Million Athletic Complex

by Greg Garrison, al.com

Samford University today announced plans for a \$65 million recreation center and athletic complex. “Students want to lead a healthy lifestyle, and we want their university to provide them with opportunities to do so,” says President Beck A. Taylor. “From physical fitness and recreation to counseling and health services, this facility will meet students’ needs in mind, body, and spirit.”

The campus complex will offer students and staff expanded physical fitness and mental wellness opportunities while adding facilities for practice and training for the university’s seventeen Division I athletic teams. Construction is set to begin in 2023 on what will be the largest capital project in Samford’s history.

- The work will focus on expanding four separate buildings, totaling 154,000 square feet.
- Seibert Hall will be completely redesigned to include two basketball courts, a new multi-use court, studios for fitness classes, an

e-sports studio, dance studios, state-of-the-art weight and cardio machines, a multi-purpose workout area, and common areas for students to gather, with lounge areas, a coffee house, and a 24-hour convenience store.

- Bashinsky Field House will be fully refurbished as a dedicated facility for Samford student-athletes, including new training spaces for teams and practice spaces for the men’s and women’s basketball and volleyball programs.
- A third building will be built adjacent to Seibert Hall with 20,000 square feet of recreation and event space. The new facility will include a suspended indoor track, additional basketball courts and cardio spaces, sound and staging to host campus events, a catering kitchen, covered outdoor athletic space, a pedestrian walkway, and a covered balcony that overlooks Bobby Bowden Field.
- The first floor of the Dwight and Lucille Beeson Center, located directly across the

street from the complex, also will be renovated to serve as the new home for the university’s health center and counseling services.

“This project represents a substantial investment in the health and wellness of our students. We are committed to supporting our students in their educational and spiritual journeys, and we also want to support them in their physical and mental wellbeing,” says President Beck A. Taylor. “This new facility will enhance campus life and provide students with spaces to gather, exercise, socialize, and participate in numerous recreational activities.”

The university is funding \$45 million of the project with current resources and is working to secure \$20 million in philanthropic gifts. The complex is expected to be completed prior to the start of the Fall 2024 semester. Samford, founded by Alabama Baptists in 1841, has an enrollment of 5,758 students from forty-eight states and twenty-two countries.

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