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FITNESS & RECREATION FALL SPECIAL EDITION 2022
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**THE EVOLUTION
OF CAMPUS-BASED
FITNESS & RECREATION**

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COMMITMENT
TO INCLUSION**

**FORWARD
THINKING
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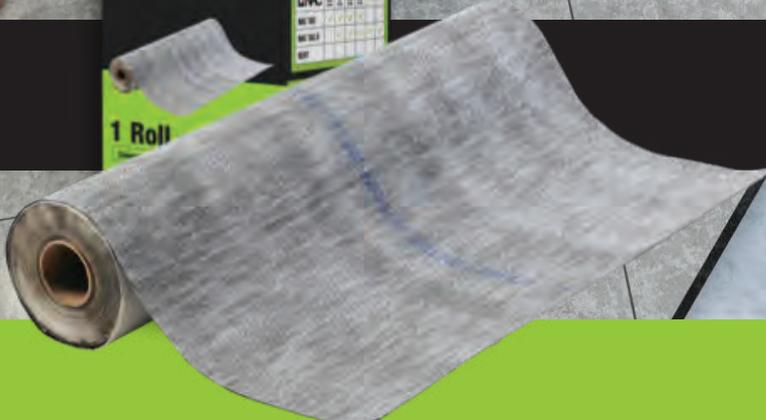
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EDITOR'S LETTER

Hello—

Fitness and recreation facilities are vital to each campus. They provide students, faculty, and staff with needed exercise options while also being central facilities for building connections across the campus. These facilities serve many functions and can be strong components for student attraction and retention. In many cases, these facilities have become central to your students' lives. We have heard from you regarding how much effort you have put into making these facilities responsive to your students and how your staff works tirelessly to meet the needs of the everyone in your campus communities.

With your requests in mind, we put together this special edition to help you look at what is happening now and how your facility can continue to expand and improve to meet students' needs and desires. The options available to you are many, and they can inspire you to think more closely about what campus amenities are meant to be for your campus families.

Your facilities are—or can become—a source of pride as you give your campus tours; they can be responsible for bringing many prospects in. We want to help you continue putting your best recreation facility foot forward. With those ideas in mind, this issue offers a variety of resources for you. We cover how a college listened to student requests and brought green sustainable equipment to the fitness center; that decision helped bring more current students into the facility as well as attracting potential students looking to make their choices for the college they would be attending.

We also cover how fitness and recreation facilities have evolved and what campuses are doing now to meet the needs that the students, faculty, and staff are presenting. Giving attention to these facilities can be a fantastic way for campuses to be responsive to the needs of students by providing a well-rounded experience for them as they spend four plus years at the “home away from home.”

We hope you have a great fall season, and we look forward to continuing being a source of practical and timely information for you and your continuing mission of campus enrichment.

Talk again next time—

Ed Bauer

Publisher

Private University Products and News Magazine
ed@pupnmag.com



Ed Bauer
Publisher/Editor-in-Chief
ed@pupnmag.com

Lawrence Provenzano
Associate Publisher

Cynthia Mwenja, PhD
Copyeditor

Hilary Moreno
Creative Director

Lisa Gibbs, EdD
Cynthia Mwenja, PhD
Staff Writers

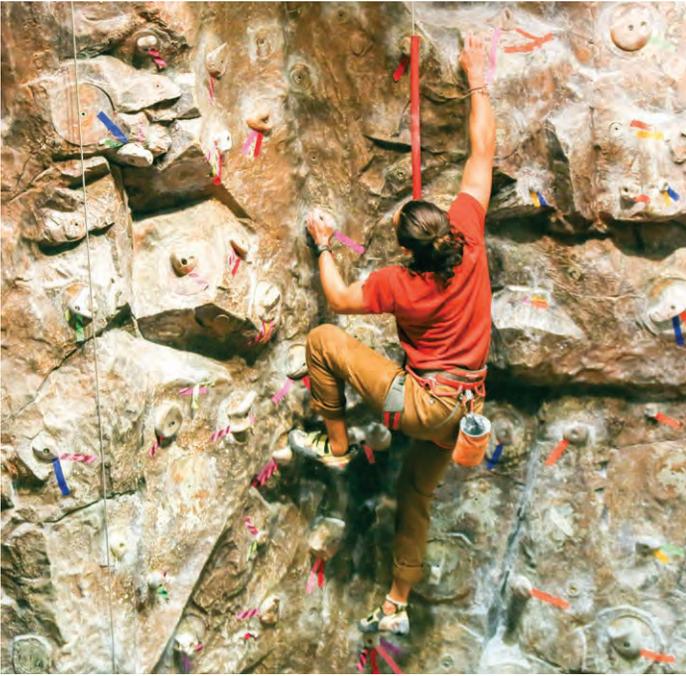
Grete Heimerdinger
Ruben Mejia
Craig Pearson
David Vinson, PhD
Contributing Writers

Cassidy Clevenger
Circulation
circulation@pupnmag.com



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PO Box 1903, Pelham, AL 35124
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Fax: 855-239-8093

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MORE
THAN
EQUIPMENT



BY CRAIG PEARSON

Soon after commencement, the expanded William and Mary Student Recreation Center opened to widespread anticipation. Returning students immediately noticed the drastic increase in floor space, equipment, and services. Visitors said they could feel the open atmosphere created by glass-walled exercise areas which allow fluid visibility into the lower floors and adjacent courts. The enhanced lobby welcomes customers with easily accessible staff offices, an entrance gate accessible with a security pass, a large reception desk, a juice bar, and hanging pyramidal light fixtures that seem reminiscent of a grand hotel.



While the facility's users today express a range of reactions, most favor the expansion. Even with no basis of comparison with the pre-expansion facility, first-year students seem impressed. Zaker Rana, who plays basketball and exercises in the weight room, visits the center because "it provides a lot to do."

Although he wants additional free weights, first-year Jacob Nisbet enjoys the rock-climbing wall, racquetball courts, treadmills, and bikes, and he plays on the indoor soccer team. Junior Ed Bauman, who participates in intramural sports, likes the glass walls and large exterior windows, though senior Jessica Sitnik observes that exercising near the windows at night lets people watch her from outside while she only sees herself. Senior Brittany Bird, who visited during the construction to use ellipticals and free weights, thinks the renovations provide an

impressive environment when compared with the hot interim facility.

Karen Anslinger, a third-year law student, who has maintained a membership with the James City/Williamsburg Community Center, says that the new rec center provides more equipment, so she plans to let the other membership expire. Jeff Nelson, assistant professor of physics, plays intramural floor hockey with his children and pickup softball with graduate students. He says he plans to use the exercise equipment, a change from the past when "it always took a long time to get a machine" he wanted.

Accolades come from students as well as professional staff. Senior Elizabeth Wright and junior Larissa Wilburn, both of whom are student facilities supervisors, explain that the increased service quality causes patrons to enjoy their workouts more. Both receive many positive comments. Wright loves answering

questions because they allow her to describe everything the new building offers. Linda Knight, director of recreational sports, explains that movement of the staff offices from the basement provides “good morale and better customer service.” The additional staff hired after the expansion also helps with that.

The expanded area allows an increase in both equipment and recreational space. Cardio and weight-equipment sections now account for an additional 7,000 square feet. The new facilities include a climbing wall which can accommodate nine people on various routes. A multiactivity court, complete with team benches and goal areas, contains striping for indoor soccer, floor hockey, and volleyball, allowing students an area for more pickup games. Two group fitness rooms include dimmers, sound systems, and new equipment to provide various environments. Other rooms encompass outdoor activities, equipment

storage, and fitness assessment, as well as a multipurpose room. Fresh paint and refinished floors gleam in the pool, locker rooms, and Allen B. Miller Gymnasium, which contains striping for one badminton, two volleyball, and three basketball courts. The only reduction occurred in relation to the racquetball and squash courts; now there are three courts used for racquetball and one court for racquetball and squash.

Knight says she wants the center to exhibit an “open and welcome feeling,” hence the use of glass walls and computers that allow students access to e-mail. These new areas enable the facility to provide additional programs while increasing the quality of existing services. The center offers various classes and fitness incentive programs. Activities include club sports in addition to intramural teams and group functions. The renovation focused on creating a place where individuals can exercise and allows them “time to come

Knight says she wants the center to exhibit an “open and welcome feeling,” hence the use of glass walls and computers that allow students access to e-mail. These new areas enable the facility to provide additional programs while increasing the quality of existing services. The center offers various classes and fitness incentive programs. Activities include club sports in addition to intramural teams and group functions.

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and do whatever they need to escape their structured lives,” according to one staff member. A new massage therapist can also help for a fee of \$40. Requests for personal trainers, who—for an additional fee—provide fitness assessments, offer exercise plans, and monitor progress, have tripled since the center opened. Those wishing to direct their own programs can utilize almost sixty cardio machines or the brand-new weight and free-motion equipment. Students also can listen to one of fifteen televisions by plugging earphones into the bikes and treadmills.

The extent of the rec center’s offerings reaches beyond the campus. While it prioritizes students, faculty, and staff, the community also benefits. The Coast Guard’s Blue Dolphins group uses the pool to train, and local high schools hold swim meets there. A community crew team borrows equipment and practices on-site, and the center provides bathroom facilities and equipment for people participating in local races. Any community member can pay a registration fee to access the center’s programs and services.

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The renovation focused on creating a place where individuals can exercise and allows them “time to come and do whatever they need to escape their structured lives,” according to one staff member. A new massage therapist can also help for a fee of \$40. Requests for personal trainers, who—for an additional fee—provide fitness assessments, offer exercise plans, and monitor progress, have tripled since the center opened.

Originally constructed in 1989, the rec center has experienced its share of problems. When Knight arrived in 1999, she approached Sam Sadler, vice president for student affairs, about fully renovating and expanding the facility. One issue was that the building proved too small to meet the needs of the college community. Its size limited available exercise equipment; Knight notes that students “waited for over two hours to use cardio machines.” Floor hockey teams played outside due to poor indoor facilities; indoor soccer teams competed in an awkward space between two curtains in Miller gym; and the gym’s peaked ceiling interfered with volleyball games. Air conditioning—added in sections and limited by existing structures—inefficiently cooled the building, and leaks plagued the facility. For those reasons, as well as for others, Sadler supported Knight’s proposal.

Since students encompassed a majority of the rec center’s patrons, Knight included them in a focus group that planned everything, from color choices to services offered, during construction. She also had a recreational architectural consultant help design the new building. After the College created a debt service, a version of a 20-year loan, the fabrication contract went to bid in late summer of 2004. Although plans included only necessary changes, all bids arrived \$2.5 million over budget; however, the administration affirmed its dedication by increasing the debt service. Since the state provided no funding and no one offered donations, student fees will account for 85% of the payments to the debt service, with the rest coming from college staff and public-user fees.

The facility’s staff strived to provide normal services during renovation. The pool, locker rooms, and three gym courts

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remained open. Students accessed those areas plus cardio and weight equipment through holes knocked in the exterior walls. All programs were maintained, although schedules were modified, and classes often were held off site.

Returning patrons who had experienced the old and interim versions can easily see the improvements to the facility. The college community can feel proud of the facility as a place that provides students and staff an opportunity to enjoy themselves and remain fit in many ways.



ABOUT THE AUTHOR: Craig Pearson is a staff writer for William and Mary, a premier public research university widely recognized for its outstanding academic reputation, beautiful campus, and vibrant community. The university produces experienced, engaged, and successful graduates who lead lives of impact. Learn more at www.wm.edu.



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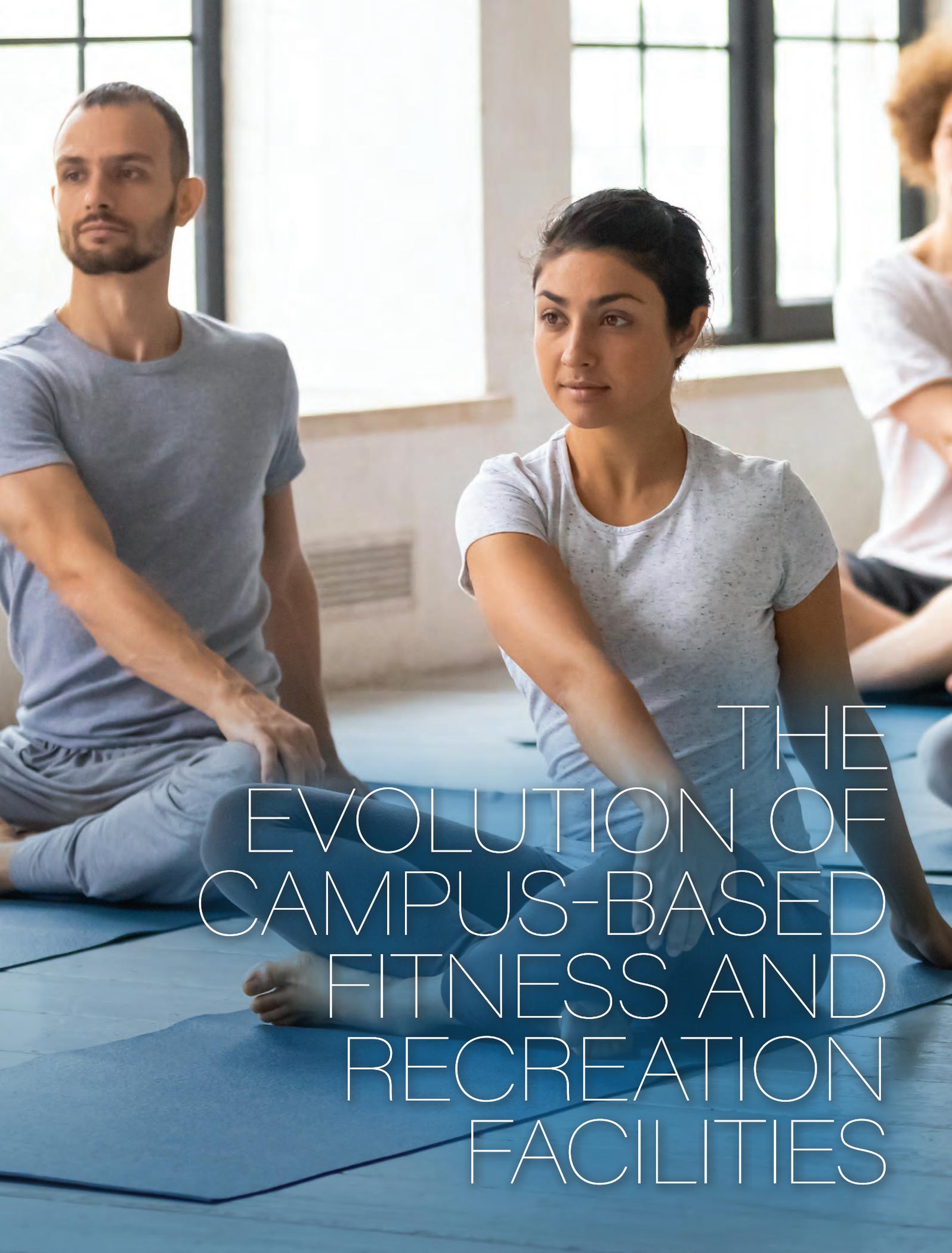


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THE
EVOLUTION OF
CAMPUS-BASED
FITNESS AND
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FACILITIES



BY DAVID VINSON, PHD

The birth of the health club chains in the 1960s and 1970s sparked a gradual evolution in how the public imagined the culture of fitness. Prior to this shift, fitness centers were generally dingy, a space for men to box and lift weights. The rise of a new big-box concept for health and fitness emerged in the late 1970s in California, and this model gained momentum by appealing to the masses—not merely men but women, too, seeking to recruit patrons with

body types of all shapes and sizes. Coinciding with this evolution in the culture of fitness were advances in fitness technology and training as well as in the field of nutrition. The mega-chains remain ubiquitous today, and the culture of fitness has increasingly embraced a more personal and intimate experience for patrons by providing options for personal training, mind-body studies, and specialty exercise facilities that cater to wellness goals.

In higher education, the fitness and wellness-related wants and needs of students, faculty, and staff have evolved as recently as the past ten years. College campuses have responded by continuing to invest in facilities that reflect the ever-emerging desires of the campus community. Not only do these updates and renovations work as a powerful draw for prospective students and student-athletes, but they promote on a larger scale a healthier work-life balance. Campus communities are perhaps as healthy as they have ever been, thanks to the strategies by which institutions have normalized health and wellness as central, daily priorities. Ample research supports the correlation between increased productivity and contentment and that of mind-body wellness, and campus communities continue to benefit from the remarkable fitness-oriented facilities accessible to them.

Options for Everyone at NYU's Campus Recreation

In 2015, New York University (NYU) embarked on a massive expansion of the school's recreation and fitness facilities. The plan called for adding a staggering 1.9 million square feet of space, one which included construction of a 900,000 square-foot mixed-use facility providing strength training, cardio exercise, recreation classes, and locker rooms. In addition to fitness and recreation space, the facility also includes classrooms, student-life spaces, a large theater, four workshop theaters, other specialized spaces for the performing arts, and housing for about five hundred first-year students and one hundred faculty families. In this diversity of options for the campus community, NYU Campus Recreation represents precisely what campus communities want, both in the present day and going forward. In providing these amenities, NYU Campus Recreation offers opportunities and

experiences that enrich the daily experience at NYU.

The NYU community can choose from more than thirty-five group fitness classes that accommodate all levels and abilities. Classes are free to NYU students and members. Active Recovery is one such option, focusing on effective warm up and cool downs for workouts, foam rolling techniques, and stretching, as well as other forms of low intensity movement. This class is particularly beneficial in helping to improve flexibility, injury prevention, and knowledge for pain reduction of muscles. Other class options include ballet workouts, multiple dance workouts (ballroom, cardio, hip hop, contemporary, salsa, and Zumba), kickboxing, spinning, core-focused instruction, yoga, and meditation, in addition to water-based workouts. Members, for instance, can enjoy deep water running (managed by wearing a flotation belt) and swimming for aerobic fitness. Regarding



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the latter, students learn how to improve rhythm, coordination, and timing of their front crawl while developing sufficient strength to swim one-half mile by the end of the course.

For students who wish to learn or develop a specific skill, NYU offers several workshops throughout the academic year that are not only fun but also aid in participants' overall wellness. A self-defense class equips patrons with the basics and confidence to contend with potential moments of threat and conflict. Learning outcomes include discovering techniques, building confidence, and acquiring transformative communication and self-defense education. Another example is Mindful Movement: Dance + Wellness, a Campus Recreation pop-up series that fuses elements of Dance/Movement Therapy, evidence-based mindful practices, emotion-regulation techniques, and artistry to create a fun and inclusive environment. Students can even attend a workshop that teaches them how to ice skate. This multi-week workshop is led by Stacie Krinsky, the head coach of NYU Figure Skating. Krinsky supplies students with the basics of skating, body






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The University of Chicago's Award-Winning Ratner Center

Similar to the vibrant fitness culture at NYU, students, faculty, and staff at the University of Chicago have access to an impressive array of fitness facilities, programs, and services, all through the Department of Athletics and Recreation. On average, more than 4,500 students work out in the facilities each month. Among the fitness and wellness options provided, the University of Chicago community can enjoy nearly thirty fitness classes each quarter, and campus community members can even schedule virtual appointments with nationally certified personal trainers who will create comprehensive exercise programs unique to each client's needs.

The Gerald Ratner Athletics Center, designed by famed architect Cesar Pelli, is a 150,000 square-foot facility featuring the 50-meter x 25-yard Myers-McLoraine Swimming Pool and the Bernard DelGiorno Fitness Center. The Center also offers a

multipurpose dance studio, competition and auxiliary gymnasias, classroom and meeting room space, permanent and day lockers and locker rooms, as well as the University of Chicago Athletics Hall of Fame. The Ratner Center is likewise home to the university's basketball, volleyball, wrestling, swimming, and diving teams. The \$51 million facility has received awards from the American Council of Engineering Company, the American Institute of Steel Construction, and the Consulting Engineers Council of Illinois for excellence in engineering and design. Among the notable features of the two-story facility is a roof suspended by cables attached to five masts that peak one hundred feet from the ground.

The Bernard DelGiorno Fitness Center within the Ratner Center occupies two levels of the facility, plus the rotunda area. Open and full of life, the fitness center includes two weight circuits, free weights, rowing ergometers, elliptical trainers, recumbent and upright bicycles, step mills, and treadmills, many of which are equipped with cardio theatre options. Additional fitness center opportunities are available at Henry Crown

Field House; these options include cardio, resistance, functional, and weight training equipment. The Auxiliary Gym at the Ratner Center includes a multipurpose court that allows for indoor soccer as well as basketball, volleyball, wrestling, and badminton.

The most prominent feature of the Ratner Center is the Myers-McLoraine swimming pool, which includes up to twenty lanes in the 25-yard dimension and nine lanes in the 50-meter dimension; it also contains a moveable bulkhead that allows for simultaneous activities. Two one-meter diving boards are also available. The pool depth ranges from four feet in the shallow section to 13.5 feet in the diving well, allowing for a range of fitness and fun.

Combatting Stress and the "Freshman Fifteen"

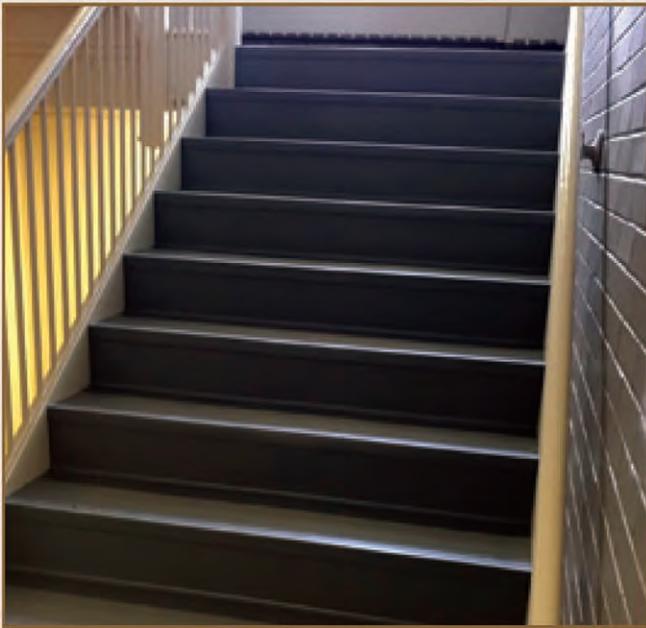
Not so long ago, campus fitness and recreation facilities were fairly limited. Sure, students could enjoy intramural sports and leisure-time activities, but campus recreation was hardly a major draw. In the 21st century, however, campus fitness and recreation is central to the mission and branding of many institutions, and schools lacking state-of-the-art facilities are at a keen disadvantage in terms of attracting students. Of course, even the most impressive fitness and recreation-oriented facilities are more than just bargaining chips for prospective students; they are instrumental in students' health and wellness. The notorious "freshman fifteen" remains a worry for many new students, but most pressing is the overall stress of college—whether from new campus living arrangements, academic struggles, or the financial aspects of paying tuition. This stress can take a serious toll on students' bodies and minds. Exercise, physical fitness, and fun—even a little each day—can make a crucial difference. Campuses with exciting and diverse amenities offer an escape from—and a cure for—the illness of stress.



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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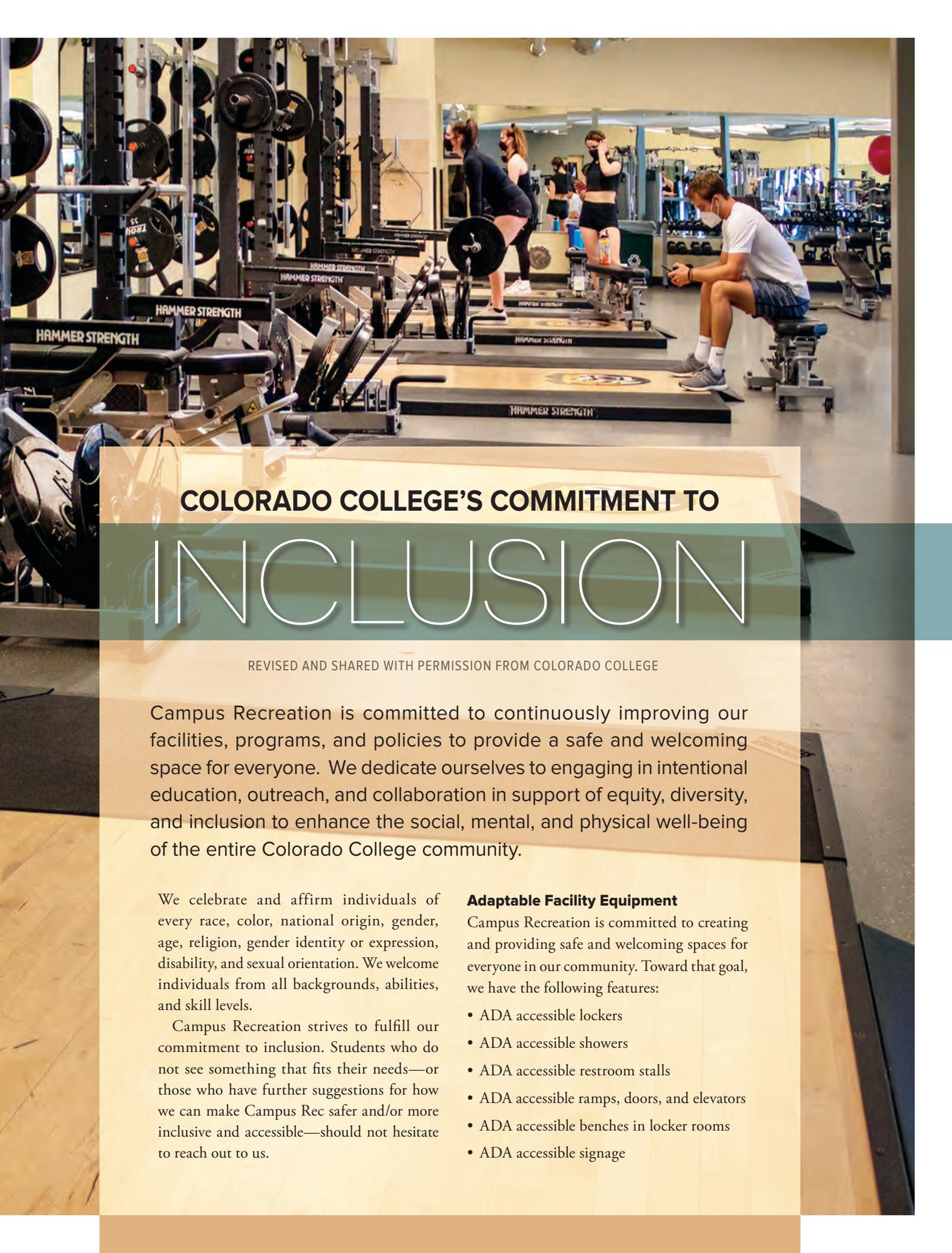
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A photograph of a gym with people working out on treadmills and using equipment. The gym is well-lit and has various pieces of equipment, including treadmills, weight machines, and free weights. People are seen in the background, some on treadmills and some using weight machines. The foreground shows a man sitting on a bench, looking at his phone. The gym has a clean and organized appearance.

COLORADO COLLEGE'S COMMITMENT TO

INCLUSION

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Campus Recreation is committed to continuously improving our facilities, programs, and policies to provide a safe and welcoming space for everyone. We dedicate ourselves to engaging in intentional education, outreach, and collaboration in support of equity, diversity, and inclusion to enhance the social, mental, and physical well-being of the entire Colorado College community.

We celebrate and affirm individuals of every race, color, national origin, gender, age, religion, gender identity or expression, disability, and sexual orientation. We welcome individuals from all backgrounds, abilities, and skill levels.

Campus Recreation strives to fulfill our commitment to inclusion. Students who do not see something that fits their needs—or those who have further suggestions for how we can make Campus Rec safer and/or more inclusive and accessible—should not hesitate to reach out to us.

Adaptable Facility Equipment

Campus Recreation is committed to creating and providing safe and welcoming spaces for everyone in our community. Toward that goal, we have the following features:

- ADA accessible lockers
- ADA accessible showers
- ADA accessible restroom stalls
- ADA accessible ramps, doors, and elevators
- ADA accessible benches in locker rooms
- ADA accessible signage

Adaptive Fitness Equipment and Programs

Campus Recreation continues to improve facilities and programs to enhance accessibility for all patrons. In addition to compliance with all ADA regulations, we provide the following:

- Recumbent bikes
- Kettle bells with handles
- Pal portable aquatic lift
- Scifit double arm upper body ergometer
- Skating aides in the ice rink
- Fitness classes for different skill levels

Gender Inclusive Locker Rooms

Patrons are encouraged to use the locker room that most closely aligns with their gender identities. We provide the following spaces:

- Separate locker rooms for students who identify as female and male

- Separate locker rooms for staff and faculty who identify as female and male
- Separate locker rooms for athletes who identify as female and male
- Gender inclusive locker room

Inclusivity Initiatives

In addition to the features listed above, CC has developed the following DEI initiatives:

- “Every Body Welcome” sticker that incorporates colors from the Pride and Trans flags, along with different body shapes and abilities
- Fit 4 Life fitness group for older retirees and their dependents that focuses on functional movements
- Non-gendered attire policy
- Virtual Fitness Resources site for users to have access to fitness videos when they cannot or choose not to access the fitness center

- Club sport grants and/or subsidies available to low income club sport participants to assist with club fees and travel expenses
- Club sport participants are encouraged to participate in the gender-specific club that affirms their personal gender identities
- In intramural programming, when there are gender-specific rules or player ratio requirements, the participant’s gender identity will be applied

ABOUT THE AUTHOR: Colorado College is a private liberal arts college in Colorado Springs, Colorado. Founded in 1874 by Reverend Thomas Nelson Haskell in his daughter’s memory, the college enrolls approximately 2,000 undergraduates at its 90-acre campus. The college offers forty-two majors and thirty-three minors.



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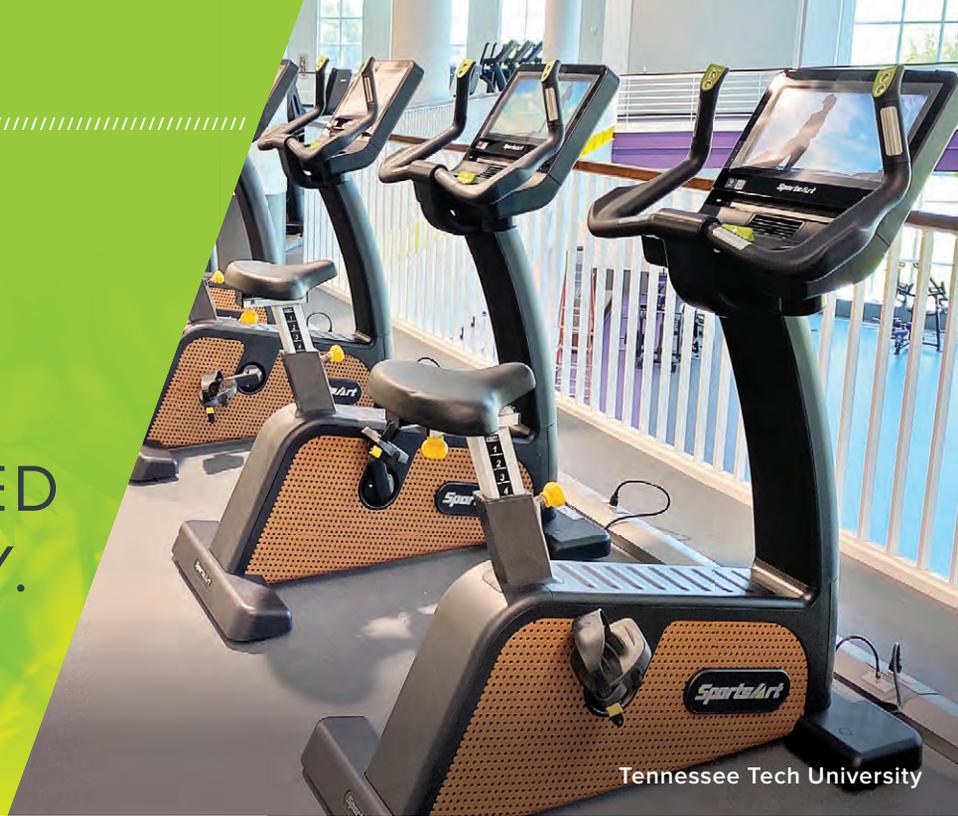
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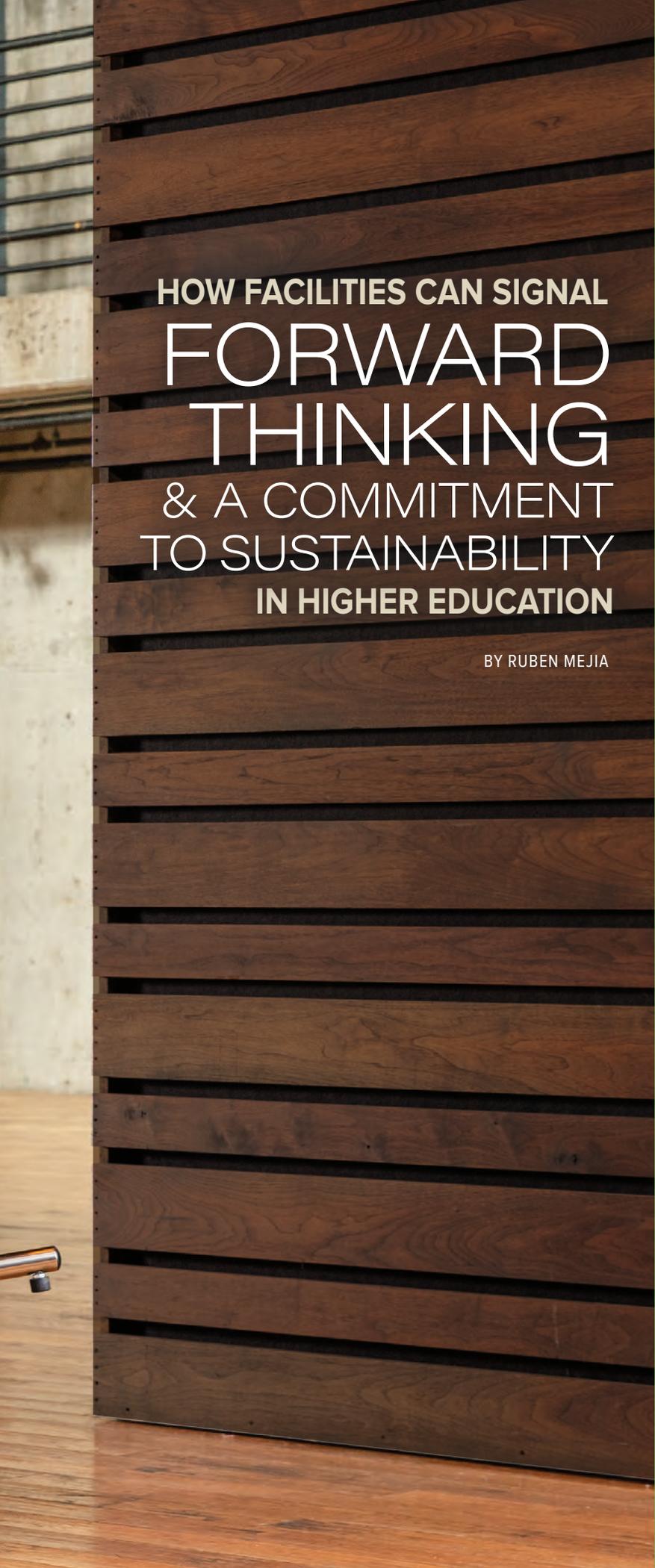
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HOW FACILITIES CAN SIGNAL FORWARD THINKING & A COMMITMENT TO SUSTAINABILITY IN HIGHER EDUCATION

BY RUBEN MEJIA

“Green,” “sustainable,” “inclusive”—to some, these may seem like buzzwords meant to be sprinkled into presentations or used in taglines. But on the campus of a university or college, these aren’t just words; they’re a way of life and may be major motivators in choosing the next phase of a young student’s life.

Today, those values must be reflected in every aspect of the student experience. And whether the goal is recruitment, retention, positive public relations, or a genuine desire to reflect the values of a student body, institutions must be aware that the decisions they make, from the classroom to the recreation center, tell a story of whether they care about those values.

Across the board, we have quantitative data from a variety of sources proving that students want green technology and sustainable products in their schools. And, equally important, they want an authentic commitment to forward-thinking, environmentally-friendly, and inclusive spending and planning from their campuses. College is a major financial decision and a commitment to an institution; students need those commitments to reflect their own values in the same way that consumers in other industries do.

A 2019 *Princeton Review* survey found that 64% of students consider a school’s environmental commitments when deciding where to attend, while a study conducted in 2015 and again in 2022 by the Yale Center for Business and the Environment found that the percentage of students who consider themselves knowledgeable about environmental sustainability grew from 21% to 41% over just seven years. Students’ awareness of these issues isn’t a flash in the pan; it’s a growing trend that shows no signs of reversing.

Across the country, campuses are taking steps forward. Each year, there are enough initiatives to help the *Princeton Review* compile a ranking of the top fifty green colleges and a list of more than four hundred “environmentally responsible schools.” For many students and their parents, colleges appearing on lists like these are a prerequisite for their interest. And at the very least, being in lists such as these can be a tiebreaker when students are deciding between schools.



PHOTO COURTESY SPORTSART

Schools on “green” and “environmentally responsible” lists are chosen for a variety of reasons, tallied based on institutional data gathered by surveying administrators. But the key pillars of the formula are:

- Whether students have a quality of life on campus that is both healthy and sustainable
- How well a school is preparing students for employment in an increasingly green economy
- How environmentally responsible a school’s policies are

Fitness equipment is an often overlooked area where improvements in sustainability

can be made. A school’s fitness facilities offer an exciting opportunity for innovative, eco-friendly solutions that show a commitment to the cause. Take SportsArt’s ECO-POWR treadmills, for example, which convert up to 74% of human energy into usable electricity, reducing the need to buy those kilowatts from the electric company and generating up to an additional two hundred watt-hours. A single student on a single energy-generating piece of cardio equipment can create a net positive 1.2 kilowatts of electricity per hour.

Of the eight colleges that recently installed ECO-POWR cardio equipment on campus, five are represented on the 2022 Princeton Review list, and another was featured for ten straight

years from 2011-2020. ECO-POWR certainly isn’t the only factor at play, but these energy-generating products provide a demonstration that forward-thinking colleges and universities are looking for solutions that match their institutional identities and values. The students are responding to these choices, as well.

At Ohio State University, a 2017 comprehensive energy management project announced the goal of improving energy efficiency on the campus by 25% over the next ten years. Part of achieving that goal was the installation of twelve ECO-POWR products in the university’s recreation center. The equipment gave students the ability to see the tangible impact of burned calories, adding an additional layer



survey found that the vast majority of students care about inclusivity. In the survey, 88% of students said that institutions should “prioritize funding for programs and resources that support historically disadvantaged student subgroups,” while only 66% feel that “their institutions make it a top priority to narrow success gaps for under-resourced student groups.” Just like green initiatives, this broad support for an increase in inclusivity applies across the entire campus, which includes fitness equipment.

Improving physical inclusivity means providing fitness equipment that serves the entire student body, not just athletes or fitness enthusiasts. An inclusive athletic facility can be designed to serve a wide range of individuals, including students who are not accustomed to working out, those rehabbing from injury or other health issues, and people on campus who may not be physically able to use traditional cardio machines.

Universities can meet the needs of these students in a number of ways. They can install cardio equipment that has been designed for rehabilitation purposes. For instance, rehabilitation treadmills that have longer handles, lower step-up heights, and other features that can help someone who needs more support. Recumbent cycles allow a more comfortable and manageable posture for those without much experience or ability on a traditional stationary bike. Universities can even offer equipment like the Madonna ICARE by SportsArt, an elliptical trainer that helps physically challenged individuals and those with chronic conditions regain or retain their walking ability and levels of physical fitness.

By investing in these types of solutions, colleges and universities invite the entire student body to stay healthy, be fit, and use the amenities that are available. Providing equipment that everyone can use signals to the student body that each one of them—not just those who love fitness—are welcome. This message ultimately helps more students become healthier by taking advantage of the school’s recreation facilities.

Students want their campuses to be more sustainable and more inclusive, and a school’s athletics and recreation programs are an opportunity to showcase those values. Administrators should be asking themselves

tough questions: Are we striving to prioritize sustainable products? Are our fitness offerings inclusive to our entire campus, not just athletes and those who are already fit? There was a time when tackling sustainability and inclusivity issues could put a college on the forefront and ahead of the curve. But now, these values are “price of entry.”

Students have the choice of attending thousands of universities across the country, and they are now looking for institutions of higher education that make bold new decisions based on meaningful values. These students are interested in leaders and innovators who are choosing what’s best, not settling with “good enough” or making the same choices because they’re comfortable or expected. What was successful and well-received five or ten years ago doesn’t necessarily move the needle in 2022; while sticking to the tried and true old methods can be easy, students see that options as school leadership not living their stated values. Young adults can tell when the same decisions are being made over and over again, and institutions must realize that not making the forward-thinking decision is a decision in and of itself.

Institutions of higher education are often seen as homes for innovation, progress, inclusivity, and achievement, and no institution gains that reputation by standing still. Athletics facilities are potentially an untapped opportunity to make a statement about social responsibility, showing that a campus has thought through every aspect of student life. Now is the time to make positive changes that signal to students that they have been heard and that the campus is taking steps to improve lives in the community, among students, and in the world.

of meaningfulness to their workouts and connecting students to the university’s energy efficiency goals.

“I think the problem with sustainability is it’s tough to feel the tangibility and the difference you make,” said Zayn Dweik, Undergraduate Student Government Chief of Staff, during the school’s ECO-POWR installation. “With this equipment, you see how many watts you’ve generated and get to say, ‘I’m helping out the university, helping out the environment, and helping out my body.’”

But students aren’t just thinking about the future; they’re interested in helping those on campus who are already in need of extra support. In January 2022, a Hanover Research



ABOUT THE AUTHOR: Ruben

Mejia is the executive vice president for SportsArt Americas, previously holding the title of chief technology officer. In 2000, after four years of active deployment in the military, Mejia began working in the corporate IT and telecommunication fields for the U.S. Army, launching his career and interest in the technology industry as a whole. Prior to joining SportsArt, Mejia held executive roles within the technology and ecommerce spaces.

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