

THE BULLETIN OF ACUI



RENOVATION & CONSTRUCTION SHOWCASE





Revolution Shield®

WITH AMULET® BALLISTIC BARRIERS



ONE-OF-A-KIND PROTECTION

New Revolution Shield™ flip-top tables with Amulet Ballistic Barriers offer instant defense against sudden walk-in handgun violence.

FACTS

- Handguns account for 80%+ of Active Shooter Incidents.
- Active shooter incidents rose over 50% in 2021 compared to 2020.
- Handguns are easily concealed for walk-in violence
- Bullets fired from a handgun pass through almost all building materials and furniture.
- In Active Shooter situations, ricochet is a serious risk



REVOLUTION SHIELD FACTS

- They flip down instantly to form a 5' or 6' wide by 40.5" high shield.
- They are a disguised ballistic shield, functioning like any other laminated surface flip-top table.
- They are 20 lbs lighter than same size particleboard tables
- They are mobile (on wheels) and move easily

 psfurniture

1.800.762.0415 | psfurniture.com





THE **BULLETIN**
2022 RENOVATION & CONSTRUCTION SHOWCASE | VOL. 90

4 Boardroom - MESSAGES FROM THE PRESIDENT & CEO

6 2022 Renovation & Construction Showcase

26 What Worked in Another COVID Construction Year

by Steve Chaplin

32 A Restorative Campus Life Space as a Best Practice for Student Wellness

by Sophie Tuller, Monique Oliver, & Ashley Edwards

44 A Third Home: COMMUNITIES GRAVITATE TO A SPACE FOR LEARNING, ENGAGEMENT, AND HONEST CONVERSATION

by Sarah Kipp, Kade Crittenden, & Steve Chaplin



ACUI

Printed with vegetable-based
ink on 50% recycled,
FSC-certified paper. Please recycle.



BOARD OF TRUSTEES

PRESIDENT
Deepti Chadee, Texas Christian University
deepti.chadee@tecu.edu

AT-LARGE MEMBER
Ann Comerford, University of Illinois-Springfield
acoome2@uis.edu

AT-LARGE MEMBER
Ian Crone, University of Tennessee-Knoxville
icrone@utk.edu

AT-LARGE MEMBER
Tari Hunter, California State Polytechnic University-Pomona
tehunter@cpp.edu

AT-LARGE MEMBER
Dwayne Isaacs, University of Florida
disaacs@ufl.edu

AT-LARGE MEMBER
Coretta King, Northwestern University
coretta.king@northwestern.edu

AT-LARGE MEMBER
Keith Kowalka, University of Houston
kkowalka@uh.edu

STUDENT MEMBER
Dana London, Kennesaw State University
dana.a.london@gmail.com

PRESIDENT-ELECT
Neela Patel, Rutgers University
neela.patel@rutgers.edu

PAST PRESIDENT
Jeremy Schenk, Ed.D., Northwestern University
jeremyschenk@northwestern.edu

EX OFFICIO MEMBER
John Taylor, Ed.D., ACUI Central Office
jaylor@acui.org

The Bulletin of ACUI is a publication that covers issues relevant to the college union and student activities profession, and provides members a forum to exchange ideas and opinions through letters and columns. Permission to reproduce, distribute, or post any part of this publication must be obtained in writing from the managing editor. Copyright © 2022.

ACUI institutional and associate members receive the publication at an individual subscription rate of US \$60, payment of which is included in annual membership. Individual student members receive the publication at a subscription rate of US \$20, payment of which is included in annual membership. Annual subscriptions for libraries are available upon request for US \$50 (US \$65 for institutions outside the United States).

The Bulletin of ACUI (ISSN 0004-5659) 2022, Vol. 90, is published by ACUI, One City Centre, Suite 200, 120 W. Seventh St., Bloomington, IN 47404-3839. Periodicals postage paid at Bloomington, IN.

POSTMASTER: Send address changes to The Bulletin of ACUI, One City Centre, Suite 200, 120 W. Seventh St., Bloomington, IN 47404-3839.

CENTRAL OFFICE

CHIEF EXECUTIVE OFFICER
John Taylor, Ed.D., *jaylor@acui.org*

MANAGING EDITOR
Steve Chaplin, *schaplin@acui.org*

CORPORATE CONNECTIONS MANAGER
Jake Dawes, *jdawes@acui.org*

**DIRECTOR OF STRATEGIC INITIATIVES
AND SENIOR DIVERSITY OFFICER**
Stacey Givens, *sgivens@acui.org*

SENIOR FINANCIAL MANAGER
Karen Keith, *kkeith@acui.org*

OFFICE ASSISTANT
Chantalle LaFontant, *clafontant@acui.org*

ART DIRECTOR
Andrea Langeveld, *alangeveld@acui.org*

EDUCATIONAL PROGRAM MANAGER
Allison Lara, *alara@acui.org*

EDUCATIONAL PROGRAM MANAGER
Taylor Miotke, *tmiotke@acui.org*

EDUCATIONAL PROGRAM MANAGER
Amy Morgan, *amorgan@acui.org*

DATA INTEGRITY MANAGER
Jonathan Morgan, *jmorgan@acui.org*

EDUCATIONAL PROGRAM MANAGER
Victoria Moulterie, *vmoulterie@acui.org*

EDUCATIONAL PROGRAM MANAGER
Andre Rattray, *aratray@acui.org*

MARKETING COORDINATOR
Marcos Rodriguez-Fausto, *mfausto@acui.org*

DIRECTOR OF EDUCATION
Justin Rudisille, *jrudisille@acui.org*

MEMBER SERVICES REPRESENTATIVE
Melanee Stewart, *mstewart@acui.org*

DIRECTOR OF OUTREACH
Elizabeth Stringer, *estringer@acui.org*

DIRECTOR OF FINANCE AND ADMINISTRATION
David Teske, *dteske@acui.org*

MEMBER SERVICES REPRESENTATIVE
Christian Van Horn, *cvanhorn@acui.org*

MEMBER SERVICES REPRESENTATIVE
Brandy Wanbaugh, *bwanbaugh@acui.org*

INSTRUCTIONAL DESIGNER
Scarlett Winters, *swinters@acui.org*

 **ACUI**

Advancing Campus Community

One City Centre, Suite 200
120 W. Seventh St.
Bloomington, IN 47404-3839 USA

812.245.ACUI
www.acui.org

CALENDAR

AUGUST 2022

15

Social Justice Seminar Early Registration Deadline

SEPTEMBER 2022

27

Social Justice Seminar Registration Deadline

28-29

Social Justice Seminar

Online Learning

OCTOBER 2022

22-23

Region II Conference

Sam Houston State University

27-30

Region V Conference

University of Wisconsin-Madison

28-30

Region VI Conference

Virginia Tech

NOVEMBER 2022

4-6

Region VII Conference

Binghamton University

10-12

Region III Conference

Emory University

13-15

Region IV Conference

University of Oregon

17

Leading through Change Symposium

Early Registration Deadline

17-20

Region I Conference

California State University-Dominguez Hills

17-20

Region VIII Conference

University of Massachusetts-Lowell

DECEMBER 2022

8

Leading through Change Symposium Registration Deadline

12-14

Leading through Change Symposium

Online Learning

INFORMATION ABOUT THESE PROGRAMS
AND MORE IS AVAILABLE AT ACUI.ORG/EVENTS.

NEW MEMBERS

CLACKAMAS COMMUNITY COLLEGE

Oregon City, Oregon

SOUTHERN NEW HAMPSHIRE UNIVERSITY

Manchester, New Hampshire

STATE UNIVERSITY OF NEW YORK COLLEGE-OLD WESTBURY

Old Westbury, New York

FULLER THEOLOGICAL SEMINARY

Pasadena, California

WESTMINSTER COLLEGE

Salt Lake City, Utah

UNIVERSITY OF MICHIGAN-FLINT

Flint, Michigan

MUHLENBERG COLLEGE

Allentown, Pennsylvania

ASSOCIATE MEMBER

COOLE INSIGHTS LTD

North Somerset, United Kingdom



RENOVATE, REBUILD FOR AN AUTHENTIC SPACE, AN AUTHENTIC YOU

FROM THE PRESIDENT

DEEPTI CHADEE, TEXAS CHRISTIAN UNIVERSITY

When I think about renovation and construction projects—the focus of this special print edition of *The Bulletin*—the inevitability of timelines, budgets, meetings upon meetings, and then maneuvering operations around all that, it can become a daunting landscape. But isn't it also an opportunity, a chance for a reset, even a new beginning?

Whether it's a fresh coat of paint, new lighting, transformation of a space, or the creation of an entirely new building, improvements, no matter the scale, afford opportunities for revitalization, renewed expectation, and anticipation. It's in that new beginning, that invigorated sense of hope and opportunity, where the space for authenticity can be reimagined. After all, that's what it's all about, right? Whether it's a space or a place, a person or a team, a program or an event, if it's not authentic you risk the opposite—coming off as disingenuous, as spiritless, as an imitation.

My parents and brother immigrated to the United States in the early 1980s and when I joined the family, much of our lives were filled with balancing the identities of two cultures—Indian and American. Our parents spent most of my brother's and my childhood sharing, educating, and preserving our Indian heritage with us, while also embracing the American culture we are now a part of. My life has been filled with celebrating Diwali and Navaratri while also learning about Christmas and Easter. I sang in choirs at churches while also singing Indian classical music. When it came to college, I was incredibly surprised how these two worlds suddenly collided.

Prior to college, my Indian friends were my weekend friends, and my non-Indian friends were my school friends, so it was somewhat shocking to me when I realized that these two worlds could coexist. I took this new space as an opportunity to further embrace my Indian culture, but it was also a place, for the first time, that I would meet so many people from different parts of the world. I vividly recall being asked at one point to create a vision statement focused on creating spaces and environments where people could feel comfortable showing up as their authentic selves. Think of it today as a renovation or construction project to build engagement, to house trust, to share what is original and genuine about each of us. I didn't know it then, but this is where my love for student affairs would begin.

It has always been important to seek out spaces where I could show up as my authentic self, and then to recognize the importance of others being able to do the same. Becoming the first Indian American president of ACUI is a significant pride point for me, but know that it also heightens my sense of responsibility to ensure others see themselves in the communities they are a part of. During my tenure as president of ACUI I hope I can inspire others to chart their own paths to be represented in, to be authentic in, to be invigorated in the communities we are each a part of. Just like working on that vision statement toward creating authentic spaces set me on a course for a life in student affairs, I am here today to support others toward their aspirations, their vision, their journey.

IT HAS ALWAYS BEEN IMPORTANT TO SEEK OUT SPACES WHERE I COULD SHOW UP AS MY AUTHENTIC SELF, AND THEN TO RECOGNIZE THE IMPORTANCE OF OTHERS BEING ABLE TO DO THE SAME. BECOMING THE FIRST INDIAN AMERICAN PRESIDENT OF ACUI IS A SIGNIFICANT PRIDE POINT FOR ME, BUT KNOW THAT IT ALSO HEIGHTENS MY SENSE OF RESPONSIBILITY TO ENSURE OTHERS SEE THEMSELVES IN THE COMMUNITIES THEY ARE A PART OF.

The last two years have greatly impacted the work that we do, and thanks to our skillsets we have reimagined spaces for students to connect, engage, and gather safely. We were asked to coordinate and host major events to help move our communities through this pandemic, and yes, we succeeded. We created healing spaces to lift our communities up amidst injustice and discrimination that has been occurring through a period of unparalleled and exhausting challenges, yet this time has provided us with opportunities for creativity, for innovation, and for examining our authentic selves.

In this edition of *The Bulletin* you will learn about some meditative and reflective practices being used at the University of Maryland-College Park and other campuses that we hope opens a window for exploring and assessing similar opportunities within your campus community. Another piece examines how an interactive social learning project—Hostile Terrain 94—has made its way across the U.S. and found a particularly relevant home at many of our student unions, underscoring how our “living rooms” are truly the crossroads for education, introspection, and social justice to occur in one space.

As we move toward a new semester as many challenges from the pandemic still linger, let us take every opportunity to share our genuineness, our authenticity, as individuals and as a community, and to inspire, to engage, and to reconnect. It may require some “renovation” of how we see ourselves and our spaces; we may have to “construct” some new paths toward success, but these are tests and trials the ACUI community has prospered through before. Working together, I have no doubt we will continue to prosper.

SAVING HIGHER EDUCATION: THE STUDENT AFFAIRS RESCUE PLAN

FROM THE CHIEF EXECUTIVE OFFICER
JOHN TAYLOR, ED.D.



Few would argue that change is slow in higher education, that is until it was forced to transform instructional delivery practically overnight in March 2020. Who knew that it simply takes a global pandemic to alter a century's-old education system? But now as we move closer to 'post-pandemic' the question isn't whether higher education will go back to the way things were, but rather whether higher education can continue to make needed substantial change without a world-wide crisis as the catalyst.

As an industry, higher education is facing tremendous challenges that existed prior to the pandemic, and in some instances have become more dramatic as a result of the impact of the pandemic. For decades we've seen a drop in state funding for public institutions, contributing to annual tuition increases that frequently outpace inflation. Similar high increases have taken place at private institutions, and overall, it's been difficult to make the case for the increasing cost of higher education, with parents, students, and the public questioning the value. The financial crisis only contributed to this problem as more people ask whether it is worth the burden of taking on large amounts of debt compared to entering the workforce debt-free.

An enrollment cliff that had been predicted for 2025 arrived early, with the most recent data showing a 9.4% drop in undergraduate enrollment from the start of the pandemic. This translates to 1.4 million fewer students on our campuses, with the most dramatic decline at community colleges where one-fifth of the student population was lost over the past two years. The current enrollment drop is due to the pandemic, so still on the horizon is a demographic shift of fewer high school graduates that will also affect college enrollment.

So where do we go? The first place is to reflect on opportunities created during the pandemic that can carry forward to strengthen higher education. One thing we learned is that many students and their parents were banking on a traditional college experience, and then were upset at not having the in-person experiential part of college. This speaks to our work in college unions and student activities, and now is the time to promote not just our specific programs and services, but to emphasize the value of student involvement and being a part of a campus community. This is an opportunity to promote the role of the college union as part of the value of higher education.

An additional area to examine is technology, as it wasn't just the delivery of academic classes that were altered but also our programs and services. In addition to in-person experiences, what lessons from using technology remotely can provide value-adds to our work in the college union? Can we replicate the success of telehealth or teletherapy in coaching leaders or advising student

organizations? What technology enhancements did we initiate in our restaurants and convenience stores that will improve the speed and delivery of services? If you haven't retrofitted your meeting rooms, surely it is high on your list to add more advanced, yet easier to use teleconferencing capabilities.

Aside from looking at lessons learned, more is needed to save higher education. In looking at the big picture, we should be asking questions and suggesting changes at the institutional tables where we sit. Frankly, the area in most need of change falls far outside our arena, in academic affairs. For higher education to overcome its poor reputation, its high price tag, and enrollment uncertainty, different thinking and a different approach is needed. College union professionals are not afraid of change, so we can help colleagues to envision a different future, and to take the necessary risks.

For example, most colleges operate on a credit hour basis, with 120 credit hours needed to graduate. Yet our world now operates through attainment of certain skills, with employers especially

**FRANKLY, THE AREA IN MOST NEED OF CHANGE FALLS
FAR OUTSIDE OUR ARENA, IN ACADEMIC AFFAIRS ...
COLLEGE UNION PROFESSIONALS ARE NOT AFRAID OF
CHANGE, SO WE CAN HELP COLLEAGUES TO ENVISION A
DIFFERENT FUTURE, AND TO TAKE THE NECESSARY RISKS.**

interested in what students know, and what they can do rather than how many courses they took as an undergrad. What would it look like if we were starting fresh? Would we add more experiential components to degree achievement rather than simply sitting in classrooms and taking multiple choice tests? Are we teaching students how to learn, enabling them to adapt across the span of their career and gain skills for life-long learning? What is academia doing to develop the future leaders of our world who will be navigating an increasingly complex set of challenges?

There are of course no easy answers, and in the end, to save higher education we must ask ourselves who we serve and what our purpose is in a post-pandemic 21st century world. An academic answer would certainly be exhaustive and confusing. For me the answer is less complex and fairly traditional. We exist for the public good; for the personal growth, development, and learning of students; and to improve and move society forward. Even with such a simplistic view of our purpose, higher education desperately needs a 21st century makeover as an industry that is operating on an outdated educational delivery model. As educators and professionals we are certainly invested, and I hope you will use your voice to help save higher education.

RENOVATION & CONSTRUCTION SHOWCASE



PHOTO BY RANDY TUNNELL



The 2022 edition of *The Bulletin's* annual Renovation & Construction issue reflects, for the second straight year, student union and student activities projects that succeeded despite the challenges faced by the ongoing COVID-19 pandemic. Enjoy a peek at these projects that ranged in cost from under \$1 million to more than of \$90 million.



CALIFORNIA STATE UNIVERSITY-MONTEREY BAY
OTTER STUDENT UNION
MONTEREY BAY, CALIFORNIA
CONTINUED ON NEXT PAGE

**CALIFORNIA STATE UNIVERSITY-MONTEREY BAY
OTTER STUDENT UNION
MONTEREY BAY, CALIFORNIA**

NEW CONSTRUCTION

SUBMITTED BY: JEFF RENSEL, DIRECTOR, OTTER STUDENT UNION
CAMPUS TYPE: FOUR-YEAR, PUBLIC
FULL-TIME ENROLLMENT: 6,900
PROJECT BROKE GROUND: APRIL 2018
PROJECT COMPLETED: AUGUST 2021
TOTAL AREA: 70,000 SQ. FT.
FLOORS: 3
PROJECT COST: \$55 MILLION
ARCHITECTS: HGA - SAN JOSE, CALIFORNIA; BRAILSFORD & DUNLAVEY, SAN FRANCISCO

As you make your way through the new Otter Student Union it is not long before you realize the new building and its amenities are deeply tied to both the campus at California State University-Monterey Bay and the Salinas Valley community that surrounds it. One of the most productive agricultural regions of California, it makes sense that the conference rooms on the second and third floors are aptly named after the most well-known local crops, like grapes, strawberries, and artichokes.

Newcomers might wonder why the student games room is called the Rookery, but then you'd be admitting you're not up on the

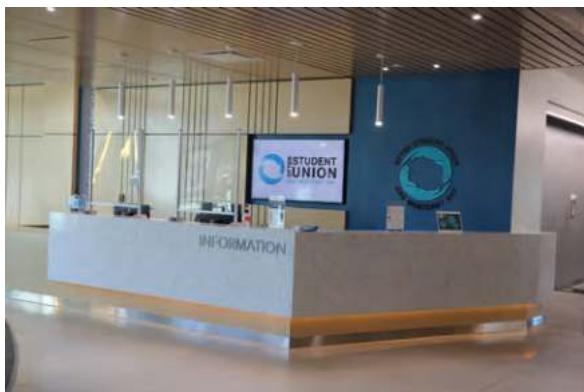
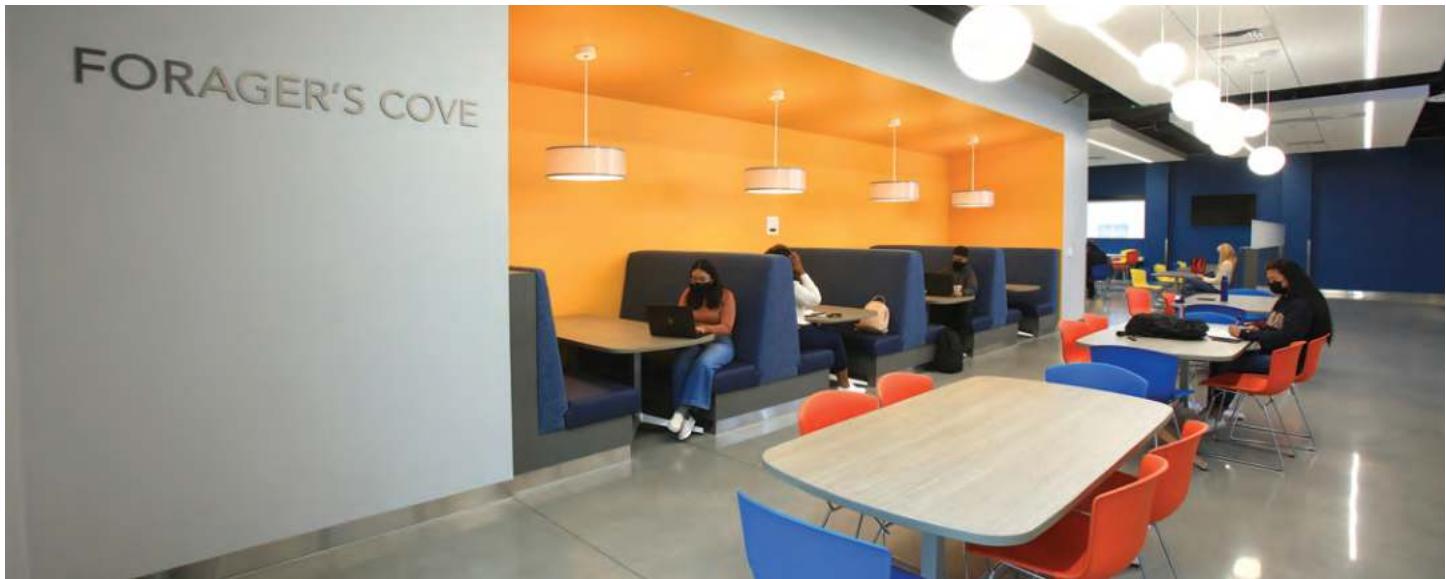
school mascot, the sea otter, since a rookery is what a Monterey Bay kelp forest is called in which otters hangout. This Rookery at the union, while kelpless, is full of attractions like table tennis, pool tables, video games, and even Dance Dance Revolution, the interactive movement game that pioneered rhythm and dance genre video games.

The center represents a substantial commitment from the student body, which agreed in 2014 to build a new student union through a \$350-a-semester student fee. At the time, they recognized that having student organizations and meeting rooms in one building and a university center with traditional union amenities in another was just not ideal. There are limited off-campus housing options around the campus so a high on-campus residency rate served as another impetus for creating a single space with a wide range of amenities and services.

Now under one roof, there is lounge space, dining, recreation, student organizations, meditation space, a campus store and a convenience store, gender-neutral restrooms, a nursing space, and a coffee shop. There is an inviting outdoor terrace, a new spacious lobby with an information desk, and a behemoth of a 6,000-square-foot ballroom that seats 600 or has space for 900 standing guests. That space is available for both campus and community events and is a revenue stream opportunity.

Now in the process of receiving a LEED Gold certification, the building is unique with a U-shaped footprint that promotes cross-ventilation, and the site's terrain allowed for two ground floor entrances, but at two different levels.





★ NEW FACILITIES

BALLROOM: 6,000 SQ. FT.

DINING SERVICES (FOUR RETAIL LOCATIONS): 17,798 SQ. FT.

GAMES ROOM/ROOKERY: 3,051 SQ. FT.

CAMPUS STORE: 4,113 SQ. FT.

STUDY ROOMS: 500 SQ. FT.

BAYVIEW TERRACE (OUTDOOR): 3,070 SQ. FT.

MEDITATION ROOM: 452 SQ. FT.

NURSING ROOM: 99 SQ. FT.



**STATE UNIVERSITY OF NEW YORK-ONEONTA
CHARLES W. HUNT COLLEGE UNION
ONEONTA, NEW YORK**

 **RENOVATION**

SUBMITTED BY: ROBB THIBAULT, DIRECTOR, STUDENT LIFE

& LEADERSHIP/HUNT COLLEGE UNION

CAMPUS TYPE: FOUR-YEAR, PUBLIC

FULL-TIME ENROLLMENT: 5,918

PROJECT BROKE GROUND: NOVEMBER 2019

PROJECT COMPLETED: FEBRUARY 2021

TOTAL AREA: 21,000 SQ. FT.

FLOORS: 3

PROJECT COST: \$5.78 MILLION

ARCHITECTS: HYMAN HAYES ASSOCIATES - LATHAM, NEW YORK

You can sense the energy when you enter the Charles W. Hunt College Union at SUNY-Oneonta, an energy emanating from the collaboration, the interaction, and the fresh aesthetics that all came about as a result of a renovation that addressed underutilized space, disconnected departments, and aging infrastructure.

“The west wing of Hunt Union was an outdated space with original lighting and finishes, and scattered and inefficient layouts,” said Robb Thibault, director of student life and leadership at Hunt Union. “In addition, many departments that were related to each other were not co-located.”

Thibault was referring to the various departments and organizations that make up the Experiential Learning Center—the Career Development Center, Center for Social Responsibility and Community, and Office of Global Education—none of which were previously grouped together. To improve collaboration, they were brought from other buildings on campus into Hunt Union after more than a dozen

programming meetings, and nearly 20 design meetings were held with the design team, facilities department, and the users of each department. This new space, which also now includes the Student Research and Creative Activity Office, provides student work areas, interview rooms, and offices, all outfitted with new finishes, furniture, equipment, lighting, and ventilation.

Adjacent to the Experiential Learning Center and visible between one another thanks to a new curved glass partition, is Hunt Union’s revitalized International Lounge, a multi-purpose gathering space with an improved two-story atrium, a renovated student information desk and box office, and an amazing view of the adjacent Hunt Union Pond.

“The lounge is filled with natural light and on a typical day is packed with students socializing or studying,” Thibault said. “Now that the International Lounge and Experiential Learning Center are separated only by a glass partition, it has allowed for a visual and conceptual link from student life to life after graduation.”

The student-run radio station, WONY 90.9 FM, financed by the Student Association of SUNY-Oneonta, was also relocated from Alumni Hall to Hunt Union to make it more visible to the campus community. Programming is streamed live through a video feed into the corridor during broadcasting from the new studio, which saw upgrades that included new broadcast equipment for two main studios, new equipment for two sound recording booths, two offices, a music library, a tech room, and a student lounge. The space was constructed using state-of-the-art soundproofing techniques and materials to provide professional quality broadcast studios.



Elsewhere in the building, fluorescent lighting was replaced with high-efficiency LED lighting, with automatic dimming and occupancy controls. A majority of the building materials came from recycled materials: ceiling panels are 86% recycled content and a USDA-certified Biobased Product, and the acoustical spray insulation is 75% recycled fiber. All structural steel, steel framing, and gypsum board contain recycled content. The luxury vinyl tile plank flooring and modular carpet are both carbon neutral, and the project's most notable finish—the cherry veneer that adorns the HUB and Experiential Learning Center—is a renewable material.

An existing hydraulic elevator was replaced with a faster, more efficient electric traction elevator; intelligent lockers provide students with an opportunity to pick up mail even when the space is closed; and at the building's entry, an LED fixture surrounding the vestibule can be programmed to display different colors to honor various occasions. A ceiling projector was added in the main entrance hallway for innovative messaging, as was a new traffic counter system.

★ NEW FACILITIES

GAMES ROOM: 1,100 SQ. FT.

● RENOVATED FACILITIES

WONY 90.9 FM STUDENT RADIO STATION & STUDIOS: 1,350 SQ. FT.

INTERNATIONAL LOUNGE: 2,000 SQ. FT.

GENDER & SEXUALITY RESOURCE CENTER: 450 SQ. FT.

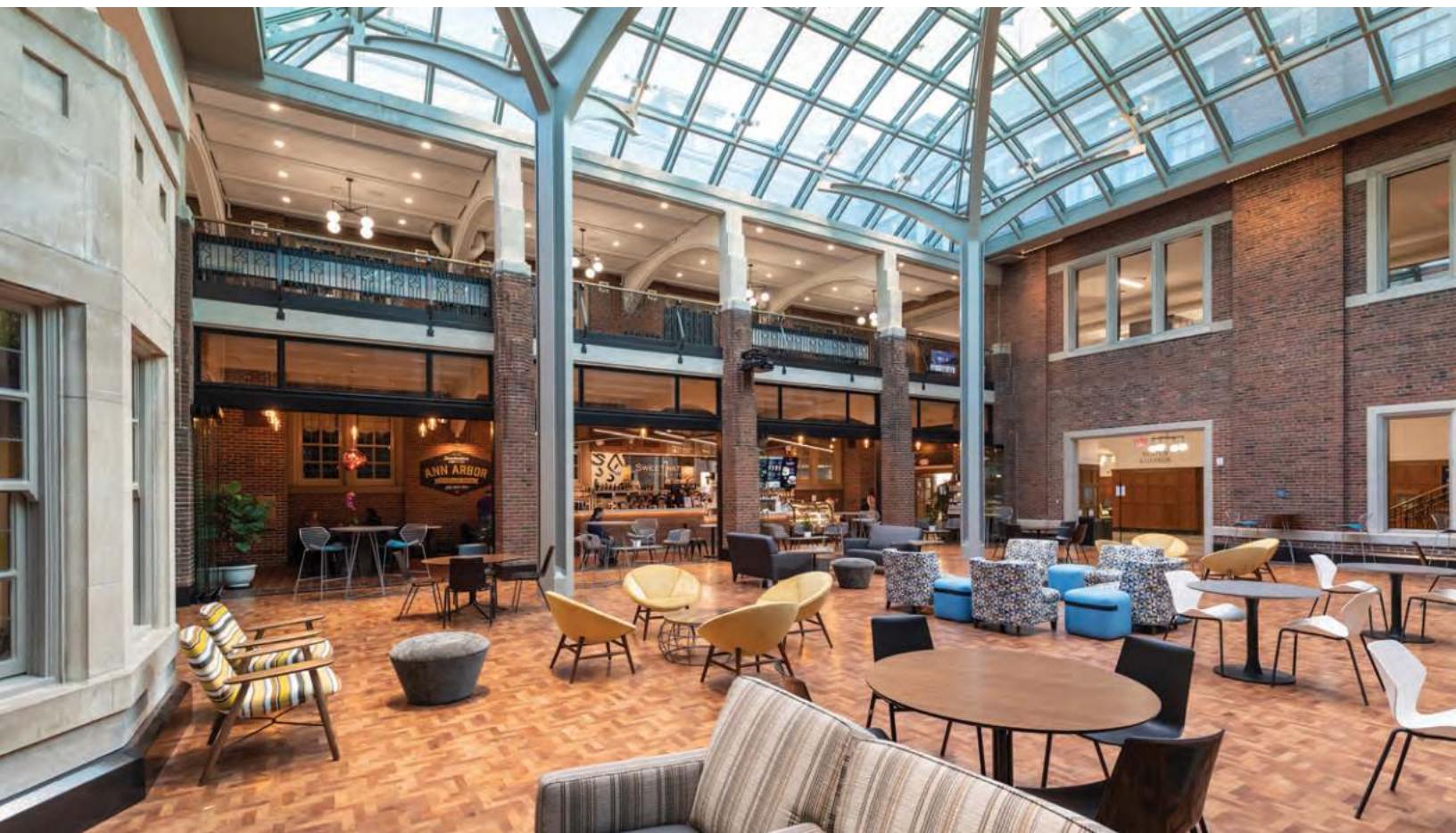
MULTIPURPOSE "ONEONTA" ROOM: 600 SQ. FT.

CONFERENCE ROOM: 800 SQ. FT.

EXPERIENTIAL LEARNING CENTER: 3,900 SQ. FT.

DRAGON EXPRESS & NEW INFORMATION DESK/BOX OFFICE (HUB): 1,530 SQ. FT.





**UNIVERSITY OF MICHIGAN
MICHIGAN UNION
ANN ARBOR, MICHIGAN**

  **RENOVATION AND EXPANSION**

SUBMITTED BY: SUSAN PILE, SENIOR DIRECTOR OF UNIVERSITY UNIONS AND AUXILIARY SERVICES

CAMPUS TYPE: FOUR-YEAR, PUBLIC

FULL-TIME ENROLLMENT: 47,659

PROJECT BROKE GROUND: 2018

PROJECT COMPLETED: 2020

TOTAL AREA: 246,839 SQ. FT.

FLOORS: 5

PROJECT COST: \$85.2 MILLION

ARCHITECTS: INTEGRATED DESIGN SOLUTIONS - TROY, MICHIGAN;
WORKSHOP ARCHITECTS - MILWAUKEE, WISCONSIN;
HARTMAN-COX ARCHITECTS - WASHINGTON, D.C.

The iconic Michigan Union has been a centerpiece of the University of Michigan campus since it began as an organization of students in 1904, and when a 2010 facilities report recognized \$25 million in deferred maintenance an effort started to both restore and enhance the union's character. In 2013 the Michigan Board of Regents approved a \$65 per student per semester fee for the renovation of student union and recreational sports facilities, and so began a process that would culminate in an \$85.2 million facelift designed to



address infrastructure, create new student spaces, increase opportunities for inclusivity and accessibility, and provide visible and vibrant spaces for over 1,600 student organizations. By the project's completion, the breakdown of funding sources was: student fees (54%), athletics (17%), institution (14%), parking (10%), university unions (3%), and student life (2%).

One of the important new spaces was the IdeaHub, a purposeful space to share ideas, collaborate and practice leadership, and offer meeting and programming space for student groups. Created out of a request from students for equitable spaces to meet student organization needs, the IdeaHub wraps around the courtyard on the second

level and recalls the historic balcony that originally overlooked the courtyard. The space has flexible meeting spaces; movement studios that feature mirrored walls, a built-in sound system, and flooring suitable for dance practice; collaboration booths; lockers for short-term storage; and technology that includes a video wall, interactive collaborative media stations, and projection and sound systems that can interact with the courtyard area.

The courtyard is a newly enclosed space that brings natural daylight to the interior of the building, reducing the need for artificial lighting while providing users with a connection to the outdoors. The Willis Ward Lounge was restored to its original footprint by relocating the campus information desk, and now joins through a dual view fireplace with the South Lounge.

The project included infrastructure renewal such as electrical, mechanical, and plumbing system improvements; elevator upgrades; roof replacement; restoration of historic windows; interior finish upgrades on floors one through four; and restroom upgrades. The union's north entrance became a more welcoming, open, and light-infused space with an enclosed ADA-accessible ramp. Overall, upgrades focused on energy efficiency and sustainability, with an estimated 37% energy savings.

Student life departments and student support services like counseling and psychological services were relocated to a quieter area of the building. That move included The Wellness Zone, an area that offers relaxation, stress relief, and meditation tools. Multi-Ethnic Student Affairs, the Spectrum Center, the Center for Campus Involvement, and Central Student Government were relocated to spaces proximate to one another and near the IdeaHub to easily support student organizations and student leaders. Finally, a reflection room and adjacent ablution spaces were added as space to meditate and pray.



NEW FACILITIES

REFLECTION ROOM: 535 SQ. FT.

RENOVATED FACILITIES

THE IDEAHUB: 9,478 SQ. FT.

CATERING KITCHEN: 6,306 SQ. FT.

COVERED COURTYARD: 2,920 SQ. FT.

SOUTH LOUNGE: 2,414 SQ. FT.

BALLROOM: 6,493 SQ. FT.

POND ROOM: 1,019 SQ. FT.

WOLVERINE ROOM: 1,791 SQ. FT.

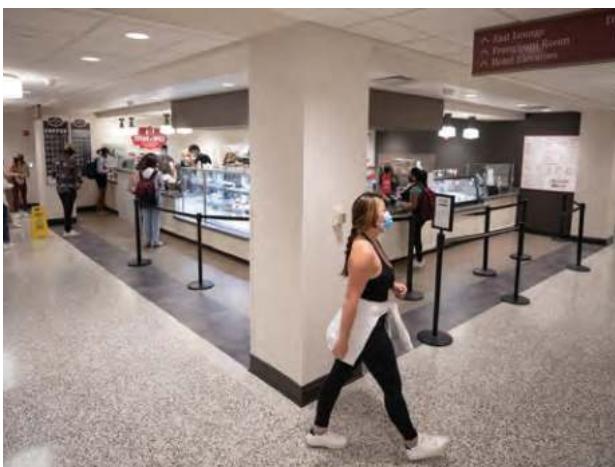




INDIANA UNIVERSITY
INDIANA MEMORIAL UNION
 BLOOMINGTON, INDIANA

 **RENOVATION**

SUBMITTED BY: GARY CHRZASTOWSKI, DIRECTOR
 OF FACILITIES, INDIANA MEMORIAL UNION
CAMPUS TYPE: FOUR-YEAR, PUBLIC
FULL-TIME ENROLLMENT: 45,000
PROJECT BROKE GROUND: DECEMBER 2019
PROJECT COMPLETED: JANUARY 2021
TOTAL AREA: 25,098 SQ. FT.
FLOORS: 2
PROJECT COST: \$10.5 MILLION
ARCHITECTS: VPS ARCHITECTS – EVANSVILLE, INDIANA



Indiana Memorial Union dining had not seen a renovation since 1995, and for today's students, that might as well have been 100 years ago, or when the IMU first opened.

Recognizing the importance of student input, the project's planners had students visit dining sites in the Midwest, including Chicago, as they prepared a game plan for upgrading the union's food services. On one hand they were looking for fresh and inspired, but they also had that long IMU history to draw upon when it came to injecting some Indiana University history into the project.

"We were able to provide the architects with a catalog of items from the IMU that had been salvaged and stored from previous renovations over the years, and any of the items from the catalog were available to incorporate into the design," said Gary Chrzastowski, director of facilities at the IMU. Some of those items that were eventually incorporated into the new design included an original outdoor marquee (pictured above) with the union name and a space for messages; other items were bronze and art glass ceiling light fixtures and a number of large stained-glass windows.

Once students, staff, and the architects had reviewed the outcomes and results from listening to students and conducting tours, it was determined that a cafeteria-style system was out, and that unique, authentic concept restaurants were in, particularly a space that would allow for custom-made meals. In total, six unique restaurants and a pub were developed, with tastes ranging from Italian and a burger and fries venue, to Mexican and Asian spaces. But it was "The Mix," where students could build meals at a self-service salad, soup, and hot entrée bar, that was the final touch.

Since not renewing the food service contract with a national branded food service company, and successfully making the switch to the university's dining services division funding and operating the renovation, building entrance counts are nearly back to pre-COVID numbers, and occupancy is peaking at lunch and then staying strong through the evening.

"Throughout the semester we have reached a position of 'full' four out of five weekdays, and by 'full' we mean that is when you can find a seat but you will be sharing a table with someone else," Chrzastowski said.



All of the renovated areas now have new environmental controls for air handling, all of the direct digital control systems were incorporated into the union's environmental control program to maximize efficient temperature control, and a lighting control system was installed with LED lights so that specific areas could be scheduled to dim during off hours or other low occupancy times.

"The newly renovated spaces have become a destination for students and faculty, and it's not just the food that draws people into these spaces. The freshness, the warmth, and the variety of space and seating options has created a destination where people want to spend time," Chrzastowski said.

 RENOVATED FACILITIES

SIX UNIQUE RESTAURANTS: 19,120 SQ. FT.

PUB: 2,321 SQ. FT.

PUB SUPPORT: 2,821 SQ. FT.

TWO STAGES & TABLING AREA: 837 SQ. FT.





**UNIVERSITY OF NORTH DAKOTA
MEMORIAL UNION
GRAND FORKS, NORTH DAKOTA**

 **NEW CONSTRUCTION**

SUBMITTED BY: CHERYL GREW-GILLEN, DIRECTOR, MEMORIAL UNION;
AARON FLYNN, ASSISTANT DIRECTOR, MEMORIAL UNION FACILITIES
AND OPERATIONS

CAMPUS TYPE: FOUR-YEAR, PUBLIC

FULL-TIME ENROLLMENT: 13,772

PROJECT BROKE GROUND: OCTOBER 2019

PROJECT COMPLETED: AUGUST 2021

TOTAL AREA: 154,081 SQ. FT.

FLOORS: 4

PROJECT COST: \$80 MILLION

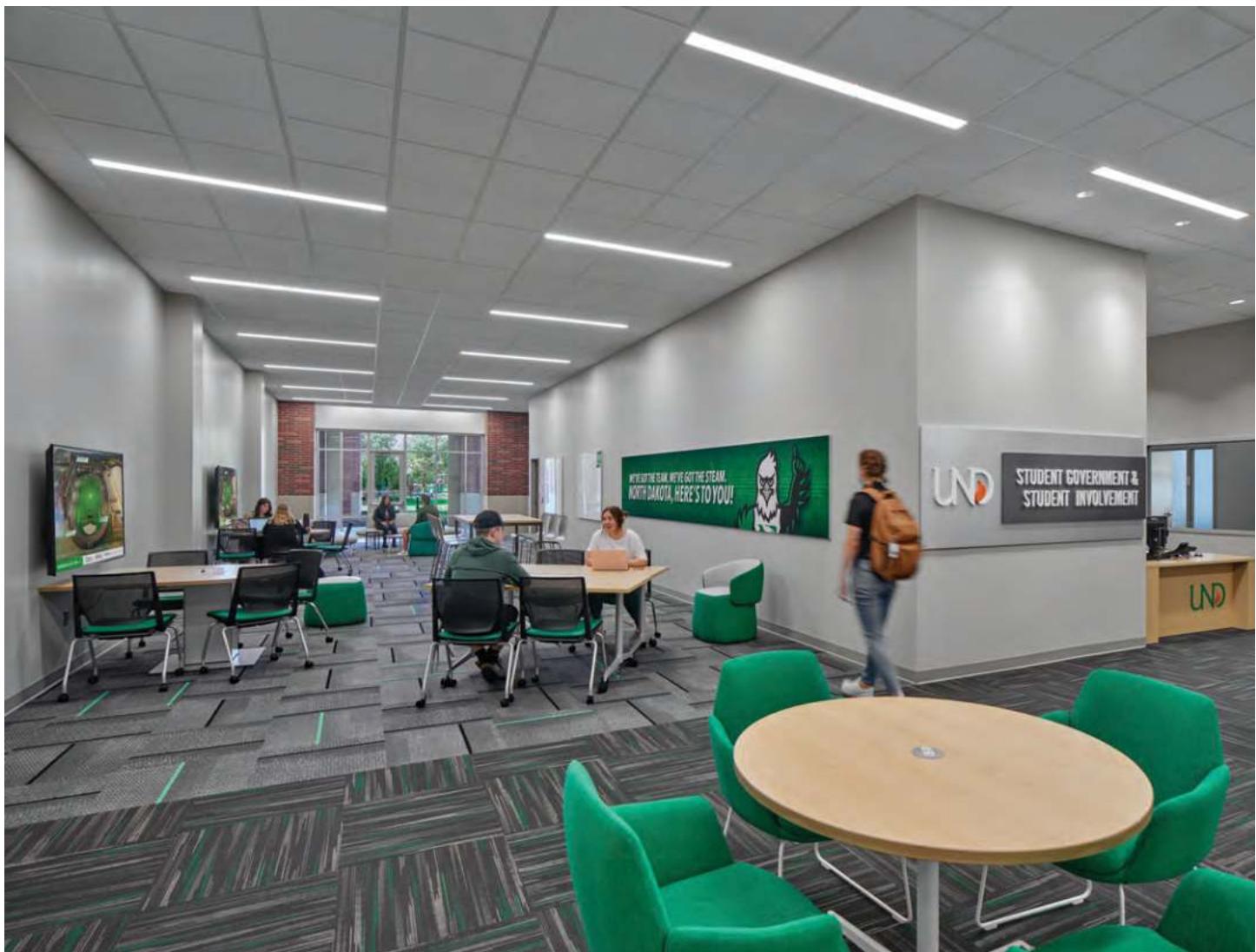
ARCHITECTS: WTW ARCHITECTS – PITTSBURGH;
JLG ARCHITECTS – GRAND FORKS, NORTH DAKOTA

Great things take time, and patience paid off last year when the doors swung open at the University of North Dakota's \$80 million Memorial Union. Beginning with a campus assessment in 2015 by ACUI's College Union and Student Activities Evaluation Program, followed by a facility condition index report on equipment and infrastructure, and still yet a two-tiered planning study from eventual project architect WTW, staff, faculty, students, alumni, and administrators at North Dakota made sure their planning process would be thorough and collaborative.

As a project overseen by the university's Facilities Management and Planning, Design, and Construction departments, some aspects of the project were inherently designed to align with the campus master plan, allowing broader priorities to provide additional guidance and framework for the project. In the end both a renovation with expansion and a phased renovation project were both ruled out over a new construction project.

"The planning process exposed program needs and desires that would have been challenging to accommodate in renovating the spaces," said Chery Grew-Gillen, director of Memorial Union. "Outcomes of the assessments showed the building had substantial accessibility and life safety shortfalls, as well as systems with significant need of maintenance or replacement."

In 2018 a student government-led initiative to increase student fees was passed, followed by a bond issue, and a commitment of additional university funding that would be provided after the facility opened.

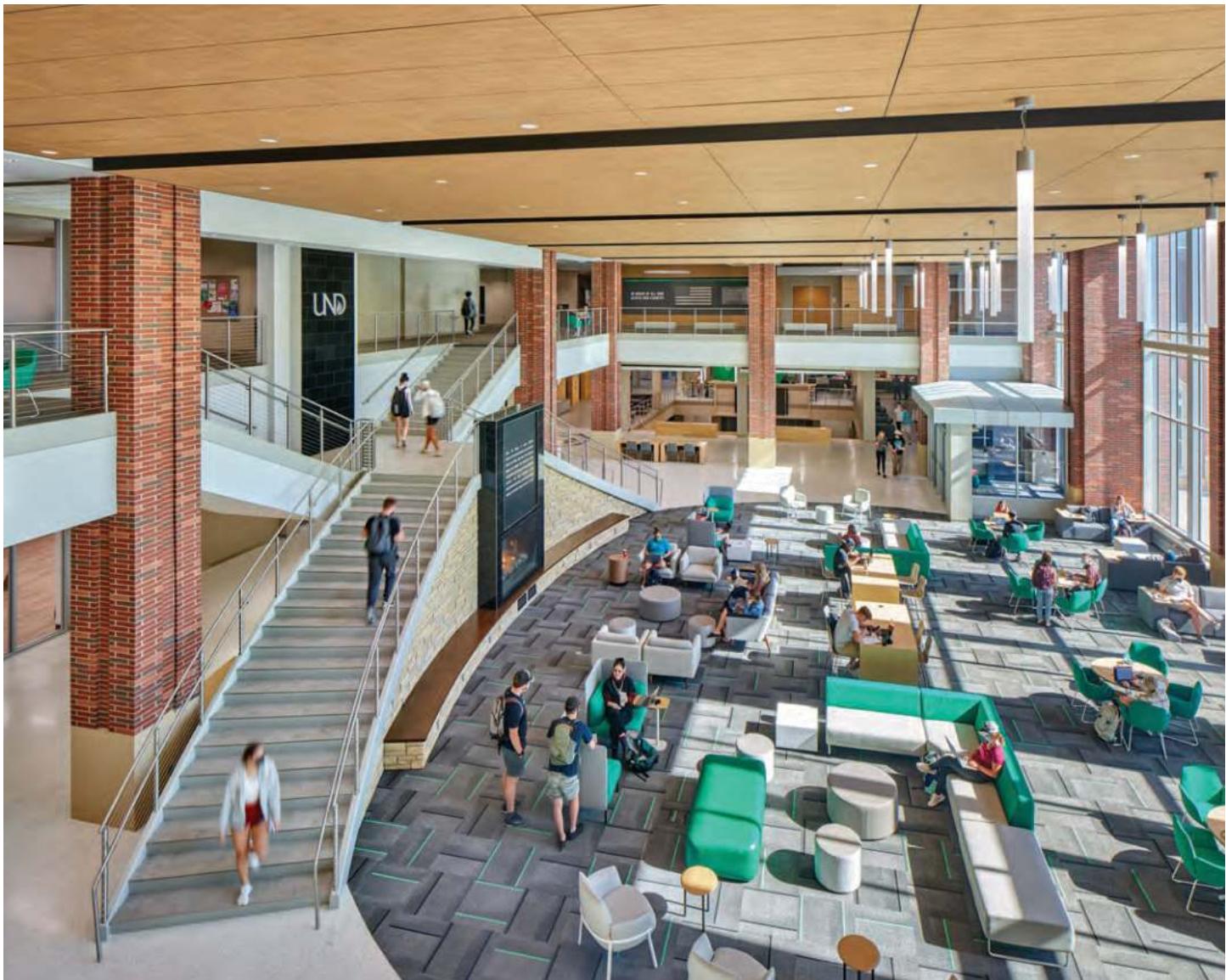




What resulted from the decision was a sense of pride, energy, and excitement throughout the greater campus community in a facility that would become a destination point for anyone visiting the campus. Branded locations throughout the building and exterior spaces are now primary stops for university media, students, and guests looking to capture photographs, selfies, and other university marketing opportunities, and the use of union spaces by student organizations has doubled.

A new retail dining concept provides varied seating styles and spaces, including patio seating, with selections available from five different venues, some of which are supported by a catering and bakery kitchen. Ballrooms have adjacent banquet set-up spaces, the main ballroom has direct access to a service elevator, and acoustic barrier ceilings and wall panels contain sound between event and dining spaces.

Nearly a dozen meeting rooms, a dozen collaborative pods, a food pantry, art gallery, pride center, mothering room, and changing rooms showcase purposeful amenities under one roof. A hearing loop system is provided in two ballrooms, providing convenient audio support for those with hearing aids equipped with a T-Coil, and the two ballrooms and the main fireplace lounge also have electrochromic glazing that uses solar sensors to automatically adjust the tint of the windows to react to the amount of sun entering the space. A branding consultant worked with the design team and the project steering committee to create a variety of installations throughout the building to highlight campus history, honor current and past student veterans, foster a sense of inclusion, and imbue the spirit of the University of North Dakota throughout the facility.



★ NEW FACILITIES

RETAIL DINING FOOD COURT (FIVE VENUES): 4,676 SQ. FT.

STARBUCKS: 2,334 SQ. FT.

CONVENIENCE STORE: 1,205 SQ. FT.

SHARED CATERING AND BAKERY KITCHEN: 3,058 SQ. FT.

STUDENT INVOLVEMENT, PARENT PROGRAMS,
AND STUDENT GOVERNMENT: 2,686 SQ. FT.

SOCIAL STAIR PROGRAMMING VENUE: 1,609 SQ. FT.

COMMON LOUNGE SPACES: 11,172 SQ. FT.

SUITE CO-SHARED LOUNGE SPACE: 2,633 SQ. FT.

CONFIGURABLE BALLROOM: 10,794 SQ. FT.

BALLROOM AND MEDIA/PRODUCTION GALLERY: 3,921 SQ. FT.

FOUR CONFIGURABLE MEETING ROOMS: 724-1,432 SQ. FT.

SEVEN SMALL MEETING ROOMS: 225-528 SQ. FT.

REFLECTION SPACE/CHANGING ROOMS: 474 SQ. FT.

12 COLLABORATION PODS: 1,215 SQ. FT.

PRIDE CENTER: 662 SQ. FT.

ART GALLERY: 1,236 SQ. FT.

FOOD PANTRY: 244 SQ. FT.

MOTHERING ROOM: 102 SQ. FT.

MID-GAMES ROOM: 1,100 SQ. FT.



UNIVERSITY OF WEST FLORIDA
UNIVERSITY COMMONS AUDITORIUM
PENSACOLA, FLORIDA

RENOVATION

SUBMITTED BY: MATT MCKINNEY, ASSISTANT DIRECTOR,
OPERATIONS AND FACILITIES [REDACTED]

CAMPUS TYPE: FOUR-YEAR, PUBLIC

FULL-TIME ENROLLMENT: 13,265 [REDACTED]

PROJECT BROKE GROUND: JUNE 2021

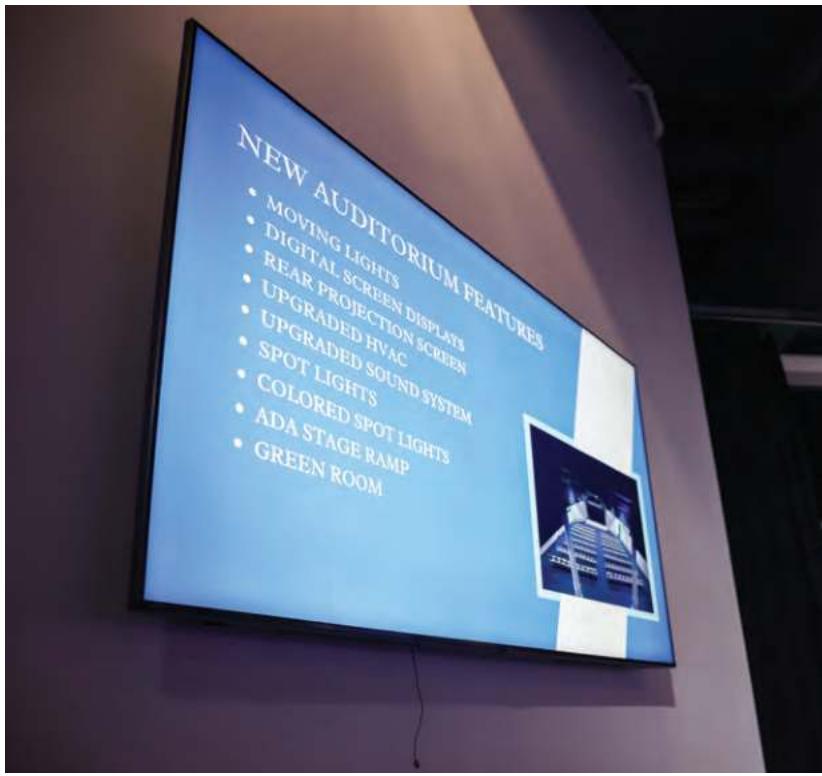
PROJECT COMPLETED: APRIL 2022

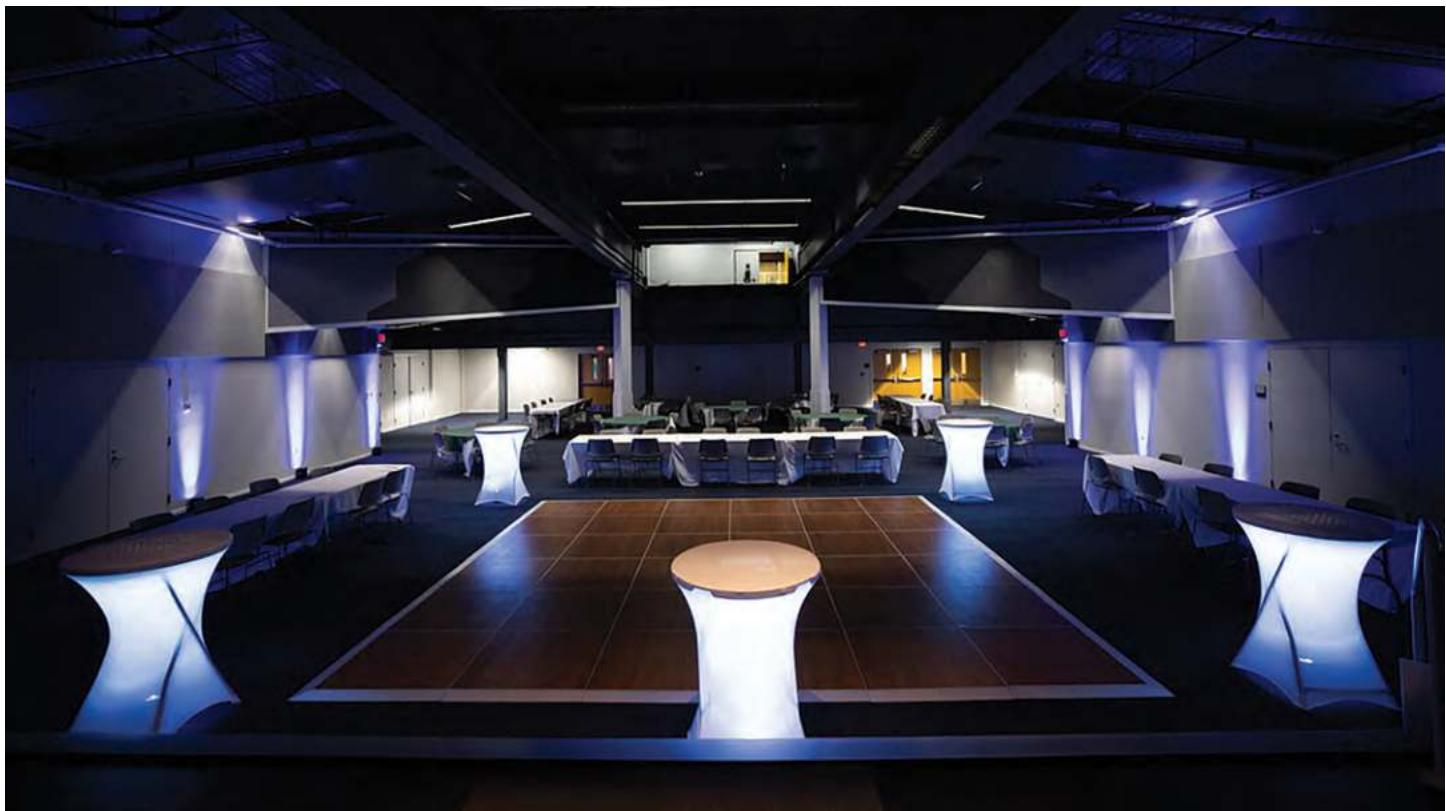
TOTAL AREA: 3,590 SQ. FT. [REDACTED]

FLOORS: 1.5 [REDACTED]

PROJECT COST: \$826,615 [REDACTED]

ARCHITECTS: DAG ARCHITECTS - PENSACOLA, FLORIDA;
BLUES ANGEL MUSIC - PENSACOLA, FLORIDA [REDACTED]





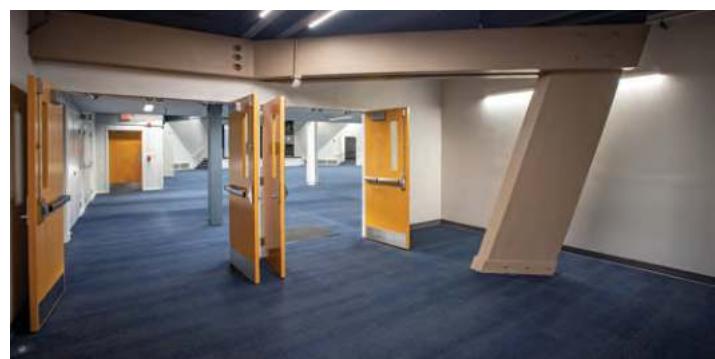
It is the third largest event space on the third largest state university campus in Florida, so a new carpet and a few paint jobs over the last 20 years just was not cutting it anymore. Witness the outdated décor, the aging fixtures, underperforming air conditioning, and the occasional electrical issue, and it's easy to see why renovating the University Commons Auditorium at West Florida University became a priority. Everyone also agreed it was time to retire the portable stage that had just happened to have become permanent.

A 15-member Student Life and Services Facility Committee that included eight students agreed the project should be eligible for nearly \$1 million in funding from Florida's State Capital Improvement Trust Fund, and once that funding was approved the project to reinvigorate the space got underway. Designed to seat about 420 people in a lecture-style setting, the auditorium has historically been used for performances, lectures, banquets, and even wedding receptions and dances.

Using the same structural shell, the goal was to correct flaws identified in the auditorium like inaccessibility for those with disabilities, an uninviting entryway, poor acoustics, and poor visual aesthetics. An outdated projector was replaced with a laser projector, new heating and cooling systems were installed, along with replacing all incandescent lighting with LEDs. The new audio system included amplifiers, digital mixers, wireless microphones, speakers, and power amplifiers, and a rear projection system included a motorized drop-down screen.

New 80-inch video screens were installed on either side of the stage, and of course, that was a new, permanent stage that is completely ADA-compliant, as is a new backstage area. New closets, new entry doors, satellite speakers, and a new lighting board were also installed.

"Due to the timing of our recent re-opening in April 2022, the impact of this newly renovated auditorium has yet to be assessed," noted Matt McKinney, assistant director of operations and facilities



at University Commons. "We do believe that the versatility of a new, modern multi-purpose space will encourage student organizations, university staff, and our non-affiliated off-campus partners to plan and book more events."



**CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO
SANTOS MANUEL STUDENT CENTER
SAN BERNARDINO, CALIFORNIA**

⌚ + ADDITION/EXPANSION

SUBMITTED BY: ANTHONY ROBERSON, ASSOCIATE DIRECTOR
OF OPERATIONS

CAMPUS TYPE: FOUR-YEAR, PUBLIC

FULL-TIME ENROLLMENT: 16,057

PROJECT BROKE GROUND: JUNE 2019

PROJECT COMPLETED: JANUARY 2022

TOTAL AREA: 127,000 SQ. FT.

FLOORS: 3

PROJECT COST: \$90 MILLION

ARCHITECTS: LPA ARCHITECTS – IRVINE, CALIFORNIA

Other than going to classes, there really is no other reason to leave the sprawling confines of the newly renovated and expanded Santos Manuel Student Center at California State University-San Bernardino. If you need exercise, you get it by walking from one to the other.

Food, beverage, meeting space, entertainment, business transactions, identity spaces, spacious plaza, and a 12,000-square-foot conference center provide the foundation for this 127,000-square-foot complex's appeal.

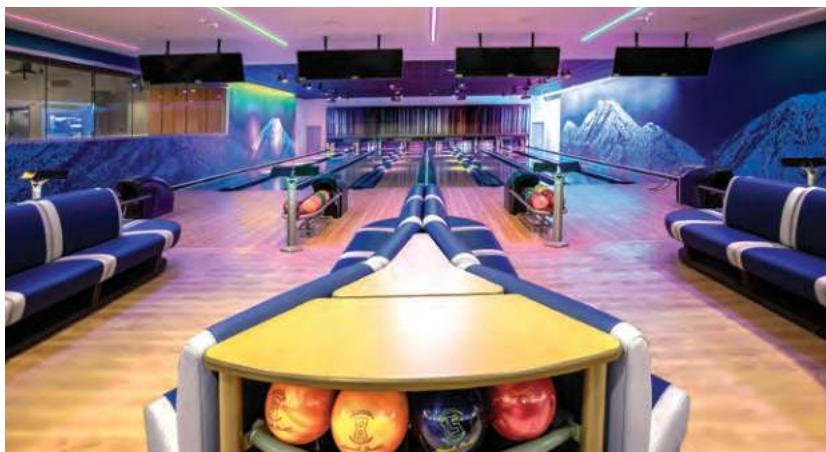
Thanks to student advocacy, then supported by a feasibility study, the fresh space has added needed room for student support services and meeting and social gathering areas. The first level includes a pub with outdoor seating, an eight-lane bowling alley, food vendors, dining and lounge space, and the campus bookstore. The second level consists of a multi-purpose conference center with an outdoor plaza. The third level houses administrative offices for the Santos Manuel Student Union, student government chambers, student success and cultural centers, and social and gathering spaces. There are also graphics services, a laptop checkout program, student union scheduling,



an undocumented student success center, orientation and first-year experience, an Office of Student Engagement, and lactation rooms.

This project also provided a teachable moment for taking the now-common indigenous peoples' land acknowledgement statement a step further and putting it into action. Located on the unceded Indigenous homeland of the Yuaviatam First Nation, the student center complex is one of the largest building complexes in the 23-campus California State University system, and it's named after a tribal leader—Santos Manuel (Paakuma' Tawinat), Kiika' of the Serrano Indians, Yuaviatam Clan. The expansion now helps tell the story of the Yuaviatam people in individual architectural details, furnishings, graphics, and displays of cultural objects.

Santos Manuel is credited with leading his people to safety in 1866 after a 32-day campaign of genocide against Native Americans in San Bernardino County, which led to him becoming the namesake of the San Manuel Indian Reservation. Recognized as a community builder who worked to secure lasting peace while defending the sovereignty of this tribe, the Board of Trustees of the California State University system and the San Bernardino campus have honored Santos Manuel with an In Memoriam, or posthumous, honorary doctorate in humane letters at its 2022 spring commencement exercises. CSUSB President Tomás D. Morales made that announcement during the grand opening ceremonies of the student union.



★ NEW FACILITIES

PUB/OUTDOOR SEATING: 3,300 SQ. FT

BOWLING ALLEY: 7,200 SQ. FT

FOOD RETAIL: 2,864 SQ. FT

DINING/LOUNGE AREA: 7,212 SQ. FT

BOOKSTORE: 8,846 SQ. FT

CONFERENCE CENTER: 12,000 SQ. FT.

OUTDOOR PLAZA: 6,500 SQ. FT

ADMINISTRATIVE OFFICES: 2,239 SQ. FT

ASSOCIATED STUDENTS: 3,587 SQ. FT

STUDENT SUCCESS: 5,619 SQ. FT

CULTURAL CENTERS: 10,550 SQ. FT

(PAN AFRICAN STUDENT SUCCESS CENTER,

LATINX CENTER, FIRST PEOPLES CENTER,

ASIAN PACIFIC ISLANDER CENTER,

QUEER TRANSGENDER RESOURCE CENTER,

WOMEN'S RESOURCE CENTER,

OSHER ADULT RE-ENTRY CENTER,

CROSS CULTURAL CENTER)

SOCIAL AND GATHER SPACES: 7,695 SQ. FT

LACTATION ROOMS: 325 SQ. FT

(TOTAL OF THREE, ONE ON EACH FLOOR)



**SOUTHERN METHODIST UNIVERSITY
HUGHES-TRIGG STUDENT CENTER
DALLAS, TEXAS**

 **RENOVATION**

SUBMITTED BY: DAWN NORRIS, EXECUTIVE DIRECTOR
FOR STUDENT INVOLVEMENT 
CAMPUS TYPE: FOUR-YEAR, PRIVATE
FULL-TIME ENROLLMENT: 12,373
PROJECT BROKE GROUND: APRIL 2019
PROJECT COMPLETED: DECEMBER 2021
TOTAL AREA: 114,000
FLOORS: 3 
PROJECT COST: \$29.8 MILLION
ARCHITECTS: PARKHILL – ARLINGTON, TEXAS

It was a fine balancing act, over almost two years, but Southern Methodist University was able to pull off a nearly \$30 million, multi-phase renovation of its existing Hughes-Trigg Student Center without ever shutting the building down. Beginning with a basement level renovation that began in 2019, and ending with a second phase renovation of the upper two floors being completed as the 2022 new year approached, the project cemented the student center as the focal point for all student activities on the campus.

Highlighted by a redesigned two-story atrium capped by a pyramid glass skylight, the work occurred, literally from the ground up with the renovation of the lower-level-based Varsity Student Commons and Mane Course dining suite. Students returning to the Mane Course found a Dallas-based taco restaurant, an expanded Chick-Fil-A, and in the newly imagined Varsity, a lower-level dining and hangout space with an elevated, fully accessible gaming area featuring billiards tables and shuffleboard. Eight big-screen televisions and an SMU-centric design completed the space. The level's Student

Leadership Chamber, theater, and banquet hall each received a new look, and accessibility issues with the Student Leadership Chamber and theater were also addressed. Catering service was redesigned, updates to the banquet hall, renovations to restrooms and addition of family restroom, and unisex restroom for new green room adjacent to banquet hall, were also completed.

The atrium redesign delivered answers to the problem of a maze of offices and student organization meeting spaces by creating new and clear lines of sight between foodservice dining areas, the commons, shared meeting spaces, and circulation spaces.

Utilizing a hub-and-spoke configuration to provide improved wayfinding, the lower-level spaces also saw a rebranding of the case-study tiered meeting space where the SMU Student Senate meets, as well as for the renovated 470-seat continental-style auditorium. The ballroom space at the north end of the lower level was refreshed with modern finishes and new audio/visual systems for a space capable of seating over 400 in banquet-type events (even more for lectures). All spaces have received a floor-to-ceiling renovation, including furniture, lighting, audio-visual equipment, and wayfinding signage. Meeting rooms of varying sizes were added, restrooms were fully renovated, and a separate family restroom and lactation room were also completed. A mail and copy center, parking and ID services, and the Hegi Family Career Development Center are also located on the floor.

Redesign of the student affairs office suites, creation of a designated student commons area, a student organization hub, and numerous conference rooms took place in the third floor space. A newly designed ceiling provided consistency within the office suites, conferencing, and wayfinding, in order to reflect the center's modern look. The level contains ablution rooms, a Muslim prayer room, the dean of students offices, the office of student experience, the Crain Leadership Lounge, fraternity and sorority life, Women and LGBT Center and lounge, Office of the Chaplain and Religious Life, and offices for the Social Change and Intercultural Engagement staff and students.



💡 RENOVATED FACILITIES

DINING, STUDYING, MEETING ATRIUM: 40,000 SQ. FT.

500-SEAT THEATER

MULTI-PURPOSE BALLROOM

100-SEAT TIERED FORUM

10 MEETING ROOMS

GAMING SPACE

STUDENT ORGANIZATION HUB

STUDENT AFFAIRS OFFICES



WHAT WORKED IN ANOTHER COVID CONSTRUCTION YEAR? FLEXIBILITY, EXPECTING THE UNEXPECTED, AND GOOD COMMUNICATIONS

BY
STEVE CHAPLIN

It's been a couple of tough years to get a project completed. One preconstruction intelligence company, ConstructConnect, has estimated that nearly 9,000 construction projects were disrupted in the United States between March 2020 and December 2021, and student center projects across the country were among them. Yet, when student union professionals over the years have reflected upon the lessons learned during their own renovation and construction experiences, key takeaways carried over to the pandemic era projects: build-in flexibility, establish quality communications, and expect the unexpected.



When COVID-19 struck in 2020 there was an immediate uptick in complications for construction projects. Schedules were upended, supply chains became unreliable, and cost overruns and price escalations became apparent. The ACUI members who successfully completed projects over the past year at their campuses echoed one another that by being flexible, communicating in collaborative fashion, and being prepared for things like cost increases enabled them to overcome the challenges exacerbated by the pandemic.

"It is so important to be flexible during the design and construction phases," said Robb Thibault, director of student life and leadership at SUNY-Oneonta's Hunt College Union. Being flexible, for Thibault, was realized through two different themes during the union's \$6 million renovation project. "Not only did it mean being flexible and being able to adapt during the challenges of the pandemic, but it also meant designing flexible spaces that can be reorganized and rearranged to meet the changing demands of programmatic space inside a student union."

Designing for spatial flexibility when you are starting from scratch, like a new construction project or a new addition, can be easier than when you're addressing that goal with a renovation project, recalled Molly Brauer, the assistant director for administration at University of Colorado-Boulder's University Memorial Center.

"Renovation projects are inherently more complex than new construction, and unlike new construction, it entails working within the confines of established conditions, sometimes requiring the replacement of systems without disruption to an occupied facility," she said. When the Memorial Center added The Connection, a versatile activities space that includes dining, bowling, and live entertainment, walls were being removed while other areas of the building were operating at capacity.

Susan Pile at the University of Michigan has a similar story to tell about complexity, disruption, and expecting the unexpected, but it follows a different path than one where renovations were carried out while services were still being offered under the same roof. After a myriad of

studies, surveys, design meetings, and cost analyses that ranged over an entire year, it was determined that the prudent path to take for Michigan Union was a complete building closure. Doing so, they decided, would save money and speed completion of the project.

"Students initially wanted the union to stay open during construction, but through a study we learned that it would cost between \$1 and \$2 million more to phase the project," she said. "And it would be a disruptive experience with noise, temperature, and impacts on food service."

Planning for an improved Michigan Union had been going on for over a decade, with eight trips visiting other campuses, meetings with University of Michigan alumni, town halls and listening sessions, meetings with university regents, focus groups, workshops, and detailed analyses that included a fee tolerance study. In the end, it was the students that "brought the project home," Pile said.

"Our students were able to communicate that the learning and the development they experience in these facilities were just as important as their education experience in academic buildings," she said. So in 2013 the board of regents approved a \$65 per semester fee for the renovation of the student union and recreational sports facilities, and as hope for a 2018 groundbreaking fomented, the project planners had full knowledge of what the student body wanted: "Students wanted their funds to be put directly toward the project and not spending on stages. Upon reviewing the study with student leaders, we determined that the best option was to completely close and complete the project as quickly as possible," Pile said.

Student-driven initiatives to generate facilities upgrades, not just study buy-in, are often how successful project are initially planted. At the Georgia Institute of Technology, it was a student-generated white paper 20 years ago that lit the spark for what is a \$100 million campus center that is nearing completion. At the University of Nevada-Las Vegas teams of students, known as expansion ambassadors, were hired, trained,

and then sent out to serve as influencers, engaging students around campus on the need for a new union project. At Kansas State University and Marietta College, students studying marketing, communications, and branding led successful campaigns that initiated new union and student services projects.

Incorporating student voices at the outset of any planning was integral to project success, according to Cheryl Grew-Gillen, director of the University of North Dakota's new Memorial Union, an \$80 million project completed last year. "The process was enlightening when you start to understand the benefits of incorporating students and other campus partners into the planning process early," she said, noting that students were at the table during scheduling, budget discussions, and design processes.

For those interactions to be successful, and before those interactions even begin, no matter how early, one longtime director of facilities, Gary Chrztowski of Indiana University's Memorial Union, offered one golden nugget of advice: there needs to be an equity around communications.

"Very early in the planning process the designers, staff, and students realized how important that it was that we were in agreement with the concepts we were trying to achieve," he recalled. "So, we conducted exercises very early on in building a common terminology palette that we could all speak with and understand as we traversed the planning process. Understanding this newly learned language by all of the players was important not only in the planning process but throughout the building phases."

The project at the Indiana Memorial Union focused on dining services, so when words like "fresh," "custom," "authentic," and "unique," were batted about, each of the stakeholders were already sharing a like understanding of

what those terms meant. "If changes arose during the process then there was a set of understandable terms and goals driving decisions," he said.

You should still anticipate snags like the one Grew-Gillen and her team ran into at North Dakota when they realized that discussions about some technical systems had fallen through the cracks. Even though day-to-day discussions were being held about operations, space functionality, and project planning, all coordinated with campus partners, evolving campus information technology standards would create an unexpected challenge as construction got underway.

"Not enough conversations were held during design about the operations and functionality needed in some of the audio-visual systems, which resulted in updates being made in the field during installation," she recalled. Looking back, having project and design team members designated as proactive connections to the campus information and technology services might have prevented some of those late-in-the-game challenges.

Then, again, the COVID-19 pandemic, continued creating unique problems and challenges for construction projects, even beyond the pale of the supply chain and materials issues, cost increases, and labor shortages. At California State University-Monterey Bay, the new, \$55 million Otter Student Union was set to open in the spring of 2020 but when the pandemic hit construction was shut down, but only for a few months. By November 2020 the building was basically ready for use, but one thing was missing, according to Jeff Rensel, the union director people.

"Even though the union was substantially complete the university was still operating through online

PRO TIPS

Consider a project historian to document the evolution of the project.

Building expansions require expansions in staff.

Ensure hiring, onboarding, and training is completed prior to an opening.

Collect expectations from all stakeholders at the beginning of the process.

Design influences accessibility.

Identify what students want from a space, not what the university thinks they want.

Ensure participation in screening and selection of subcontractors.

Your "Group 2" budget line item (furniture, technology, etc.) should be at least 10% of project cost.



instruction and remote work, so campus facilities were not operating at capacity, causing the opening to be postponed until the fall of 2021," he explained.

One thing you learn in these unique situations is about timelines, and one timeline Rensel ran into was one-year warranties on work performed and products put in place by various contractors. "After the opening was postponed and we then occupied the building in August 2021 we were in a position that, after operating for only three months, warranties were beginning to expire. This was unique and challenging," he said.

Whether it is expiring warranties, issues with meeting code requirements for state fire marshals or government building codes, a campus facilities planning, design, and construction division is not only a resource for support. It often provides the initial foundation for a project to meet campus design standards which are often related to campus master plans. When North Dakota's Memorial Union was being planned its design was purposefully aligned with the campus master plan and associated campus design standards, Grew-Gillen said. "These broader priorities provided additional guidance and framework for our project decision making related to all aspects of the build," she said.

Coordinating discussions about future projects with campus facilities planning professionals has never been more important as deferred maintenance on U.S. campuses is at a record high of over \$2 trillion, according to APPA, an association of higher education physical plant administrators. At the same time spending by public higher education institutions for operations and maintenance has decreased by 8% since 1987, while growing at less than 1% at private institutions, according to analysts EAB.

Last year the Kansas Board of Regents estimated a \$1.26 billion maintenance backlog for its six campuses, and in an interview with the *Chronicle of Higher Education*, Ohio State University's vice president of facilities operations said that schools' deferred maintenance backlog was at least \$1 billion. Since the fall of 2019, 20% of Ohio University's facilities management staff are gone, and the division's budget has decreased by \$15 million;

the University of Delaware just asked the state legislature for \$70 million in new funding to address deferred maintenance there.

Based on those numbers, and facing projected trends for decreasing enrollment, universities may find themselves at a crossroads as they address campus infrastructure at a time when extreme weather events, construction costs, and demands to meet the needs of a multiplicity of affinity groups influence decision making. Forty percent of all greenhouse gas emissions and energy consumption in the U.S. come from buildings, according to the Alliance to Save Energy, and with over 6 billion square feet and several hundred thousand buildings, U.S. campuses can play a significant role in addressing climate change, the costs of extreme weather, and designing for the future.

2020 marked the first time the U.S. hit over \$1 billion in weather event damage, leading at least 13 states to adopt laws that limit the global warming potential of building products like blown polystyrene insulation. A move to pre-cast construction panels has been making its way onto campuses, with student unions in California and residence halls in Kansas City employing this method of using concrete panels that are built in controlled conditions inside production facilities and then moved to the build site. Tidewater Community College's student center, sitting atop open water, was built using pre-cast concrete slabs. And as the pandemic has forced a reevaluation of open-air public spaces, green roofs, green walls, and versatile plazas that are often connected to dining and programming spaces.

Notre Dame University's Duncan Student Center was built with a green roof and the entire campus now has 122,000-square-feet of green roof space, including over 79,000 square feet at its Joyce athletics center, the largest at any U.S. college or university. Charles Library, built in 2019 at Temple University, has one of the largest green roofs in Pennsylvania. Denver, Chicago, Portland, San Francisco, and New York City all now have ordinances requiring green roofs on certain types of new construction, and Toronto has over 10 million square feet of green roofing since it mandated green roofs on new structures in 2010, according to Green Roofs for Healthy Cities. □



2022 ACUI FACILITY DESIGN AWARDS WINNERS

The ACUI Facility Design Awards were created to encourage and recognize excellence in the design of student-centered facilities that support campus community building and student learning. Winners of the 2022 competition were recognized during the Facilities & Design Showcase at the 2022 ACUI Annual Conference in Chicago.

CREATIVE VILLAGE, UNIVERSITY OF CENTRAL FLORIDA AND VALENCIA COLLEGE



PROJECTS UNDER \$25 MILLION

Cannon Design & Baker Barrios Architects

L. GALE LEMERAND STUDENT CENTER, DAYTONA STATE COLLEGE



\$25-\$35 MILLION PROJECTS
Ikon.5 architects

D.P. CULP STUDENT CENTER, EAST TENNESSEE STATE UNIVERSITY



\$35-\$55 MILLION PROJECTS
Moody Nolan with BLS Thompson & Litton

MICHIGAN UNION, UNIVERSITY OF MICHIGAN



OVER \$55 MILLION PROJECTS
Workshop Architects with Integrated Design Solutions and Hartman-Cox Architects

The CHAPEL
HAS BEEN A GREAT PLACE TO
Share
Reflect AND
Connect
with OTHERS

A RESTORATIVE CAMPUS LIFE SPACE AS A BEST PRACTICE FOR STUDENT WELLNESS

BY

SOPHIE TULLIER, MONIQUE OLIVER, & ASHLEY EDWARDS

ADDITIONAL RECOGNITION IS GIVEN TO THE WORK OF CHERISH DARGAN, WHO GRADUATED IN 2020, AND NHU LE, WHO WILL GRADUATE IN 2023, FOR THEIR WORK AS RESEARCH ASSISTANTS CODING AND ANALYZING THE JOURNAL ENTRIES IN 2019 AND 2020.

OVERVIEW OF THE STUDY

INTRODUCTION

Across the United States, college students are reporting increases in mental health needs. In 2015, the American College Health Association found that just over one in six students reported a diagnosis or treatment of anxiety in the past 12 months. Last year that number had risen to nearly one in three, including over half of all trans or gender non-conforming students. College campuses have been facing an increased demand for counseling and mental health services for years, with an overall 135% increase in depression and 110% increase in anxiety from 2013 to 2021, according to research led by Boston University public health professor Sarah K. Lipson and published earlier this year in the *Journal of Affective Disorders*.

With the added mental health stressors of the COVID-19 pandemic, in addition to challenges with adequately addressing student needs in a virtual environment, wellness continued to be highlighted as an area for student affairs professionals charged with supporting the whole student during their higher education experience.

Increased demand for mental health services and the high cost associated with traditional, high-touch offerings such as one-on-one counseling, suggest that institutions face challenges in scaling up to meet the existing

and growing demand. Taking a public health approach to this issue allows and encourages all staff members to play a role in addressing students' mental health concerns. Students with low level concerns can be supported by leveraging additional resources and environments across campus that could be well situated to support students when faced with high stress or unanticipated challenges. Offering restorative spaces where students can go in times of stress or anxiety to calm themselves and reflect may be an emerging best practice.

At the University of Maryland-College Park, the Garden of Reflection and Remembrance has been part of the fabric of campus resources aimed at addressing and supporting students' mental health since its installation in 2010. Administratively aligned under the purview of Adele H. Stamp Student Union's Center for Campus Life, the garden contains a meditative labyrinth, water features, and benches which contain shared public community journals to be used for reflection. A small research team investigated how these community journals were being used to determine if the Garden of Reflection and Remembrance was being used as intended: to provide a space for reflection, solace, and solitude in an increasingly technological and busy world.

FRAMEWORKS

Multiple, intersecting frameworks were used to understand how the community journals are being used by authors using the garden. The research team drew from J.H. Banning's 1978 campus ecology theory found in *Campus Ecology: A Perspective for Student Affairs*, as the impact of the campus environment on members of the campus community is the focal point of this investigation. The team also relied on the socio-ecological model used in public health and Stephen Kaplan's 1995 framework for restorative environments, "The Restorative Benefits of Nature: Toward an Integrative Framework," which connects these two frameworks.

Banning noted campus ecology theory explores the "relationship between students and the campus environment." Research on campus ecology is centered around how students interact with the campus environment and how these interactions influence various outcomes. Importantly, in "Campus Ecology

and College Student Health," Banning and Linda Kuk noted that the use of campus ecology to address student health and wellbeing requires a proactive rather than reactive approach, arguing that universities should not wait for students to seek services but rather prevent and provide proactive solutions by modifying the environment before students require enhanced support.

Kaplan's framework aligning attention restoration theory with the use of natural spaces serves as a connection between campus ecology theories and the socio-ecological model. Kaplan outlines four components of restorative environments: (1) fascination, (2) being away, (3) extent, and (4) compatibility.

Fascination refers to a particular state that requires little mental effort from an individual. For some, this may be sitting in nature, for others, running or knitting might provide this same experience. In order to feel as if one is away, one must be in a situation

and state that does not require ample attention and is distinct from the predominant space occupied, for example, by shifting your view to gaze out the window rather than at one's computer.

Extent requires that a restorative environment can be thought of as an entire other space, meaning that it has a comprehensive and detailed environment. A restorative location or setting can only be viewed as such if it meets the goals and purpose of the individual seeking restorative, that is, if it is compatible. For those seeking an escape from extended use of directed attention, an environment that serves a restorative function likely would not require further use of directed attention.

These frameworks allow the Garden of Reflection and Remembrance to be investigated as a possible community or institutional environment that may complement the efforts of others working to address students' mental health concerns.



METHODS

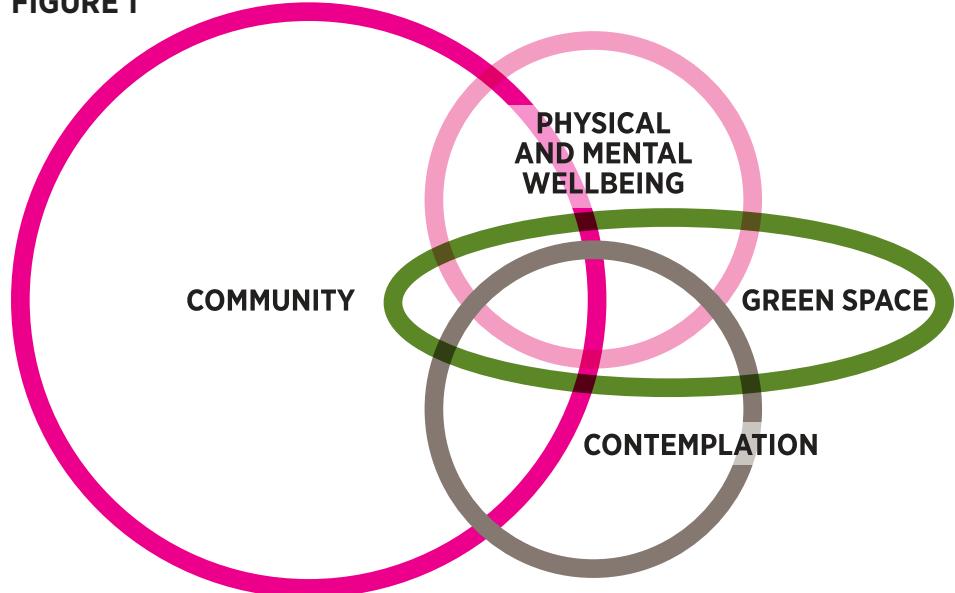
In the fall of 2019, a four-member undergraduate research team was convened to explore the ability of this campus green space to serve as a restorative practice emblematic of a public health approach. The team was led by a staff member in the student union whose role focuses on assessment and research; the manager of the Garden of Reflection and Remembrance was consulted.

Building on an earlier assessment conducted in 2015 that reviewed the first 15 journals used in the Garden, each journal used after 2015 was transcribed, reviewed, and coded by two members of the research team. Journals were each approximately 150 pages in length and contained on average 312 entries each. The codes from the 2015 assessment were updated and altered slightly for this project, resulting in 26 codes (including subcodes) used in the analysis. Once initial coding was completed, four journals were chosen for more focused follow up analysis and reporting, containing 1,249 individual entries and covering the approximate time period August 2015 through May 2016.

To analyze the journal entries, the research team read each entry and identified what topics were present and aligned each entry with all topics witnessed within the entry, with the goal being to examine the entries to determine: How are visitors using the Garden of Reflection and Remembrance as evidenced in the journal entries?

The research team approached the study first using a single “training” journal, coding entries into categories based on content in each individual entry. Over the course of multiple meetings, the research team debriefed the coding of this training journal to ensure clear definitions of codes were drafted and understood by each member. Once confident in the understanding of the coding process, three of the four

FIGURE 1



undergraduate research team members were responsible for reading the journals and assigning initial codes. For each journal, two students determined the relevant codes for each entry, associating a given entry with all codes evidenced in that entry.

To ensure coding consistency was maintained throughout the process, the fourth member of the research team reviewed coding for discrepancies and provided feedback in consultation with the professional staff member. Weekly meetings were used to debrief assumptions and discuss particular themes or journal entries when disagreements emerged or the students coding the journals raised questions about particular entries or a collection of entries. Weekly meetings were also used to discuss reactions, assumptions, and biases encountered throughout the coding process.

FINDINGS

Taking a step back from the codes used to classify the entries found in the community

journals, the research team identified four general overarching and overlapping themes by which the codes can be organized and understood: Contemplation, Green Space, Community, and Mental & Physical Health. As journal entries could be aligned with multiple codes, there is corresponding overlap among many of these themes as entries may reference both contemplation and green space or mental wellbeing, contemplation, and community, for example. The overlap in these four themes are depicted in Figure 1.

COMMUNITY

As depicted in Figure 1, the majority of entries discussed topics related to community. For example, codes such as Encouragement and Love are found within this theme, along with entries that discuss various types of relationships. Two of the largest codes in this theme are Connected and Encouragement. Entries coded to Encouragement primarily offer statements that advise, suggest, or command their



ASHLEY EDWARDS

Ashley Edwards is a recent geographical sciences graduate from the University of Maryland-College Park, having tailored her studies to all dimensions of sustainability: people, environment, and economics. This led to Edwards working as a main coder for the Garden of Reflection and Remembrance journal project, where she has been able to code and summarize experiences community members highlighted here. In two years of this position, Edwards has been able to research the impact greenspaces have on restorative justice.



GUESTS TO THE GARDEN OF REFLECTION AND REMEMBRANCE CAN FIND ALL-WEATHER JOURNALS LOCATED UNDER THE SEATS OF BENCHES IN WHICH REFLECTIVE ENTRIES CAN BE MADE.



target audience to do something. As authors give advice to each other, they try to encourage positive habits or actions. One author discloses, "This is where I come to dream all of the dreams." The entry continues and is directed away from the author and toward the reader: "You should still fight for those dreams that will never come true, because what you achieve just might be even greater than what you dream." In addition to providing uplifting guidance, many statements by authors found within the Encouragement code inform readers that they are not alone in their personal struggles. One entry addresses other readers, stating, "To whoever needs to know that you are not alone... there are so many people in this world who want you to succeed and be happy. Keep your head up always..." Another author responded to an entry while encouraging the original author to "...Love yourself and Take your heart back." This entry also presents another common way of encouragement which comes in the form of a reminder to "love," whether that be a love for oneself or to love others or things.

The Connected code was developed and used when entries in the journals were

responded to by other authors, creating a sense of community within the journals themselves. Contents of each connected thread vary based on the contents of the original entry. These response entries tend to offer a form of support or advice to the original authors. Other types of responses include shared emotions or experiences, encouragement, and affirmations. It was noted that the main types of entries that received responses were those that evoked a sense of loneliness, love and romance, or were a form of in-person collaboration of entries. For example:

"THE WORST FEELING IS NOT BEING ABLE TO FIGURE OUT WHETHER YOU'RE HAPPY OR MISERABLE. AM I THE ONLY ONE THAT EXPERIENCES THIS?"

And then, in response to the entry above, "No you're not alone in this feeling. ... just breathe, you'll be okay. XO"

This thread shows a stream of encouragement and affirmations to the original entry of an individual struggling to understand their emotions. Entries coded under Connected show how multiple authors are able to create



MONIQUE OLIVER

Monique Oliver is a recent public health science graduate from the University of Maryland. Interested in the mental health benefits that the journals can provide, she used her educational background to develop her research. During her three years analyzing the journals, Oliver started as a coder and eventually grew into the lead research assistant. Over the course of the project, she was drawn to the variety of uses that the journals serve and the therapeutic benefits that they can produce.



One of the most prominent technology and acoustical consulting firms in the US higher education market, **The Sextant Group** is now NV5.

John A. Cook | John.Cook@nv5.com

Student unions are the heart and soul of a campus. Technology helps bring them to life.

With over **70 student union** projects, NV5 has delivered independent technology and acoustical consulting services on campuses across North America.

Audiovisual | IT/Telecom | Security | Acoustics | Specialty Lighting

www.nv5.com/tech | tech@nv5.com

a sense of community within the journals by responding to each other, largely through encouragement and affirmations. As a result, each author in the journal becomes part of this unique community, creating a group experience that each individual can benefit from.

Other codes within the Community theme include relationships, which were further divided into subcodes based on type of relationship, such as friendship and family relationships or campus experiences, in which entries regarding student organizations and athletic events were coded, as well as entries related to experiences of love, social issues, and belonging.

GREEN SPACE

Only two codes align with the theme of Green Space (Nature, Garden) and direct references within the journal entries to Green Space are limited compared to the other themes. However, both are critical to understand how the space is being used. Some authors reference the garden by way of articulating how much the space means to them and why they choose to visit: "This is easily one of the best spots on campus. It's a Place to just relax and not have to worry about the stresses of school and Life. I've been coming here a lot [sic] more often this semester. Recently, my parents

got divorced. It has definitely taken a toll on me..." For this author, the garden provides an escape from the other stresses of their life, a separate environment that seems to provide them regular solace from the stressors they are experiencing. Another author shared:

**"11/8 IT'S SO BEAUTIFUL OUT HERE.
THERE'S A CHILL IN THE AIR. THE
CONSTANT RUSTLING OF THE TREES.
THE STILLNESS OF SILENCE. I LIKE TO
COME HERE TO FORGET ABOUT ALL OF
THE MINDLESS HUSTLE AND BUSTLE OF
ACADEMICS, CLUBS, ETC. HERE, THERE
IS NO STRESS. NO FEAR. NO ANXIETY.
NOTHING. THERE IS ONLY SILENCE AND
AN IMMENSE SENSE OF PEACE."**

Other authors describe the natural features they see around them and the emotional influence of nature in their entries. As one author shared "Today is a beautiful spring day. My favorite trees on this campus are in full bloom and they make me happy. This garden is so peaceful..." This concept of beauty is often in reference to the garden itself; for example "Why are there cigarette butts around me in this beautiful garden?... we breathe the air around us, drink the refreshment nature has to offer us, and feed on the life around us." The author discusses

components of nature that are found in the garden like air and life while simultaneously advocating for the appreciation of these things.

CONTEMPLATION

Entries found in the Contemplation theme are often reflecting on larger questions, processes, or developments. For example, entries in the Seeking Meaning code reflect on the meaning of life, the meaning behind a particular event, or questions about how to live a meaningful life. The entries within this code usually contain a question that is often reflective. These concepts can be organized into three types of questions that authors commonly ask in their entries as they turn to the journals for guidance: questions about one's existence and purpose, specific situational questions that lead to long term impacts, and less complex situational questions. This author has many questions:

"September 19, 2015

Do you ever get the feeling that none of this is real? That every single day we work and study and we stres [sic] all because someone told us to? I can't help but feel like I'm not living the way I want to but the way someone else wants me to. I know we need money to survive but isn't that all we're doing? Just surviving. When do we start living? I'm not sure that we ever do. This isn't



SOPHIE TULLIER

Sophie Tullier, M.A., serves as the assistant director for research and assessment in the Adele H. Stamp Student Union – Center for Campus Life at the University of Maryland–College Park. She has worked in student affairs assessment since 2013, engaging her colleagues in a process of reflection and improvement guided by data. Drawn to interesting questions, she loves the behind the scenes glimpse that assessment, and particularly these journals, provide into students' lives.

what I thought I would get when I grew up. I thought with freedom came choices on how you want to live. Instead I got all of these responsibilities. And if I chose to live on my own terms, I choose to also create an image for myself that society frowns upon. Suddenly I don't think like everyone else or live like everyone else. What a lovely life that would be. So instead I shut my mind and press on, for none of this is real. And none of this will matter when I'm gone."

Entries coded at Thoughtfulness typically reflected broad lessons learned about life from past experiences. For example, in the following entry, the author reflects on a similarly broad topic as the previously referenced entry, but expresses their beliefs as a lesson learned rather than a question that remains to be answered:

"HUMANS ARE A STRANGE [EXPLETIVE] BUNCH. I'VE ENJOYED THE LITTLE SAMPLE OF HUMANITY IN THIS BOOK. I'VE HEARD FROM THE SENTIMENTAL, THE CYNICAL, THE HOPEFUL AND THE DESPERATE, AND I GUESS THERE'S NOT JUST ONE RIGHT WAY TO LIVE YOUR LIFE. PEOPLE COME TO THIS GARDEN LOOKING FOR ANSWERS AND THIS BOOK IS FULL OF THEM—MAYBE NOT THE RIGHT ONES, BUT ANSWERS ALL THE SAME. WE HAVE TO CHOOSE FOR OURSELVES WHICH ANSWERS ARE RIGHT; RIGHT FOR US."

Similarly, another author shared lessons they have learned from reading the journals, and from talking to their family about mental health:

"I'M SO GLAD I READ THESE JOURNALS. IT GIVES ME PERSPECTIVE ON WHAT OTHER PEOPLE OUR AGE ARE GOING THROUGH. IT'S ALWAYS COMFORTING TO KNOW WHEN YOU ARE NOT ALONE... BOTH MY PARENTS, BOTH VERY HAPPY PEOPLE, TOLD ME ABOUT THEIR DEPRESSION THEY WENT THROUGH IN THEIR YOUNG 20S...IT HELPED ME REALIZE THAT EVERYONE HAS THEIR ISSUES, AND OUR EARLY TO MID 20S IS A CONFUSING, FICKLE TIME OF OUR LIVES, AND IT CAN MESS WITH US."

Other codes within the Contemplation theme include Looking Back, in which authors are recounting past life experiences, such as

the challenges of the previous semester or a past relationship; New Beginnings, in which authors look toward new chapters in their life, such as graduation, a new relationship, or simply the internal desire to turn over a new leaf; and Peace, wherein authors are reflecting on or searching for internal or external peace. The smallest code within this theme is Growing Up, in which authors reflect on their own growth and development, whether that be over the past semester or since they were a child.

MENTAL AND PHYSICAL WELLBEING

Most of these entries within the Mental and Physical Wellbeing theme align with the author's mental and emotional wellbeing as they process and reflect on events that have led to anger, anxiety, and sadness, usually around the general stress associated with balancing the demands of college. One author mentions the pressure of school by stating, "It's the end of the semester. My first college semester. It's been pretty stressful lately. Finals, internships, and relationships problems..." Another author shared their struggle of daily living by writing, "Going through every day with panic attacks, anxiety, depression, and fear of running into one of the people who sexually assaulted me..."

A smaller set of authors mention physical health components as well. In this example, the author appears to be expressing their own emotional pain as it relates to their friend's physical health:

"DEAR [NAME], I KNOW THINGS ARE HARD RIGHT NOW, AND EVERYTHING SEEMS SO CONFUSING; BUT, YOU CAN FIGHT THIS. ...I CAN'T IMAGINE LOSING YOU AS MY BEST FRIEND. IT'S HARD ENOUGH BEING AT COLLEGE W/OUT YOU. ...IT HURTS TO EVEN KNOW YOU'RE SICK. IT'S AS IF I CAN FEEL YOUR PAIN. KEEP YOUR HEAD HIGH, AND KNOW THAT NOTHING CAN TAKE YOU DOWN; NOT EVEN CANCER.
LOVE, [NAME]"

Also found in this theme are entries related to Loss and Sadness. Many entries that centered around loss referenced romantic loss such as a break up; a smaller number of entries referenced death. Typically, entries that centered on romantic loss were written while the author is still processing how to make sense of the end of the relationship.

For example, one author shared how in visiting the garden, they were hoping they would find solace:

"I came here looking for something to soothe this burning, aching, hole in my chest, and at least I have stopped crying. I probably will start again when I climb in bed, but for now I'll feel the sting in my eyes and keep wishing his arms were around me and pleading that one day I'll feel good enough for myself, like that I'm enough, and maybe one day I'll be able to make myself happy without looking over for his smile, or reaching for his hand. He got me through the hardest year of my life, but I was too much and I was toxic to me. I understand why he had to leave but he still cares and loves me. I guess just not enough. I wanna be enough. Other codes within the Mental and Physical Wellbeing theme include Religion and Faith, in which authors reflect on the role of spiritual traditions and celebrations—or lack thereof—in their lives; Anxiety & Stress, in which most authors reflect on academic stressors and challenges with general anxiety; Anger & Rage, in which authors express anger toward themselves or others over situations in which they find themselves, such as anger directed internally for cheating on a partner or anger directed externally for the revocation of their Greek organization charter. Two smaller codes, Sex and Drugs, reference engagement in these activities, such as writing in the journals while high or hopes of sexual conquest in the coming days or regret over prior experiences.

CONCLUSION

As campuses continue to grapple with issues surrounding wellness, stress, and rising student mental health needs, this exploration suggests that providing campus spaces and facilitating visitors' ability to engage in restorative activities may be a welcome practice on a college campus. If college unions are to provide for holistic development, offer opportunities for connection in a variety of ways, and serve as student-centered organizations that provide needed services for students, as ACUI's Role of the College Union statement indicates, this investigation suggests that the Garden of Reflection and Remembrance serves all these purposes. Given the frequency with which visitors at the university use the journals and the topics discussed, it appears that the journals are providing an outlet for students to release a



MOODY•NOLAN

2021 AIA ARCHITECTURE FIRM AWARD

The unique character of our work is the diversity represented.

moodynolan.com

2022 ACUI Facility Design Award
East Tennessee State University D.P. Culp Student Center



variety of emotions; reflect on relationships, struggles, and challenges; and find a different type of community than what may exist in other aspects of their college experience.

Campus physical environments, organized in this way, appear to support the release of a variety of emotions. Approaching the built union environment through a campus ecology lens is supported here: through the provision of spaces for students and visitors to pause, reflect, and restore, these behaviors do seem to be occurring naturally within that space, likely contributing to students' overall wellbeing.

Reviewing the elements of what Kaplan determined classifies a space as a restorative environment also provides support that the garden was developed to serve this purpose. The element of fascination is seen in the natural setting, labyrinth, and meditative water features available in the garden, along with the journals themselves; visitors can choose to simply read the journals rather than writing in them for their own processing. The sense of being away and the element of extent are both achieved by the different visual setting than the majority of the spaces that the campus community occupies: mature trees, shrubs, away from

other buildings, as opposed to the many physical and built spaces that make up the academic core of campus. Compatibility as an element is more individual; we might presume that those using the garden to process and reflect are doing so because it meets their own needs or ideals of what a restorative environment should contain.

In their 2020 article in ACUI's *The Bulletin*, "Student Engagement and Learning: Grounded in the Role of the College Union," authors Loren Rullman, Brian Schermer, and Danielle DeSewal note that designing union spaces intentionally to highlight and promote campus values can be an important tool for promoting student engagement. Students who are well are likely better able to engage in the campus community and environment, and public health frameworks support thinking of ways in which our physical spaces can support student wellness. Union staff with the opportunity to rethink space use and design in their buildings could therefore consider questions such as:

- How are exterior spaces structured?
- How might we create both spaces for connection and spaces for rejuvenation and emotional healing?

- What smaller elements (green walls, fish tanks, etc.) might promote restoration within a smaller space?
- How are the elements of restorative spaces (fascination, extent, being away, and compatibility) managed and achieved in a space meant for reflection?

Providing ample spaces for students to reflect and restore, especially in our current environment, may be critical to meeting student needs as the years progress if the trajectory of mental health needs does not change. As seen in this investigation, providing such a physical space also allows for new and different types of relationships to develop, which are a key aspect of college unions. All individuals need ways to take care of their own mental and physical wellbeing, and providing such spaces is a physical reminder of the importance of attending to these aspects of their lives in addition to their academic and co-curricular pursuits. ■



Labyrinths like the one here, at the University of Maryland-College Park, are considered as spaces for reflection and meditation.

LIFE GETS BETTER WITH A LABYRINTH: A WELLNESS TOOL OF MANY SHAPES, SIZES, AND FORMS

It is by no means a coincidence that the Garden of Reflection and Remembrance that is under the purview of the University of Maryland-College Park's Stamp Student Union Center for Campus Life contains a labyrinth. Labyrinths, after all, have been used throughout history as a ritualistic device for personal meditation.

"Since the path is continuous with no decisions needed to be made before reaching the center, it is a metaphor for recovering balance in life, focusing inward for self-reflection and personal insight," said Richard Bienvenu, the director of landscape architecture for LPA Design Studios, which designed a permanent, outdoor labyrinth on the grounds of California State University-Northridge student union's Oasis Wellness Center. "We had to remind everyone that a labyrinth is not a maze—for a maze everyone thinks of the movie *The Shining*, with Jack Nicholson—whereas a labyrinth is used to encourage quieting the mind and stress reduction—the exact opposite of a maze."

The labyrinth on the College Park campus was in part the result of a collaboration with Nature Sacred, a nonprofit

that helps communities design public green spaces with the intention of improving mental health. The project was initiated shortly after two crises struck the campus and the region: The attacks of 9/11 and a tornado that two weeks later ripped through campus, killing two students who were sisters. Using natural gardens, labyrinths, and particularly contemplation benches that contain all-weather journals for guests to use, Nature Sacred has developed public sanctuaries across the United States, including on campuses at the University of Pennsylvania, the University of Maryland-Baltimore County, and Talladega College in Alabama. A second sanctuary space is in the works in Alabama, at Jacksonville State University.

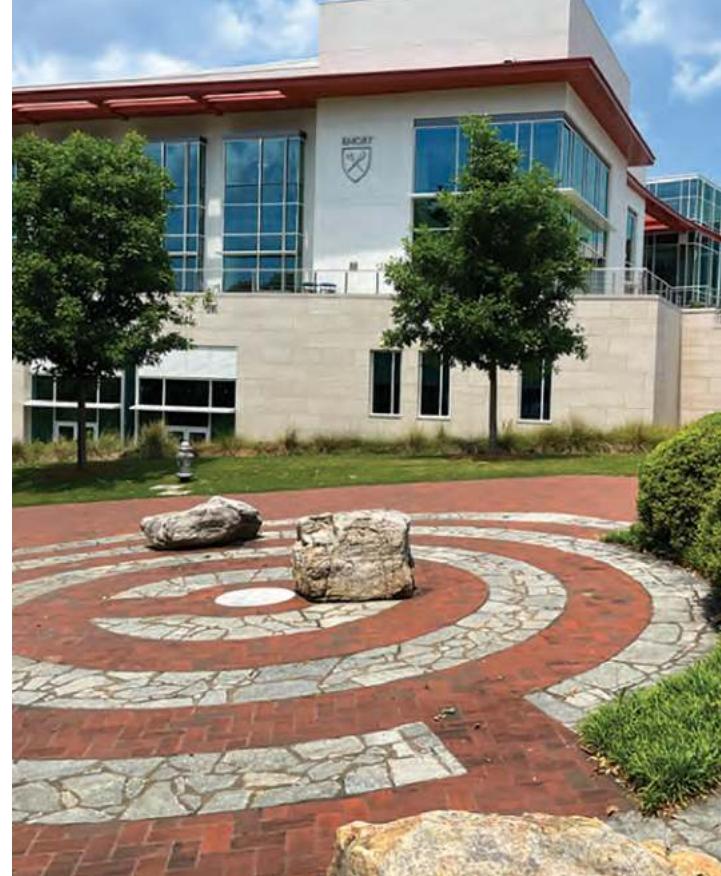
Not surprisingly, there are labyrinths in many varied sizes, shapes, and forms on a number of campuses, some associated with chapels, others in public green spaces or arboretums, and some tied to student unions, like the one at California State University-Northridge. Emory University has a stone and brick outdoor labyrinth next to the university student center, another one—a medieval designed



The labyrinth at the University of Akron (top) is part of the student plaza located between the student union and Memorial Hall. The labyrinth at Emory University in Atlanta (right) sits between Alumni Memorial University Center and Alabama Hall.

carpet labyrinth—in a chapel, and a mobile, cloth one that can be used in classrooms and outdoor spaces. Coleman Commons, located in front of the student union at the University of Akron, contains a labyrinth, and at Gustavus Adolphus College, a canvas labyrinth is used during “Sacred Space” programs that also include yoga mats, Reiki practitioners, and a chaplain on hand. At the University of Georgia, the Presbyterian Student Center offers an outdoor labyrinth made from recycled materials; Middlebury College has a seven-circuit outdoor labyrinth, dedicated by the 14th Dalai Lama in 2014, that is modeled after the world famous one in Chartres Cathedral in France; and Davidson College’s labyrinth, part of its Buddhist and Meditation Initiatives program, is lit at night for increased accessibility.

It is the labyrinth at California State University–Northridge’s Oasis Wellness Center that was intentionally designed to be one in a spectrum of outdoor “rooms” that were designed to provide distinct and holistic experiences to reconnect with nature. The labyrinth experience was meant to support meditative thinking, spiritual centering, and mindfulness, according to LPA Design Director Winston Bao. “It’s literally teaching us to be in the moment,” he said. “A student mentioned he didn’t know what the labyrinth was about but referenced that his grandfather uses it for mental balance in his well-being routine. This was a chance to learn something new and perhaps help other students discover opportunities to find balance in their busy and demanding lives.”



The labyrinth is central to the campus wellnessfair, Spring Into Wellness, an event that includes yoga, meditation, art classes, and rejuvenating massages. During this annual event, the labyrinth is used as a space for sound healing and vibrational therapy, in which crystal and bronze bowls are used to emit specific frequencies used for relaxation, healing, and personal development.

“We also offer Qigong, a Tai-Chi-like ancient practice that cultivates and directs energy through the body’s meridians, strengthening the internal organs and soothing the central nervous system,” said Condor, manager of the student union’s wellness center. “When there is no scheduled programming, the labyrinth is always one of our ‘passport’ stops amongst other services within the center that promote wellness and well-being.” The rewards program allows students to collect punches on the passport when they use wellness services like the labyrinth, earning wellness-related prizes at the end of the campaign.

The center also added a QR (Quick Response) Code station at the labyrinth in 2019 that provided some instructions on how to use it, and that, in turn, led to a significant uptick in users: Prior to the QR Code station the labyrinth was averaging from 45 to 92 visits per month, but once in place, visits increased to 250 per month, pre-pandemic.

And while it is only one of the wellness options provided by the Oasis, the labyrinth was a component in research related to student outcomes that found that first-year and second-year students visiting the wellness center had higher GPAs were less likely to find themselves on academic probation and had a higher probability of third-term retention. Recognizing that only a small percent of first-year students used the center (just over 1%), the outcomes report found that “encouraging students to take advantage of Oasis’ services not just for their well-being, but also for positive academic outcomes, might therefore be a good strategy.”

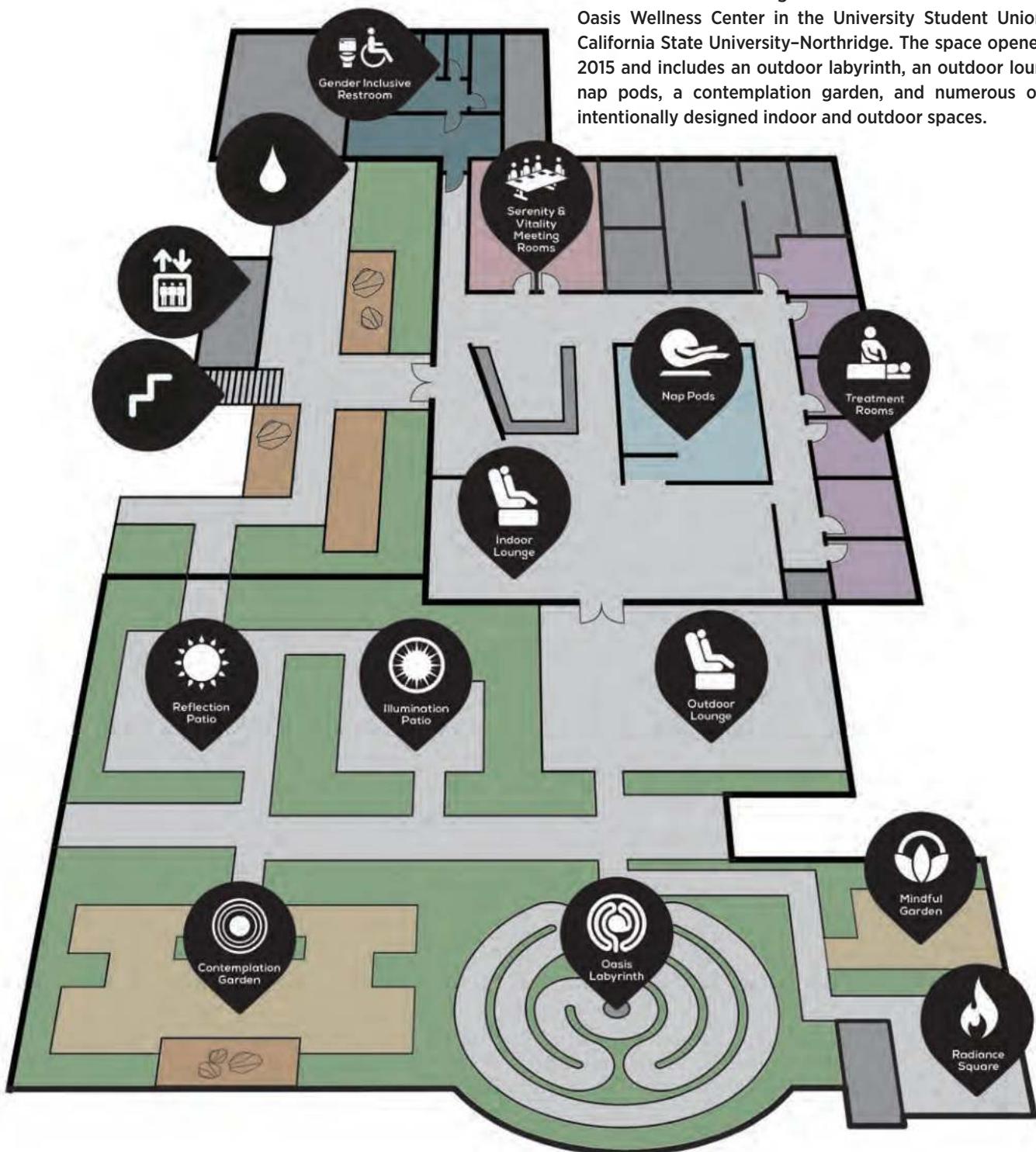
That report mirrors work done by a number of researchers over the years related to labyrinth walking as a meditative tool. Research published in the journal *Medicines* in 2018, titled “Effects of Reflective Labyrinth Walking Assessed Using a Questionnaire,” identified meditative labyrinth walking being used at elementary schools, with incarcerated people and those in integrative therapy programs, and by hospitals with cancer patients.

The classic labyrinth pattern is seven to 11 circuits, depending on available space, with 180-degree turns marking the beginning of each circuit. Patterns lead inward toward the center, and from the center back out again, and most designs do not contain dead ends, but offer unique entrances and exits. Just as the QR Code used at the Oasis labyrinth may have successfully increased use, there are specific stages to labyrinth walking to get the most out of the experience. Lauren Artress, author of the book “Walking a Sacred Path: Rediscovering the Labyrinth as a Spiritual Tool,” and a psychotherapist and priest who founded the international labyrinth non-profit Veriditas, notes that there are three stages to the experience:

- **PREPARATION.** Walking the labyrinth toward the center at a rhythm of choice, either slow-or fast-paced.
- **ILLUMINATION.** At the center, the individual may choose to sit or stand, assuming the most comfortable position, with eyes either opened or closed (Our design included a mandala; participants could choose to look at it or not).
- **RESTORATION.** Consists of walking back out away from the center and towards the beginning, whereupon some type of reflection is encouraged.

No training necessary, no specialized physical movement, just a meditation technique that anyone can try, with an objective being improved attention and judgment-free awareness of the present moment. 

Students can view a diagram of the services offered at the Oasis Wellness Center in the University Student Union at California State University-Northridge. The space opened in 2015 and includes an outdoor labyrinth, an outdoor lounge, nap pods, a contemplation garden, and numerous other intentionally designed indoor and outdoor spaces.



CSUN

 oasis
WELLNESS CENTER



A THIRD HOME: COMMUNITIES GRAVITATE TO A SPACE FOR LEARNING, ENGAGEMENT, AND HONEST CONVERSATION

BY

SARAH KIPP, KADE CRITTENDEN,
& STEVE CHAPLIN

A foundation of the Role of the College Union is that it “advances a sense of community, unifying the institution by embracing the diversity of students, faculty, staff, alumni, and guests.” That call to action earmarks the college union as one of those “third places,” the term coined by urban sociologist Ray Oldenburg denoting public places as “neutral ground where people gather and interact.”

“Life without community has produced, for many, a lifestyle consisting mainly of a home-to-work-and-back-again shuttle. Social well-being and psychological health depend upon community,” wrote Oldenburg in his 1991 book, “The Great Good Place.” “Though a radically different kind of setting for a home, the third place is remarkably similar to a good home in the psychological comfort and support that it extends ... They are the heart of a community’s social vitality, the grassroots of democracy, but sadly, they constitute a diminishing aspect of the American social landscape.”

Hundreds of volunteers were often needed to complete the 3,400 toe tags used on the memorial map. Here, volunteers at Rutgers University-Camden included Vice Chancellor for Diversity, Inclusion, and Civic Engagement Nyeema C. Watson and Patrick Wallace (background), associate director of campus center.



A public space serving as a “good home” mirrors the long-used analogy of the student union as the “living room” of campus, so when someone like Patrick Wallace, associate director of campus center and student involvement at Rutgers University-Camden, describes the campus center there as a “third space” he is describing the inherent value of that space as one of continuous learning, for public engagement, and as one providing a public platform. It’s where conversations on current day issues can be held, where workshops are hosted, where storytelling occurs, where anyone can be present.

The accessibility and the diversity of the college union space is why Wallace is among the group of professionals, students, and community members who recognize it as the perfect venue for participatory learning projects like Hostile Terrain 94, or HT94, which raises awareness about the realities of migration at the U.S.-Mexico border. Created by the Undocumented Migration Project, the pop-up installation has been displayed hundreds of times around the globe, in art

galleries, libraries, academic buildings, and particularly in student unions across the U.S.

“The Hostile Terrain 94 installation allowed our Campus Center to serve as host to a variety of programs relating to various topics inherent to the project, providing multiple opportunities for the Campus Center to serve as a continuing learning space for our campus community beyond the walls of the academic classroom,” Wallace said. “It allowed for conversations amongst our campus community ranging from the theoretical to the practical to the ethical.”

The core element of the exhibition is a memorial wall map that contains roughly 3,400 toe tags representing people who have died while crossing the U.S./Mexico border between the mid- 1990s and 2020. Manila tags represent those who have been identified, while orange tags represent unidentified human remains. The construction of this memorial is realized with the help of hundreds of volunteers—in this case students, faculty, and staff—who hand-write the information of the dead. These tags are then placed on the

wall map in the exact location where those remains were found.

Having organizing communities engage in the process of writing around 3,400 toe tags provides people with a very direct and meaningful experience that effectively communicates the humanitarian aspect of the work. The physical act of writing out the names and information for the dead invites one to reflect, witness and stand in solidarity with those who have lost their lives in search for a better one.

Participants were also invited to leave a message or drawing on the backs of their toe tags, as a way to reflect and further engage with the project. Thoughtful works of art were created on many tags, as well as messages of remembrance, love, and calls to action. Examples from one exhibit, at the HUB-Robeson Center art gallery at Pennsylvania State University, included: “I will fight for you and your people to come here for a better life so that no one suffers the same fate. Rest in peace.” Other sentiments read, “You matter,” “You are valued,” and “You are not forgotten.”

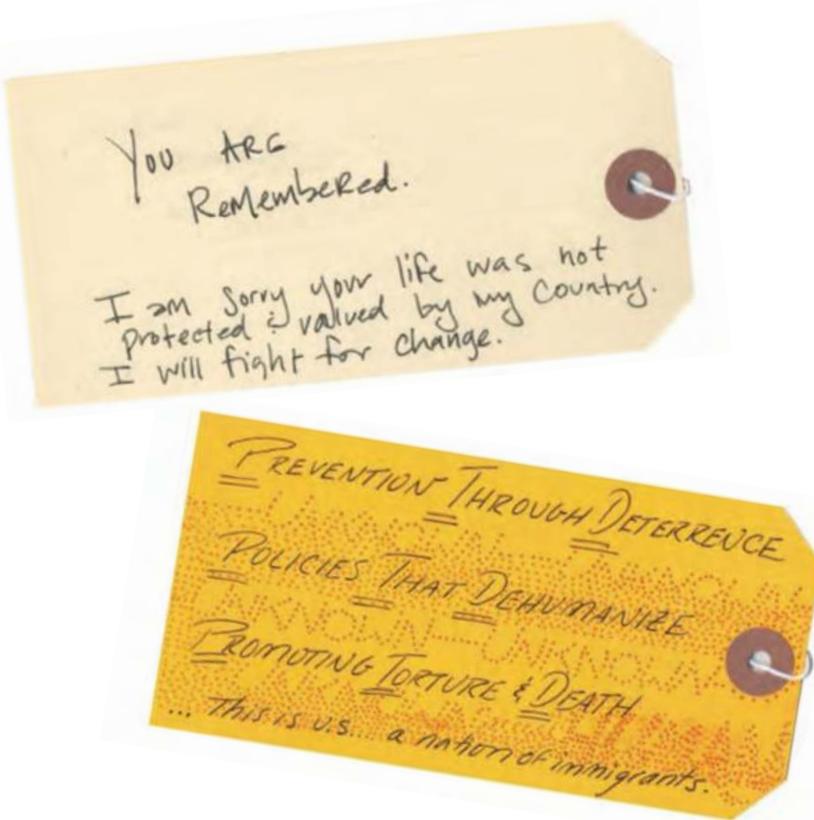


Penn State organizers enriched the exhibition through class partnerships with faculty on several campuses, connecting with disciplines like anthropology, sociology, visual arts, education, and literature. Faculty utilized HT94 in courses across the U.S., including in Penn State's Public Writing Initiative that brings students from various writing courses into contact with community organizers and professionals who use writing daily. Sarah Felter, a comparative literature student at Penn, described what filling out these tags meant to her:

"I squinted, attempting to read the final cell in my spreadsheet to write on my remaining toe tag. I had made a few mistakes already, but this was it: the final one. As I write the cause of death in the proper section, I realize I wrote it incorrectly and I have run out of tags. I put them down on my desk and take a minute. It took me much longer than I anticipated to fill them out and I was struggling to read what was on the sheet, causing me to have to slow down and take my time with each one. Part of me wonders if this was done on purpose, forcing us to consider each part of what we write down. Taking a step back, it feels wrong to be frustrated with writing 'skeletal remains' on the wrong line. I am upset because it is taking more time than I want it to, but 'unidentified' has no time left."

Student centers that hosted Hostile Terrain 94, like the ones at Middlebury College, the University of Nebraska campuses, Mississippi State University, Boise State University, Portland State University, and Northern Illinois University were often thousands of miles away from the Sonoran Desert, but the distance one had to travel in order to empathize with and contemplate on the stories of those who died did not need to be far at all. When filling out the toe tags was augmented with virtual or on-site wayfinding experiences, relevant videos and movies, associated art exhibits, public readings, and personal testimonials, the experience often became immersive.

The wayfinding experiences were conceived to highlight the exhibition as less a map and more as a memorial to lives, with individual stories and messages told to visitors as they worked their way through a series of stations. The final destination may have been the HT94 memorial wall map, but the stations prior were designed to share messages left by those who died on



their journeys and by those who knew and loved them. Associated Quick Response (QR) codes were placed on posters at each stop, providing links to webpages where participants could listen to immigrants telling their stories. The stations directed them to information about legislation influencing dangerous immigration tactics, and to videos of people mourning their loved ones or who were still searching for those who went missing.

There is also a virtual documentary experience that pairs with the physical installation. The virtual experience contains five chapters where viewers can hear first-hand accounts from migrants and humanitarian volunteers, represented by archival photos and volumetric captures, hologram-like videos. Viewers can navigate and select chapters from an interactive map, click on 360° environments, and explore 3-D models of real-life items left behind by migrants and found in the Sonoran Desert. At the end, viewers have an opportunity to add their voices to a memorial.

The story of Marisela Carmita Zhagui Pulla was one that some students said would be etched in the minds of many. Her last words, shared with her family before she attempted to cross the border, were: "I don't know how I'm going to get there, but I'm going for my family, God willing, I will get there." She was later found dead in the desert by Dr. Jason De León, the creator of the project, and his team.

Gustavo Espinosa, a business undergraduate at the University of Rutgers—Camden who is a member of campus Latin American Student Organization, said the experience was an opportunity for people to understand how big the problem of immigration was. He was surprised that people weren't more vocal about the issue, including migrants and first-generation U.S. citizens whose parents had crossed the border.

"THE MAJORITY OF MY FRIENDS ARE MEXICAN AND HAVE THE SAME STORY OF HOW THEIR PARENTS CROSSED THE BORDER. EVERY TIME I STEPPED A FOOT INSIDE THE CAMPUS CENTER AND LOOKED AT HT94 I TOOK A MOMENT TO BE GRATEFUL TO MY FAMILY AND OTHER FAMILIES FOR WHAT THEY HAVE DONE FOR THEIR FUTURE GENERATIONS IN ORDER TO HAVE A BETTER QUALITY OF LIFE."

—GUSTAVO ESPINOZA, FINANCE MAJOR AT RUTGERS UNIVERSITY-CAMDEN

"There should be a solution to this border crisis, no human should go through these harsh conditions staring death in the eye, in order to have a better standard of living. These are moms, dads, children, elderly, and pregnant women walking in the hot desert, bringing as little water and food as possible so as not to carry the weight that would have them exhausted early in the journey.

"I felt connected to Hostile Terrain 94 because my whole family, including grandparents, my mom, aunt, and uncle crossed the border together in the 1990s. My mom and aunt were barely teenagers and my uncle was only seven. That breaks my heart, because my brother is only seven and I can't imagine him walking in harsh conditions with barely any water, extreme heat, snakes, barely any

food, and facing exhaustion. This is not just my family, but my friends too. The majority of my friends are Mexican and have the same story of how their parents crossed the border. Every time I stepped a foot inside cc and looked at HT94 I took a moment to be grateful to my family and other families for what they have done for their future generation to have a better quality of life," Espinosa said.

Robrecht van der Wel, an associate professor of psychology at Rutgers-Camden who led the effort to bring HT94 to campus, has followed the work of the University of California-Los Angeles Anthropologist Jason De León since they were graduate students together. He first used examples of De León's early work, visual displays of the actual backpacks lost in the Sonoran Desert, as a unique



SARAH KIPP

Sarah Kipp has been exhibitions coordinator Penn State's HUB-Robeson Galleries since 2013. In this role, she is primarily responsible for overseeing art handling and installations, managing student employees, and developing community engagement programs. She has a bachelor's degree in fine arts from Penn State and master of fine arts from Queens College in both painting and drawing.



Penn State students placed flowers at the memorial wall map as a sign of remembrance and respect during the Hostile Terrain 94 wayfinding experience.

way to teach research methods. "I noticed how much it captivated our students," van der Wel said. "That exhibit was fairly costly, prohibiting broader dissemination. Hostile Terrain 94 is a powerful, cost-effective way to communicate ... one of its biggest strengths is its participatory nature."

Programming at Rutgers-Camden also included a presentation on the ethics and forensics of identifying human remains, a symposium on the rights of children at the border, and a visit and presentation by De León himself. While there, De León visited a charter school, engaged high school seniors in filling out toe tags, and participated in an off-campus community-wide event.

"Our main purpose as a university community is to be centers of knowledge and foster broad understanding," said van der Wel. "Hostile Terrain 94 provided a way to bring an honest conversation about migration to our campus. I found this to be particularly important to provide a more informed and humane perspective on migration while negative and simplistic statements about the migrant problem at the Southern border were very prevalent. The campus center was an excellent space to foster a campus community and organize events on issues that touch all of our students, faculty, and staff. Students naturally gravitate to spend time there and have been very open to engage in conversation surrounding Hostile Terrain 94."

A gallery in a college union is an added benefit to using participatory art projects as learning tools. Over the years the gallery in the HUB-Robeson Center has hosted performance art pieces, collaborative drawing projects with the surrounding community, multi-media events that included light shows, fashion shows, drag shows, and dance, and creating inflatable sculptures using recycled materials. Earlier this year the gallery hosted "Lunchbox Moments," an



KADE CRITTENDEN

Kade Crittenden is assistant director of development at the Eberly College of Science and a graduate student studying higher education with Penn State's Department of Education Policy Studies who also recently worked as a graduate assistant in the HUB-Robeson Center. He decided to pursue a career in higher education after serving as student body vice president, government relations intern, and as student alumni association vice president during his undergraduate studies at Weber State University, where he earned a bachelor of science in chemistry.

A team of professional muralists spent a week offering students workshops and trainings on introspection, personal development, design, and painting before the collective created an extensive mural inside Middlebury College's McCullough Student Center.



exhibition of painted lunch boxes narrating the Asian-American experience as formative occurrences in many Asian Americans' lives, where a traditional Asian meal is eaten at school or home, and the meal elicits some sort of reaction—be it positive or negative. Workshops with the artist, Ami Bantz, gave students the opportunity to share their own 'lunchbox moments' and to create lunchboxes and bags that were then displayed in the HUB-Robeson Center.

Sustainability is one topic that often finds itself manifested in student union galleries. A number of them have hosted "upcycling" fashion and art shows, and the gallery

at the Southern Illinois University Student Center had various campus divisions set-up interactive displays tied to the United Nation's Sustainable Development Goals. At Louisiana State University, the campus women's center and the student union art gallery collaborated earlier this year to create a Sexual Assault Awareness Month exhibit called "What I Wore," where abuse, rape, and assault survivors anonymously donated clothes or descriptions of clothes they were wearing at the time of the incidents. The exhibit garnered national attention.

When Hostile Terrain 94 came to Smith Memorial Student Union at Portland State

earlier this year, the building's White Gallery provided a space for ofrenda, or home altars, to be created using sweet breads (pan dulce), sage, and other items. The gallery's beams were adorned with papel picado, an artform using brightly colored, elaborately cut sheets of tissue paper.

And at Middlebury College, while Hostile Terrain 94 was being created and displayed in the McCullough Student Center's art gallery, a huge mural along the ground-floor level served as evidence that education, community building, and art, can rise anywhere in the college union. Begun in 2018, the mural was directed by a group



STEVE CHAPLIN

Steve Chaplin is managing editor for ACUI's *The Bulletin* and manager of the Association's College Unions and Student Activities evaluation program. He has bachelor's degrees in journalism and philosophy from Morehead State University and has previously worked as a science communicator and newspaper reporter and editor.

NOW BOOKING 2022 & 2023 EVALUATIONS



CUSA

College Union and Student Activities Evaluation Program

- Practical recommendations from on-site evaluations conducted by experienced professionals.
- Peer review and assessment designed to improve your service to the campus community.
- Comprehensive, objective feedback and insights for developing strategies and priorities.
- Intentionally customizable and competitively priced to meet your institution's unique needs.



Advancing Campus Community

The first step towards success is determining what students are missing through a needs assessment conducted by student union experts in ACUI's College Union and Student Activities (CUSA) evaluation program. Review teams visiting your campus are built to meet your specifications.

Inquiries to acui@acui.org



Red pins designate the location of where migrant remains were found in the Sonoran Desert, while the tags designate information about the deceased.

of professional muralists and community organizers who also conducted introspection, design, and painting workshops with students.

The mural project was a follow-up to a year of artist in residence Will Kasso Condry leading student workshops that resulted in corridors and stairwells of the campus intercultural resource center being painted with murals, including large portraits of the center's namesakes—Mary Annette Anderson and Martin Henry Freeman—at the building's entrance. For the McCullough Center mural, Condry joined three other artists for the weeklong residency of painting workshops and creation of the new mural inside the student center.

When Oldenburg discussed "third places," he attributed them to having a series of important functions, including as unifying, caring, and entertaining spaces; as "sorting areas" where those with special interests find one another, and as "ports of entry" for visitors and newcomers. Finally, he noted, they are places for political debate where social

networks can be strengthened, and social problems addressed.

In examining Oldenburg's work, Felice Yuen and Amanda J. Johnson, Canadian social scientists who study public leisure spaces, note that "just because a space is public does not mean it is democratic or accessible." They agree that place can be seen as a social construct, relying on the enjoyment, regularity, pure sociability, and apparent diversity, but add "diversity is the most relevant when exploring third places as a platform for community. ... If we talk about leisure spaces as places of community, then we should be discussing who is present and who is not ... The requirement for diversity narrows the spectrum of leisure setting that may be considered a third place."

If that is the case, the college union stands on firm footing as a confirmed "third place"—not home (the first place) nor work (the second place)—where participatory experiences like Hostile Terrain 94 can successfully educate, elicit empathy, create community, and identify shared values. □

Working on improving your program?



Do you know what factors have the most impact on your program?



Can you compare your school with other schools for a broader context?



Are you able to view your program by accreditation or professional standards?

We can help.

Available for your

- Nursing Program
- Business Program
- Engineering Program
- Teacher Education Program
- Student Affairs

 **SKYfactor**
Benchworks®
(formerly EBI)

Request for more information
[at skyfactor.com/request-a-demo](http://skyfactor.com/request-a-demo)



Submit a session!

Presenting a session at the Annual Conference is an opportunity to share unique expertise and experience with others, connect with colleagues, and get involved with ACUI in a way that makes a true difference.

DEADLINE

SUBMIT YOUR SESSION PROPOSAL BY SEPTEMBER 19

ACUI

BOSTON
2023

acui.org/2023



Transforming the Student Experience

SCHINE STUDENT CENTER | SYRACUSE UNIVERSITY
2021 AIA CENTRAL NEW YORK, EXCELLENCE IN ARCHITECTURE AWARD

Through hundreds of interactions, the Schine Student Center renovation at Syracuse University had more influence from students than any building initiative in the university's history. Their feedback was clear: the dark and outdated student center needed to be more accessible, open, and representative of them—a place where all students feel welcome and connected. Embracing the principles of Universal Design, student-centered design, and planning for diversity, equity, and inclusion, the Schine Student Center has been revived into a vibrant campus gateway.