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# SEMANS GRISWOLD ENVIRONMENTAL HALL

Building Area: 9,500 GSF—Construction Cost: \$11.6 million—Completion: October 2019

AYER'S  
SAINT  
GROSS

*Saint*  
WASHINGTON COLLEGE

## VISION/GOALS

The College aims to prepare the next generation of leaders to help solve the most pressing environmental problems of the 21st century. Washington College's Semans-Griswold Environmental Hall aims to be a regional hub for hands-on research on the Chesapeake Bay and a magnet for thought leadership centered on the environmental challenges facing the region, the country, and the world.

The facility provides experiential teaching and research laboratory, academic, and office spaces that embody the environmental science program's commitment to sustainability and local ecology. Among its innovative design features is a state-of-the-art marine science lab that includes a river flow-through system, bringing ambient water from the Chester River to give faculty and students the unique ability to study river ecology and marine organism biology in a controlled environment.

Semans-Griswold Environmental Hall demonstrates the College's commitment to stewarding the finite resources of the Eastern Shore, leading the way for environmental study, preservation, and advocacy. The project aims to be a model for sustainable buildings.

## PROCESS

The waterfront campus at Washington College was first visualized in 2008. After a decade of fundraising, College leadership worked with Ayers Saint Gross to refine the program and scope. Ayers Saint Gross involved teaching and research faculty as well as a high performance building consultant to design a building that produces more energy than it uses in pursuit of the Living-Building Challenge Petal Certification.

Semans-Griswold Environmental Hall houses the Center for Environment & Society at Washington College, one of three Signature Centers that focus on providing undergraduate students with graduate-level experiences outside of the classroom.



## OUTCOMES

### INNOVATIVE LAB SPACES

**Wet Lab and River Flow Through System**—The wet lab hosts a river flow through system, which pumps water from the Chester River directly into and out of the lab, allowing students to study different aspects of the Chester River in a controlled environment using water directly from the river.

**Watershed Innovation Lab**—The lab serves as the home to CES's Chester River Watershed Observatory. Students have the opportunity to work on buoys that monitor the river's water quality, side scan sonar, building AquaBotz and more.

**Environmental Research Lab**—The third lab serves as a laboratory learning space for hands-on research.

### CLASSROOM

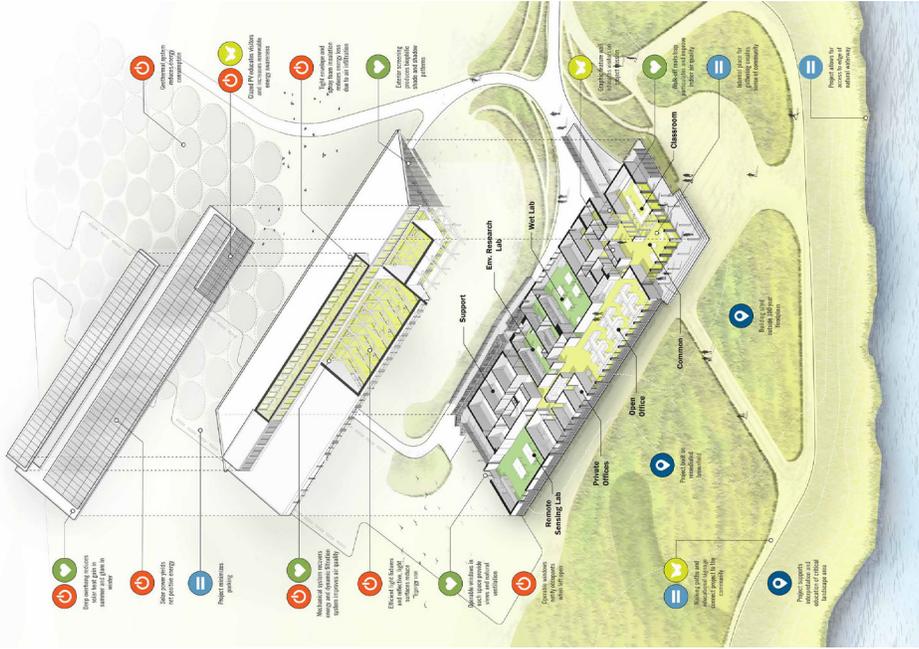
The classroom, located adjacent to the main commons and along the front porch of the facility, offers sweeping views to the Chester River. The space seats 24 and utilizes flexible, adjustable furnishings to allow for pedagogical adaptation to the evolving curriculum. Glass doors with a 180-degree swing allow the classroom and adjacent commons space to flex and accommodate a larger crowd of students for special events.



RENDERING OF SEMANS-GRISWOLD ENVIRONMENTAL HALL, AYERS SAINT GROSS.



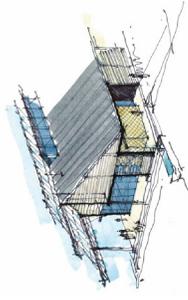
PHOTO OF FINISHED BUILDING AT RIBBON CUTTING CEREMONY, OCTOBER 2019.



PLACE  
EQUITY  
HEALTH + HAPPINESS  
BEAUTY  
ENERGY

## TAKE-AWAY RECOMMENDATIONS

Ayers Saint Gross found it important to work directly with the stakeholders, in this case, the researchers who would work in this building daily. The research team prioritized natural light and access as the top needs for their space. All spaces in the building are visually accessible to one another—making for ease of movement through the space, collaboration between researchers, and also putting learning on display for the students who will work and take classes in the facility. To design a facility that functions for sensitive and high-level research, it is important to listen to and earn the trust of the faculty.







# NEW STEM LEARNING COMPLEX WITH RE-PURPOSED POWER PLANT

## MICHIGAN STATE UNIVERSITY

**New STEM Building**  
Learning Atrium



**Overall Project Area:**  
New STEM Construction: 175,000 sf  
Power Plant Adaptive Reuse: 120,000 sf  
New Learning Spaces Addition: 40,000 sf  
**Completion Date:** Fall 2020

**ELLENZWEIG iDs**  
New Construction Design Architect +  
Re-purposed Design Architect +  
Lab Planner  
Architect of Record

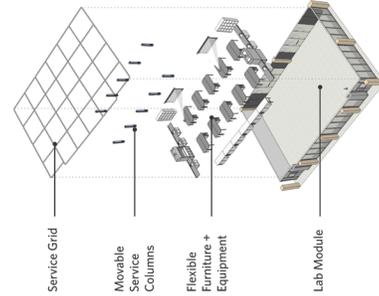
**New STEM Building**  
Flexible Lab Module

### Vision/ Goals

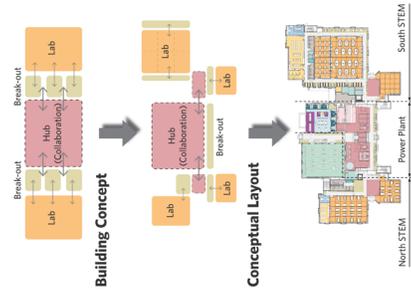
- The goal of the project is to create a learning ecosystem - an integrated learning center that brings together several distinct components:
  - Highly flexible STEM learning labs to serve a variety of disciplines, including Chemistry, Computer Science, Biology, Materials Science, and Physics
  - Open-ended project labs, to support future learning initiatives, student projects, and new interdisciplinary courses
  - Student Commons that serves as a gathering space for all students
  - Hub for innovation in Learning and Technology (MSU's Learning Innovation Center)
  - Student Help Center
  - Student studio space, for student project work

### Process

- An MSU core project team was established for the entire project duration
- Faculty meetings were organized with all disciplines attending to encourage collaboration, sharing and interdisciplinary initiatives
- Learning spaces were established using a modular and flexible approach
- The full design team met weekly to maintain open communication
- Interactive, open-ended meetings were held to brainstorm ways to create a "learning ecosystem culture" for the integrated learning center
- 3-D modeling was used extensively for design and coordination purposes
- Mass Timber structure was selected after comparison with conventional framing systems



**Flexible Lab Components - Exploded View**



**Final Floor Plan**

### Lessons Learned

- Truly flexible lab spaces require an investment in a robust infrastructure system
- Implementing a flexible lab infrastructure requires intensive coordination between project engineers and the infrastructure provider
- Developing agreement on an interdisciplinary mission requires considerable time investment by senior project leadership
- Utilizing Cross Laminated Timber required careful study of framing details

### Outcomes

The new STEM learning spaces are designed to facilitate an innovative new curriculum, building on team-based, active-learning initiatives. Each space is equipped with a cutting-edge technology infrastructure to allow the easy reconfiguration of lab tables to reflect varying pedagogies. The spaces can also be re-configured for a variety of disciplines over time.

The Hub for learning innovation creates new ways to collaborate, learn, research, and deliver instruction at MSU. The project integrates these aspirations into the culture of the overall STEM learning complex. Combined with the Student Help Center and Student Project Labs, these components combine with the STEM learning spaces to create a multi-faceted and dynamic center for an ecosystem of learning.



**Re-purposed Power Plant**  
Fourth Floor Student Studio



**Re-purposed Power Plant**  
Second Floor Student Hub



**Re-purposed Power Plant**  
First Floor Student Hub





# LSC Sponsor



## INCLUSIVITY WITHIN THE U.S. MILITARY ACADEMY CYBER & ENGINEERING ACADEMIC CENTER - WEST POINT, NY

# EWING COLE

### ARCHITECT:

Jacobs / EwingCole - Joint Venture  
Lab Consultant: EwingCole

### PROGRAM:

Provide innovative labs for Civil & Mechanical Engineering (CME), Electrical Engineering & Computer Science (EECS) and Systems Engineering (SE) + 450 Car Parking Structure + Bridge and Conference Center

### DATA:

136,000 Gross Square Feet  
82,600 Net Square Feet



### PROJECT VISION:

- Strengthening the quality of STEM education at the Academy
- Attracting STEM talent for West Point, the Army, and the nation
- Integrating STEM knowledge and skills across fields
- Enabling cadets, faculty, industry partners, and military leaders to quickly synthesize and share massive quantities of data, test prototypes, strategize STEM innovations, and evaluate ethical considerations

### GOALS AND OBJECTIVES:

- Develop a facility that is state-of-the-art, cutting edge, and inspirational
- Create a building that contextually integrates into the campus
- Provide an efficient layout based on the proposed program and adjacency requirements
- Develop a floor plan that promotes collaborative academic opportunities between cadets, cadets and faculty, and between the 3 departments of CME, EECS, & SE

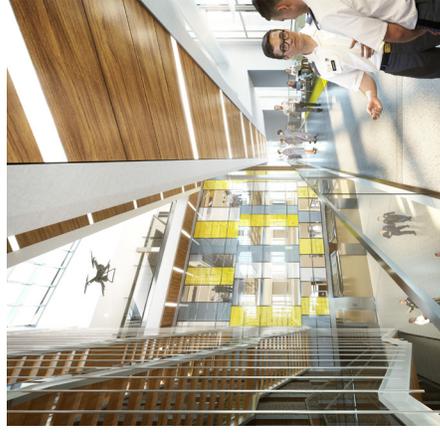
### INTENDED OUTCOMES:

- In response to rapidly changing technology in the modern world, on the battlefield, and throughout the Army at large, CEAC will reflect West Point's growing leadership in the development and application of STEM-based solutions to the most difficult global challenges
- CEAC will enable and inspire the kinds of collaboration across disciplines that simply cannot happen now in the current academic spaces
- It will prepare cadets to confront the increasingly technological challenges of peacekeeping and defense
- Emphasizes shared technology and collaboration for advanced problem-solving
- Incorporates shared maker spaces, labs, & capstones to create an environment of interdisciplinary engineering
- Maximizes efficiency and flexibility in planning
- Will help to recruit the "best of the best" to join USMA

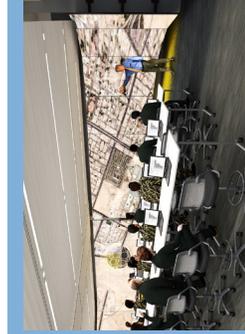
### BOTTOM LINE:

*"The bottom line is that CEAC will directly support General Milley's (Army's 39th Chief of Staff) vision of a technically competent force that can tackle complex problems."*

Dr. Led Klosky, PE, Dean's Executive Agent for Design and Construction



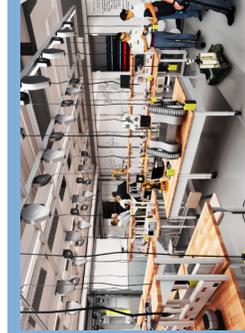
**CYBER SECURITY** - Multiple digital connections allows for cyber warfare amongst cadets



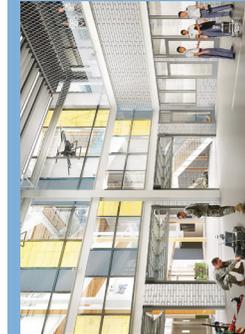
**SYSTEMS DESIGN** - Digital planning by collaborating with massive amounts of data



**HIGH BAY** - Inviting creativity and risk-taking for developing future inventions for the Army



**ROBOTICS** - Interdisciplinary effort - civil, mechanical, electrical & computer science



**TESTING LAB** - Developing devices to replace direct human interaction on the battlefield

# UNIVERSITY OF KANSAS EARTH, ENERGY & ENVIRONMENT CENTER



## Breaking down historic academic silos:

An integrative model for student learning, student success, and improved post-graduate readiness is developed via a series of integrative planning strategies.

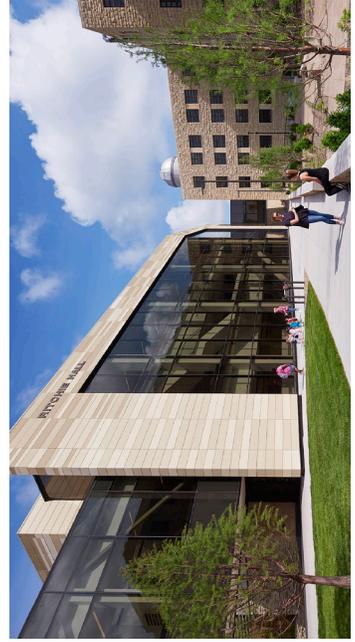
## Design Architect:

Gould Evans in association with Cannon Design

Size: 141,000 GSF

Completion: December 2017

Cost: \$78.5 M



## STRATEGY

- Combine earth sciences and engineering, as well as energy and environmental research
- Support advancement of pedagogical scholarship through work in flexible, active learning classrooms
- Integrate advanced programs with industry partners despite location in a non-urban area
- Emphasize the way programs support student success for women and minorities in engineering
- Integrate research and academic studies that were previously separate to support team-based learning models
- Conduct post-occupancy research, looking at the university's various active learning models

## OUTCOME

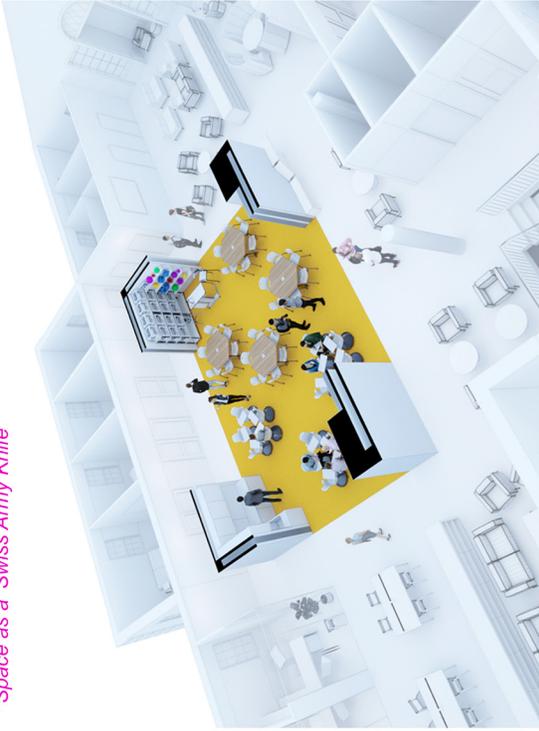
- Changed the campus paradigm by providing program space for disciplines typically siloed
- Greater student success and equity to all engineering students
- Industry partnerships benefit faculty in acquiring research funding and students in acquiring real-world experience
- Improved overall diversity within the engineering programs
- Increased overall effectiveness of new learning strategies
- Deeper understanding of the impact of the integrative initiatives to deploy elsewhere on campus

gould evans

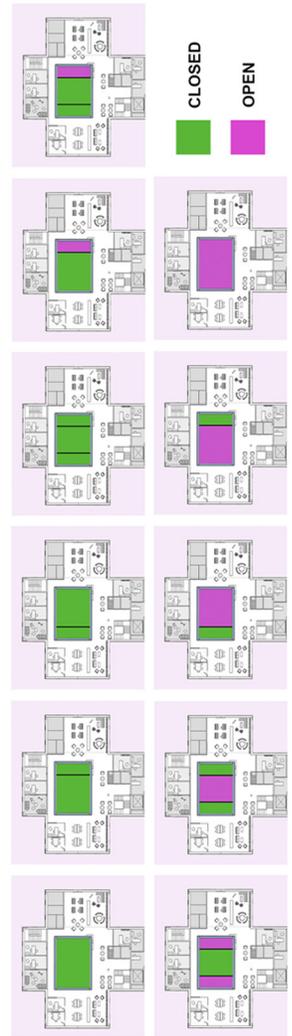


# Flexible Classroom Prototype

\*Space as a 'Swiss Army Knife'



\*\*Some of the possibilities to configure the space

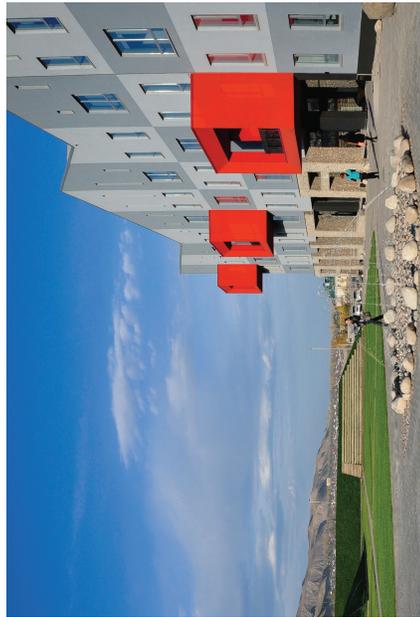


HANBURY

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**AMERICAN UNIVERSITY OF CENTRAL ASIA**  
BISHKEK, KYRGYZSTAN



“Appreciate the allusions to local culture. Facade has interesting design elements with a nice mixture of materials, forms, and colors. Innovative planning and a joy-filled dynamic interior with pleasing symmetry.”  
—GUY LURY

18 AMERICAN SCHOOL & UNIVERSITY • SCHOOLDESIGNS.COM • NOVEMBER 2017

Where the former Soviet Union's eastern border met the ancient Silk Road is the new campus for the American University of Central Asia (AUCA) in Bishkek, Kyrgyzstan. The architecture, inspired by local nomadic traditions of mobility and hospitality, supports an American style education.

The design's open and flexible spaces, are densely woven to generate a free exchange of ideas and high energy. At the same time, AUCA comfortably accommodates its 1,600 students in 125 square feet per student, which is half the median area per student at American colleges as reported by American School and University. Students inhabit the diverse campus spaces like nomads with iPads. Faculty and administrators migrate from open office suites to communal banks of quiet meeting and study rooms. The furniture is nomadic, too. Tables and seating on wheels beckon anyone to freely stage spaces.

The architecture fits its environment and culture. Pitched roofs echo nearby alpine mountains. The facade patterns recall native rugs, called shirdaks. Central skylights operate like the crown of a yurt. Rooks gathered from the construction site clad an arcade to say “AUCA.” The building's geothermal system for heating and cooling was a first in Kyrgyzstan. ■

**HMA2 Architects**

**Associated Firms:** AKF Group (MEP), Thornton Tomasetti (Structure), Fisher Marantz Stone (Lighting), Ardak (Architect and Engineer, Bishkek), Kent Inshaat (Construction Manager)

**Design team**  
Henry Myerberg (Principal-in-Charge), Christine Sheridan (Project Architect), Miranda Danusugondo (Project Manager), Owen Huang (Architect), Karen Foley (Designer), Bryan Jug (Architect), Alda Salova (Designer), Tucker Vemeister and Alexey Lyosorov (Graphic Design), Karen Davidov (Designer)

**Client**  
American University of Central Asia

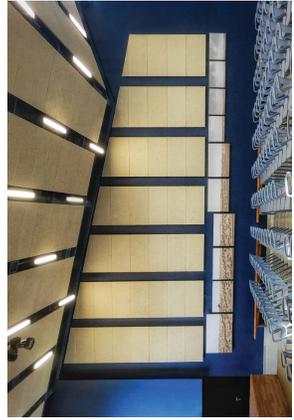
<b>Area</b>	200,000 sq. ft.	<b>Total cost</b>	\$27,000,000
<b>Capacity</b>	1,600	<b>Space per student</b>	125 sq. ft.
<b>Cost/square foot</b>	\$125	<b>Completion</b>	August 2015

(including site work)

**Photographer**  
Christine Sheridan, Henry Myerberg



“The new AUCA campus building brilliantly models the behaviors and modes of thought we try to inculcate in our entire community: openness, transparency, and flexibility.”  
—ANDREW WACHTEL, PRESIDENT, AMERICAN UNIVERSITY OF CENTRAL ASIA, BISHKEK, KYRGYZSTAN



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- George Washington University**  
Carocan Hall  
Washington, DC
1. Physics Department faculty cafe
  2. Grad Student breakout space in typical Physics research neighborhood
- Morgan State University**  
Jenkins Hall  
Baltimore, MD
3. Building Atrium with sight line to faculty meeting pods
  4. Typical faculty meeting pod
- University of Southern California**  
Michelson Hall  
Los Angeles, CA
5. Multipurpose flexible classroom with operable partition to building lobby
  6. Research lounge adjacent to classroom
  7. Typical public amenity space
  8. Write-up space adjacent to research labs

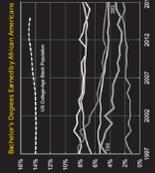
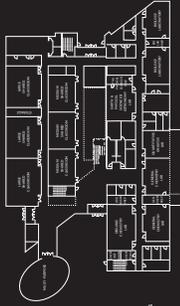
# ARISE ADVANCE AMPLIFY

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**CENTER FOR NATURAL SCIENCES, MATHEMATICS & NURSING**

The Center for Natural Sciences, Mathematics and Nursing at Bowling State—one of our nation's oldest Historically Black College/Universities—is designed to inspire, empower and increase minority success in fields of STEM and Nursing.



- 149,000 gross sf
- 125-seat "Beacon" classrooms
- 23 research & instructional labs
- 05 active learning classrooms & labs
- 01 greenhouse
- 01 flexible classrooms
- 14 nursing simulation wing
- 6,000 sf Commons

**INCLUSIVE CULTURE**  
Branding and storytelling welcome and create cultural unity.

- Inspired by traditional African ritual patterns, a visual framework is used to represent department direction and beautiful storytelling.
- Digital signage is used to promote success, opportunities and affirmations.
- The "Beacon" acronym plays homage to the University's signature torch.

**SYNERGISTIC DESIGN**  
Transparency enables compelling connections

- Views enable showcases of other disciplines
- Light creates an inviting place to teach and learn

**ACTIVATED LEARNING**  
Intentional, holistic design supports diverse styles of learning and teaching

- Space is designed with flexibility to accommodate a wide range of specific STEM learning to easily adapt to future needs.

**PIONEERING INNOVATION**  
Creative ideas yield new stewards of wellbeing, sustainability and digital learning

- High-performance strategies are implemented to maximize wellbeing, sustainability and operational



Perkins&Will

Learn more at [pwBSU.com](http://pwBSU.com)





# VALPARAISO UNIVERSITY Center for the Sciences



**Building Architect:** Hastings & Chivetta  
**Lab Consultant:** Research Facilities Design

**Building Area:** 57,426 Gross SF  
**Net Area:** 32,285 Net SF

**Construction Cost:** \$21.6 million  
**Completion Year:** 2017

## VISION/GOALS:

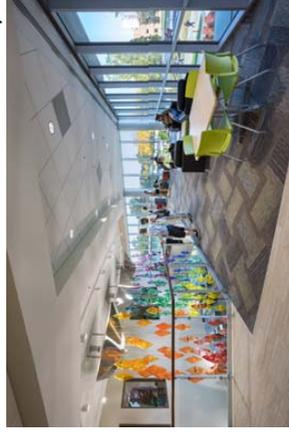
- Program/pedagogy drives space needs - highlight importance of STEM at Valpo.
- High quality faculty / student research space to improve research outcomes.
- Facility design should aid recruitment and retention of faculty and students.
- Building location & design to promote synergy with the College of Engineering.
- Embrace modern AV & IT technologies.
- Incorporate smart sustainable practices.
- Promote efficiency of space utilization through appropriate sharing.
- Provide ample spaces for student study and collaboration throughout building.
- Create an open, transparent design to encourage connections, activate the building, and promote interdisciplinary interactions / collaborations.

**PROCESS:** Inclusive, iterative, consensus-building process with active participation by science faculty, staff, administrators, students, development office, and other non-science constituents on campus throughout the planning, programming and design phases of the project.



Welcoming façade with visual connection to campus community

**LESSONS LEARNED:** Planning process reinforced that broad based input from all stakeholders on campus is essential. In particular, vocal faculty proved to be critical in enhancing the original project budget to create a facility with 'critical mass' to form a viable STEM community.



Collaboration spaces with daylight and scientific-inspired artwork

## OUTCOMES:

- Pedagogical initiatives had a positive impact on the program & facility design.
- Modern faculty / student research lab space has greatly enhanced undergraduate research opportunities.
- The new facility has spiked interest in STEM programs among student recruits.
- Building is located adjacent to College of Engineering. Planned future phase may physically connect to Engineering.
- AV / IT technologies were successfully utilized throughout the building.
- Facility features some shared teaching labs, research labs, and support spaces to create efficient utilization.
- Open study spaces & interior windows create a welcoming environment and promote a true STEM community.



Inclusive learning environment in which students 'learn by doing'



'Hands on' collaborative learning in Organic Chemistry Laboratory



Interdisciplinary Student / Faculty Research Suite with flex benching



Workroom in Research Suite for data analysis and collaboration

## TAKE-AWAY RECOMMENDATIONS:

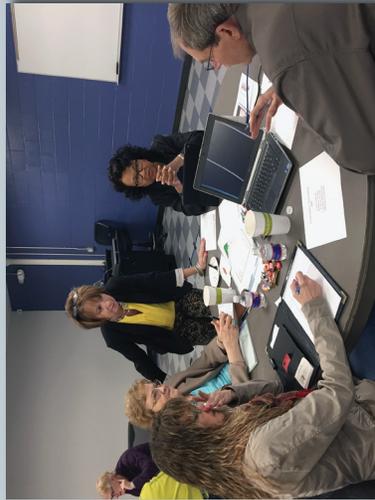
- Encourage input from a broad base of stakeholders on campus in an iterative, participatory, consensus-building process for optimal satisfaction / results.
- Ensure that your academic planning process precedes any facility programming and design decisions. Allow the time it takes to 'get it right'.
- Learn from others through facility tours with your planning team. There are lots of great examples and it is a good 'team-building' experience.



# PLANNING FOR NEXT GENERATION LEARNING ENVIRONMENTS



**Faculty and student voices are critical to the planning process.**



*"The NASA simulation you developed was genius. It was the epitome of effective "learning by doing". You can't get that from a traditional lecture, book or online video. It was also fun to see our faculty so engaged. I have no doubt that the active learning experience you provided will transform our concept of learning and set the stage for what is possible for years to come."*

- Sandy Bretz  
Executive Assistant to the Dean, UMKC

**The outcome? Student centered teaching and learning environments.**

- Collaborative
- Flexible
- Adaptable
- Multi-disciplinary



University of Missouri | Kansas City Bloch School of Management





# LSC Sponsor



# The Permeable Learning Ecosystem

## Life at Loyola University and Beyond

# SHEPLEY BULFINCH

LOYOLA UNIVERSITY  
CENTER FOR INNOVATIVE &  
COLLABORATIVE LEARNING

*Loyola's collegiate foundation is based upon the Jesuit virtue of exploration; to go forth and create meaningful professional service and leadership. Connection to community expresses itself not only in sending students out into the world but also inviting the world in.*

55,000 GSF  
34,350 NSF  
Estimated Completion in 2021



The Center for Innovative & Collaborative Learning



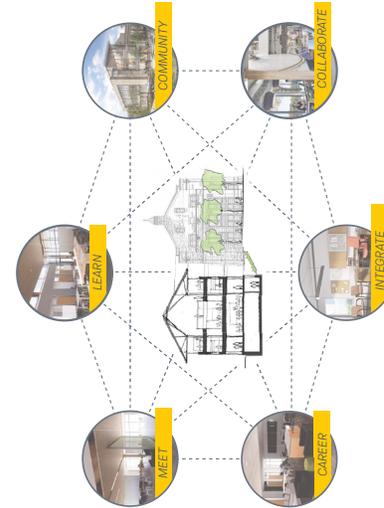
Idea Lab | Interdisciplinary incubator



Career Center | Drop-in, lounge, focused career advising



Academic Loft | Open work area for faculty and students



## Inclusivity

The Center for Innovative & Collaborative Learning began with a five month planning study that engaged a breadth of Loyola's community in bi-weekly meetings with the Steering Committee. Engagement and consensus-building—centered around "promoting Ignatian citizenship"—occurred with faculty, staff, and students. This process allowed the team to accomplish the following:

- Develop a set of guiding principles.
- Understand current and future needs.
- Identify challenges and opportunities for Beauty Hall and adjacent sites.
- Explore planning scenarios.
- Refine a preferred scenario into a preliminary design and massing concept.

## Ecosystem

The building provides a variety of space types that allow for different ways for students and faculty to learn, research, meet, and engage as a community. Approximately 70% of the program area will be shared space that supports innovation and collaborative learning. This includes a wide range of instructional spaces to serve varying pedagogical modes, the Idea Lab, the multi-use Commons and the Cafe, as well as one of Loyola's signature programs—the Career Services Center. The balance of the space will accommodate interdisciplinary faculty office and research space for Psychology, the School of Education, Speech, Language and Hearing, and Sociology.

## Permeability

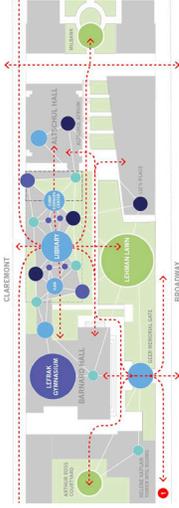
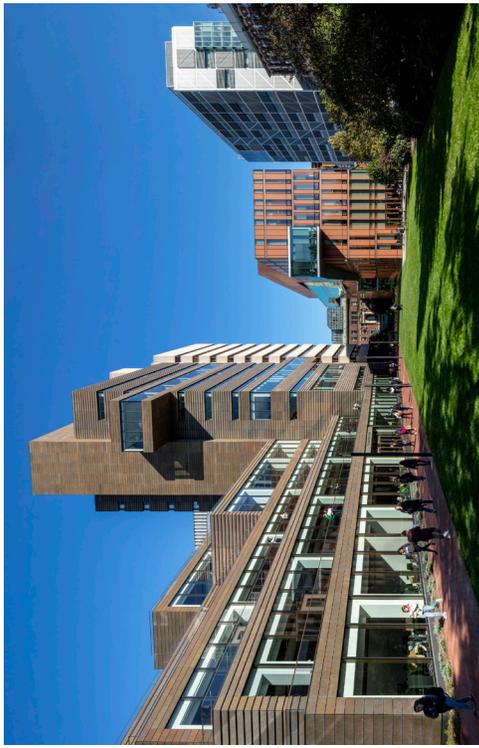
The Center for Integrative & Collaborative Learning will serve not only as a physical gateway to campus but also as a link to the community and life after Loyola. This give and take is at the nexus of the renovation and addition to Beauty Hall. The project blends academic research and professional opportunities through collaborative spaces where students, faculty, and businesses engage with each other. Loyola's decision to move the Career Center to this building ensures that permeability will happen serendipitously and programmatically—strengthening personal and professional connections.

## Recommendations

- Understand the opportunities your project strives for to better involve the right stakeholders early in the planning process.
- Project outcome will better reflect student needs if they are engaged as key participants.
- Successful academic ecosystems require a variety of space types to support: learning styles, introverted vs extroverted engagement, programmatic flexibility.
- Ensuring balance of transparency to and through the building can connect the collegiate environment to the larger community.

# The Milstein Center at Barnard College

Creating Permeable Teaching and Learning Spaces



Milstein Center Site Diagram

- Program:**
- Interdisciplinary workspace for four academic departments
  - A new home of the distinguished Athena Center for Leadership Studies and the Barnard Center for Research on Women
  - A range of teaching labs and flexible learning spaces, including centers for pedagogy, empirical reasoning, digital humanities, design, and media, as well as a movement lab
  - Expanded conference facilities
  - 40,000 GSF library

**Date Completed**  
Fall 2018

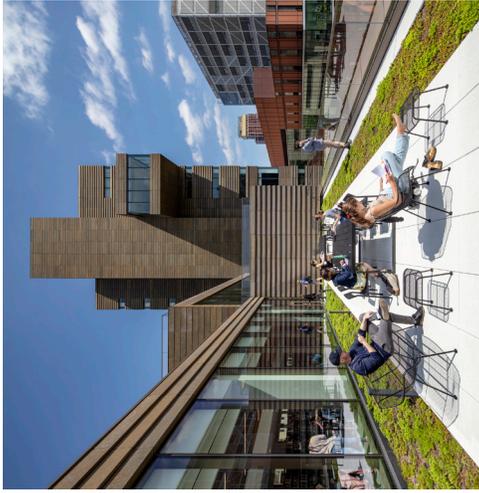
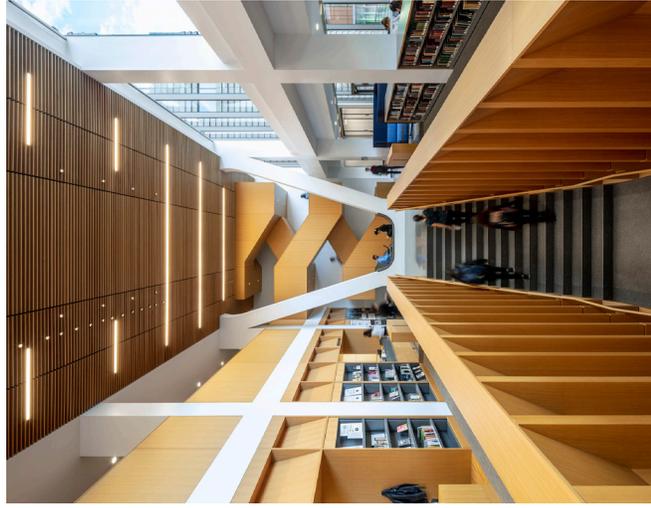
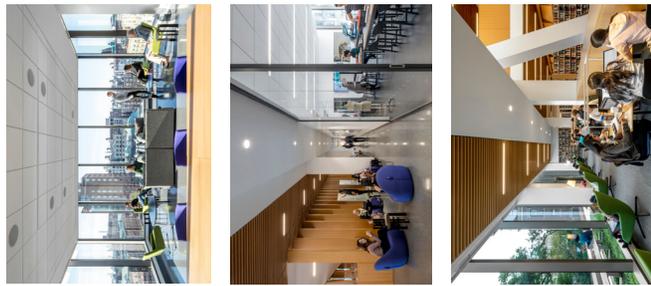
**Size**  
128,000 GSF

The Milstein Center serves as a crossroads for the campus, the community, and the city. It is an interdisciplinary place where students and faculty can learn by doing, engage in robust dialogues, and visualize ideas. Within this centrally located building, all disciplines have equal access to a variety of academic centers including the Center for Engaged Pedagogy, Digital Humanities, Empirical Center, Movement Sciences Lab, Slate Media Center, and Computational Science Center.

The suite of centers within the Milstein Center provides students and faculty with powerful digital technologies to craft robust solutions to classroom problems, and encourages all disciplines to utilize data science in classroom instruction and research. Permeable learning spaces further support collaboration and transparency between these various fields. Students and staff can check out a book from the library, watch a dance performance analysis in the Movement Science Lab, or visualize data in the Computational Science Center.

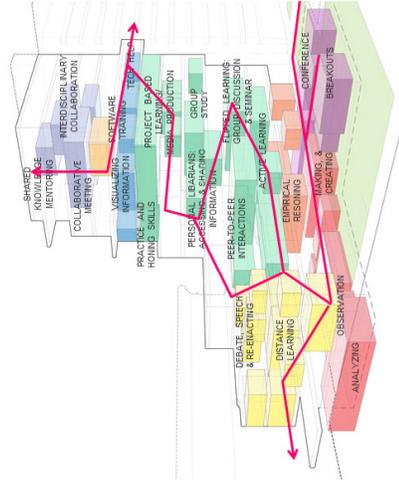
More than just a library, the Milstein Center is a 12-story building with glass partitions, double height spaces, and communicating stairs that promote visual connections and spontaneous interactions. Since its opening in Fall 2018, it has quickly become an active hub for Barnard students and staff, and the local academic community.

NEW YORK, NEW YORK  
SKIDMORE, OWINGS & MERRILL LLP



“The Milstein Center is more than a wonderful new building. It is a game changer for Barnard... and it will help Barnard become even more extraordinary.”

Stan Bellock  
President, Barnard College



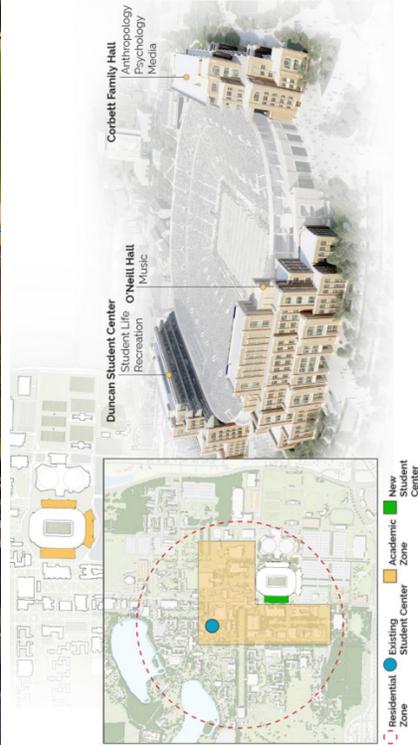
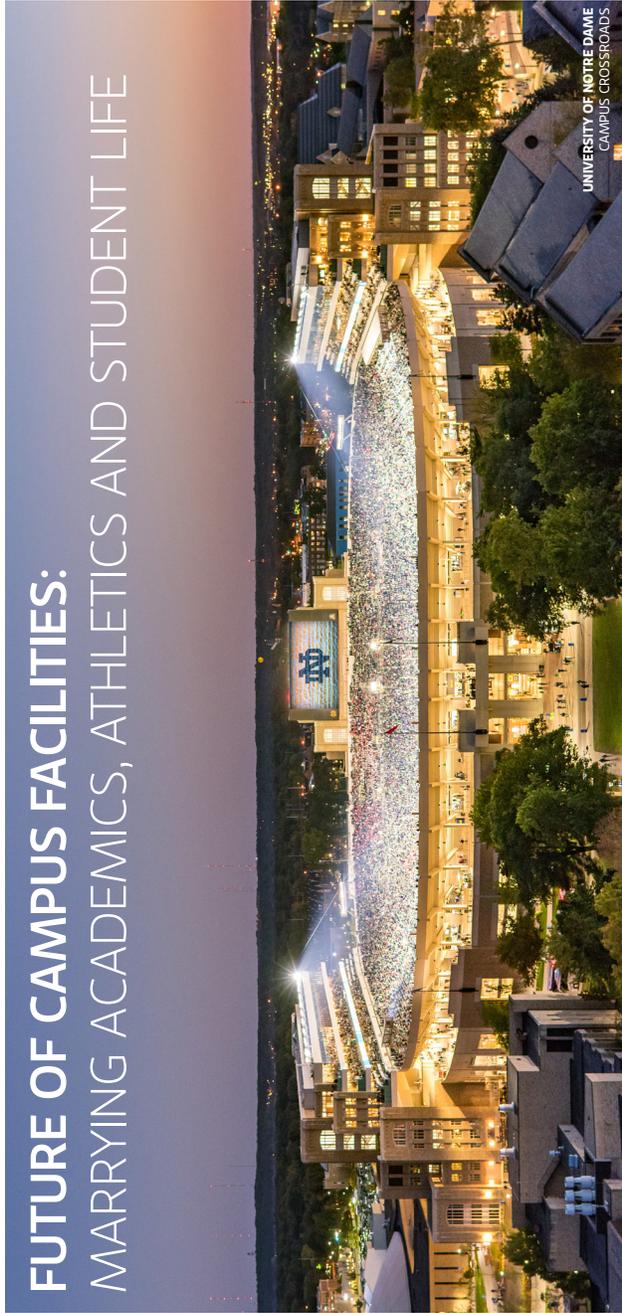
Milstein Center Program Diagram

SOM



# FUTURE OF CAMPUS FACILITIES: MARRYING ACADEMICS, ATHLETICS AND STUDENT LIFE

Four years in the making, the University of Notre Dame (UND) has completed its largest construction project in the school's 175-year history. The Campus Crossroads Project opened in fall 2017 and is made up of three adjacent buildings anchored to the south, east and west sides of the stadium—O'Neill Hall, Corbett Family Hall, and Duncan Student Center. The project is an integral and vibrant new face to the southeast side of the campus, while inspiring a collaborative and multidisciplinary approach to education and research amongst students and faculty. These new buildings add more than 800,000 SF of classroom, research, student life, fitness, digital media, performance, meeting, event and hospitality space, strengthening the stadium's connectivity to the surrounding campus and drawing students in year-round. Upgrades to the stadium included widening of bowl seats, new team locker rooms, postgame media areas, and renovations to the traditional tunnel entrance for the Fighting Irish football squad, as well as addition of a new visiting team tunnel.



Prior to the opening of Campus Crossroads, the Notre Dame stadium was used eight days out of the year for football home games and commencement. The gates were then locked, and the building was empty. This bold new facility, consisting of three buildings surrounding the stadium on the south, east, and west, now serves as a center of athletics, academics and student life, infused with increased energy and a new legacy that will be defined by the experiences shaped by students, faculty and community year-round.



DUNCAN STUDENT CENTER AND CORBETT FAMILY HALL

Duncan Hall is designed to integrate the new Student Center, Recreational Sports, Career Services and a Student Affairs Ballroom organized vertically over seven floors. Bringing these diverse elements of Student Affairs together in one building will serve to enhance the activities and visibility of each within the University. The Notre Dame community, as well as the community at-large, will engage with the facility and each other for academic pursuits, music performances, conferences, student life and, of course, game day.



O'NEILL HALL

Music has operated in an antiquated facility that presented many challenges in recruitment of talented students and faculty. Also, the Sacred Music department had no home. O'Neill Hall houses these two departments that now share new Recital and Interdisciplinary Performance Halls, a Music Library as well as teaching, practice and faculty spaces.

# SLAM





# A Gateway for Science and Sustainability

Greer Environmental Sciences Center | Virginia Wesleyan University

VWU

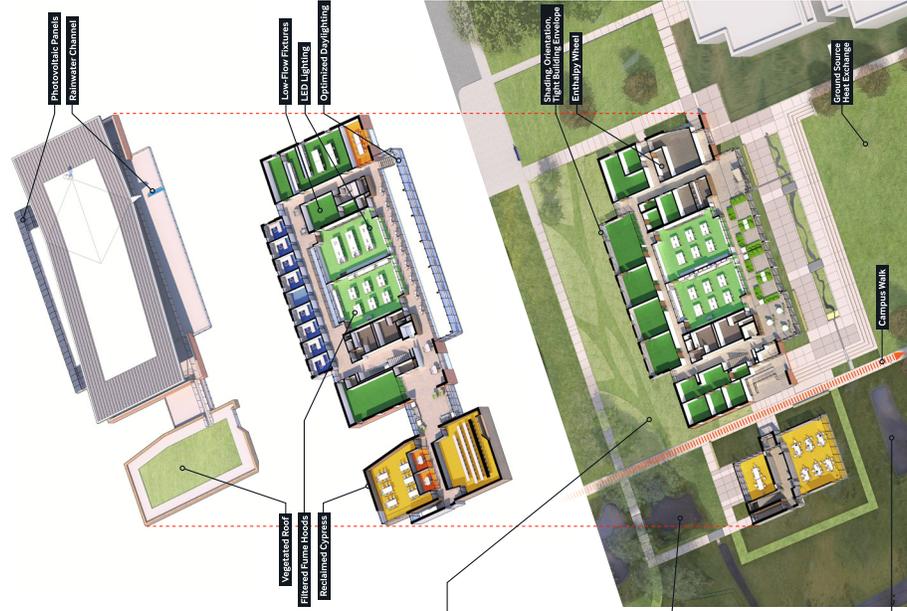
*"We are using this facility to promote an ethic of sustainability on our campus. In classes and casual interactions, students and visitors learn more about sustainability and the environment. This facility has also allowed us to attract students in this field. Once they are here, we aim to provide a transformative education, using the building's educational and sustainable features."*

- Dr. Maynard Schlaus, Vice President for Academic Affairs

**Vision:** The Greer Environmental Sciences Center embodies Virginia Wesleyan University's commitment to environmental sustainability for a thriving, cross-disciplinary sciences program.

**Process:** Providing an experience-based environmental sciences program, the Greer Environmental Sciences Center invigorates and expands research, engagement, and learning opportunities at the academic crossroads of the University. During design, the project team focused on ways to tie specific building features to a range of courses, faculty projects, and collaborations with a network of Chesapeake Bay environmental partners—which has resulted in increased research projects between students, faculty, and community partners.

**Outcomes:** The Center creates an inspiring sense of place that physically and programmatically bridges disciplines, offers a welcoming portal to students, and invites the study of local ecology through immediately-accessible, hands-on opportunities. The Center has transformed life on campus—expanding undergraduate research and raising VWU's campus and student profile.



Building as a Teaching Tool

### Serving as a Portal for Community and Connection

### Immersing Students in Science

Partnerships

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