

ENGAGEMENT REPORT

Swarthmore College
Dining and Community Commons Project

Issued: 05.21.2019



ACKNOWLEDGMENTS

Swarthmore College

Anthony Coschignano

Assistant Vice President for Auxiliary Services

Andy Feick

Associate Vice President for Sustainable Facilities Operation and Capital Planning

Susan Smythe

ADA Program Coordinator

Andrew Barclay

Director of Student Activities

Rachel Head

Assistant Dean & Director of Student Engagement

Swarthmore College Student Campus Engagement

Adam Schauer

Amanda Carillo-Perez

Brinton Vandergrift

Dakota Gibbs

Hannah Thompson

James Garcia

Kathryn Restrepo

Saadiq Garba

Taylor Morgan

DLR Group

Stu Rothenberger

Global Higher Education Leader

Prem Sundharam

Global Sustainability Leader

Danile DeBoo

Client Leader / Regional Higher Education Sector Leader

Rayford W. Law

Lead Designer / Architect

Amy Hoffman

Higher Education Interior Design Leader

Roger Chang

Senior Engineering Leader

Benjamin Strain

Higher Education Design Leader

Stephanie Williams

Interior Designer / Campus Engagement

Cory Clippinger

Architectural Designer / Campus Engagement

Colin Hinman

Architectural Designer / Campus Engagement

Mason O'Farrell

Architectural Designer

Photo credits to Colin Hinman, Cory Clippinger, and Swarthmore College

Graphic logos sourced from thenounproject.com

TABLE OF CONTENTS

- 00 EXECUTIVE SUMMARY** 04
- 01 STUDENT ENGAGEMENT**
 - INTRODUCTION 08
 - SWARTHMORE IDENTITY 10
 - STUDENT DEMOGRAPHICS 16
 - STUDENT LIFE 20
 - FOOD SERVICE 32
 - GREEN ADVISORS MEETING 42
 - STUDENT REACTIONS 43

- 02 CAMPUS ENGAGEMENT**
 - SUMMARY 46
 - ATTENDEE LIST 48

EXECUTIVE SUMMARY

During the Spring 2019 semester at Swarthmore College, DLR Group conducted extensive, in-depth engagement activities with the campus community—including students, faculty, and staff—on the Swarthmore College campus. To prepare for the design and construction of the Dining and Community Commons Project, the College and design team sought the campus community’s perspectives and insights on the campus culture, the campus’ physical assets, and the community’s needs and desires for student life and food services. The design team coordinated with the project’s core team to develop a framework and goals for the engagement effort.

During the five-day engagement exercise, the team held more than 45 meetings at various campus locations with students, faculty, and staff, including open sessions and workshops focused on sustainability, food service, and campus engineering. They also conducted 505 individual interviews with students from a cross-section of class years. The design team personally interviewed students, conducted in-depth workshops, and facilitated focus group discussions. These engagement exercises gave the design team ample opportunity to interact with a large portion of the student body and numerous faculty and staff. Using survey questions, hands-on activities, and open forum discussions, DLR Group gained a deeper and more complete understanding of each unique point of view. Broad, open conversations allowed the design team to ask specific follow-up questions, the how and why, about certain responses.

The Student Engagement and Campus Engagement sections in this report outline the data collected through the exercises and DLR Group’s analysis and synthesis of the information. Key findings and results are as follows:

- Students are seeking a place of refuge from the rigors of their academic schedules, a place to socialize without pressure.
- Passion for community and academics are defining characteristics of Swarthmore students. Their peers, faculty, and staff form a diverse, thriving community. The campus seeks a place to celebrate this diversity.
- Students, Faculty and Staff seek food service options that are responsive to dietary needs and restrictions and also reflect sustainable practices – cooking protocol, locally grown and interactive.



“Comprehensive campus engagement is fundamental to any design process which seeks to enhance the experience of the entire campus community.”

Stu Rothenberger
DLR Group, Global Higher Education Leader



A view of Magill Walk, as seen from Sharples Hall. In the distance is Mertz Hall. Magill Walk is the central green space and spine of Swarthmore College’s campus.

EXECUTIVE SUMMARY

- Campus lacks a unified and centralized social space for students; they often socialize in classrooms, libraries, and residence halls. Classrooms serve a dual function as both classroom and group collaboration space.
- A successful project will integrate both the dining and community commons programs into a cohesive facility that encourages students, faculty, staff, and other community members to use the facility and foster personal relationships.
- Sharples is an iconic building on campus with beloved characteristics—like its heavy timber and stone walls. The building also poses major challenges to accessibility and a modern food service operation. Preserving the successful aspects of Sharples and mending the problematic elements will be critical.
- Recognizing the value of the arboretum to Swarthmore’s campus and emphasizing connections to nature throughout the new facility will improve health, wellness, and happiness of the campus community. Providing useful outdoor gathering space will be a great asset to the campus.
- Sustainability must be a central tenet to all decisions. Swarthmore aims to be a global leader in sustainability. This project offers the opportunity to innovate and push the boundaries of sustainable design influencing the campus, region and world.

The emerging trends reveal exciting opportunities to positively impact the entire campus community, and reveal the consistency between different campus constituencies. Goals and values, unique to the Swarthmore College community, have been identified and will help guide conversations about programming and design.

Moving forward through the design process, the feedback collected during the engagement process will act as a guiding light for the project. The design team will weigh design decisions against the goals, values, and ideals elaborated upon during the campus engagement process.



01



TABLE OF CONTENTS

INTRODUCTION	08
SWARTHMORE IDENTITY	10
STUDENT DEMOGRAPHICS	16
STUDENT LIFE	20
FOOD SERVICE	32
GREEN ADVISORS MEETING	42
STUDENT REACTIONS	43

STUDENT ENGAGEMENT



STUDENT ENGAGEMENT SUMMARY

505

Students interviewed: a mixture of casual, personal interviews and small group discussions

10

students interviewed during in-depth focus groups

INSIGHT



DLR Group interacted with a broad cross section of Swarthmore College's campus community—students of different backgrounds and experiences, academic pursuits, and goals—providing the design team with a comprehensive view of the student experience on campus.



Students may not have responded to every question, and some questions allow for multiple answers. Because of this, the total responses may not equal the total number of students interviewed.

On Sunday January 27th, DLR Group began engagement on campus with students. During the five-day engagement exercise the design team, with the help of nine current students, was positioned across campus—ensuring contact with a broad cross-section of the student population. Through a mixture of casual, personal interviews, small group discussions, and focus group sessions, DLR Group conversed with 505 students. The survey questions served as the road-map for an open conversation, allowing significant flexibility for DLR Group to gain a deeper and more complete understanding of student responses through candid conversations. The average conversation lasted over fifteen minutes—resulting in meaningful, comprehensive dialog.

Upon careful analysis and study of student responses, DLR Group synthesized significant trends emerging from the data. The trends encompass exciting opportunities for new facilities, highlight current deficiencies on campus, and offer insights into the unique character and needs of the Swarthmore College community. A few insights are as follows:

- Campus lacks a unified and centralized social space for students; they often socialize in classrooms, libraries, and residence halls. Classrooms serve a dual function as both classroom and group collaboration space.
- Students want improvements to the food and dining operations, including a more diverse array of meals, as well as longer hours of operation.
- Community and academic passion highlight defining characteristics of Swarthmore students. Their peers, faculty, and staff form a diverse, thriving community.

As the design team develops the conceptual plans for the Dining and Community Commons, the key trends will guide the team's efforts. Including the student community's voice throughout the design process ensures that the conceptual plan reflects student needs, goals, and aspirations.

Pictures at left (clockwise from top-left): Sharples Hall viewed from the north entry; Stephanie Williams at work in Sharples; Colin Hinman interviewing students in Sharples; Cory Clippinger interviewing students.

STUDENT IDENTITY



Who is a Swattie?

In order to better understand the campus population and the users of the Dining Hall and Community Commons Project, DLR Group performed campus engagement activities to help the design team gain insights into the needs and wants of users.

The design team spent significant time engaging with students to understand their unique perspective of life on campus. The insights gained from the engagement ultimately help inform design decisions for the project.

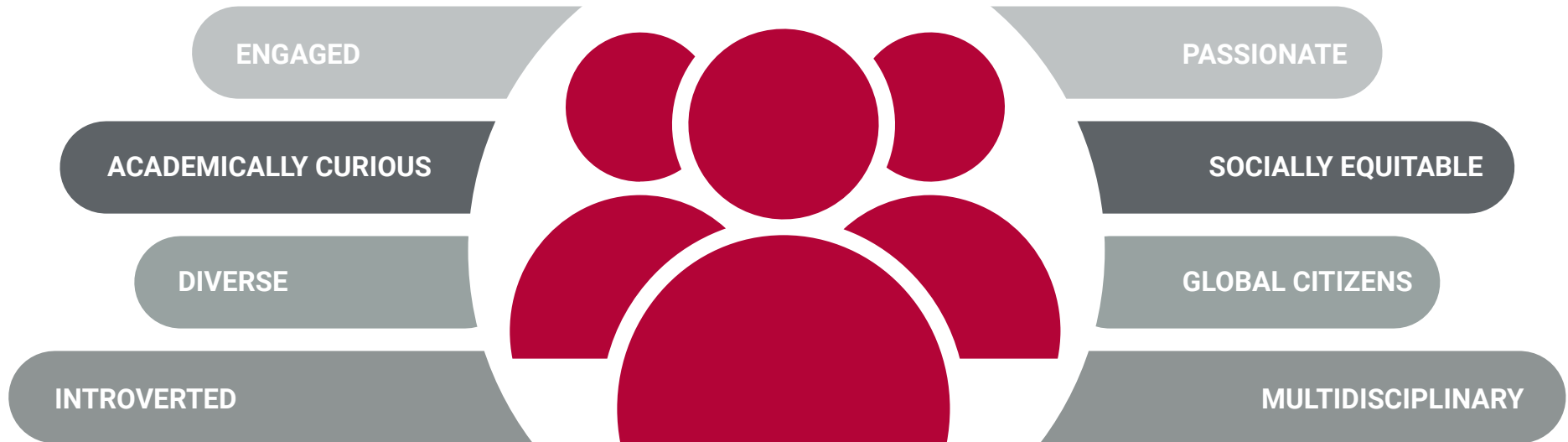
INSIGHT



A theme quickly emerged, revealing the introverted nature of many students. Students want to be immersed in their community, but also crave privacy, space for intimate social interactions, and quieter spaces that support a variety of social and individual activities.

Swarthmore College Student Engagers helped the DLR Group team reach a broader section of the campus population. This dedicated group of students spread out across campus to interview their peers. DLR Group led an information and practice session; the image at left shows Student Engagers practicing the survey process.

SWATTIES ARE...



Throughout the interview process, defining and unifying characteristics of Swarthmore students quickly emerged. These characteristics color their perspectives of campus, influence the ways in which they interpret the physical environment, and form a solid foundation upon which they strive to lead, grow, and improve the world around them.

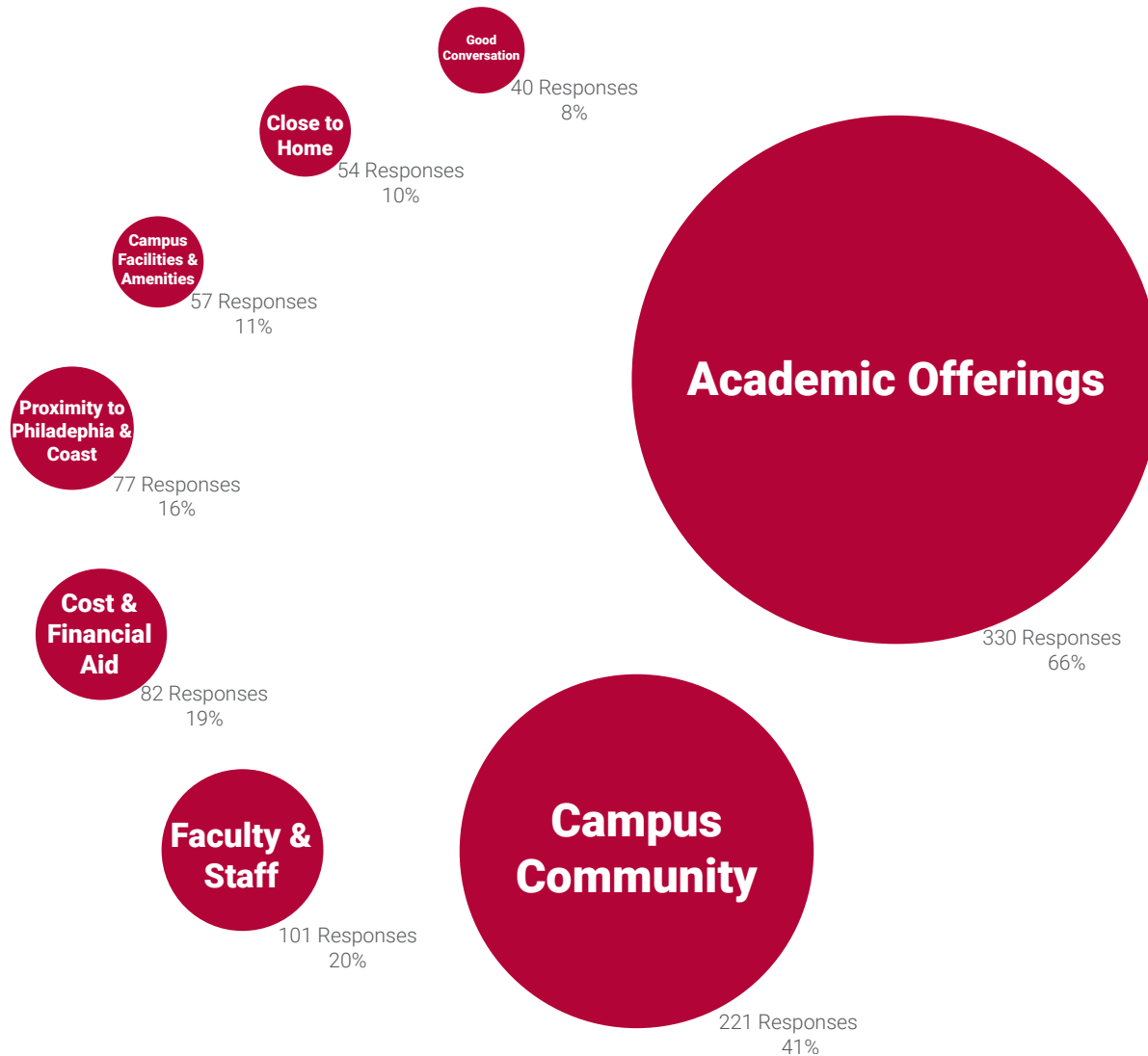
Swarthmore students are passionate and engaged in all that they do on and off campus. Their love of learning drives them to deeply explore topics, further emphasizing their curiosity about the world around them. Their interests are broad and stretch beyond normal boundaries. Students recognize the opportunities Swarthmore opens to them to lead, as global citizens, and work to solve issues challenging our societies, environment, and beyond.

A strong embrace of and commitment to diversity and social justice help form the bonds of community and mutual respect —both fundamental Swarthmore values. Students prefer a social setting that supports community building, while providing privacy and places to focus.



Because a majority of Swatties consider themselves introverts, social spaces should offer a range of private and intimate spaces that also offer connections to the larger community. Spaces with varying levels of activity and loudness need to be provided. Students don't want to be on display while socializing or studying.

WHY SWARTHMORE?



Why Choose Swarthmore?

Students chose to attend Swarthmore for a variety of reasons. However, the most common reasons cited for attendance are the **academic offerings** and **campus community**. Stimulating and respectful dialogue amongst faculty, staff, and peers establishes the foundation for a rigorous and multidisciplinary academic environment. Students grow, challenge themselves, and thrive as they progress through their studies.

Swarthmore's community is supportive, diverse, and passionate. The character of the community attracts many students. Shared values and respect for differing opinions are cornerstones of the campus ethos.

66%
Of students interviewed said their reason for attending Swarthmore College is **the academic offerings**

41%
Of students interviewed said their reason for attending Swarthmore College is **the campus community**

INSIGHT



Quaker Values—especially the sense of a strong community that respects all voices and builds consensus—guide the college and help further its academic and social missions.

INSIGHT



Students frequently cite the “feel” of campus as a reason for attending. They define the “feel” in various ways, from the campus arboretum, to close student/professor relationships, to commitments to sustainability.



“I love my classes, professors, the people I have met, and the opportunities Swarthmore has provided.”

“Springtime is incredible on campus”



STUDENT COMMENTARY

- Swarthmore is an elite college, offering incredible opportunities from academics to performing arts, and beyond. Students love the multidisciplinary emphasis.
- Students are driven by intellectual curiosity. Their passions span across multiple disciplines. They crave flexibility and independence to explore their interests and learn from many sources.
- The small student to faculty ratio allows students to develop close relationships with faculty. Faculty mentor students and provide access to abundant academic and extracurricular activities.
- Small class sizes allow for personalized instruction and the flexibility to try alternative teaching methods, such as holding classes outside of the classroom.
- The community is helpful and supportive; people believe in the power of positive thinking and encouragement.
- The campus setting on the arboretum creates a beautiful environment and experience.
- The campus vibe is influenced by the culture of thoughtfulness and reflectiveness, the love of learning, the arboretum, and the diverse community.

STUDENT COMMENTARY

- The vibrant community features fun and diverse people. While academically rigorous, Swarthmore does not have an elitist feel. Students enjoy the genuine atmosphere.
- Swarthmore’s values, particularly on environmentalism, social justice, diversity, critical thinking, and service, attract students. They adopt these values and carry them forward in their academic and personal lives.
- Students enjoy the liberal arts college experience, especially the unique STEM programs offered at Swarthmore.
- Sustainability and environmental stewardship permeate throughout the campus culture and inspire students to emphasize sustainable practices and work to improve the environment.
- Athletic teams recruit strong student-athletes. Students love attending a college with rigorous academics and competitive athletic programs.
- Family legacies at Swarthmore support tradition and instill a commitment to the college. Sometimes, several generations within a family will attend.

FAVORITE PART OF SWARTHMORE

STUDENT COMMENTARY

- Swarthmore has abundant resources for a small college. Students have many places to find help and support.
- The campus culture is not competitive. Instead, a focus on collaboration and encouragement dominate.
- The community welcomes all people, and emphasizes inclusion.
- A rich community of interesting, passionate, and diverse people thrive on campus.
- Residence halls help build strong communities between students of varying backgrounds and interests.
- The college's academic prestige.
- Swarthmore's transformative education.
- Unique classes that expose students to new and exciting concepts and ideas.
- The entire Swarthmore community has a deep love of learning.

STUDENT COMMENTARY

- Students pursue other interests outside of their core academics. The flexibility to explore multidisciplinary and extracurricular passions is a unique aspect to the Swarthmore experience.
- Students enjoy the academically driven atmosphere that permeates throughout campus, and thrive in it.
- Students want to improve the world.
- The culture of thoughtfulness and reflectiveness is a unique and much appreciated tenet of Swarthmore.
- Each and every community member's interests are valued and respected.
- The Magill Walk, from Parrish to the 'Ville, is beloved by students—emphasizing the importance of the arboretum and connections to the natural environment.
- The ability to participate in athletics at a great academic institution attracts many students.

57%

of respondents included the people, friends, community, faculty, and staff as what defined their favorite part of Swarthmore

What are students' favorite part of Swarthmore?

By far and away, students' favorite part of Swarthmore is **the people**. Students enjoy an "amazing overall experience," which includes a collaborative and supportive environment, celebration of diversity, interactive and stimulating discussions in classes, and the significant resources available on campus.

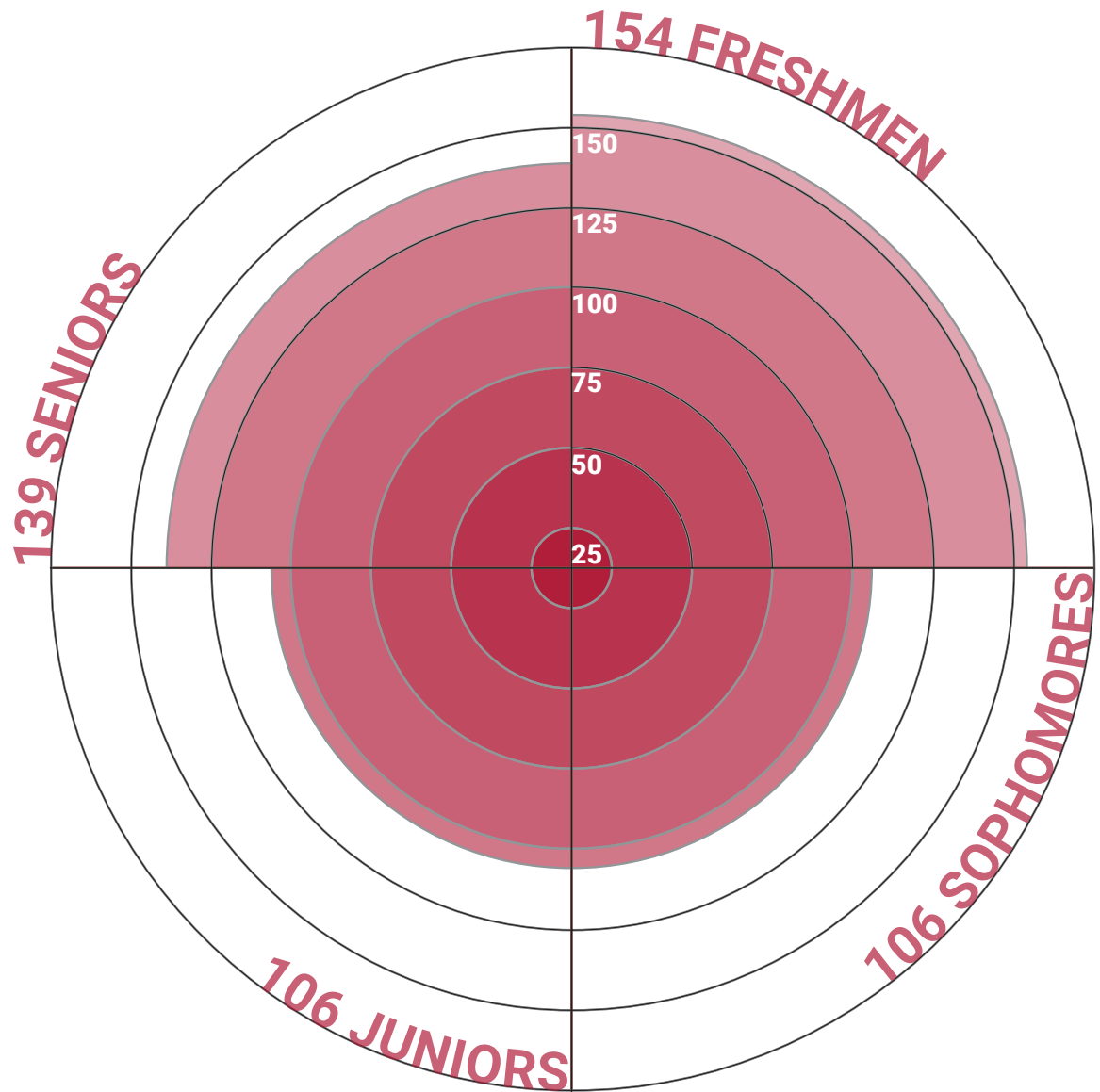
"I enjoy the small campus vibe, but still having amazing resources"

"The overall experience is amazing."



Parrish Hall, Magill Walk, and the Arboretum were cited as part of students' favorite parts of Swarthmore

CLASS YEAR



What class year are you?

DLR Group interviewed a broad cross section of the student population.

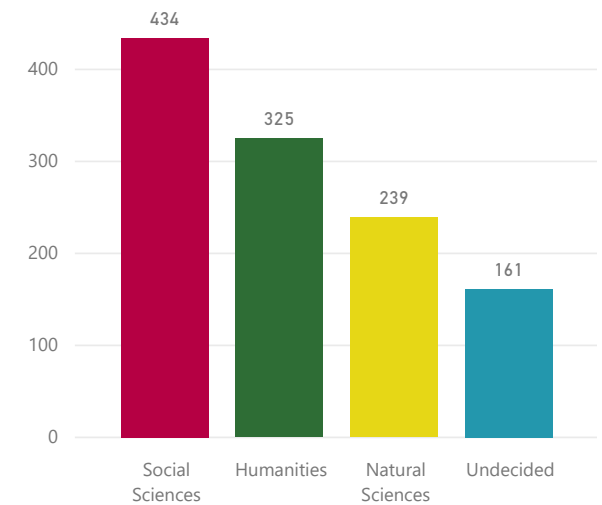
Gathering information across all class years assures that DLR Group captures each class' thoughts and opinions.

The largest class of students interviewed was freshman, which constituted

30%

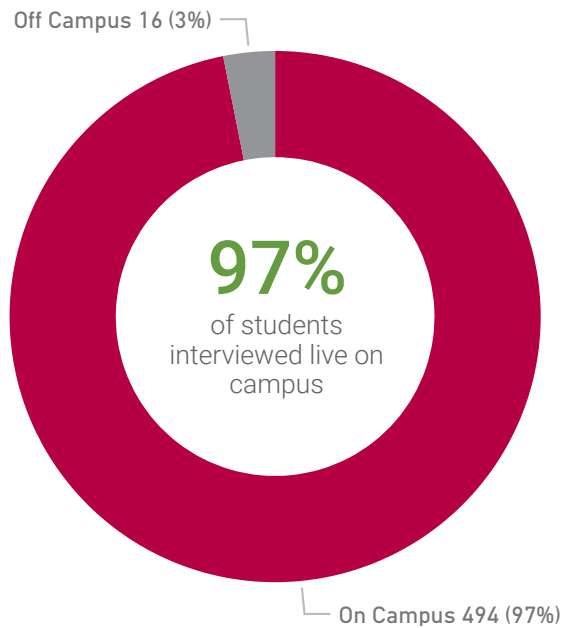
of the total surveyed population.

What division of study are you?



RESIDENTS ON CAMPUS

Do you live on or off campus?



INSIGHT

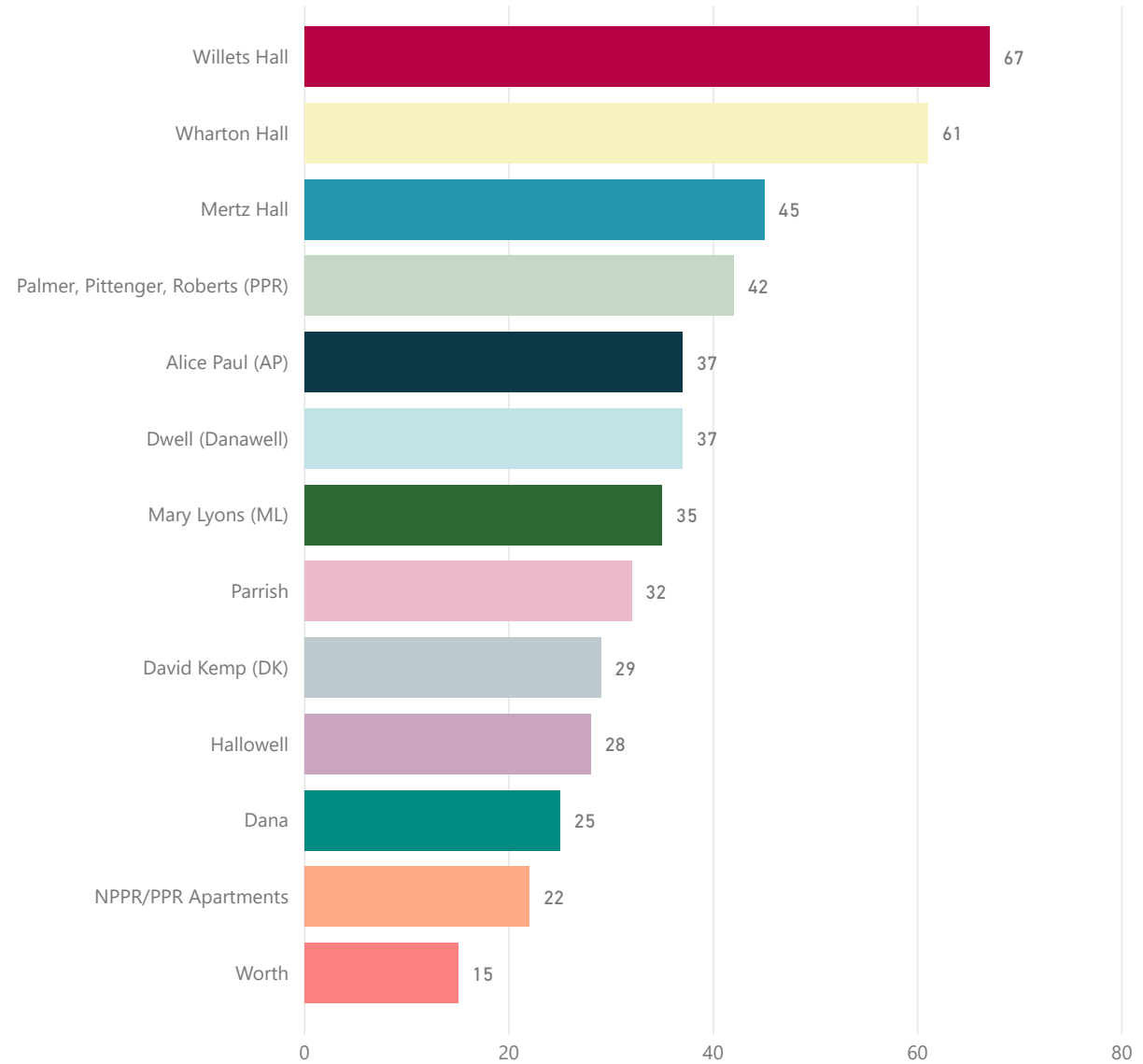


With 97% of students living on campus, Swarthmore has a thriving residential community. Providing adequate social, dining, and study space to support this community is essential.



The large on campus population reduced DLR Group's exposure to students living off-campus. Off-campus students may be under-represented in the data.

Where do you live on campus?



RESIDENCE HALLS ON CAMPUS



INSIGHT



Sharples is ideally positioned on campus for its critical role in campus dining and campus social life. Residence halls surround Sharples, and academic and athletic facilities connect with major circulation pathways.

Swarthmore College has a wide assortment of residence halls—historic structures, contemporary buildings, and renovated buildings with additions. Examples of several halls are shown at right (from top): Parrish Hall, Alice Paul Hall, and Dana/Danawell/Hallowell Hall.

OFF-CAMPUS LIVING



Parrish Hall

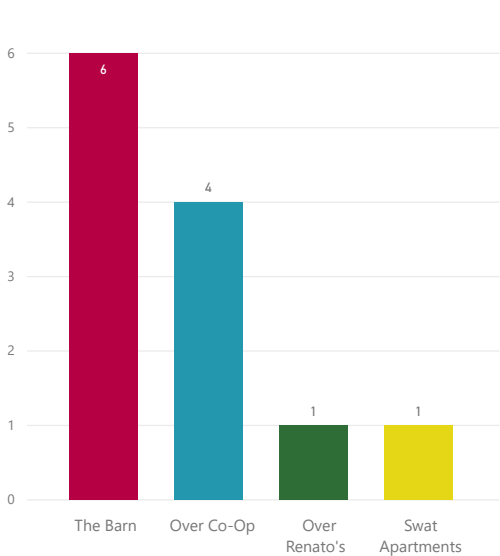


David Kemp Hall

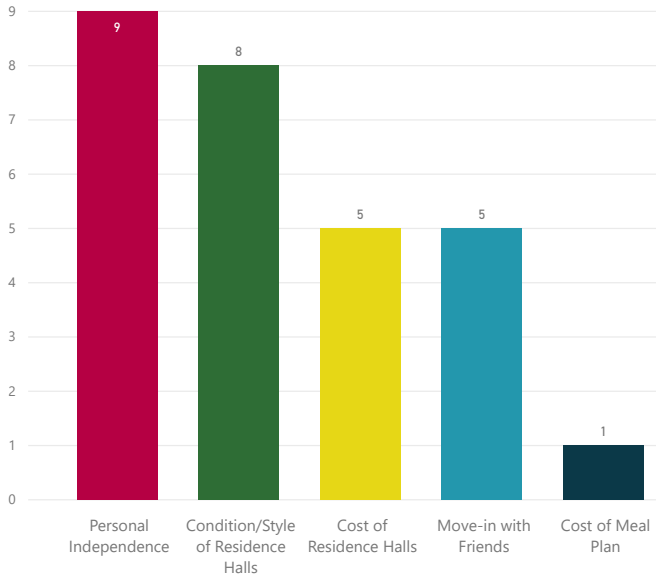


Dana/Danawell/Hallowell

Where do you live off-campus?



Why did you move off-campus?



INSIGHT



The condition of some residence halls weighs negatively in students' opinions of on campus living. Continuing to update residence halls to meet modern student expectations could convince more students to stay on campus, and positively influence potential students to attend Swarthmore.

INSIGHT



Swarthmore students who chose to move off-campus did so because they're seeking more personal independence. Interestingly, many off-campus students still have meal plans—indicating these students still see value in spending ample time on campus.

STUDENT LIFE

Social Space on Campus

A healthy campus environment provides spaces for students to learn and socialize. While learning and socializing have bountiful opportunities to overlap and enrich each other simultaneously, students also benefit from spaces dedicated to socializing and having fun. The mental reprieve from the rigors of academic study is enhanced by the growth of community and student engagement in activities and organizations.

Swarthmore College's students have incredible focus and devotion to their academic studies, and the campus has abundant resources to support the vibrant learning community. However, the campus currently lacks sufficient space dedicated to students relaxing, socializing, and having fun.

DLR Group used the conversations with students to explore their needs and desires for social space on campus. Our team sought understanding of how students relax and what resources they need to successfully engage in building the campus community. We explore the topics in further detail, but the following summarizes major themes:

- Many spaces on campus serve as both academic and social spaces.
- Residence halls and libraries are students' primary social spaces.
- Some students have to leave campus to truly relax.
- Athletics, socializing with a small group of friends, playing games, and individual activities are the top ways students relax and have fun.
- For studying and socializing, students crave small collaborative areas that offer privacy, but still feel connected to the larger community.



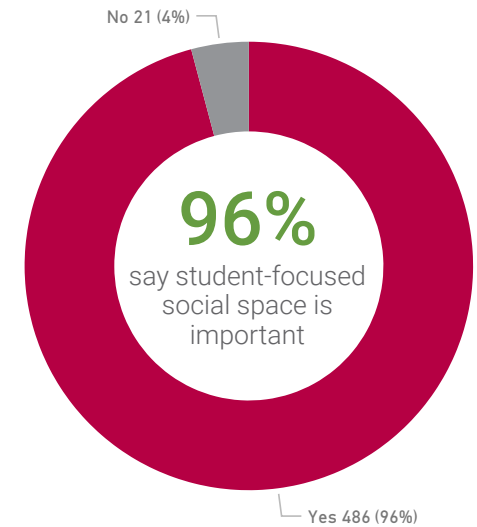
"We turn social spaces into study spaces, and it's sad."

"Study-focused spaces we have a lot of, we need social spaces for students."

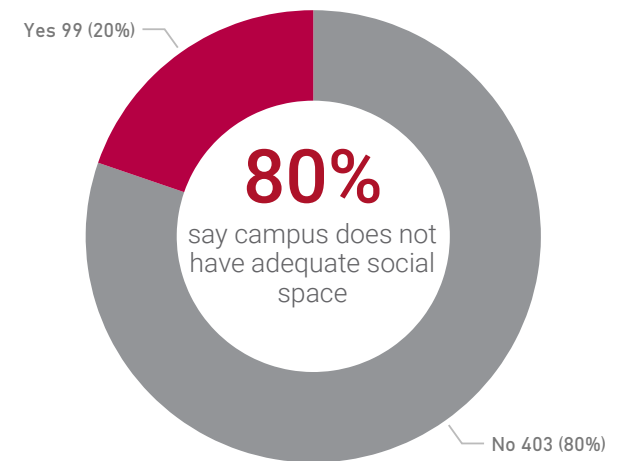


Providing student-focused social space on campus can help students relax from their rigorous academic schedules and strengthen the campus community. Social spaces need to be distinguished from academic and study spaces.

Are student-focused social spaces important to you?



Is there adequate student-focused social space on campus?

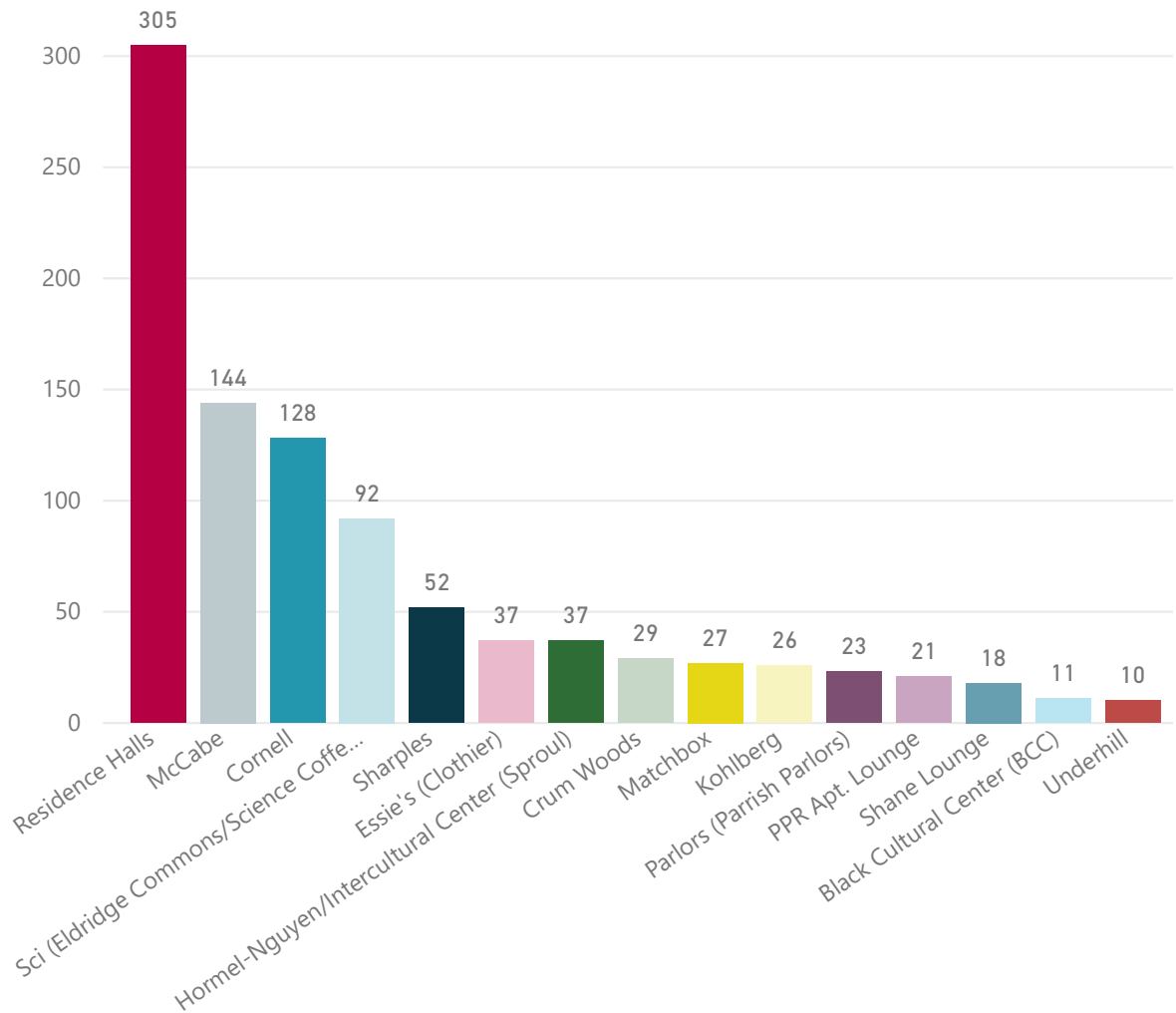


WHERE STUDENTS HANG OUT

Additional Locations

Other Responses	Students
Olde Club	9
Field House	7
LPAC (Lang Performing Arts Center)	6
Paces (Clothier)	6
Hicks (Engineering)	5
Lang Center	5
Whittier	5
Game Pit	4
ML Breakfast Room	4
Women's Resource Center (WRC)	4
Classrooms	2
Mephisto's	2
Parish	2
Trotter	2
Wharton	2
Art Studio	1
Music Center	1
SCCS (Student-run Computer Society)	1
Willets	1

Where is your primary hangout space on campus?



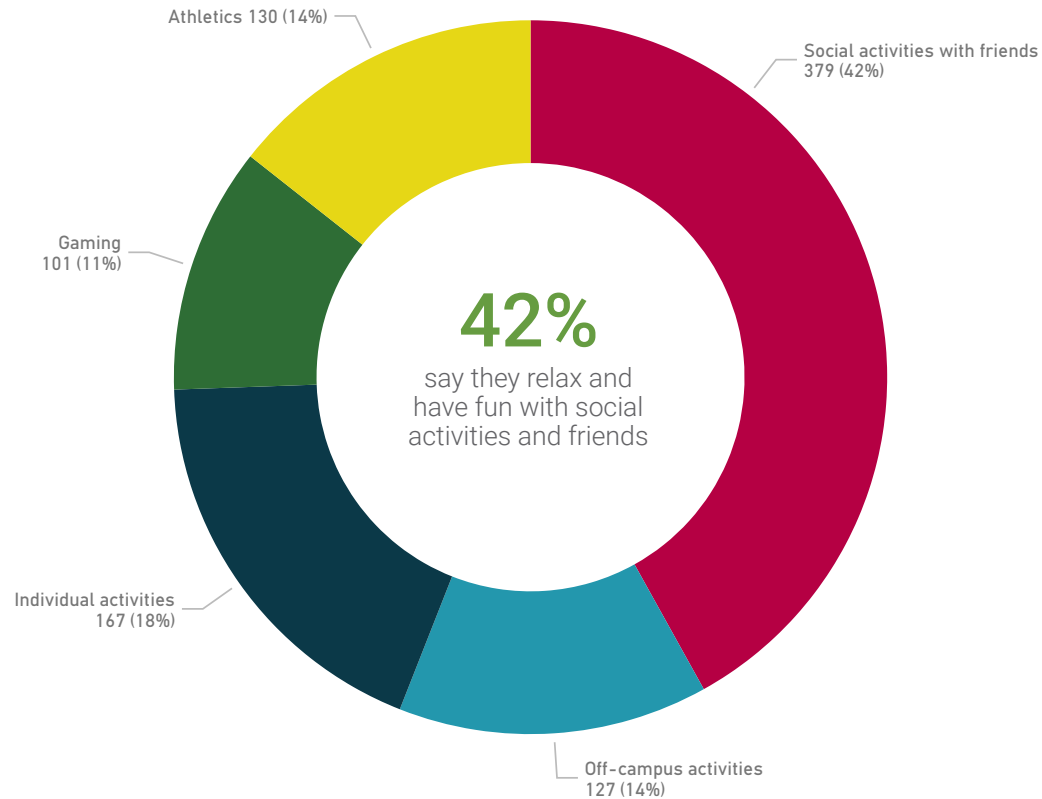
INSIGHT



Residence halls currently serve in residential, social, and academic capacities. The halls should ideally not serve as a primary social space. Dedicated social space on campus, one that pulls students out of their rooms, is needed to help support a vibrant social community.

HOW STUDENTS RELAX & HAVE FUN

How do you relax and have fun on campus?



INSIGHT



Overall, students deny themselves the opportunity to relax and have fun. They are incredibly passionate and devoted to academics and learning. Providing resources and spaces to encourage socializing are key to student wellness.



Many students consider themselves to be introverted. The activities they enjoy when relaxing and having fun focus on smaller, intimate friend groups and individual activities. New social spaces on campus need to support this style of interaction, while still promoting community.

Relaxing and Having Fun

Swarthmore students devote significant time and energy to their studies. They study in locations all over campus—from designated study lounges to spaces intended for socialization. A sense of guilt can emerge if students feel they neglect their studies in order to socialize and have fun.

During many conversations, students laughed when asked how they relax and have fun because they so rarely allow themselves that break. Encouraging overall wellness through socialization is a critical campus need.

Specific Student Responses

	Number of Respondents
Watch Movies	15
Playing or listening to music	14
Sleeping or napping	13
Go get food with friends	8
Going out with friends	8
Watch TV	7
Crumb Café	6
Going for runs and walks	6
Spend time outside	6
Playing Board Games	5
Hang out in dorm	4
Personal Reading and Writing	4
Cooking and eating	3
Dancing	3
Sports and working out	3

Describing the Ideal Student Social Space

When asked to describe their ideal student-focused social space, students provided detailed descriptions of how that space should look, feel, and function. The characteristics students highlighted establish themes which the design team can reference as social space is carefully created on campus.

INSIGHT



Sharples is ideally positioned on campus for its critical role in campus dining and campus social life. Residence halls surround Sharples, and academic and athletic facilities connect with major circulation pathways.



Essie Mae's Snack Bar functions as a hangout space on campus. Students also frequently study in the space.

PHYSICAL CONDITIONS

- Social space should be warm and welcoming to the whole community.
- Comfy seating, offered in a variety of styles and atmospheres, encourages relaxing and socializing.
- Furniture should be multi-functional and movable to promote flexibility.
- Students desire comfortable, modern spaces with good lighting and access to daylight.
- Spaces should allow for semi-private socializing, while maintaining connections to the larger community space. No spaces should feel buried or dark.
- Students warn that any horizontal surface will be taken over by studying. Social spaces need to promote fun over studying.
- More spaces that foster creativity and artistic expression are highly desired.

Desired social space components

Cozy, comfortable, homelike, relaxing	14
Variety of comfortable soft seating	12
Variety of smaller spaces within a larger space	9
Game and activity area	6
Inclusive space where everyone feels welcome	5
Café with snacks, food, drinks, and coffee	4
Projectors and tv's	4
A hangout area	3
A mix of quiet and loud spaces	2
A place that does not feel like campus	2
Diversity of things to do	2

ATMOSPHERE

- Students need a stress-free environment that separates work and play.
- The organization of the building should be open and promote collaboration.
- An active space creates a lively environment, but the spaces should not be too loud or crazy.
- The space must feel inclusive and welcoming, and accessible.
- A great, modern vibe is desired.

ACTIVITIES + FUNCTIONS

- Good collaboration spaces are needed throughout the building. Places for small and large groups to gather are needed. Some privacy should be maintained.
- Spaces to display student work can add vibrancy and highlight the student-focus of the building.
- A place for live music, like a small stage, provides an outlet for creativity and fun.
- Board games, video games, pool tables, and other social activities are desired.
- A café with snacks, food, drinks, and coffee would be a popular amenity.

SPACES STUDENTS DISLIKE

Disliked Physical Space

Students voiced complaints about current social spaces on campus. Some modern, recently renovated spaces fail to meet their needs. The right mixture of space layout, furniture selection, and claims of “ownership” of space are important factors. Because students are generally introverted, they do not like to feel “on display,” such as in the entry hall on the 1st floor of Dwell, as seen to the left.



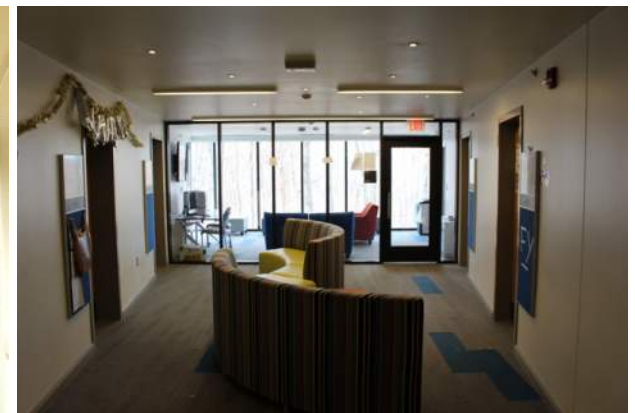
Students enjoy gathering spaces, but not if they are too large, bare, or exposed. A thoughtful balance of smaller spaces encompassed within larger spaces—providing privacy and intimacy while maintaining a sense of community—will be important.



The common space on Dwell 1st floor is underutilized. A lack of furniture and no clear front of the room make it unpopular.



A student lounge on Parrish Hall 4th floor has poor thermal comfort and impractical, dated furniture.



Common space on Dwell 2nd floor is disliked by students. The layout and furniture are uncomfortable.

SPACES STUDENTS LIKE

Good Physical Space

A few spaces quickly emerged as student favorites. Eldridge Commons, as seen to the right, is one of students' favorite public places to hang out and study on campus. There are distinct places on campus where certain noise levels are acceptable; libraries tend to be reserved as the most quiet spaces on campus, while Essie Mae's Snack Bar and Kohlberg accept a medium level of noise. Few spaces on campus promote vibrant activity and noise. One such space is Sharples Dining Hall.



Students enjoy many different atmospheres in the spaces they use, whether quiet or noisy. The Dining and Community Commons project needs to provide social spaces that offer students the variety they expect and need.



The Underhill Library, located in the Lang Music Center, is a favorite study location because of the access to daylight.



Sharples Dining Hall is a common space used by all students to gather, regardless of what they are involved in on campus.



The newly renovated McCabe Library 2nd floor was cited frequently as a comfortable space for students.

SOCIAL FABRIC ON CAMPUS

SOCIAL SPACES

- Students want a real student union on campus. The lack of dedicated social space on campus is noticed.
- Having a vibrant place for student clubs and organizations to meet, one that is visible, will promote recognition and participation.
- Pool tables, games, food, and comfortable furniture are typical elements students desire within spaces they use to relax.
- Late-night amenities are lacking on campus. Finding study/social space that is conveniently located to food is difficult.
- Social spaces with a variety of energy levels within each room allows students to feel comfortable and welcome even if they are shy or more introverted.
- An athletic lounge for teams to meet up, study, and socialize would be used often.
- Outdoor social spaces are lacking on campus. The Scott Arboretum creates a great opportunity for connections to nature.

LOOK AND FEEL

- Students want timeless aesthetics. They fear that brightly colored furniture will quickly look dated.
- White walls create sterile environments. Warm, soothing colors are preferred.

SHARPLES COMMENTS

- Sharples doesn't encourage student cooking and learning. Effective, aesthetically pleasing cooking stations teaches cooking and promotes healthy eating.
- Sharples needs more natural light. Students feel trapped in dark, cave-like corners of the building.

OTHER BUILDINGS ON CAMPUS

- Hate the trendy look of some new buildings on campus; they aren't timeless.
- McCabe Library is depressing, dark, and dated. However, the renovated second floor is very successful.



Student clubs and organizations lack dedicated meeting places. A shared and visible space would promote awareness of clubs and foster continued exposure to communities with similar and divergent views and experiences.



Sharples Hall is covered by expansive, solid roof and has small window openings in walls. Contextually sensitive openings should be considered to bring more daylight in to the building.

What is the social fabric on campus?

Swarthmore's unique campus community fosters a vibrant social environment on campus. Students prioritize academics and studying, but also find great value in socializing and having fun to decompress from their academic rigor.

Understanding elements and components that students like and dislike about current social spaces will help the Dining and Community Commons Project enhance and expand the social fabric on campus.

INSIGHT



The current social atmosphere on campus prioritizes studying, and most spaces are used for studying regardless of whether or not they were intended as study space.



The Scott Arboretum has unique features, like the amphitheater, that contribute to social life on campus and color the unique campus atmosphere.

SOCIAL FABRIC ON CAMPUS

A pub on campus?

DLR Group and Swarthmore College posed an open-ended question to explore student perceptions and hear candid opinions of a pub-like space being included on campus. Many students were receptive to the idea of a pub on campus—with caveats.

A common concern was the inclusion and perceived support of alcohol consumption. However, students recognize the value of a space dedicated to relaxation and fun, and the opportunity to include a small performance space too.



Careful attention should be paid to create an inclusive atmosphere. Creating an environment more like a café may allow for positive elements of a pub to be included, while avoiding many of the pitfalls of the pub-concept.



Paces, inside Clothier Hall, hosts "Pub Night" on campus. Students had mixed feelings about the event. Some students enjoy the atmosphere, while other dislike the focus on alcohol.

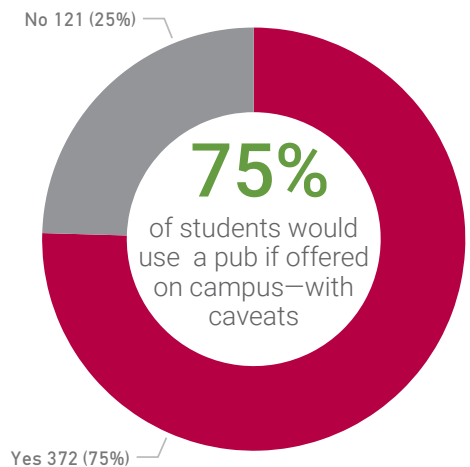
RESPONSES AGAINST A PUB

- Campus promoting a drinking venue would be strange and problematic.
- The space could become an exclusive venue for certain groups.
- A pub would be too loud; many students want quieter places to socialize.
- A large portion of the student body is underage, and many students don't drink. Thus, a pub would be unnecessary.
- Many students dislike drinking-culture and the actions of students who imbibe too much.
- Students don't want to have drinking activities be the focus of social life on campus.
- Students don't identify as a party-goers.

RESPONSES IN FAVOR OF A PUB

- Students need a place to truly relax and feel safe while having fun.
- A great environment to forget about academics for a while and focus on fun.
- Would be a good venue to hold both wet and dry events. However, alcohol should not be the main focus.
- Would be great for watching sporting events and group gatherings.
- A good space to include live music, especially from student musicians.
- An on-campus venue would facilitate, promote, and teach safe drinking.
- Campus needs alternatives to Greek life for socializing. A pub could offer that resource.
- A pub could offer late-night food options.

Would you use a pub on campus?



"It could be a nice place to hold both wet and dry events"

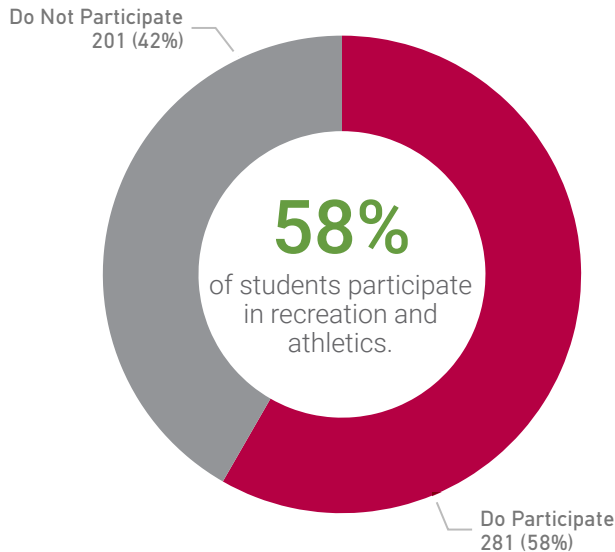
"It would be a nice place to forget about academics for a while"

Student Athletics and Recreation

Swarthmore students value the opportunity to study at an institution with rigorous academics, while also playing on vibrant and competitive athletic teams. Athletics provide a reprieve from the stress of studying and homework.

Wellness of mind and body are fundamental to the sustainable and holistic approach students have to life. Various recreational activities provide the campus community ample opportunities to relieve stress, socialize, and gain valuable wellness skills.

Do you participate in athletics or recreational activities on campus?



Swimming is a great life-long wellness activity; students also enjoy competitive swimming. The Matchbox offers resources for teams and individual recreation in a modern, light-filled space with excellent equipment.



Athletic teams enjoy eating and studying together. Providing furniture and social spaces large enough to accommodate teams would promote further team building and socialization.

STUDENT COMMENTARY

- Athletics are a fun way to escape the stress of studying and academics.
- Workouts are relaxing, with the added benefit also staying fit.
- Recreational activities offer a chance to blow off steam and escape the stressful reality of everyday life.
- Students enjoy the social component of group activities. Athletic teams are a great way to meet friends.
- Fitness and competition makes students happy and fulfilled.
- Recreation and athletics are great for mental health and support overall health and wellness.
- Athletic activities offer a way to focus in a different way, and are a different kind of challenge compared to academics.

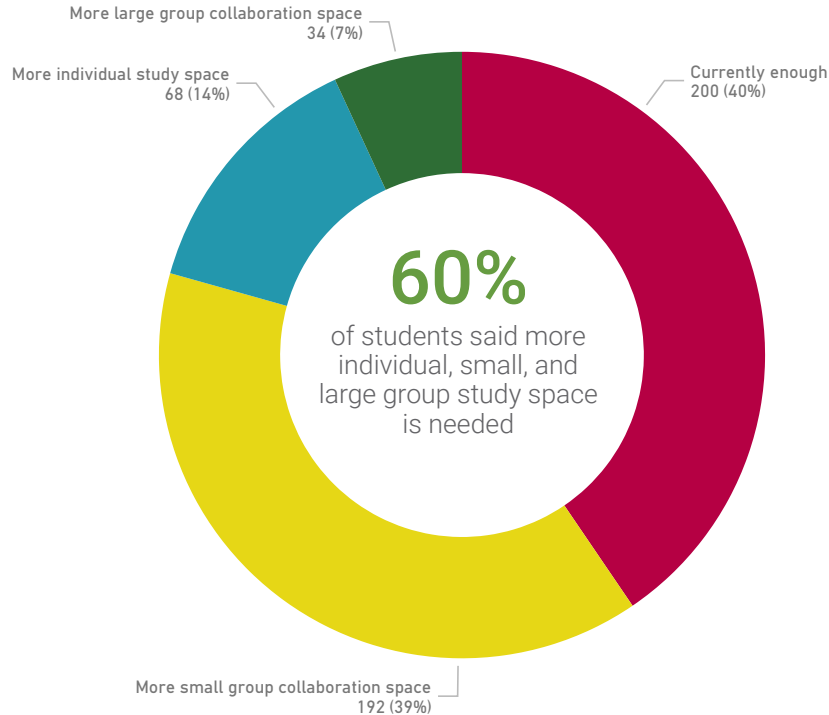
INSIGHT



Athletic teams tend to spend a lot of time together. Student-athletes often eat and study together. The bonds formed between team members add a vibrant dimension to the campus community and social atmosphere.

STUDY SPACES

How can study space be improved on campus?

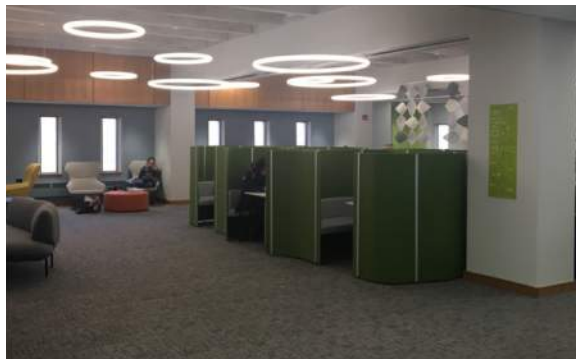


Is current study space adequate?

The academic rigor at Swarthmore is among the best in the nation. Thus, studying is central to students' experience on campus. They primarily study in their residence halls or in libraries, but any space on campus can become a study space. Furthermore, despite abundant study space, 60% of students interviewed indicated a need for more study space.

"It seems that every room on campus is occupied when I need a place to study."

"Everywhere feels like you are disrupting someone studying."



McCabe 2nd floor was frequently cited as a popular space to study.

Other Student Responses

More study space in general	16
More quiet spaces	14
More space like McCabe	12
More natural lighting	8
Rooms with whiteboards	4

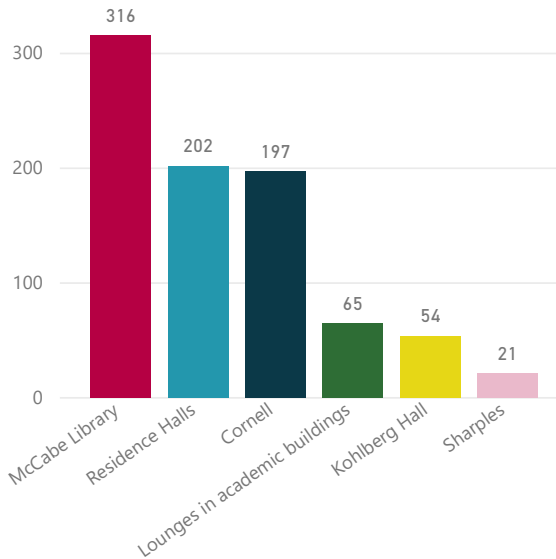


Various seating and privacy arrangements, with good access to daylight will provide optimal study conditions for the student body.



The Color Room appeared to be in high demand as a private group study/collaboration space.

Where do you prefer to study on campus?



Other Study Spaces

Science Commons & Classrooms	34
Underhill	30
Classroom	14
Parrish	14
Sproul	7
Shane Lounge	5
NPPR Lounge	4
BCC	3

INSIGHT



Students study in classrooms because of their privacy, availability of white boards, and capability of seating large groups and athletics teams.

COLLABORATIVE SPACES

- Students want good places to collaborate outside of classroom settings.
- Open, collaborative floor plans are ideal.
- White-boards are a great collaborative tool, and are often used by students.
- Group learning is emphasized, but few places exist to actually do group studying.
- Both social and working environments should be provided in study spaces.
- Students appreciate small work groups that encourage learning from one another.

PRIVATE SPACES

- Students desire study spaces that promote concentration, while still feeling part of a larger community space.
- Semi-private spaces are desired, but they should be open and not cave-like.
- Students like to spread out and settle into a space without feeling in the way and bothersome to others.



Study spaces need to feel connected to the larger community so that students don't feel isolated and alone. Visual, acoustic, and physical connections can help create this atmosphere.

IDEAS ABOUT STUDY SPACE

- Good lighting and acoustics help focus by creating a comfortable environment.
- A large, quiet open space—like a reading room—would be used frequently.
- Different study spaces for individuals, small, medium, and large groups should be provided to accommodate different student needs.
- A big, communal space with lots of smaller options within is an ideal layout.
- Study pods with a lot of natural light and some privacy would be popular.
- Students desire spaces that allow social interaction, but are quiet enough to study.
- When not studying, students want a stress free environment—places to separate work and play.
- Comfy, soft furniture with access to ample daylight and views of nature would create a great study space.

ACOUSTIC CONDITIONS

- Students enjoy soft background noise while studying, like a light bustle.
- Students desire spaces that are not too quiet—they want to feel connected while studying, not isolated.
- Quiet places for reading based homework are essential, like a café.

FOOD SERVICE

Food Service on Campus

Healthy, fresh food options on campus will enable students to achieve their best outcomes academically, athletically, and socially. Swarthmore's student body has a "think globally, act locally" mindset and the food offerings should reflect that. Students value food on campus because it supports socializing, helps build community, and encourages relaxing, but the overall quality and variety of food is lacking.

Students are typically satisfied with the dining facility locations on campus as they are spread throughout campus. However, improvement of hours, specifically staying open later and providing longer weekend hours, was a common request. Athletics teams in particular struggle to find time to eat meals because practice tends to be during prime dining hours.

DLR Group used our conversations with students to better understand how students socialize while dining, the atmosphere they enjoy while eating, and the elements of Sharples they love and dislike. We explore the topics in detail, but the following summarizes major themes:

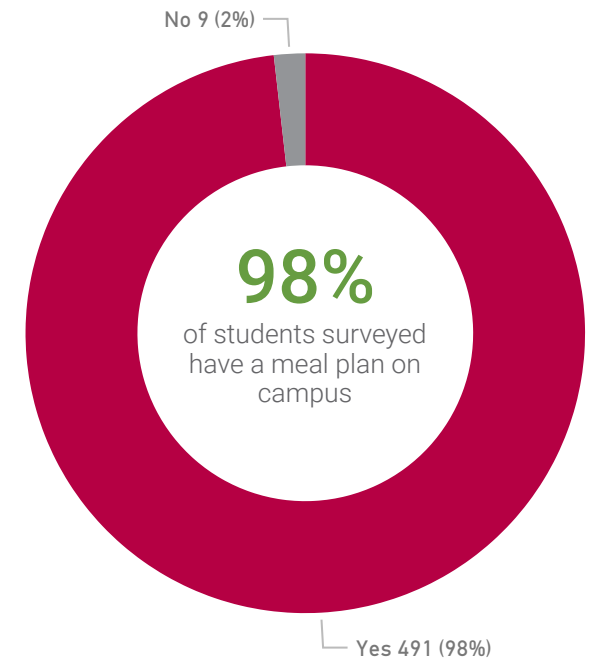
- Students want a larger variety of food options, healthier options, better quality, and to see their food being prepared.
- Sharples is in a great, central location.
- Dining hours conflict with student schedules.
- 93% of students hang-out and socialize in dining areas while eating.
- Seating in Sharples promotes socializing, but suffers from over-crowding and confusing circulation.
- Sharples' ski-lodge feel is loved by students, as are the distinct social areas.
- Students want more connections to natural light and easier wayfinding in Sharples.



"Everywhere feels like you are disrupting someone studying."



Student Meal Plan Participation



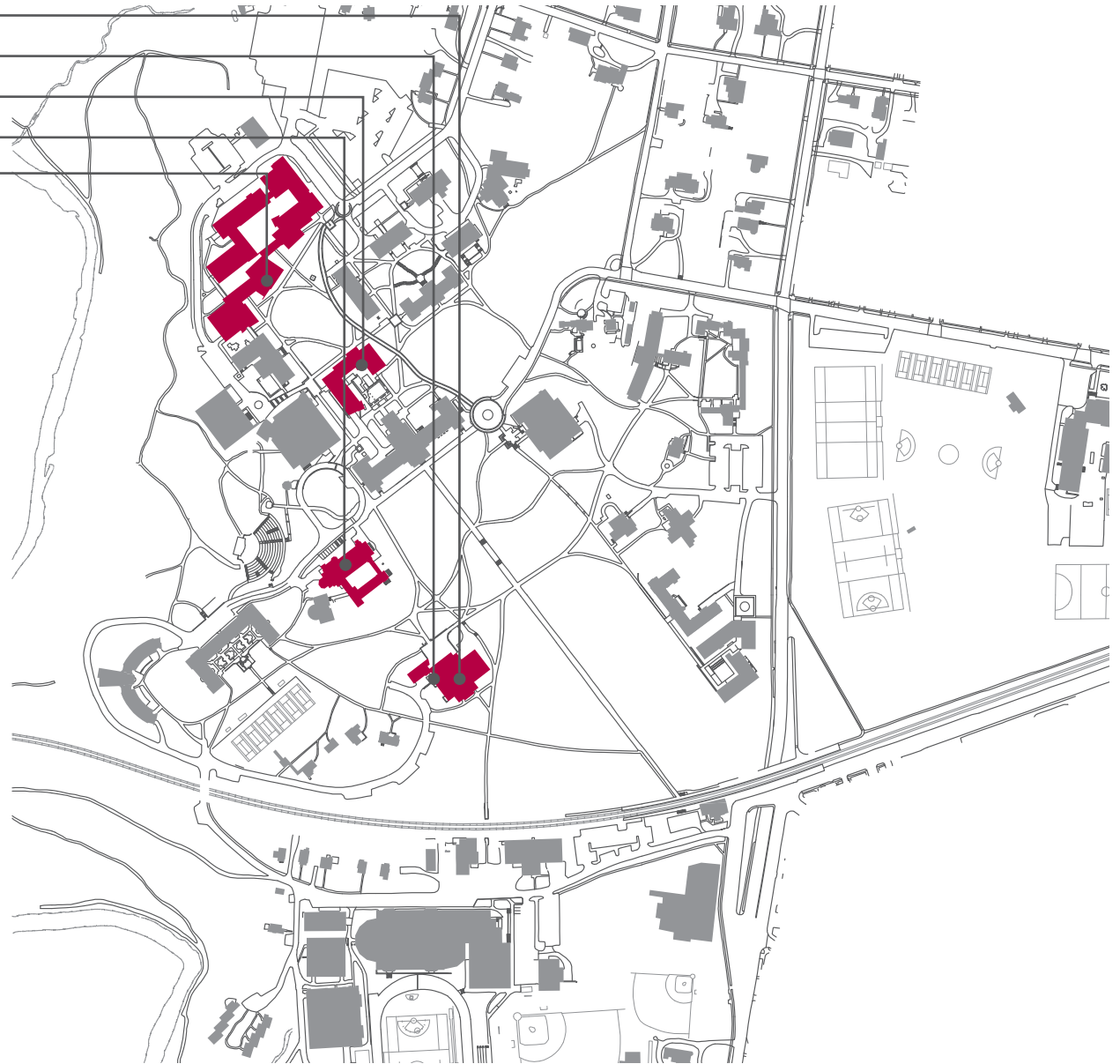
INSIGHT



Dining plays an important role in students' daily lives. Including a revamped and enhanced dining program in the Dining and Community Commons project will attract students and offers great opportunities to teach life skills and encourage socialization.

FOOD SERVICE LOCATIONS

- Sharples Dining Hall
- Crumb Café
- Kohlberg Coffee Bar
- Essie Mae's Snack Bar
- Science Center Coffee Bar

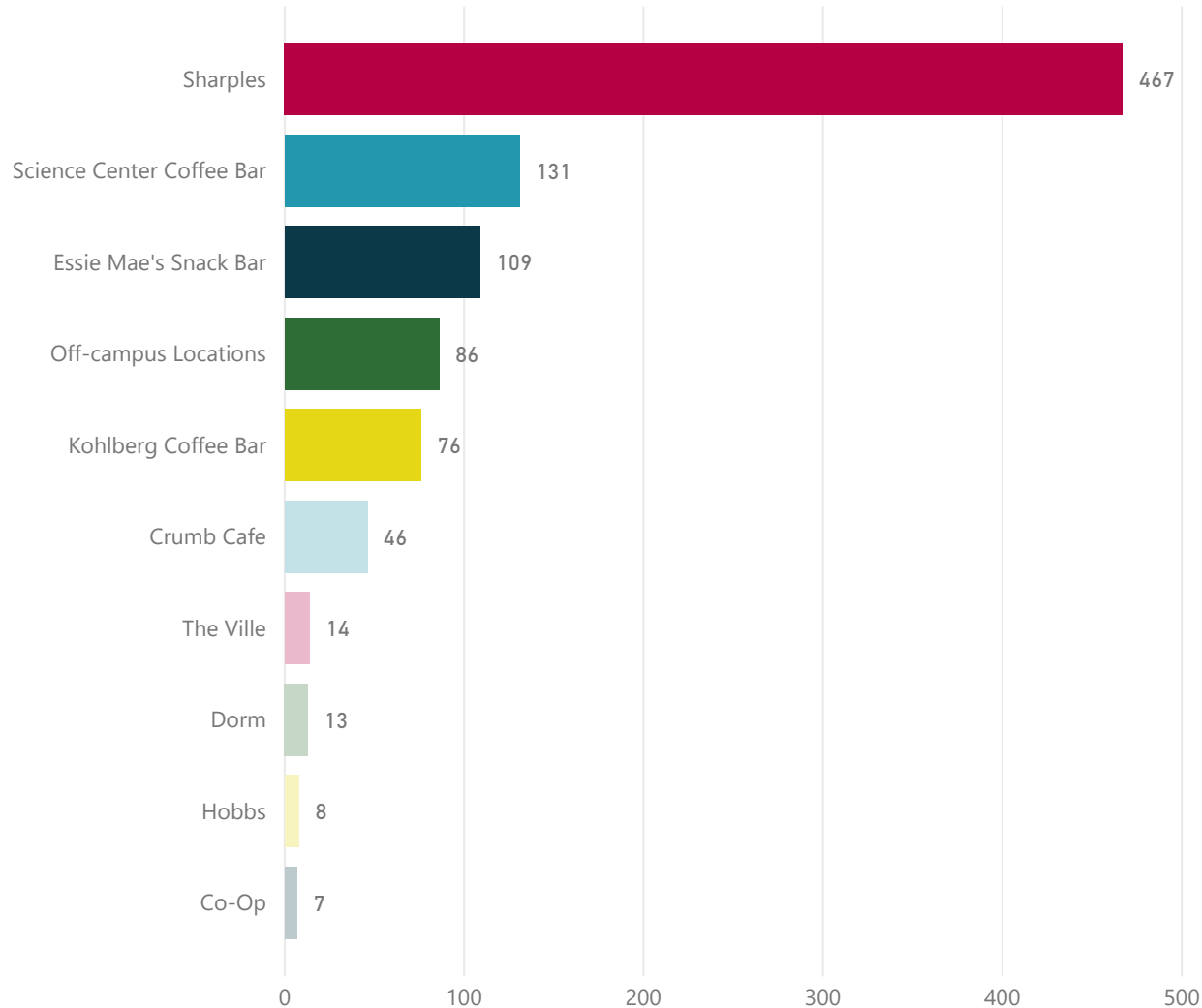


MEAL PLAN COMMENTARY

- Meal plans are required for students living on campus, but many off-campus students also purchase plans.
- Most students do not have enough time to shop and cook because of their intense academic and extracurricular schedules.
- Because sharing meals is vital to the social atmosphere of campus, students will purchase plans so they can continue sharing meals with friends.
- The kitchens in the residence halls cannot accommodate cooking for large groups.
- The meal plan is convenient and can be used in places off-campus too.
- Some students see no viable alternative to purchasing a meal plan. They are either too busy or buying and cooking their own food is too inconvenient.

STUDENT DINING PREFERENCES

Where do you normally eat meals?



Where do students eat on campus?

Students primarily dine at Sharples Dining Hall. Sharples is a common ground for students to meet, put down their studies, and socialize with friends and colleagues from around campus. Students also enjoy a variety of meals at the Science Center Coffee Bar, Essie Mae's Snack Bar, and off-campus locations. Sharing meals is central to the social experience on campus.

INSIGHT



From grab-n-go, all you care to eat options, and off-campus dining, students have many options for food in many locations. However, the hill on campus creates a mental and physical barrier. Accessibility is challenging because of steep grades, and the hill makes distances feel much further.

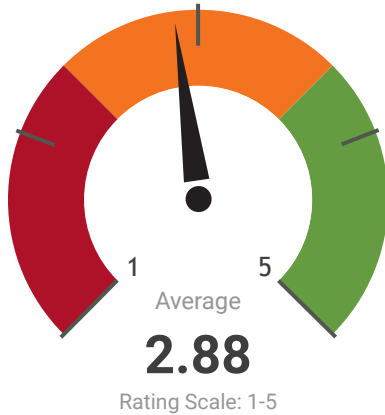
INSIGHT



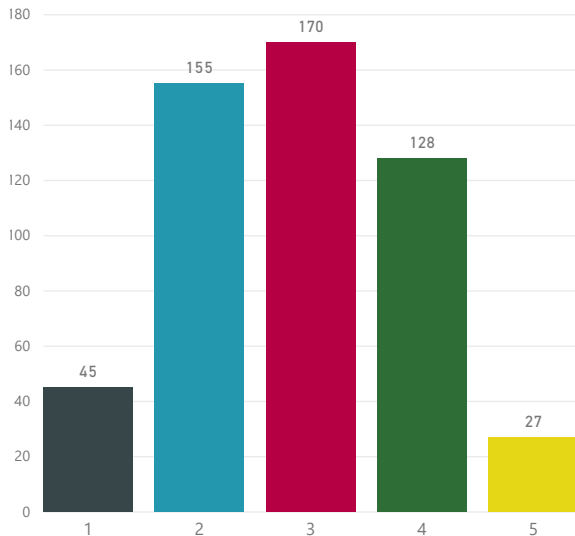
Many students used to eat at Essie Mae's Snack Bar until a recent change in meal plans and operations. Students lament the change and miss the convenience and flexibility they feel they used to have.

SATISFACTION WITH FOOD QUALITY

Food Satisfaction Rating



Student Ratings



Ratings were given as 1 being the least satisfied and 5 being the most satisfied

STUDENT COMMENTARY

- Students want a way to provide feedback.
- Students want to provide recommendations and suggestions of what foods they want to eat.
- Fresh, local food and quality healthy options would improve satisfaction. Healthy options are not always the most appetizing, so students opt for less-healthy options with more flavor.
- More transparency—making the ingredient list more visible—would add value and accountability to food service.
- Students want meals with less sugar and processed foods and more foods made from scratch with fresh ingredients.
- More cultural foods, made by people who know how to make them authentically, would appeal to many students.

Student Suggestions for Improving Food

Fresher veggies and fruit	28
More options for restrictive diets	23
Late Night Food Options	11
More culturally authentic foods	11
More seasoning and spices	10
Too Repetitive	8
Less Sodium	6
Local food options	6
More Options on Weekend	6
Options to cook and customize own food	5
Warmer food	5

Food Quality

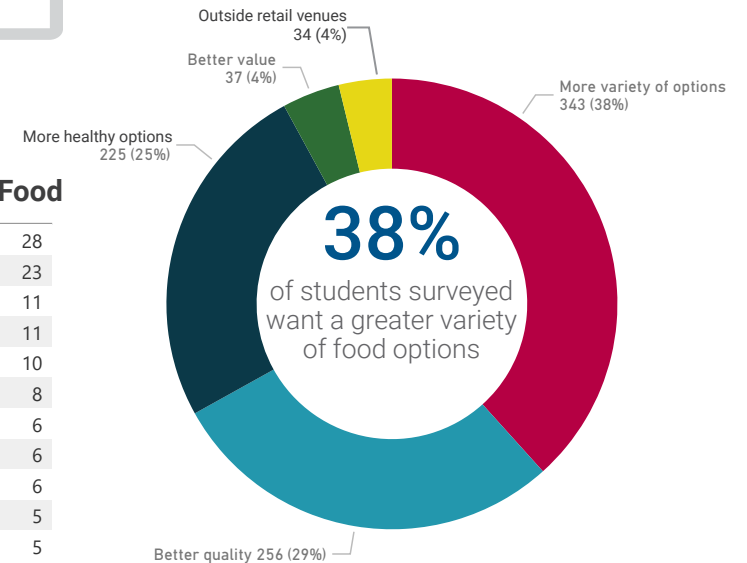
Food quality on campus has mixed reviews, with Food Quality Satisfaction earning an average rating of 2.88 out of 5. In addition to desiring a greater variety in their meals, students also crave additional flavor and spices. However, very few students desire outside retail food venues on campus.

INSIGHT



Some student dissatisfaction with food may be a result of the poor servery function and flow, and the antiquated preparation and presentation style for food.

How can food be improved?



SATISFACTION WITH HOURS

Dining Hours

Access to food at convenient hours that coordinates with student schedules is critical to student satisfaction and wellness. Swarthmore students' primary complaints relate to late-night food options and weekend food service hours.

STUDENT COMMENTARY

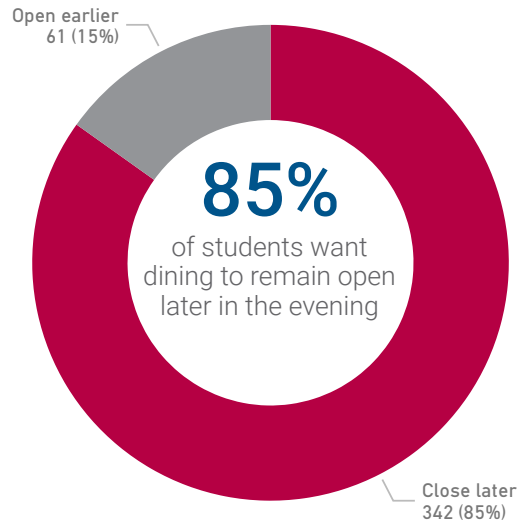
- Students miss having Essie Mae's Snack Bar available after 10pm. Crumb Café is insufficient.
- After 10pm, finding food on campus is hard. Finding "real meals" is almost impossible.
- Dining hours challenge students who want food after evening activities.
- Grab 'n' go food is great for after classes.
- Some students desire 24 hour access to Sharples for both study space and food.
- Many students want Kohlberg Café to be open on weekends.
- Weekend dining hours are inconvenient, especially Essie Mae's Snack Bar being closed on the weekends.

INSIGHT



Students stay up late into the night studying, and their only option for late-night food on campus is Crumb Café—which can have inconsistent options and quality.

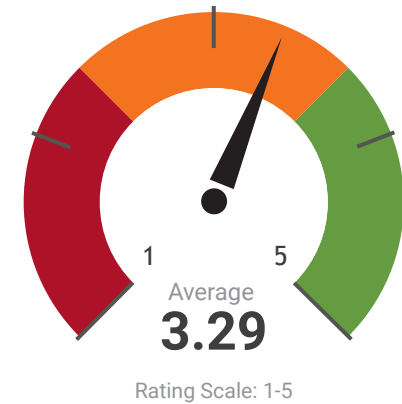
How can the operating hours of dining facilities be improved?



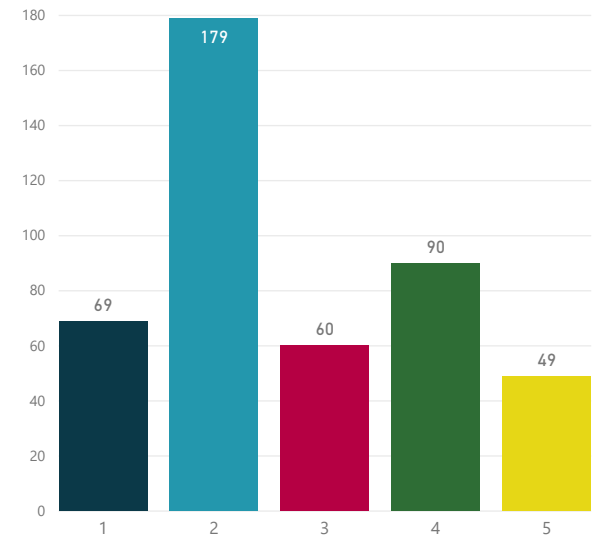
Additional Student Comments

Extended Weekend Hours	85
Restore Old Essie Hours	36
Extend Breakfast	32
Late Night Options	28
Athletic Conflicts	19
Weekend Breakfast	8
Lunch Starts Too Early	6
Weird Gap Between Meals	6

Operating Hours Satisfaction



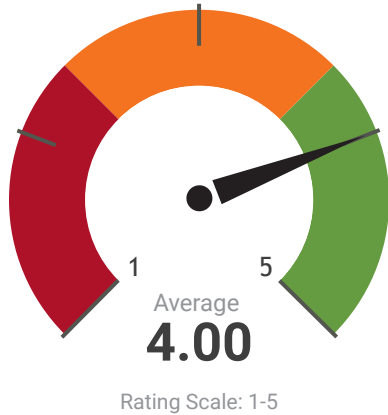
Student Ratings



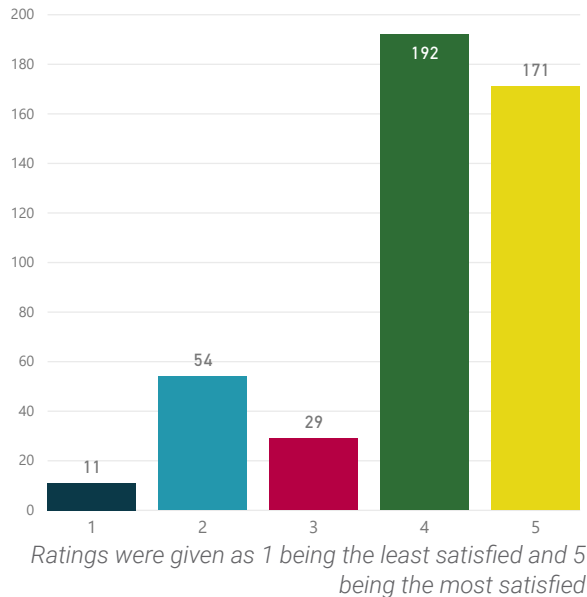
Ratings were given as 1 being the least satisfied and 5 being the most satisfied

SATISFACTION WITH LOCATIONS

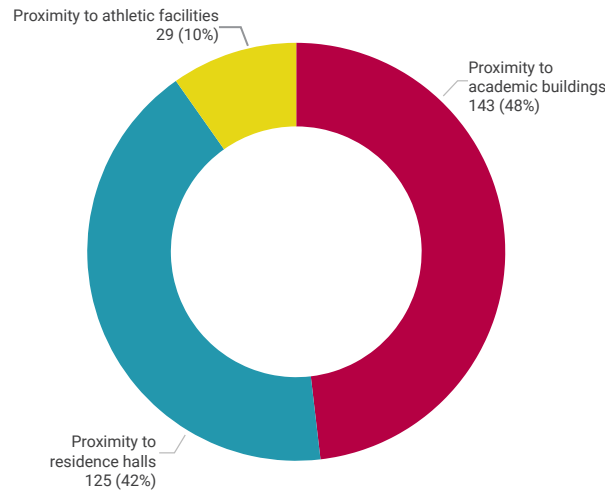
Location Satisfaction Rating



Student Ratings



What factors influence dining location satisfaction?



Dining Locations

Students are quite satisfied with the location of the dining hall on campus. Sharples Dining Hall sits strategically in the hillside—a perfectly unassuming location. Sharples sits centrally between residential, academic, and athletic sections of campus. Over the years, Sharples has grown to hold a soft spot in the hearts of Swatties as the primary dining facility on campus.

Students occasionally commented that more options could be located closer to the athletic facilities or academic buildings, depending on their daily habits and schedules. The most frequent complaint was a lack of time to walk to Sharples and eat during a tight lunch break between classes. Many students use the café in Eldridge Commons in this situation.

INSIGHT



Swarthmore has food service locations throughout campus to provide convenient access for students, staff, and faculty. Sharples central location on campus helps it serve the whole campus community.



Using the addition or new construction to reduce grade/elevation challenges with accessibility can also offer opportunities to change perceptions about the distance students must travel up and down the hill.



"Making sure its accessible. The area of campus where Sharples is now is the best location for all students to congregate."

"Food options that are closer to the center of campus; more grab and go locations throughout campus."



SOCIALIZING + DINING

STUDENT COMMENTARY

- Eating is a good time to stop class-work and focus on friends and fun. Dining locations are not academically focused spaces.
- Because Sharples is the main dining location, most students come to Sharples, making meeting friends for meals easy.
- Sharples accommodates large and small groups. Athletic teams and student groups enjoy sharing meals together.
- Everyone needs to eat. Thus meals become a convenient time to plan to meet friends.
- Students feel less pressure to be doing work in dining facilities than in other locations.
- Dining locations offer a good change of scenery and atmosphere from classrooms.
- Sharing meals is a bonding experience. Eating is generally social, and students enjoy sharing meals with others.

INSIGHT



Incorporating programming for student commons and student dining into a single location matches student use and desires for social and dining space. Weaving the two programs together could provide great synergies and create dynamic, flexible spaces that attract and retain students.

STUDENT COMMENTARY

- Some students dislike the large, loud open spaces within Sharples. These students become anxious and cannot relax.
- Overcrowding is an issue at several dining locations, but primarily in Sharples. At peak meal times, students struggle to find open seats and cannot move through the servery in a reasonable timeframe.
- Students that moved off-campus will occasionally return to Sharples, but they often eat and socialize in other locations.
- Younger students, particularly first year students, prefer to eat in groups and with friends. Upperclassmen still socialize while dining, but they are more likely to eat alone or do work while eating.
- Some students prefer leaving campus and eating and socializing in the 'Ville.

"We're so busy and have to eat anyways—two birds, one stone."

"The space is focused on eating and socializing."



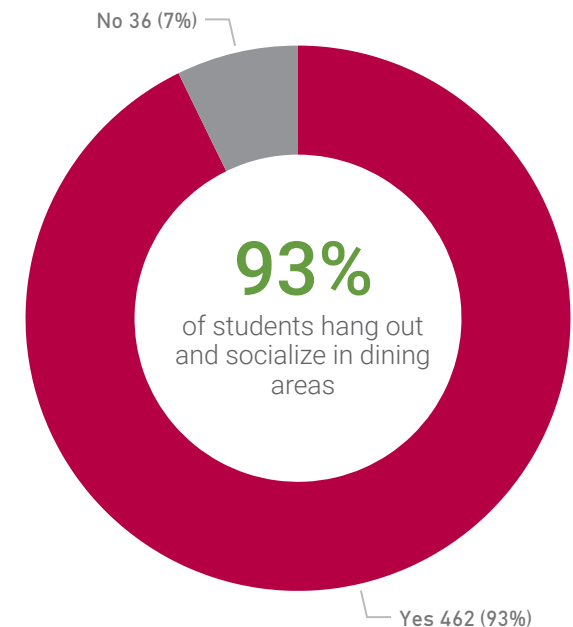
Small, medium and large seating areas will be necessary to accommodate the wide range of personalities and social habits of all students on campus.

Socializing with Dining

The inherent nature of food is social. Sharing meals offers great opportunities to socialize and engage in fellowship. Students often combine socializing and dining out of convenience. Most time on campus is spent studying or attending classes, so meals are a great opportunity to relax and see friends.

Sharples is the most socially-focused dining location on campus. The building's layout and atmosphere encourage students to take a break and focus on their friends.

Do you hang out/socialize in dining areas?



SEATING IN SHARPLES

Seating

Students enjoy that seating in Sharples is divided into unique sections—the big room for socializing, the quiet room for studying, and the area with booths for more privacy. The current seating layout encourages socializing, and students value the opportunity to cross paths with friends and classmates serendipitously.

However, Sharples' layout is inefficient and confusing. The large tables do not offer adequate variety for different groups, and very few seats have access to daylight or power.

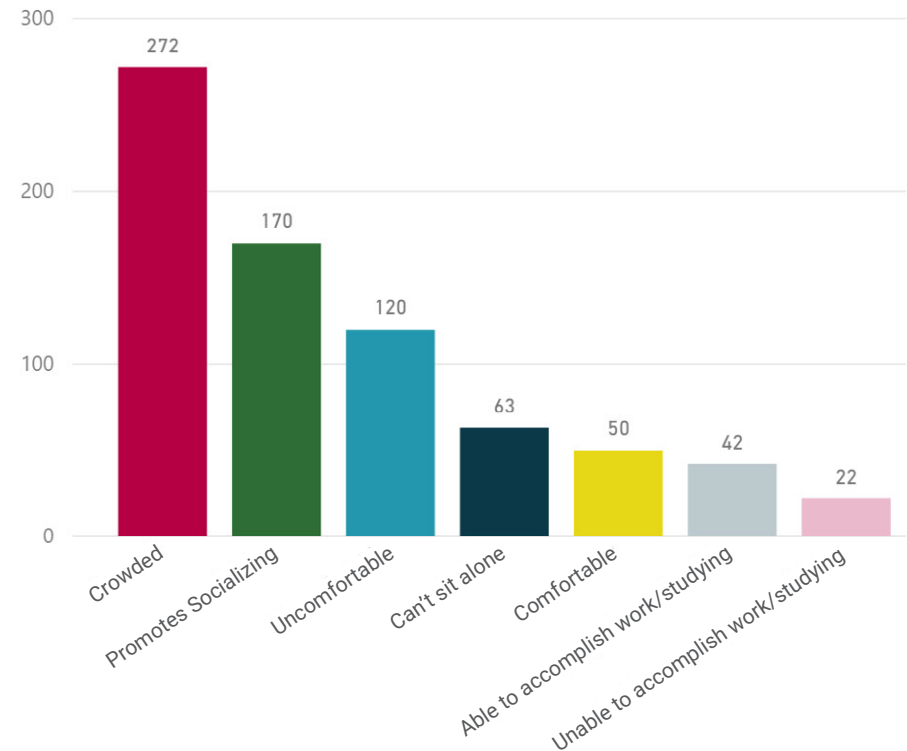
Seating Conditions Students Like

More round tables	26
Variety of seating options	26
More individual and small group seating	20
More booths	16
Bigger tables	10
Seating by windows	8

Seating Conditions Students Dislike

Dislike of current tables	30
Inefficient layout	16
Lighting too low	4
Not enough outlets	6
Seating doesn't promote socializing	8
Too loud	9

Student Perceptions on Seating



Students desire more round tables, a greater variety of seating options, and more seating with access to natural light. Power near seating is critical.



Booths are a popular seating style and providing more booths would be popular. Technology can be integrated into them for flexible use after dining.

INSIGHT



Students value that Sharples encourages socializing and discourages studying. The social component of dining makes Sharples very popular.

INSIGHT



The inefficient, long tables create the perception of over-crowding because circulation is challenging, and different group sizes cannot be easily accommodated.

SHARPLES HALL POSITIVES

ARCHITECTURE + DESIGN

- Sharples' architecture is iconic to Swarthmore's campus.
- The architecture of the new building should respect the precedent of the existing campus aesthetic and be contextual to its site and Sharples.
- Students recognize the traditional campus aesthetic of masonry walls and formal lighting fixtures.
- Sharples is dark—from lack of daylight and dark materials—but the architecture is comfortable. It feels like a ski lodge.
- Wood, stone, and soft textures create a very welcoming, relaxing environment.
- The fireplace is a beloved feature. Students especially enjoy when its lit. The warmth of the traditional hearth is homey.
- The wood ceiling is unique and adds to the unique character of Sharples.
- Students fear that Sharples may lose some of its quirky and enigmatic characteristics if its modernized.
- Students enjoy that Sharples is broken down into smaller sections, each having a distinct atmosphere.

INSIGHT



Sharples is an iconic and much beloved building on campus that must be treated with respect and care as it evolves and is renewed.

FLOW + FUNCTION

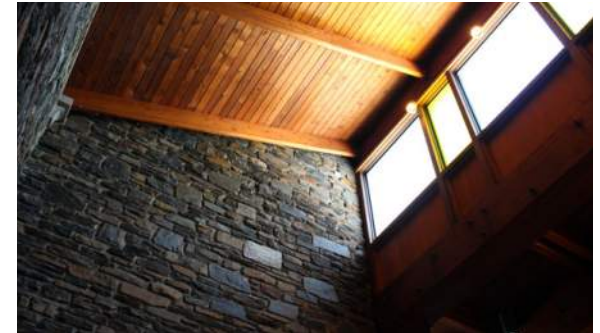
- Sharples is in a convenient location on campus, which increases its use.
- The central atrium space is great when used for special events, but otherwise its underutilized and awkward.
- The openness of the big room allows it to serve many functions.
- Locations of composting and recycling zones are important. Sustainability must be paramount to the renovation of Sharples.
- Students enjoy shaded outdoor areas to eat and relax.
- Students like that Sharples has a distinct feel that is different than academic spaces. That atmosphere encourages having fun and relaxing.
- Sharples homey feel makes it comfortable, warm, and welcoming.



"I like how each space has its own distinct character"

"The cozy lodge vibe is nice. Rustic natural materials are nice."

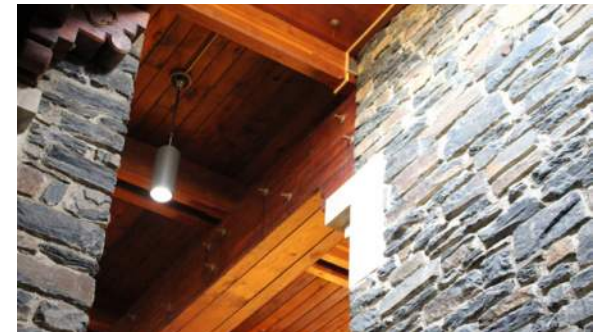
"It is a single hub that everyone visits."



Natural light is very pleasant when it bathes the stone walls of Sharples, but more lighting would be beneficial.



Voluminous space in the dining rooms provides a large, but cozy feel.



The material palette of stone and wood has a "ski lodge" feel, which students enjoy.

SHARPLES HALL NEGATIVES



The existing servery, despite the 1990's renovation, has become too small to adequately serve campus.



The central hall of Sharples Dining Hall is very striking architecturally, but underutilized functionally.



Students are generally happy with the seating layout, but want more variety and more round tables

INTERIOR UTILITIES

- Power outlets are hard to find in Sharples, creating ineffective use of the space, and potential trip-hazards from cords. Ample outlets should be provided at seating locations.
- The dim lighting can be challenging for students with limited vision and for students trying to study while eating.
- Thermal comfort within Sharples is not consistent or ideal.

CAMPUS CONTEXT

- Students don't like that new buildings have violated the context of the existing architecture of iconic buildings.

INSIGHT



When asked if students would like a space to interact with faculty, reactions were mixed. Some students were receptive to the idea of sharing space with faculty, and others were in favor of keeping the social and dining space student-centric. Preserving the academic-free zone is critical.

INTERIOR FUNCTION + FLOW

- Sharples is too small for the number of students on campus.
- The servery is too crowded and difficult to navigate—especially during peak rushes between classes.
- The servery is too confusing and chaotic. Queue lines cross and menus and nutrition information can be hard to see.
- Sharples can become too busy and some students can't focus because of the distractions.
- The many blind corners in Sharples create dangerous and confusing crossing paths.
- The bathrooms are on the wrong level. They're inaccessible, inconvenient, and too small.
- Better signage for wayfinding would help.

INTERIOR ENVIRONMENT

- Sharples furniture is dated and tired.
- The dark atmosphere can be depressing to some students. The interior needs significantly more light.
- Students crave more access to daylight and views to the arboretum.

GREEN ADVISORS

Meeting Notes:

- Students have a very strong interest in social justice, especially as related to sustainability and climate change.
- Energy conservation at a building level is less of a focus for these students.
- Their focus is at energy conservation, sustainability, and climate change at a global scale.
- Students are tackling research projects of great relevance to Dining and Community commons project. Their current research initiatives include the Internet of Things, Renewable Energy, Green Dining, and Carbon Pricing.

Participants

Design + Sustainability Teams
DLR Group

Green Advisory Committee
Swarthmore College



Green Advisors annotated the activity board.



The design team conversed with students while working on the activities.



Students debated their goals and values during the activity, providing great insights into their reasoning.

INSIGHT



Students' passion for sustainability and social justice exemplifies the strong values Swarthmore College teaches and practices. Including students throughout the project, whether by soliciting feedback or engaging them in research and conversation, will allow students to learn and take ownership of Swarthmore's future trajectory.

STUDENT REACTIONS

Student Input

Student engagement is fundamental to any design process which aims to improve the student experience. Students know their campus at a deep and personal level, and they offer the design team invaluable insights.

Our design team developed a personal connection with the campus as we listened to students and began to understand the values and characteristics that define the campus ethos.

Swarthmore students provided sincere feedback to our questions, and recognized the design team's genuine passion for the project and its student-users. The design team was thrilled to hear positive feedback and student interest in the process and project.



Swarthmore students provided significant insights into what makes Swarthmore an exemplary institution.



“Will the report be available to students? I’d love to see how our feedback influences the process.”

“Thanks for letting me air my grievances, I really do love this place.”

“Even though we won’t be here when the project is done, at least we were able to be involved in the process.”

“This is really exciting. Thanks for involving us.”

“I can’t wait to see what you do with our feedback.”

“That’s really awesome you involve us.”

“Thanks for listening to us.”

“It was great you included us in the project.”





02



CAMPUS ENGAGEMENT



CAMPUS ENGAGEMENT SUMMARY

How Engagement Influences Design

In addition to the 505 students interviewed, many other stakeholders—faculty, staff, and administrators—were involved in the engagement process. All of these voices will lead to a 360 Degree understanding of Swarthmore and its values and goals.

Moving forward through the design process, the feedback collected during the engagement process will act as a guiding light for the project. The design team will weigh design decisions against the goals, values, and ideals elaborated upon during the campus engagement.

The intent of the engagement exercise is ultimately to foster the ability to elevate the human experience through design. The feedback provided by the stakeholders will guide the design team throughout the design process.

- The following pages contain the attendee lists from various engagement sessions the team held with campus stakeholders.

While one half of the design team focused on engaging with students, the other half of the team focused on engagement with faculty, staff, and administrators. During the week, many exercises, meetings, workshops, and forum discussions were held with various groups. The exercises served as the road-map for open conversations and consensus building, which allowed DLR Group to gain a deeper and more complete understanding of responses. The sessions produced dynamic and inspiring dialog and helped outline challenges and opportunities the design team and Swarthmore College need to consider throughout the development of the project.

After careful analysis and study of workshop results and discussion topics, DLR Group synthesized significant insights emerging from the data. The trends reveal important characteristics of Swarthmore College—sustainability, community, and love of learning, to name a few. The design team gained critical awareness from the conversations with faculty, staff, and administrators:

- A successful project will integrate both dining and community commons programs into a cohesive facility that encourages students, faculty, staff, and other community members to use the facility and foster personal relationships.
- Sharples is an iconic building on campus with beloved characteristics—like its wood ceiling and stone walls. The building also poses major challenges to accessibility and a modern food service operation. Preserving the good aspects of Sharples and fixing the problematic elements will be critical.
- Recognizing the value of the arboretum to Swarthmore's campus, and emphasizing connections to nature throughout the new facility will improve health, wellness, and happiness. Providing useful outdoor gathering space will be a great asset to campus.
- Sustainability must be a central tenet to all decisions. Swarthmore aims to be a global leader in sustainability, and this project offers the opportunity to innovate and push the boundaries of sustainable design.

The summaries of the engagement sessions that follow reflect faculty, staff, and administrators' needs, goals, and aspirations.

Pictures at left (clockwise from top-left): Faculty, staff, and administrators review workshop boards; food service staff and an administrator participate in the V.A.L.U.E.S. Workshop activity; committee members converse with the design team during the V.A.L.U.E.S. workshop; food service staff annotate an activity board during the Sustainable Goals workshop.

CAMPUS ENGAGEMENT MEETING ATTENDEES

BUILDING + CAMPUS ENGINEERING

Participants

Steering Committee

Swarthmore College

Programmatic Committee

Swarthmore College

Design + Sustainability Teams

DLR Group

FOOD SERVICE - SUSTAINABLE GOALS

Participants

Food Service Project Managers

Swarthmore College

Design + Sustainability Teams

DLR Group

PRESIDENT'S STAFF

Participants

Valerie Smith

President, Swarthmore College

President's Staff

Swarthmore College

Design + Sustainability Teams

DLR Group

CAMPUS ENGAGEMENT

Participants

Steering Committee

Swarthmore College

Programmatic Committee

Swarthmore College

Design + Sustainability Teams

DLR Group

LIFE CYCLE COST/ CARBON SHADOW PRICE

Participants

Steering Committee

Swarthmore College

Programmatic Committee

Swarthmore College

Design + Sustainability Teams

DLR Group

VALUES OF OUR SUSTAINABILITY COMMITMENT Participants

Steering Committee

Swarthmore College

Programmatic Committee

Swarthmore College

Design + Sustainability Teams

DLR Group

CAMPUS ORGANIZATIONS + GROUPS

Participants

Modern Languages

Swarthmore College

Honors Group

Swarthmore College

Biology Group

Swarthmore College

Maker-Space

Swarthmore College

Design + Sustainability Teams

DLR Group

WORKSHOP WRAP-UP

Participants

Steering Committee

Swarthmore College

DLR Group

Core, Design, + Sustainability Teams

CAMPUS ENGAGEMENT MEETING ATTENDEES

FACULTY + STAFF OPEN SESSION

Participants

Faculty + Staff
Swarthmore College

Steering Committee
Swarthmore College

Programmatic Committee
Swarthmore College

DLR Group
Core, Design, + Sustainability Teams

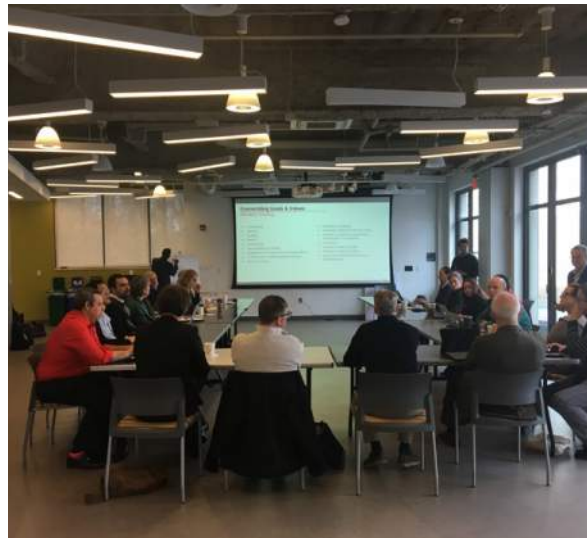


INSIDE OUT

Participants

Building Operations + Maintenance Teams
Swarthmore College

Design + Sustainability Teams
DLR Group



ZERO NET ENERGY

Participants

Steering Committee
Swarthmore College

Programmatic Committee
Swarthmore College

Design + Sustainability Teams
DLR Group

DLR Group conducted engagement exercises with various groups of faculty, staff, and administrators. The feedback from those groups and students leads conversations on project goals and values, and guides the design process.

