

UFFAB Meeting Minutes
Thursday February 27th, 2013
303 GSB Large Conference Room

Members Present: Jenna Muniz, ULC, Chair
Lexi Evans, Warner College of Natural Resources, Vice Chair
Ashley Cypress, College of Health and Human Sciences
Michelle Staros, College of VMBS
Jeff Cook, Graduate School
Amber Weimer, College of Natural Sciences
Matt Lancto, College of Liberal Arts
Matt Fergen, College of Business
Lance Oles, College of Agricultural Sciences

Members Not Present: Alex Brown, College of Engineering

Members at Large Present: Sam Guinn, ASCSU Representative

Members at Large Not Present:

Associates Present: Robert Edwards, College of Natural Sciences
Annalise Norman, CVMBS

Associate Members Not Present:

Ex – Officio Members Present: Steve Hultin, Faculty Advisor
Becca Wren, Staff Support
Lindsay Brown, Staff Support
Cassidy Collins, Staff Support
Andrew Olson, SFRB Liaison
Kristi Buffington, Facilities Management
Patrick Burns, Ex – Officio Member
Tamla Blunt, Ex-Officio Member

Visitors: Mike Davis - Facilities Management
Rusty Scott - ACNS
Stephanie Clemons – Design and Merchandise Professor
Dr. Anton Betten - Mathematics Professor
Erica Smith – Design and Merchandise Student

I. Call to Order at 5:00 PM

- a. Jenna called the meeting to order.

II. Approval of Minutes from February 20th, 2013

- a. Amber made a motion to approve the minutes from February 20th.
- b. Robert seconded the motion.
- c. All approved, none opposed, none abstained.

III. Presentation - Mike Davis, Rusty Scott, Stephanie Clemons - General Classroom Upgrades

- a. Mike Davis began his presentation of CSU General Assignment Classroom Upgrades.
- b. UFFAB has previously funded the renovations of General Assignment classrooms.
- c. There are 72 additional classrooms that have not yet been remodeled. The classrooms are listed in a priority ranked list.
- d. Given the differences in need of remodels, each classroom has a varying cost opinion.
- e. The benefits to students (General Assignment) is the creation of better learning environments, both aesthetics and technology capacities.
- f. There is an opportunity to combine the general assignment classrooms with a flipped classroom pilot. Specifically, Engineering Room E204, Engineering Room E205, and Behavioral Sciences 105 line up with the flipped classroom model needs.
- g. Matt Fergen asked if the desk/chair combination in the renderings is to fit more students.
 - i. Mike answered that his team is trying to fit capacity, and make it comfortable.
- h. Matt Lancto asked why BSB 105 would need to be remodeled, since it is a new classroom.
 - i. Mike answered that the room does not need to be remodeled but could be suspect to flipping. The scope of work for that room would mostly include purchasing new, flappable furniture.
- i. Lexi asked where old furniture goes when the university orders more.
 - i. Mike answered that it depends on the condition - it can be distributed to different schools in need, or go to surplus. It will not go into the trash.
- j. Ashley asked if the \$32,000 to flip BSB 105 would be better spent on general classrooms, instead of flipping.
 - i. Mike answered that the next presentation will explain more about flipped classrooms.
- k. Rusty Scott and Stephanie Clemons began their presentation about flipped classrooms**
- l. Rusty Scott works for ACNS and is the Chair of the Classroom Review Board. Stephanie is the Chair of the Committee for Teaching and Learning and she is a professor teaching in the flipped model.
- m. The presentation mentioned three specific benefits for students in a flipped classroom model-
 - i. The learning environment enhances retention.
 - ii. Students process the information better in smaller groups, which leads to additional questions and discussion outside the classroom.
 - iii. Students have control over their learning.
- s. The proposal includes the flipping of 3 classrooms - 2 Engineering (E204 and E205) and 1 multi-purpose room (BSB 105).
- t. Both Engineering rooms would cost \$37,000 and BSB would cost \$32,000.
- u. Dr. Anton Betten explained that he is a Calculus 2 professor, and has seen hundreds of students come through STEM classes - specifically math, and end up with a D, F, or W. (Drop, Fail, Withdraw). He is passionate that learning should involve active participation in the classroom and should engage students in the problems and information. It is his goal to improve the teaching and learning on campus. If funded, the Math department will share the flipped classroom with the Physics department. He is committed to sharing the flipped classroom model to help engage other students in other courses.
- v. Erika Smith is a Senior in Interior Design program. She currently learns in a flipped classroom format and enjoys it. She said she actually prefers the flipped classrooms to other, traditional classrooms.
- w. Jeff asked if we flip these classrooms, would the capacity of the classrooms drop.

- i. Rusty answered, yes, there will be a loss in capacity but there will be alternate spaces found for other classes.
- x. Amber asked about how the flipped model could be applied to LIFE or BZ courses.
 - i. Stephanie answered that it does not matter what topic or course you are teaching, flipped classrooms provide benefits to all disciplines of students based on the exercises they complete in class.
- y. Amber then asked how this works for a class of 100 students.
 - i. Stephanie answered that it still works, and that it is very helpful to break large classes into smaller groups with more focus.
- z. Jeff asked why BSB 105 was the one that was selected for this.
 - i. Rusty answered that it is already in table and chair configuration, which means capacities won't be lost in that room.
 - ii. Stephanie added that we are looking to find a room that has many classes in different disciplines held in it, so a general assignment classroom (BSB 105) was chosen.
- aa. Matt Lancto asked if Johnson 222 would be too large to flip.
 - i. Rusty answered that the acoustics of that particular room are very challenging and the furniture expense will be very large in Johnson 222. It is not impossible to flip, however.
- bb. Jenna asked how this is sustainable with CSU's master plan of growing to accommodate more students on campus.
 - i. Pat Burns answered that we have a problem with the number of classrooms on campus, not the number of seats in the classrooms.
- cc. Jenna thanked our visitors and they were dismissed.

IV. Legitimacy Vote

- a. Matt Fergen began discussion by saying that he loves the idea of flipped classrooms because it facilitates learning and creates a discussion, not a lecture. He also questioned why more students are not using the tutoring resources on campus.
- b. Jeff added that there is the same concern with online classes, which is why this flipped classroom pilot study could be very useful.
- c. Jenna asked if there is any money coming from Dr. Miranda for this.
 - i. Pat Burns answered that Dr. Miranda said that if the pilot is successful, he might be interested in funding more classrooms.
- d. Michelle asked who paid for the Design studio renovation.
 - i. Jenna answered that the UFFAB did.
 - ii. Steve added that the furniture was donated by Herman Miller.
- e. Steve also mentioned that Facilities staff will compile a summary of all of the submittals to capture all of the costs to see how many dollars per student and the total budget per square foot.
- f. Jeff made a motion to legitimize the whole concept of flipped classrooms and renovating.
- g. Lexi seconded.
- h. All approved, none opposed, none abstained.

V. Discussion of Open Forum

- a. Jenna recapped the Open Forum on Monday, February 24th.
- b. There were 3 students who were vocal throughout the Open Forum. 2 of the students were very opposed, and 1 was in support of the fee increase.
- c. Jenna pointed the Board towards the handout that shows some of the conversation at the Open Forum.
- d. Matt Lancto suggested that the Board could only fund portions of Biology. Some of the floors of the building could be left in a shell state for other donors or sources of funding to complete later.

- e. Annalise said that the CVMBS College Council was generally opposed to a brand new Biology Building, and the department feels neglected.
- f. Jeff added that the Board does not know for sure whether the new Chemistry building will come through with funding or not.
- g. Steve offered to put a matching cost of \$55 million in the fee table to show the fees at a capped amount to help the Board make a more informed decision.
- h. Matt Lancto asked if Steve could also come up with a cost opinion for just the first two floors of the Biology Building without the shelled floors.
- i. Jenna said that maybe even the flipped classrooms could be the first step before putting the money into the Biology Building, by adding flipped classroom to the shelled floors at a later time.
- j. Matt Lancto said that the College of Liberal Arts is willing to make a compromise as long as the funding of Biology is less than \$82,000,000.

VI. Next meeting March 6th, 2014.

VII. Adjourn at 5:58 PM

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