

University Facility Fee Advisory Board

Minutes

Thursday, February 27, 2020

5:00-6:30 pm

303 GSB

Members present

Nick Bohn	Chair
Dillon Donaghy	Vice Chair
Mauri Richards	Secretary
Courtland Kelly	Graduate School
Westin Musser	Natural Sciences
Natalie Miller	CVMBS
Logan Johnson	Warner
Deven Shields	Engineering
Alison Kuderka	College of Ag Sciences
Leah Karels	Health and Human Science
Marie Cusick	Liberal Arts
Isha Sahasrabudhe	College of Buisness

Associate Members present

Zach Scott	Engineering
Kevin Clausen	College of Ag Sciences
Lauren Compton	CVMBS
Marshall Thomas	Unknown
Isha Agarwal	College of Buisness
Arnold Paecklar	Grad student
Noah Munson	Warner

Members at Large present

NA

Other Members present

Karin Rees	Program Assistant
Tom Satterly	Advisor
Simon Tavener	Co-Advisor

1. Meeting convened at 5:00 pm

2. Education Room 4 Refresh—Barry Carroll

- a. Current Condition:
 - i. Lower level of education building
 - ii. Shared between school of education and another school
 - iii. Old fluorescent lighting, old ceiling tiles and HVAC grills, single pane windows, generally chilly because it is at garden level and at the end of the heating line
 - iv. AV Technology – upgrade facilities, and cost sharing the fund updates needed for technology (these will be covered by the department)
 - 1. Challenging to bring in distance students and guest speakers
 - 2. Largely used for teacher licensure courses → Want to model the teacher pedagogy that they want to be. Current space not updated to new methods of teaching.
- b. Budget:
 - i. Requesting: \$16,857.73 → For functional furniture in the room
 - 1. \$17,107.03 from the School of Education funds.
- c. Size/usage: 25 to 30 students if desks are arranged a certain way
 - i. FA room used for 24 hours M-F, 10 hours of activities
 - ii. SP room used for 25 hours M-F, 2 hours of activities
 - iii. 7 classes FA 2019, 11 classes SP 2020
 - iv. 6 activities FA 2019, 2 activities SP 2020
 - v. 400 students in the teacher licensure program
- d. Timeline: July to mid-august to start, but some may be needed to updated 2020 to 2021 winter break
- e. Questions:
 - i. **Logan:** Budget opinion says a large sum, but we are covering the facilities part?
 - 1. Yes, UFFAB to fund facilities portion, we are not UTFAB
 - ii. **Nick:** What is the biggest flaw with the room as it stands now?
 - 1. Fluorescent lighting is challenging, but the wall of windows mitigates this → causes problems though because it is cold in the room

3. Computer Science Classroom and Teaching lab upgrades—Wayne Trzyna

- a. Computer Science serves the campus as a whole → over ½ of the students in lower classes are non-majors; 2/3 of students are non-majors
- b. Technology:
 - i. Equipment is state of the art
- c. Challenges: grungy, stained, worn out carpet, old chairs, sticky projector screens
 - i. UFFAB replaced 50 chairs in 110 lab last year
 - ii. Squeaky chairs
 - iii. Projector screens are ten years old and leeching out chemicals
 - iv. Harsh fluorescent lights → unhealthy, eye strain, blurred vision, high in UV light, not energy efficient
- d. Proposing four projects (in order of priority)
 - i. CSB 315 → 26 seat interactive teaching lab
 - ii. CSB 130 → 66 seat classroom

- iii. CSB 215, 225, 325, 425 computer teaching labs
- iv. CSB 120 → 60 student computer lab
- v. Total student recitation lab minutes in three labs: 4700 minutes
 - 1. Resources have not kept up with growth
- e. CSB 315: \$59,300
 - i. Underutilized, chairs and carpet grungy, desks a hodgepodge, AV equipment is nearly 10 years old. This needs to be turned into a fourth teaching lab
 - ii. Now would like to upgrade table, chairs, projector screens
- f. CSB 130: \$41,625
 - i. Frayed carpet and squeaky chairs
- g. CSB 215, 225, 325, and 425: \$55,200
 - i. Replace projector screens
 - ii. Replace carpet and paint and lighting
- h. CSB 120: \$24,300
 - i. Carpet, chairs
- i. Questions
 - i. Nick: is the lab being used at all? If remodeled could it be a full-service classroom?
 - 1. It is used sometimes, here and there. The space needs to be more effectively used.
 - 2. Yes
 - ii. Mauri: How durable do you expect the new furniture to be?
 - 1. Vinyl, easy to clean
 - iii. Noah: Toxic chemical on the screen... what is it?
 - 1. They do not know, definitely not buying same screen

4. Legitimizing/Discussion:

- a. Education Room 4 Refresh:
 - i. **Yes: 9**
 - ii. No: 0
 - iii. Abstain: 0
- b. Computer Science Classroom and Teaching lab upgrades
 - i. **Yes: 9**
 - ii. No: 0
 - iii. Abstain: 0

5. Biomedical Sciences Center—Dean Stetter:

- a. Tom Hadley is in charge of the facilities
- b. Biomedical discovery center vision: To lead the world in education, research, and service that transforms animal and human health
 - i. Create a banner for students to come in and learn about biomedical sciences while exploring various areas if they are not sure where they would like to end up → allows them to focus on future student success
- c. Four main areas that this building can impact:
 - i. Education: Provide transformative, active, and experiential learning center; accommodate undergraduate growth projections

- ii. Research: engage undergraduate students in research
- d. Whole academic spine can be transformed
- e. Inviting building to be present as individuals walk along the academic spine
- f. Undergraduate enrollments: 4 yr.: 67%, 6 yr.: 82% (CSU → 4:46%, 4:69%)
 - i. Students must meet a high index, they are currently turning away qualified students. In turn, limiting diversity and inclusion efforts (works against what they aim to accomplish)
 - ii. Work with undergraduate students to develop content rather than access content
 - iii. Can grow by about 1,000 students
- g. New guiding principles: Create an active and experiential environment for undergraduate students, research programs and trans disciplinary teams that broadly engage undergraduate students, engage the community in science as well (supports diversity, outreach, and recruitment)
- h. Process to the building: Using a metric point of view
 - i. Focused on the students and what they need
- i. Student return and impact:
 - i. \$13 M and research enhancement \$30 M
 - ii. Only 4% of undergraduate population, there are a lot of classes that are being taken from other colleges (service courses)
 - iii. Potential to collaborate with others as more → trying to make this transdisciplinary
- j. Questions:
 - i. Logan: 2 phases of construction: What is the timeline for phase 1 and 2?
 1. They are not sure yet, university is trying to learn how to move forward with the three buildings due to capacity (it depends)
 2. After the summer the state may make it more clear (based on whether Clark would be funded by the state)
 - ii. Alison: Use of CVMBS space is outlined, are you moving all of this into a new building?
 1. Scrape physiology and environmental health building, toxicology will go back, and others will be operational.
 2. Some new things may create, others may move out, etc.
 - iii. Nick: From a financial standpoint, could you find 10 to 20 percent of funding from donors?
 1. 10 percent is expected, but not concrete... this is the placeholder now, unrealistic to be higher than the 10%
 - iv. Zach: What kind of classes can students get involved in with this new model
 1. Goal with the umbrella program is to have a new intro class with active learning (one example). Increase the community around students as well. Most students want hands on experience and research experiences. Ramping up the undergraduate learning assistants as well.
 2. Transdisciplinary opportunities in the future

- v. Logan: This building is projected to increase capacity, do you expect this to fill rather fast?
 - 1. This is a slow increase (it is currently with the new health outreach center); largest bottleneck is the facilities
 - 2. Yes, this will be rather fast. They want to keep students at CSU rather than extending into other universities.
- vi. Marie: Admitting more students once building is operational are you referring to phase one or phase two?
 - 1. Phase one mainly focused on undergraduates, second phase being more core research for the university. They still need to complete more research. Phasing dependent on funding availability and time
 - 2. Clearly: 1,000 new students with one phase
- vii. Courtland: How does this project address diversity and inclusion?
 - 1. The cap and the index put together an effective way that the line for diversity and inclusion does not alter. If this can expand, then targeting can be made to those underrepresented demographics and create access for them that they cannot currently sustain.
 - 2. Technology will also allow collaboration to work.
 - 3. Animal health complex is breaking ground next month in Denver → this will all connect.
- viii. Noah: CSU is known as a sustainable campus? Will there be solar panels?
 - 1. Sustainability team will help with this topic. There are LEED certifications that need to be met. Not at the point of design yet, but definitely will be main point of interest. Even across CSU.
- ix. Nick: Where will deferred maintenance come from?
 - 1. Facilities operated and maintains to work on controlled maintenance, if not taken care of then
 - 2. Numbers presented does not include any maintenance of the building
- x. Arnold: How will 1,000 new students affect other facilities on the CSU campus?
 - 1. This will impact the campus a large amount. The university has metrics to support this as well.

6. Student Fee updates/Discussion:

- a. Tom needs advice/feedback:
 - i. Tom is an advisor for UFFAB: Offer us information to make a more informed decision
 - ii. Renovations that we make decisions on:
 - 1. About 2 years ago Glover wanted two classrooms updated, someone asked “what is the plan for Glover?”
 - iii. Capital projects: This is a 30 year decision
- b. Tom will put together some information for us to help make an informed decision