

# **Academic Priorities for Facilities Improvements FY 11**

## **Authors**

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## **Introduction**

Even in a time of fiscal austerity, the Illinois State University campus remains in the midst of one of the busiest times for facilities in its history. We are in the final year of life-safety enhancements of Stevenson and Turner Halls. Construction of the new KNR and student recreation building is slated for completion in mid-FY11. A new parking deck at the southwest corner of the campus has opened this fall, as have new facilities for the Minority Student Academic Center and the University Center for Learning Assistance (UCLA) in the former Vrooman Dining Center. The Southeast zone chiller has opened and a Southwest Zone chiller is in the midst of construction. Planning is beginning on a number of other projects. Access issues, road closing, demolition of buildings, and parking and wayfinding problems will certainly dominate university conversation over the next several years.

The University has made remarkable progress in the development of facilities in a time when budget issues would seem to dictate little or no movement. The university's dedication to its physical environment and the importance of facilities to the academic mission, have given rise to tremendous energy and a great deal of hard work – and some level of temporary inconvenience.

The Division of Academic Affairs continues to stress the importance of coordination between the academic and facilities functions of the university. Coordination and cooperation between Facilities Management and Academic Affairs helps to build program excellence, growth and innovation. The infrastructure of the campus provides the baseline of the campus environment. Temperature, safety, air quality, space, light and access all play a major role in providing a university atmosphere that is conducive to teaching, learning and intellectual investigation and artistic expression. The facilities of a university are the first impression for new students and faculty and for the public at large and play a significant role in how the university is viewed by the larger community. The physical environment for teaching and learning, especially including classroom design and technology, is critical to the success of the core functions of the university. For those reasons, Academic Affairs needs to be intimately involved in the university facilities processes and decision-making. Goal 5, Strategy 6 of *Educating Illinois 2008-2013* acknowledges how the maintenance of campus infrastructure is critical to the central academic purposes of the institution.

It is important to note that during the current year the traditional Facilities Forum, a monthly meeting of associate deans, facilities staff, and various other individuals dealing with facilities issues on campus, has been unable to meet. We suggest that the Facilities Forum be revived next

year as an important communications opportunity for those who deal with facilities across campus.

Numerous problems remain in many academic facilities on campus. Environmental conditions in many buildings are far from ideal and show signs of significant deterioration. Despite sometimes herculean efforts by university facilities professionals, temperature conditions, air quality, lighting, and electrical service remain inadequate in many of our academic spaces. The institutional mission of Illinois State University can be most efficiently fulfilled only if academic units are supported by adequate mechanical systems, state-of-the-art technology, and appropriate room configurations.

The college facilities representatives want to emphasize the importance of integrated planning that addresses both the adequacy of facilities and infrastructure and programmatic needs. We strongly support the ongoing effort to coordinate building planning with academic needs.

The facilities representatives of the six Colleges and the Library began meeting in 1997 because responsibilities for space administration often overlapped college boundaries and even vice-presidential areas. Our discussions have helped to build consensus among the Colleges on facilities priorities and to communicate clearly with planning and decision groups outside our areas. This document reflects the needs of the six Colleges, Milner Library and the Division of Academic Affairs.

We recognize that there are many priorities to be balanced internally; however, it is very important that the institution continue to identify funds to address programmatic facilities needs. We advocate here that as funds are identified for the improvement of facilities, those funds be directed to projects that maximize the improvement of our infrastructure in ways that are most beneficial to the academic mission of the University. We have tried to organize our own priorities according to those principles.

### **University Master Plan**

The university has just begun its Master Plan process for 2011-2020. This process promises to be an important step in providing guidance to the long term facilities needs and directions of the campus. The AFAC group and all of Academic Affairs are eager to participate in the process and advocate for the needs and future directions of campus facilities on behalf of students, faculty, staff and the entire academic endeavor.

### **Current Capital Request**

The University will request \$196,657,000 million from the FY 2011 state capital appropriation process, including \$195,157,000 million for five Regular Capital projects and \$1.5 million for a Capital Renewal project. The Regular Capital projects are summarized in priority order below.

Priority #1:	Information Commons and Milner Library Rehabilitation	\$68,660,000
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Priority #2	Mennonite College of Nursing	\$24,520,000
Priority #3:	College of Education Facilities Rehabilitation And Construction	\$73,535,000
Priority #4:	Williams Hall Renovation	\$25,977,000

**Capital Renewal Project:**

Capen Auditorium Rehabilitation	\$1,500,000
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***Total \$194,192,000***

**The Role of Academic Affairs in Facilities Planning**

It is vital that academic users continue to play a significant role in the development of facilities plans and in the ultimate decisions affecting faculty, staff and students. Involvement of representatives of Academic Affairs in the Capital Planning and Budget Team, the Facilities Forum, and in the design of specific projects goes a long way towards providing that access. It is important that those representatives continue to be involved as early in the process as possible in any facilities project so that they can play a deeper and more complete role in the decision-making process and so that the decision-making process may more fully take into account the needs of students, faculty and staff of the university.

**UNIVERSITY-WIDE FACILITIES ISSUES**

**Academic Use of the Quad – Williams Hall**

The facilities representatives remain in strong agreement that a guiding principal in facilities planning discussions be that the heart of campus, the Quad, be used in a way that reflects the academic heart of the University’s heritage and mission. Thus, we recommend, as strongly as we can, that as space on the Quad becomes available, this space should be used for classrooms and academic support units whenever possible. In turn, administrative functions should be located more peripherally.

We strongly suggest that future use of Williams Hall be dedicated primarily to academic uses including academic support services or related functions (e.g., the Honors Program or International Studies). While it is tempting to use the building for public relations or advancement purposes because of its history and stunning architecture, we must not lose sight of the fact that there remains a shortage of classroom space, and that our first priority must be student learning.

It now seems clear that Williams will be used as “surge space” for the foreseeable future as we continue to work through the renovations of Stevenson, Turner, McCormick, and the future development of the Fine Arts complex. In the very long term how space in Williams is re-assigned will influence the intellectual life of the University for decades, and it is not too early to begin planning and discussion for the long term use of that facility.

Therefore, we reiterate our request that the University begin a public planning process for the long-term use of Williams Hall. Discussions about long-term planning for future use of Williams Hall would enhance communications across campus about facilities priorities and development. Such discussions would also ensure use of this building that is optimally consistent with our institutional commitment to being the first choice public university in Illinois. We recognize, however, that careful planning must continue throughout the Stevenson-Turner renovations and subsequent projects to minimize any disruption to the academic mission.

It is also critical that as other space becomes available on or near the Quad, the academic mission of the University be the first priority and that as space becomes available off the campus quad area, that non-academic uses be considered for removal to those locations.

### **Child Care Center**

Historically, Educating Illinois has reaffirmed the university’s commitment to providing employee childcare. The current facility in Turner Hall supports approximately 40 children of students only, and the University provides no child care facility for faculty or staff. A Report of the Child Care Implementation Committee in 2000 and a further report in 2001 indicated a critical need for such an expanded child care facility. The Faculty Affairs Committee of the Academic Senate has further identified child care as an important recruitment and retention issue for faculty at Illinois State University. The University also seeks to extend its research and teaching center opportunities to the pre-school.

The University has become a party to an agreement with BroMenn Hospital and Illinois Wesleyan University for a cooperative effort to develop a child day care center. That Center is under construction and will be operational in the Fall of 2010. While that agreement has resolved many of the pending issues regarding child care for faculty and staff, it is important that the University view that agreement as a first step, and not as a final answer to child care issues.

### **Campus Security**

While impossible to guarantee, the University has a duty to consider security as a major concern in any facilities discussion. Security and safety must be a paramount concern in our laboratory schools. Current efforts to develop solutions for security concerns at both Metcalf Elementary School and University High Schools and in the Child Care Center in Turner Hall, including consideration of access issues, alarming, and electronic means of securing the buildings have been completed and are applauded. Further efforts towards physical solutions to security issues to classrooms and building across campus should be coordinated with the Campus Emergency Plan and should be encouraged and supported.

It is important to note that the Campus has recently updated a general Emergency Management Plan. See <http://www.ehs.ilstu.edu/downloads/EmergencyManagementPlan.pdf>. That plan is comprehensive and will go a long way toward resolving many of the issues and questions dealing with campus security. Currently methods of making that Plan more widely available to the university community are being explored.

Facilities planning in the area of campus security must be integrated with planning efforts by the Campus Technology Support Groups. Recent years have seen increasing concerns about the theft of computer equipment (especially from classrooms), and the need for alternative keying systems (e.g., card swipe). These coincide with the dramatically increased need for computer hardware and software security solutions, and sometimes the facilities needs overlap with the technology needs. For example, when computer labs and classrooms are built or renovated, they need to be designed in such a way as to facilitate the implementation of the most efficient technological solutions to security problems. Learning and teaching are difficult activities when equipment is missing and when students, faculty, and staff are burdened or distracted by inefficient or ineffective safety solutions.

### **Infrastructure Deterioration**

We are acutely aware of the deteriorating infrastructure of Illinois State University's physical resources. While not as exciting as new facilities or even major renovations, infrastructure issues regarding heating and cooling plants, insulation, roof and foundations repair, mechanical, electrical and plumbing systems (MEP) and related items are critical to the continued functioning of a major institution. As noted in the "Capital Requirements Plan" submitted by the University to the Capital Development Board (CDB):

"The University completed a comprehensive assessment of all major campus facilities. The primary objective of the assessment was to identify the activities necessary to improve the condition of campus facilities and guide budget planning. The University's current maintenance backlog on state-funded facilities is \$533 million. The maintenance backlog represents an estimate of the costs necessary to repair building systems (e.g., mechanical, electrical, roofing, flooring) that have surpassed their expected useful life using current construction standards and building codes. As part of the study, a Facilities Condition Index (FCI) rating was calculated for each facility. The index is calculated by dividing the estimated cost of current facilities by their replacement value. National standards suggest that facilities with a FCI greater than 10 percent are in poor condition. The aggregate FCI value for state-supported University facilities was 43.8 percent."

We believe that infrastructure needs are a serious "stealth danger" to our campus and if deferred further will result in additional expensive repairs, shutdowns or the inability to use facilities. Many of the projects listed below could be characterized as maintenance projects or infrastructure projects. Many of those projects are at a crisis level at this time. We pledge whatever support we can to the plans established in the Facilities Condition Assessment, focusing efforts on infrastructure repair, renovation and maintenance projects to assure that our campus facilities continue to function and provide an environment conducive to teaching, learning, research and creative endeavor.

## **Maintenance of Existing Academic Spaces**

The excitement and attention that large-scale projects like the Student Fitness and Kinesiology and Recreation Building create can sometimes obscure the more mundane needs of students, faculty, and staff as they pursue the University's mission day-to-day across campus. In several buildings, chalkboards/whiteboards and other relatively "low-tech" teaching-learning tools are aging and in need of refurbishing or replacing. Budget difficulties often mean that day-to-day maintenance of university facilities has suffered. We urge that the university upgrade routine maintenance, painting, plumbing, electrical and HVAC work priority as funds become available.

## **Recapitalization of Classroom Technology and Equipment**

Long term funding support for the advanced classroom technology systems throughout the campus and other classroom equipment remains a concern. This issue extends to all academic spaces on campus and needs to be addressed from a university-wide budgetary perspective. As equipment and technology become obsolete or wear out, they are replaced as current budgets will allow, rather than on a planned basis. We urge the study and adoption of budgetary processes that will permit the orderly and planned retirement and replacement of classroom technology and other equipment.

## **FACILITIES ISSUES WITHIN THE COLLEGES AND MILNER LIBRARY**

### **COLLEGE OF ARTS AND SCIENCES**

#### **Overall long-term Space needs**

The departments and schools throughout the College of Arts and Sciences have major needs for additional space. The first of these to be addressed in this report, and the *highest facilities priority* for the College overall, is the state of the facilities that house the sciences, specifically Biology, Chemistry, Geography/Geology, and Physics. In FY 08, Research and Sponsored Programs reports that the total amount of grant money these departments requested was over 15 million dollars and the total amount awarded was over 4 million dollars. Obviously, the scientists who work in Biology, Chemistry, Geography/Geology, and Physics are highly productive and successful faculty members. The buildings that house these departments, however, present significant obstacles to their ability to conduct research either because of inadequate infrastructure or inadequate space. If CAS is to retain our current scientists and be able to attract high quality new scientists, both of which are essential to the maintenance and growth of ISU's ability to educate students in the sciences and to our research profile and reputation as "the first choice public university in Illinois", we are in critical need of new space designed specifically for the sciences. Given the needs of all the science departments and the fact that the master plan calls for the expansion of SLB, CAS requests that the construction of this expansion begin as soon as possible.

Specific concerns for the sciences are addressed in the paragraphs below.

- **Felmley Hall of Science and Felmley Annex:**
  - **General Maintenance issues:**
    - Roof and plumbing leaks have resulted in damage to ceiling tiles and critical equipment and documents in offices, laboratories, and classrooms.
    - Noise caused by worn out radiators in classrooms and laboratories is highly distracting during the winter heating season.
    - Temperature control throughout the buildings is not as consistent and reliable as required by biological research labs.
    - Ventilation and wiring are not adequate to support the types of research labs needed by today's scientists.
  - **Biology:**
    - The research and teaching laboratories used by the Department of Biological Sciences in Felmley Hall represent approximately 40% of the space allocated to the department. As delineated in the points above, Felmley Hall was not intended to support modern scientific research laboratories and the labs that exist in Felmley are not ideal environments for the research that is being conducted in them. Additionally, the amount of space is limited.
  - **Animal Care Facilities:** The lack of adequate and safe animal care facilities has presented Biological Sciences with one of its greatest challenges in maintaining current teaching and research activities. While units other than Biological Sciences utilize the animal care facilities, much of the research and teaching done by Biological Sciences requires the use of experimental animals and the department is therefore heavily dependent on this facility.

Progress has been made in addressing some of the inadequacies of the current animal care facilities. Perhaps the most grievous inadequacy of the current animal care facilities is the lack of an appropriate quarantine facility. Research and Sponsored Programs (RSP) has begun addressing this issue by investing \$100,000 for the purchase and installation of two additional specialized cubicles for the vivarium at SLB. This brings the SLB vivarium to full capacity and also provides appropriate quarantine facilities. Additionally, RSP invested \$15,000 in an instrument for anesthetizing rodents that is housed in a research laboratory in Felmley Hall.

Concerns still exist, however, about the animal care facilities in Felmley (e.g., lack of quarantine facilities and animal handling facilities). These concerns place teaching activities in precarious positions, present major obstacles to the continued growth and development of instructional programs and major research projects, jeopardize currently funded research programs, and restrict the research projects of those faculty who have been awarded external grant money.

To address these concerns, Laura Vogel, Biological Sciences, and Scott Sakaluk, Director RSP have submitted a 1.9 million dollar Academic Research Infrastructure Program grant to NSF entitled Animal Facilities Modernization. If this grant is

awarded, improvements for the FSA vivarium will include replacement of all isolation cubicles, construction of a surgical procedure room equipped with a biosafety cabinet, and construction of a wall in a current public hallway to restrict access from nearby classrooms. Additionally, six environmental chambers located in FSA that are over 40 years old and mostly non-functional will be replaced to increase invertebrate housing for insect research. Finally, the aquarium room in SLB will be modernized, and the swine surgery building will be retrofitted to become an aviary.

- **Geography-Geology:**

- The state of the infrastructure at Felmley Hall has negatively impacted the departments' ability to attract and retain faculty; it was been a contributing factor to the departure of several faculty members and has been an impediment to the department when recruiting new faculty hires.

Furthermore, while the department has been very successful in garnering external funding to support various types of field research and mapping, it has not had much success in obtaining external funding for laboratory research. In geology, analytical research is mainly supported by the NSF. With the existing infrastructure and space, the laboratories that are needed to compete for such funding simply cannot be built.

- *Research space.* The quantity, quality, and arrangement of current available research lab space are such that faculty research is hampered and teaching space is limited. Additionally, future faculty hires will require three additional laboratory spaces. Other additional hires to help develop a graduate program in Geography may also need laboratory space.

To ensure adequate, appropriate laboratory space for current and future faculty and to relieve the burden of faculty offices and classrooms being used to house laboratories, a total of seven additional laboratory spaces is needed.

- *Space for GEOMAP.* GEOMAP was created with a mission to utilize state-of-the-art geospatial technology to support research, training, and community outreach in the areas of environmental sustainability and socioeconomic development. To date GEOMAP has supported various research endeavors in health sciences, archaeology, biology, education, nursing, and business.

Currently, GEOMAP is housed in an office on the first floor of Felmley that is too small to meet the spatial needs of GEOMAP. Indeed, within their first two years of existence they outgrew their facilities many times over. The wiring in the building will only support two network ports in the GEOMAP office and they are in need of 10 research machines. This situation significantly limits GEOMAP's computational ability. Additionally, the ventilation in the office is poor and contributes to a high rate of computer failure.

To be functional and successful, GEOMAP will need to hire one to two support staff, requiring additional office space (2 office minimum) and a will need a dedicated

computer laboratory. Presently, the department has no space to accommodate these needs.

- *Faculty/staff office space.* A need exists for additional office space. The department will eventually need office space for 29 faculty and staff members; it currently has 24 offices, five of which are not suitable because of their small size and the quality of the walls that does not block sound sufficiently to ensure privacy of conversations. This means that the department will need 10 additional offices to meet future needs.
- *Graduate office space.* The Hydrogeology Masters Program typically has between 12 to 16 students enrolled in it; all of whom need office space. Currently 12 graduate students have bullpen style office space. As the program continues to mature and enrollment grows, additional office space will be needed to house the current overflow as well as the anticipated increase in enrollment. Two additional large rooms would be sufficient to provide space for all Hydrogeology graduate students.
- **Planetarium, Felmley Hall**

The planetarium is an important component of the College's community and education outreach; it is a major component of the community's status as a public science activity destination. Its star-projector is over 40 years old and procurement of replacement parts for it is becoming extremely difficult. In fact, the manufacturer has indicated that they will discontinue support for it soon. Additionally, both the planetarium's cove lighting system and digital projection systems need to be upgraded. The estimated cost for these needed upgrades is approximately \$500,000.
- **Science Laboratory Building (SLB)**

While the condition of the facilities in SLB does not pose the problems found in Felmley Hall of Science and Felmley Annex, it is the amount of space available that is problematic at this time. Even before SLB was completed it was realized that it would not be large enough to house all the science needs of the College of Arts and Sciences. Furthermore, scientific and technological innovations have and will continue to transform human society in unprecedented ways. Consequently, even though it is less than 12 years old, SLB will become outmoded in the next few years if serious thought isn't given to maintaining the currency of its space and technology.

  - **Biological Sciences**

Sixty percent of the space allocated to Biological Sciences is within SLB. Research laboratory space has been exhausted and there is no, or very limited, office space for post doctoral fellows or other graduate students. Undergraduates have no space for studying and congregating. These overcrowded conditions pose both chemical safety and biological hazard issues.
  - **Chemistry**

Currently the Department of Chemistry's Space Committee reports that their most pressing need is to find appropriate space for another large teaching laboratory that is needed for an accreditation driven curricular change.

A second high priority is to ensure research space for new faculty members who will be hired to replace recently retired Chemistry faculty members. The Department of Chemistry consistently brings in \$1,000,000 in external funding each year. This is roughly \$58,000 per research- active faculty member. Furthermore, when excluding faculty members over 60, this number is about \$67,000. In other words, the long-term shift in the department to greater research activity and stronger grant competitiveness is clearly apparent in the younger faculty. Looking ahead, Chemistry has the potential to hire new faculty who are highly likely to achieve \$100,000 annual funding after their start-up years.

The availability of appropriate lab space will present difficulties to the department when adding new research-active faculty. New faculty members cannot be housed in the spaces that will be vacated by retirements because the vacant spaces are mostly just offices; new faculty hires will need their own labs. In fact, for each new hire, Chemistry will need research lab space equivalent to three times what one of their current research-active faculty members has. The department has already squeezed a primary biochemistry lab course into the research space of two groups; this is not an advisable practice in the chemical sciences. To have reached such a point is an indication that there is little that can be accomplished from further squeezing.

In sum, Chemistry projects a need over the next 10-15 years for five additional faculty research labs and one large teaching lab.

- **Moulton Hall**

- **Physics**

The Physics Department is recognized as a national leader in physics teacher preparation and its highest priority is the expansion of their physics teacher education program. In order to meet this priority the department will need a large classroom dedicated to the program. Additionally, office and space will be needed for a new faculty member in the Physics Teacher Education program. Currently, however, the Physics Department has filled all space available to them in Moulton Hall and has no room for expansion.

**Additional CAS space needs.**

- **DeGarmo Hall:** The Department of Psychology currently maintains crowded occupancy in DeGarmo that does not adequately meet the department's needs for office or laboratory space. Last year the department subdivided existing space to provide research space for their new chair. Additional office and laboratory space will eventually be needed for new faculty hires.

- **Psychology/Williams Hall:** A formal proposal was submitted to Assistant Provost Charles McGuire by Dean Curtis and Dean Olson requesting that when Williams Hall is no longer needed for surge space and is appropriately renovated, the Department of Psychology be moved into Williams Hall and DeGarmo Hall be assigned entirely to the College of Education. Dean James Payne has reviewed this proposal and is also in agreement with it. The proposed move is consistent with the Academic Affairs facilities representatives' strong recommendation that Williams Hall be used for classrooms and academic support, and would provide both Psychology and the College of Education with much needed space
- **Fairchild Hall/Rachel Cooper:** The Department of Communication Sciences and Disorders (CSD), the School of Social Work, Women's and Gender Studies, the English Publication Unit, and the Psychological Service Center are housed in Fairchild Hall/Rachel Cooper.
  - *CSD space needs.* CSD has filled all available office, research lab, and clinical space within Rachel Cooper and Fairchild Hall. With the launch of their new doctorate program in Audiology and the increased need for providing students in both audiology and speech-language pathology the clinical practicum hours that are required by their accrediting body, the department is in critical need of expanded clinic and research laboratory space.
- As noted in the discussion above, CAS has substantial space that serves important College functions in both DeGarmo and Fairchild Hall. The College of Education also has vested interests in these two buildings and Metcalf Laboratory School. To ensure maximal cooperation, it is important that representatives of both Colleges be included in any planning for changes to DeGarmo, Fairchild, or Metcalf that would have an impact on space allocated to them.
- **WGLT:** WGLT aims to move to a new site because its current location does not allow for adequate parking or expansion to maintain technology integrity. The new site should be in a high traffic area and possibly offer space for community and university gatherings that would advance the institutional value of facilitating public opportunity. The Director of WGLT is working to increase fund raising efforts to advance progress on making this new site a reality.
- **Stevenson Hall:** The College has played an active part in planning for the expanded Stevenson-Turner Life-Safety Project. The life-safety portion of the project as it concerns Stevenson Hall was substantially completed at the start of the 2009 fall semester; the expanded portion of the project (i.e., entrances, windows, and restrooms) is projected to be completed by the end of fall semester 2009 or early in the spring semester of 2010.
  - The next scheduled, and final, move of Stevenson faculty and staff will occur when the individuals in the Department of Languages, Literatures, and Cultures, the College office, and some Math and English NTTs/GAs move back into Stevenson. No one currently on the third or fourth floor of Stevenson will have to move with the exception of individuals involved in the Writing Program. The College responded to an RFP for reallocation of vacant space in Stevenson in October of 2007 and revised our response in the fall of

2008. The requests concerning third and fourth floor have been realized. The request for the space on first floor previously occupied by UCLA has been approved. This space will be utilized for the offices of the Writing Program Director, Assistant Director, secretary, and Writing Center GAs. In addition, space within the former UCLA space will be used for classroom, seminar, and mentoring space for the Writing Center so that it can better support students in English 101 and English 101.10.

- Although consolidation of departments is greater than it was before the renovation, English faculty and staff offices are found on every floor of the building and Mathematics has offices on two floors. The English Publication Unit is housed across campus in Fairchild Hall. Ideally, space could be found that would further increase the consolidation of departments within the building and would allow the English Publication Unit to move to Stevenson.
- Additionally, many of the departments housed in Stevenson have grown as their programs have increased in size and are now faced with shortages of office space for new hires and graduate students.
- **Fell Hall:** The School of Communication will need office space when new faculty are hired. At the present time, each office that could be offered to a TT faculty houses three to four NTTs. Additional space will need to be found to house NTTs as faculty members are hired.

## **COLLEGE OF ARTS AND SCIENCES – Short term facilities needs in priority order**

### **Priority 1. Creation of an additional teaching laboratory for the Department of Chemistry**

This project is placed as the College's first priority because our Department of Chemistry is consistently among the top 20 producers of American Chemical Society (ACS) - certified BS degrees in the United States. The ACS is the national organization that approves Chemistry programs and certifies bachelor graduates in Chemistry. In 2008, the ACS revised its guidelines for approving Chemistry degree programs. In order to continue producing ACS-certified graduates, it is necessary to revise the core curriculum in Chemistry at Illinois State University.

In order to comply with ACS' new guidelines, in the fall of 2009 the Chemistry Department approved a curriculum revision that included the establishment of a new laboratory course to be taken by all Chemistry majors. Because the Department's existing teaching laboratory space is already fully utilized for teaching other courses, the Department must find additional laboratory space in which to teach this new course which is required to maintain their ACS certification.

Several options exist for developing this laboratory space. The less desirable option concerns a chemistry laboratory currently held by the Chemistry Department in Felmley Hall of Science (FHS, room 301). This space is presently underutilized but could be renovated at an estimated cost of \$41,000 and then used to meet the need for additional laboratory space. However, using this space is less than ideal because it would require the ongoing movement of chemicals, glassware, and supplies from the stockroom in SLB to the third floor of FHS. Chemistry stockroom personnel would also be required to maintain a presence in FHS while the laboratory

is in use. Furthermore, the space in FHS 301 (with some remodeling) is ideal for research programs in Health Sciences, which already occupies other space on the third floor of FHS.

The more desirable option is renovation of space in SLB. We propose to renovate an office suite and conference room (Rooms 203 and 204) on the second floor of the Science Laboratory Building (SLB) into an instructional laboratory (approx. 950 - 1000 sq. ft.) to accommodate a new course to be required for the Chemistry major. The new laboratory will need two fume hoods, several sinks, R.O. water supply, and up to 28 student stations. These student stations will include lockable drawers for glassware and equipment storage. To control costs, we propose to move and rehabilitate (as necessary) countertops and cabinetry from Felmley Hall of Science (FHS) room 301.

The office space lost in the renovation of the second floor suite is to be replaced by renovating SLB 116 to include an office space with cubicles and a small storage area. SLB 116 is presently a medium-term storage room for the Chemistry stockroom. Many of the lesser-used items from SLB 116 would be moved to available storage area in the basement of SLB. The small storage area remaining would be adequate for stocking the most frequently accessed items.

The estimated cost for these renovations is \$250,000.

In the interest of chemical safety and more efficient utilization of stockroom staff and laboratory space, it is clearly in the interest of the University, the Colleges of Arts & Sciences and Applied Sciences & Technology, and the Departments of Chemistry and Health Sciences to create new laboratory space in SLB and remodel FHS 301 to suit the needs of Health Sciences. This plan solves urgent instructional and research needs with only a relatively modest investment.

## **Priority 2. Development of Renewable Energy Instructional and Research Laboratory (Turner 111 and 132) and a Permanent Location for the Center for Renewable Energy**

**(The same request is found in the CAST section of this report.)**

Turner 111 and 132 previously housed an instructional and research laboratory assigned to the Department of Agriculture (AGR). The Ropp Renovation was completed in summer 2009 which included renovated instructional and research facilities to replace the space in Turner. Thus, these facilities are now located in Ropp. During the Life Safety Project currently taking place in Turner, fume hoods, lab benches, and cabinets have been removed in Turner 111 and 132. Some walls and doors have also been demolished, thus, leaving two large rooms that will have updated paint, flooring, electrical including lighting, and HVAC. This space is targeted for the Renewable Energy Instructional and Research Laboratory.

Concurrently, the new interdisciplinary major (Departments of Technology, Agriculture, and Economics) in Renewal Energy is expanding rapidly. There has been great student interest and demand for the major. A search for a faculty member to provide leadership to the Renewable Energy major is currently underway. Anticipating a successful conclusion to this search by the middle of the 2010 spring term, immediate attention will then turn to developing a conceptual plan for a proposed Renewal Energy Instructional and Research Laboratory in the vacated space

in Turner 111 and 132. It is anticipated that a detailed plan with estimates for the development of this laboratory will be included in the FY12 budget request.

### **Permanent Location for the Center for Renewable Energy**

The Board of Trustees of Illinois State University approved the establishment of the Center for Renewable Energy in 2007 and the Center received Illinois Board of Higher Education approval in 2008. The Center was initially funded by a \$990,000 grant from the U.S. Department of Energy (US DOE) to research renewable energy, to establish a major in renewable energy at Illinois State and to establish and administer the Illinois Wind Working Group (IWWG). The Center also received a grant from the Illinois Clean Energy Community Foundation to help complete its state-of-the-art renewable energy laboratory.

The Center has three major functional areas:

- Supporting the renewable energy major at ISU
- Serving the Illinois renewable energy community by providing information to the public
- Encouraging applied research on renewable energy at ISU and through collaborations with other universities.

The Center for Renewable Energy full-time staff consists of Janet Niezgoda, Pam Fuller, Sue Deason and Matt Aldeman. Faculty members associated with the Center are: David Loomis, Director and Associate Professor of Economics; Randy Winter, Associate Director and Professor of Agriculture; David Kennell, Associate Director and Instructional Professor of Technology. All of these faculty members are part-time with the Center.

The Center has worked to include other faculty members in research projects across campus. These have included James Payne (Dean, CAS and Economics), J. Lon Carlson (Economics), James Jones (Katie School of Insurance) and Anthony Lorsbach (Curriculum and Instruction).

The staff is now scattered across campus in temporary space provided by sponsoring departments. Three staff members are housed in the Ropp Agricultural Building and one is housed in Stevenson Hall. Associated faculty have their offices in their home departments but no space to meet with Center staff. The Center needs a dedicated space so that all the staff can be together in one location. Specifically, the Center needs:

- **4 - 12x10 offices for existing staff** – Current staff of Janet Niezgoda, Pam Fuller, Sue Deason, and Matt Aldeman need office space with walls and doors. Staff members are frequently on conference calls so a cubicle arrangement would not be adequate.
- **20x30 conference room for meetings and staging area for conference preparation** – The Center hosted 5 major conferences with 100-400 attendees and 9 smaller events with 20-50 attendees. This room will be used to collate presentations and put together binders for each event. This room will also be used for staff meetings and to meet with outside renewable energy companies.
- **12x10 office for shared faculty space** – Faculty members (David Loomis, Randy Winter and David Kennell) need office space when they are working with Center staff. This can

be a single shared office since they will maintain their main office in their home departments.

- **Small kitchen with running water and a small counter for microwave and refrigerator (or access to one)** – This will be used to make coffee for staff and guests, store and heat lunches and host outside guests.
- **Copier room (or access to one)** – This will be used for office copies and conference materials
- **2 – 12x10 offices for future staff (we have added 3 staff in less than 1 year)** – Since the Center has already grown rapidly, it would be prudent to plan for expansion so that staff do not have to be separated again due to lack of nearby office.
- **10x10 storage area** – Conference binders, equipment, paper, posters and exhibit displays need to be stored between events.

## **COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY**

Having up-to-date facilities is absolutely critical to attracting students and faculty, delivering quality undergraduate and graduate instruction, in maximizing research efforts of students and faculty, and in the successful pursuit of external funding. Facilities in the College of Applied Science and Technology (CAST) are located in thirteen different buildings and venues both on- and off-campus. CAST has eight schools and departments offering a wide variety of programs preparing graduates for professional and technical positions in education, government, business, and industry. Given the wide array of dynamic disciplines ranging from Horticulture to Computer Science, facility needs will continue to be an ongoing challenge.

The Turner Hall renovation has provided a cost-efficient opportunity to renovate space to improve facilities for the Departments of Family and Consumer Sciences and Technology. In order to take full advantage of this window of opportunity, there have been facility renovations in FY10 that are sequential to requested renovation projects in FY11 and beyond. As the CAST Dean's Office, the Department of Family and Consumer Sciences, the Department of Technology, and the Child Care Center anticipate and plan for moving back into an improved Turner Hall, this will create new possibilities for upgrading the existing CAST facilities for current and future needs. Some of the CAST facility requests included in this document will be included in the FY11 budget requests while others will be further formulated and refined for inclusion in future years. All facility requests are made with a clear line of sight to Department/School goals and objectives, the *CAST Strategic Plan*, and *Educating Illinois*.

### **FY11 Project Requests**

#### **Applied Safety and Ergonomics Teaching (ASET) Laboratory Development**

The Safety program in the Department of Health Sciences (HSC) prepares graduates to be employed in a variety of public and private sector positions in settings that include manufacturing, insurance, construction, and government. In order to properly prepare these safety professionals, it is critical that an Applied Safety and Ergonomics Teaching (ASET) Laboratory for this program be developed. The mission of the ASET Laboratory in the

Department of Health Sciences is to provide students with applied learning opportunities that bridge the gap between classroom theory and professional practice in the areas of occupational safety and ergonomics. In this way, future graduates of the program will be better equipped to make positive contributions as safety and health managers and representatives. Currently, the curriculum is lacking the state-of-the-art equipment and facilities to provide opportunities for students to explore creative and efficient solutions to professional problems that may be experienced in industry. Practically speaking, there is reason to be concerned about this because of the evolution of the discipline, where expectations of graduates for critical analysis, effectiveness and creative and fiscally responsible programs are continuously rising. Academically, there are tremendous opportunities for reinforcement and clarification of classroom theories that are being missed without a lab or equipment to develop learning activities. The ASET Laboratory is very much intended to be an evolving teaching laboratory that will create those opportunities through classroom initiatives and external research projects that assimilate new technologies and ever-changing targets in safety and health.

The HSC Department has identified Felmley 301 as a potential site to develop this lab. This space is currently a chemistry laboratory that has been unused for the past decade. However, any development of this space by HSC is contingent upon the Department of Chemistry not needing the space for instructional purposes. If this space proves to be unavailable to HSC, then the department requests that some other appropriate space (high ceiling, adequate square footage) be assigned so that development of this lab can be pursued. Faculty in the Safety program have had some success in procuring funding from external sources for equipment related to their program and feel optimistic that funding would be available for the development of this lab as soon as an appropriate space is identified. There is strong demand for safety professionals and an instructional lab would help attract and prepare students in this area. The cost estimate below is based on the renovation of Felmley 301.

*Estimated costs of renovation: \$72,000*

### **Turner Hall Improvements**

There are a number of other improvements needed in Turner Hall that are needed to enhance programs in the Departments of Technology and Family and Consumer Science (FCS). The following improvements are being planned in conjunction with the Turner Life Safety project in FY10. These changes are critical to viability of TEC and FCS programs in the future, and completing these relatively modest projects in conjunction with the Life Safety project offers an opportunity to make these needed improvements for little or no expense.

- **Renovation of FCS Kitchen Area (Turner 129, 131, and 133)**

The FCS kitchen area located in Turner 129, 130, and 131 was designed when Turner Hall was constructed at a time when the focus was food preparation in domestic settings. The Food, Nutrition, and Dietetic (FND) sequence now is focused on preparation of foods in commercial settings such as healthcare organizations, food service in large companies, or educational settings. Clearly, the type of equipment needed for commercial food preparation is vastly different than in domestic settings. This necessitates a complete

renovation of the current FCS kitchen facilities that would include new commercial design and equipment.

*Estimated costs of renovation: \$250,000*

*Estimated costs of new equipment: \$100,000*

- **Renovation of Display and Storage Area of Lois Jett Historic Costume Collection (Turner 126 suite, 132D and 132E)**

Currently, the Lois Jett Historic Collection houses 2000+ dress artifacts from the 19<sup>th</sup> and 20<sup>th</sup> centuries including men's, women's, and children's clothing, shoes, hats, handbags, jewelry, and paper goods such as fashion magazines and commercial patterns. The collection is a teaching collection and the artifacts are used for instruction in FCS 361: Fashion History I and FCS 362: Fashion History II. The collection is also a popular resource for alumni events and Founder's Day. Donating an artifact to the collection creates an emotional investment on the part of the donor and generally leads to broader contributions to the Family and Consumer Sciences department.

The current mission of the Collection is twofold: first, to begin collecting designer (couture and ready to wear) artifacts and ISU memorabilia (i.e. retired athletic uniforms or clothing owned by influential ISU figures); and second, to meet the criteria to obtain museum status. This would include more space to expand the collection, appropriate gallery space for exhibition, and proper storage in a climate controlled facility. In order to preserve this collection, the storage areas should have constant temperature (65-75 degrees F) and humidity (45-55%).

Museum status would allow collection curators, Dr. Tricia Johnson and Dr. Jennifer Banning to apply for grants through the Institute of Museum and Library Services to enhance the collection and the curriculum. The Institute of Museum and Library Services is the primary source of federal support for the nation's 122,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas. The Institute works at the national level and in coordination with state and local organizations to sustain heritage, culture, and knowledge; enhance learning and innovation; and support professional development. These grants are generally up to \$500,000 repeatable for up to three years and approximately half of all applicants are funded annually.

The portion of the 126 suite just west of Dr. Johnson's office (Turner 126A) would make appropriate exhibition/gallery space for the Collection with the removal of the two partial walls that exist. The two partial walls create a room within a room space. Removal of the two walls would allow for one large room.

If an exhibition/gallery space were created, 10-12 museum mannequins and display cases would be needed for the area. The mannequins currently in use are retail display mannequins appropriate for visual merchandising purposes, but are not appropriate for delicate 19<sup>th</sup> century and early 20<sup>th</sup> century artifacts to be displayed. Cases would need to be installed into the exhibition/gallery space for appropriate museum display. The

Collection currently owns one display case. Retail display cases are less expensive than museum display cases and would be acceptable if the exhibition/gallery area were climate controlled.

*Estimated Costs of Renovation: \$40,000*

### **Projected Future Project Requests**

#### **Development of Renewable Energy Instructional and Research Laboratory (Turner 111 and 132)**

Turner 111 and 132 previously housed an instructional and research laboratory assigned to the Department of Agriculture (AGR). The Ropp Renovation was completed in summer 2009 which included renovated instructional and research facilities to replace the space in Turner. Thus, these facilities are now located in Ropp. During the Life Safety Project currently taking place in Turner, fume hoods, lab benches, and cabinets have been removed in Turner 111 and 132. Some walls and doors have also been demolished, thus, leaving two large rooms that will have updated paint, flooring, electrical including lighting, and HVAC. This space is targeted for the Renewable Energy Instructional and Research Laboratory.

Concurrently, the new interdisciplinary major (Departments of Technology, Agriculture, and Economics) in Renewal Energy is expanding rapidly. There has been great student interest and demand for the major. A search for a faculty member to provide leadership to the Renewable Energy major is currently underway. Anticipating a successful conclusion to this search by the middle of the 2010 spring term, immediate attention will then turn to developing a conceptual plan for a proposed Renewal Energy Instructional and Research Laboratory in the vacated space in Turner 111 and 132. It is anticipated that a detailed plan with estimates for the development of this laboratory will be included in the FY12 budget request.

#### **Permanent Location for the Center for Renewable Energy NOTE THIS IS THE SAME REPORT AS FOUND IN THE CAS PORTION**

The Board of Trustees of Illinois State University approved the establishment of the Center for Renewable Energy in 2007 and the Center received Illinois Board of Higher Education approval in 2008. The Center was initially funded by a \$990,000 grant from the U.S. Department of Energy (US DOE) to research renewable energy, to establish a major in renewable energy at Illinois State and to establish and administer the Illinois Wind Working Group (IWWG). The Center also received a grant from the Illinois Clean Energy Community Foundation to help complete its state-of-the-art renewable energy laboratory.

The Center has three major functional areas:

- Supporting the renewable energy major at ISU
- Serving the Illinois renewable energy community by providing information to the public
- Encouraging applied research on renewable energy at ISU and through collaborations with other universities.

The Center for Renewable Energy full-time staff consists of Janet Niezgoda, Pam Fuller, Sue Deason and Matt Aldeman. Faculty member associated with the Center are: David Loomis, Director and Associate Professor of Economics; Randy Winter, Associate Director and Professor of Agriculture; David Kennell, Associate Director and Instructional Professor of Technology. All of these faculty members are part-time with the Center.

The Center has worked to include other faculty members in research projects across campus. These have included James Payne (Economics), J. Lon Carlson (Economics), James Jones (Katie School of Insurance) and Anthony Lorsbach (Curriculum and Instruction).

The staff is now scattered across campus in temporary space provided by sponsoring departments. Three staff members are housed in the Ropp Agricultural Building and one is housed in Stevenson Hall. Associated faculty have their offices in their home departments but no space to meet with Center staff. The Center needs a dedicated space so that all the staff can be together in one location. Specifically, the Center needs:

- **4 - 12x10 offices for existing staff** – Current staff of Janet Niezgoda, Pam Fuller, Sue Deason, and Matt Aldeman need office space with walls and doors. Staff members are frequently on conference calls so a cubicle arrangement would not be adequate.
- **20x30 conference room for meetings and staging area for conference preparation** – The Center hosted 5 major conferences with 100-400 attendees and 9 smaller events with 20-50 attendees. This room will be used to collate presentations and put together binders for each event. This room will also be used for staff meetings and to meet with outside renewable energy companies.
- **12x10 office for shared faculty space** – Faculty members (David Loomis, Randy Winter and David Kennell) need office space when they are working with Center staff. This can be a single shared office since they will maintain their main office in their home departments.
- **Small kitchen with running water and a small counter for microwave and refrigerator (or access to one)** – This will be used to make coffee for staff and guests, store and heat lunches and host outside guests.
- **Copier room (or access to one)** – This will be used for office copies and conference materials
- **2 – 12x10 offices for future staff (we have added 3 staff in less than 1 year)** – Since the Center has already grown rapidly, it would be prudent to plan for expansion so that staff do not have to be separated again due to lack of nearby office.
- **10x10 storage area** – Conference binders, equipment, paper, posters and exhibit displays need to be stored between events.

### **Facility Upgrades at the University Farm**

The University Farm is located in Lexington, IL. In an operation such as this, there is an ongoing need to maintain and/or upgrade this facility. There are two initiatives that need immediate attention.

:

- **Repairs to the Beef Finishing Barn** – The roof and siding of the Beef Finishing Barn at the ISU Farm are in need of repair to prevent further water damage from leaks. The water damage is degrading the building's structure. Repairs are needed to eliminate further water damage to the building structure.
- **Bridge Safety Enhancement** – The bridge on the west side of the ISU Farm is the only access point to transport equipment for crop production and harvest (the farm is landlocked on all other sides) to approximately 80 acres. Additionally, students and guests of the farm, including high school judging team, use the bridge to access this west section of the farm. The bridge shows significant cracks in the supporting foundation which poses a life safety risk to students and staff driving equipment across the bridge. The bridge crosses a drainage creek which has recently been widened by the Natural Resource Conservation Service to improve drainage of the local watershed. This creek expansion is contributing to further erode the foundation of the bridge and increasing the need to make these repairs.

### **Renovation of Old Union – School of Information Technology (FY12)**

The School of Information Technology (ITK) is housed in Old Union. To accommodate current future directions in enrollment, external funding, curriculum including general education, and to generally update the general functionality of the building, ITK would greatly benefit in the future from additional space in Old Union. Specifically additional space is needed for:

- Two additional 25 seat instructional computer labs to accommodate the anticipated growth in general education enrollments from ITK140.
- Expansion and addition of technology specialty research labs, such as Convergence and Enterprise Systems.
- Installing the ITK dedicated IBM mainframe in Old Union.
- Part-time faculty offices more appropriate than the current situation (a room with building mechanical operations).
- The ITK Student Club.
- Undergraduate and graduate team project/research workspace.
- Traditional classrooms to be consolidated from Stevenson to Old Union.

Preliminary discussions have taken place with ISU Facilities Management about these needs. It is difficult for us to come up with detailed planning or costs estimates until specific space has been identified. Possible areas for expansion in Old Union include:

- OU 116 – currently utilized by ISU Printing Services
- OU 212 – currently utilized by Fine Arts as music practice modules.
- OU 301, 309, 310, 311, 313 – currently utilized by WGLT

Obviously, the potential renovation of these spaces is contingent on the current occupants being relocated. These possibilities need to be pursued in the near future.

In the immediate future, there are some additional issues related to the building issues that need to be addressed in the near future. The highest priorities of these are:

- Replacing OU building windows to be more energy efficient and functional.
- Upgrading the heating and cooling systems, particularly on the west side of the building.
- Improving the general appearance on the Quad side of the Old Union.
- Painting and carpeting selected offices.

### **Relocation of Motorcycle Safety Instructional Center**

The Motorcycle Safety program is currently taught at a facility on Gregory Street. This has been a successful program for many years that has brought millions of dollars of external funding to the university as well as provided an important public service. As the success of the program has grown, the current facility is too small. Additionally, with the development of the Gregory Street property and the residential area on the east side of Gregory, it would be quite advantageous to relocate and expand the Motorcycle Safety Instructional Center. One possible location suggested by Facilities Planning in recent years would be on land located on Parkside Drive directly across from Normal West High School. This is land already owned by the university not contiguous to a residential neighborhood that would allow construction of two instructional areas and expanded classroom and storage facilities. This would allow the program to continue to prosper and reach its full potential while freeing the current site for future development.

### **Relocation of CAST Dean's Office to a Quad location (Future)**

The University Quad is the academic center of the university. With the completion of the SFKR complex, four of seven academic schools/departments (KNR, HSC, ITK, and CJS) in CAST will be located on the Quad. All other College offices as well as the Provost's Office are located on the Quad. Thus, it would be highly desirable for the CAST Dean's office to also be located within the academic center of the university. While it is unclear where or when this might be a possibility, CAST believes that every effort should be made to relocate the CAST Dean's office to an appropriate site on the Quad when the opportunity presents itself.

## **COLLEGE OF BUSINESS**

The College continues to take pride in our five year old facility. This building, our faculty, and our programs continue to foster higher enrollments and faculty numbers even while standards have been increasing. Additionally, our facility and the resulting strength of our business partner relationships are fostering new institutes, minors, and majors.

In 2001 when our building project was approved the State established a size limits and space utilization guidelines based on a 1990 needs assessment. These State mandated constraints challenged the Architects and the University to engineer as much flexibility for growth as possible. Part of that process was the funding of 6300 square feet of undeveloped space that

could be finished later as needed to support the College and University. Although the development of this space was previously considered an attractive contingency our needs for support are beginning to make this development a planning requirement. Shown below is information on our growth and how development of the unfinished space would support these services.

- **Space Utilization Challenges:** The College continues to attract well qualified students and implement new programs.

- Increased enrollment of 29%

<u>Enrollment Data</u>	<u>2004</u>	<u>Fall 2009</u>
Undergraduate	2500	3332
Graduate	240	203

- Increased enrollments have resulted in a 10% increase in faculty

	2004	Projected Fall 2010
Number of TT	85	88
Number of NTT	23	30

- We continue to improve our support for industry and its ties with our student programs. In 2004 we had the Katie School of Insurance, the Institute for Entrepreneurial Studies/Small Business Development (IES/SBDC) Center, and the Professional Sales Institute. The Professional Sales Institute recently hired a full time director who will have to work from a faculty office pending our ability to reorganize for additional space. We are also adding an International Business Institute and an Organizational Leadership Institute, both of which should be staffed and require space within the next two years. These new centers for learning will need administrative/office spaces to support their continued development.

- **Planning for Utilization of Unfinished Space:** The College has developed several contingency plans for the unfinished space at the West end of the lower level. The plan would support increased services for students, expand class support and add office spaces providing additional flexibility in other areas of the building. This plan has an estimated cost of \$1,500,000. Currently this project is considered a contingency for funding by a major donor, but it is expected in the coming years to be a part of the Universities priorities for development. Listed below are some features being considered for this space.

- Quiet lounge for student study as an option that complements seating in the Atrium
- Team Rooms suite to support scheduled access for class support
- Two departmental classrooms (30 seat and 40 seat) that would expand the College's class support in the building.
- 6 to 9 Administrative offices available to support NTT faculty or graduate assistants
- Expansion of the main, open, computer lab with the addition of approximately 55 additional computer work stations

## COLLEGE OF EDUCATION

The College of Education continues to improve the limited space it occupies through a number of rehabilitation and area improvement spaces. Efforts continued in FY '10 to maximize the efficient use of faculty offices and classroom/meeting rooms to accommodate the increasing population of faculty and students in the college. FY '10 improvements included the conversion of the DeGarmo 52 distance education room into the Teacher Education Portfolio Lab, which provides e-portfolio training opportunities to all teacher education students and faculty from across campus. Also, 50 windows were replaced on the exterior of DeGarmo Hall. This was an important upgrade, as many of those windows were leaking or damaged.

The College of Education has a continuing need to address severe space allocation issues. With the hiring of new faculty members for FY '11, we continue to face the challenge of finding space for our employees. Throughout the college, we are continually looking for ways to create or alter space for our constituents. These efforts include using rooms for a mixture of academic and administrative purposes, dividing offices into two or more smaller spaces, and temporarily “borrowing” empty offices from other colleges while they search for new faculty and staff. It has become incredibly difficult to offer even the most rudimentary conditions, such as a private office space, to our tenure track faculty. To do this, we are forced to crowd multiple non-tenure track faculty and graduate assistants into offices designed for one person.

### **DeGarmo Hall**

In DeGarmo, the Department of Psychology presently occupies approximately 1/3 of the space designed to accommodate faculty, staff, and graduate assistants, while the remaining 2/3 of the space is occupied by all three of the College of Education's departments, the Dean's Office, the Lauby Teacher Education Center, the Jean Borg Literacy Center, the Center for Education Policy, and the Laboratory School administrative office. It is clear that the workspace in DeGarmo Hall is no longer sufficient to accommodate the growth being experienced by both the College of Education, **Error! Bookmark not defined.** and the Department of Psychology. In FY '08, a formal proposal was submitted to Assistant Provost Charles McGuire by Dean Curtis and Dean Olson requesting that when Williams Hall is no longer needed for surge space and is appropriately renovated, the Department of Psychology be moved into Williams Hall and DeGarmo Hall be assigned entirely to the College of Education. In FY '10, the document was reviewed by Dean Payne, who verbally agreed that the proposal is an appropriate one.

This year, as part of the FY 2011 appropriated funds operating budget and capital appropriations request, the Williams Hall Renovation project was moved down three positions on the capital request priority list to number five, two spots below the DeGarmo Hall Rehabilitation project. The Mennonite College of Nursing Building project was moved up two positions on the priority list to number two. As a result, the previous proposal to move Psychology to Williams Hall after its renovation has been rendered obsolete due to the fact that Williams Hall will not be renovated, and therefore not available for occupation by the Department of Psychology, before the DeGarmo Hall project is scheduled to begin.

The reordering of the capital request priority list results in even more pressure on both the College of Education and the Department of Psychology to find a solution to their severe space issues. It is absolutely vital that a short-term solution be found to this problem before funding

becomes available to begin the rehabilitation of DeGarmo Hall, especially considering the unlikelihood that this project would even begin in the next 10-15 years.

DeGarmo 21, which is a large room, has the potential to alleviate some of the space concerns that exist for the College of Education. Because of the present configuration of that room, however, we are unable to repurpose it and also satisfy the requirements of the Americans with Disabilities Act (ADA). The college has investigated the cost of adapting that room to meet ADA requirements and still function as a space that can be effectively utilized by faculty and staff, but currently there are no funds available to begin that work.

Departments continue to identify spaces that could be divided into two smaller rooms. The result is an extra office space at the expense of square footage in each of the two rooms, or the loss of a room that was originally designed for a different purpose (such as meeting room space). There are very few rooms left on the floors assigned to the College of Education that could be divided into separate usable spaces.

Enhancements to existing facilities continue to be a priority for the College in terms of faculty retention. The College has a vested interest in keeping its allocated facilities modern as well as functional. In FY '10, the College of Education dedicated the new Teacher Education Portfolio Lab in DeGarmo 52. This facility provides a space for teacher education students and faculty across campus to attend workshops and receive assistance in creating and maintaining their online teaching portfolios.

Public space improvements were completed, such as new carpeting in hallways, and new paint, carpeting, and light fixtures in faculty offices.

Additional improvements to the building, both internal and external, are needed in order to assist in our effort to attract and retain quality faculty members. These spaces include the following:

- Department of Special Education Main office, faculty offices, cabinets in the hallway, flooring in the lobby area, and GA offices
- SEAT Center - the abatement of all asbestos and a new electronic locking system
- Department of Curriculum and Instruction - rewiring of faculty offices to accommodate the new voice over IP (VOIP) phone system
- Satellite office in Chicago to assist faculty planning of instruction and supervision.

Finally, the roof and basement areas of DeGarmo have deteriorated to the point that leakage has become a serious problem. Short-term solutions have been established, such as roof “diapers” that drain into trashcans in the hallway. While this diverts the water away from materials in offices and classrooms, it detracts from the pleasant physical atmosphere we are trying to maintain in DeGarmo in an effort to attract and retain quality faculty, staff, and students. A longer-term solution is needed to solve the problems with leakage in DeGarmo Hall.

### **Laboratory Schools**

Improvements to facilities were made at both Thomas Metcalf School and University High School in FY '10. Descriptions of these updates are detailed below:

### ***Thomas Metcalf School***

The Metcalf Zimmerman Library renovation was completed during the summer of 2009. New carpeting was installed, as well as new paint and furniture coverings. Also renovated this year was a middle school classroom that previously housed therapy services. A new bathroom and laundry room were built as part of this renovation. In an effort to improve safety for students at Thomas Metcalf School, a permanent fence was installed on the playground to separate vehicle traffic from the playground area.

### ***University High School***

The interior of Stroud Auditorium was gutted over the summer in preparation for the Stroud Auditorium Rehabilitation project work that was began shortly thereafter. As part of this large renovation project, the University High School roof was redone, which should address ongoing problems with leakages. However, during this work, a leak was discovered over the gym area, but not before it caused major floor damage. As a result, approximately 40% of the gym floor was replaced and the entire floor was refinished.

### ***FY11 Needs***

The stage floor in Hayden Auditorium continues to buckle, thereby creating safety issues for the users of this space. Stopgap measures have been taken, but the floor will likely need to be replaced.

The locker rooms in both schools are still equipped with the original furnishings (1950 for Metcalf and 1965 for U-High). Lockers, benches, and shower and bathroom facilities all need to be updated to provide a safe, clean environment for U-High students and visiting teams who share these locker rooms.

U-High is also examining alternatives for updating or replacing the hallway lockers, which have been in use since the building was constructed.

## **COLLEGE OF FINE ARTS**

- **New Fine Arts Complex** -- The top long-term facilities priority for the College of Fine Arts is continued planning for the upcoming new/renovated Fine Arts Complex (\$54 million passed by the legislature and signed by the Governor as part of a larger capital bill). The college has completed the extensive process of detailing the academic and support needs of the college to insure that new spaces meet the unique requirements of music, art, theatre, dance, and arts technology curricula, and now is focusing on fundraising to enhance the amount of instruction space we can have in the facility.
- Once we receive a go-ahead to start planning, the challenges will include dealing with inevitable complex temporary programmatic moves, finding the best way to incorporate all the Fine Arts areas (some of which are scattered across campus),

interfacing with the local community, and continue looking for creative ideas to augment what can be done with the anticipated capital funding from the state (which will not, on its own, solve all the facilities needs).

- **Equipment and Support Spaces for CPA** The successful completion of the Center for the Performing Arts in Fall, 2002, brought to the university a world-class Concert Hall and Theatre to showcase the work of our students and to support the educational mission of the College. However, the college is still working to properly equip the spaces for their use, and also hopes to address the missing support spaces, including, but not limited to: office, rehearsal, warm-up and dressing facilities.
- **Safety Issues** -- In the short term, the college is continuing to resolve safety issues in the current buildings, and find “band-aid” solutions for ongoing problems. A high priority in FY ’11 is new carpeting for Kemp Auditorium. This is a space that is heavily used for instruction and the old carpeting is now a serious safety concern, particularly on the steeply raked staircases.
- **University Galleries and Uptown Normal** -- The College is concerned about the ability to protect valuable artworks (and to attract quality traveling exhibits) in the University Galleries given the recent history of serious ceiling leaks. The College is looking at short-term fixes (which also include the need to replace the antiquated lighting system), along with the possibility of moving the galleries entirely to Uptown Normal.
- **Uptown Normal Presence** -- A strong College of Fine Arts Presence in Uptown Normal (including University Galleries and a flexible theatre) will add an incredibly strong focus to outreach activities for Illinois State University, while serving curricular needs. The College looks forward to a continued partnership with the University, the Town of Normal, and the Uptown Normal developers.
- **Braden Cultural Series** – The College of Fine Arts is eager long-term to make Braden Auditorium active with a quality cultural series that will help make Illinois State University the cultural center of Illinois. This would require funding and up-front planning, but not significant facilities work at this time. The College feels that, while Braden has facilities-related defects, it would be unwise to renovate first and program second. Rather, the College looks to establish Braden as a viable cultural venue through programming and then, if successful, look into what would be needed to fix any defects.

## **MENNONITE COLLEGE OF NURSING**

Mennonite College of Nursing is in the midst of the greatest program expansion in its history. FY10 will see a doubling of enrollment not only in undergraduate sequences, but also in the

graduate program. The community, state, and national professional nurse shortage as well as the concurrent shortage of nurse faculty have resulted in a high demand for seats in MCN's undergraduate sequences, master's sequences, and Ph.D. program.

In FY 09 the University designated space in the Professional Development Building for MCN use. The original plan was to invest considerable resources to remodel the PDB in order to allow for creating space for an expanded health assessment and clinical simulation lab, house faculty offices and graduate student/student worker stations, as well as large and small conferencing space. In FY 10, these plans were modified with all nursing lab space, i.e., health assessment, clinical skills, and clinical simulation, remaining in Edwards Hall. Moderate changes were made to the PDB to create faculty/or staff cubicles, two private faculty offices and classroom/student conferencing space. A smart classroom which accommodates students for classes in both the undergraduate and graduate program is located on the lower level. Office space on the lower level is occupied by faculty, staff and graduate students. Water seepage issues on this level have been addressed on the north side of the building, and this space has been converted for doctoral student and undergraduate second degree accelerated student conferencing with surplus University furnishings. A large shared space on the first floor (six open cubicles and one private office is now being used for full-time and one part-time faculty offices. Only two (of approximately 25) adjunct faculty have access to any office space beyond one computer station for all to share.

Throughout efforts to accommodate the growing need for space, MCN seeks creative and flexible solutions built on the premise of multi-functionality. As plans changed for the creation of laboratory space in the Professional Development Building, assigned classroom space in Edwards Hall, Room 103 was converted to accommodate additional health assessment and clinical skills lab space. The majority of furnishings in this room were donated to the College or acquired from University surplus. Edwards Room 112, a former classroom space, now serves as both a laboratory classroom space and a clinical skills laboratory area.

Specialized space needs will continue to grow in the foreseeable future. Wet lab facilities for bench science research, a community clinic for faculty and student practice and dedicated clinical simulation space will require dedicated facility space. MCN hired its first nursing biological researcher in FY 10. This faculty member has received a joint appointment in biological sciences and is currently using laboratory space in the School of Biological Sciences. Dedicated clinical simulation space is of the highest priority need and critical to assuring students gain the critical thinking and priority setting skills needed to deliver safe, high quality care, in the current high-tech, high-acuity, practice environment. It is common practice for clinical simulation laboratories to provide for one-way real time observation by faculty, videotaping, video streaming to a larger classroom and a gathering area to debrief students after they have completed learning scenarios with computerized mannequins. Given the expansion with new clinical sites and new clinical faculty, clinical simulation is imperative to assure competencies. Space is needed in the quality simulation labs to allow the immediate playback of student performance video with faculty debriefing.

## **Priority**

The current facilities priority at MCN is the creation of clinical simulation space with one-way real time observation and videotaping and debriefing capabilities. EDW Room 112, now a multifunctional classroom/clinical skills laboratory space, sits between two clinical skills/clinical simulation labs. Building on the premise of keep space multifunctional, MCN proposes that east and west walls of 112 be modified to incorporate one-way observation windows into labs adjacent to the room. This room can then be used to observe and tape student performance in labs adjacent as they complete simulation scenarios. Room 112 will then be used by faculty for debriefing of students and video playback. Although new schedules to accommodate the expansion are being drafted, it will be necessary in the short term to expand hours for health assessment and clinical simulation into the evening hours and weekends.

As the expansion increases, additional remodeling may be needed to transfer Rm. 315 into faculty cubicles, or lab space depending on the highest need. As more clinical faculty are hired to cover the expansion, additional office space may be needed.

### **SUMMARY OF MCN REQUESTS:**

1. Renovation of Clinical Simulation Lab to allow for one way mirror and videotaping and video streaming to bring lab in line with common practices and assure competencies
2. Renovation of Rm. 103 that was converted last year from classroom to health assessment lab to allow for setting up two different labs to accommodate expansion.
3. Renovation of Rm. 315 to accommodate either extra lab space or faculty offices given most pressing need ( BOTH are needed, but this is the only space left)
4. Renovation of Mezzanine area including temperature control for faculty offices.

## **MILNER LIBRARY**

### **Milner Library**

Milner Library faculty, staff and patrons are excited to see the library rise to the number 1 position on the capital projects list. We all are, however, aware that it could be several more years before the library expansion and renovation become a reality. In the mean time, there are several facilities projects that need to move forward in order to render the library a suitable place for the campus community learn and work.

**Milner Library Expansion and Renovation:** The expansion and renovation of Milner Library has finally officially risen to the number 1 position on the University's Capital Development List. The need for Milner's project, now estimated to be \$70 million, has grown since it was first added to the list eleven years ago. The library will be out of shelving space in two years and has been forced to turn the leaky first floor into an on-site storage facility. The Library is far below standards for seating space as we have made room for collections. Gate counts continue to rise as more and more students congregate at Milner for their information and study needs. The University Archives has moved to the Warehouse Road Complex (WRC) when ideally it should be on campus. Changing pedagogy demands a different configuration of space and services if Milner is to meet the demand of its users. Furnishings have reached their end of life. An

expanded Milner would provide on-site storage for little used materials and an environmentally secure home for the University Archives. The addition to Milner would also help meet the Library's goals of providing study spaces to meet changing pedagogical needs, excellent resources to support study and research, space to capitalize on newly formed campus partnerships,

**Power Capacity and Power Distribution System in Milner Library:** Power problems in Milner Library for many years were assumed to be ones of insufficient capacity, taxed by the increased demand which accompanied the technological revolution. In the spring of 2003, the University commissioned a power study of the Library carried out by Clark-Dietz, Inc. The study revealed that while the electrical capacity in the Library is sufficient to meet current demands, the distribution of that power is inadequate. The study also revealed that the existing power distribution equipment is seriously deteriorated due to years of water damage, creating a potentially dangerous situation. One member of the evaluation team referred to Milner as "the next Law and Justice Center," indicating that there is a strong chance for a fire or explosion. Should the distribution system fail before it is replaced, there is danger of injury to patrons or staff and damage to the collections. In the event of such a failure, repairs to the system would take several months during which the library would be out of service. While some work has been done to stabilize the system, the replacement of the system is a critical need. This project was approved as part of the FY 06 Capital Renewal Request, a program that is at least 4 years behind schedule in fund distribution. In light of this delay, and the down time that would be associated with an equipment failure, Milner requests that the University identify alternative funding to make the necessary repairs. The estimated cost for this project is \$1.2 million in FY 03 dollars.

**Coffee Bar:** In the course of the surveys and focus groups conducted by the library to determine how best to improve services to faculty, staff and students, one of the most frequently requested additions was a coffee bar inside the Library. Comment cards collected during the recent end-of-semester "study breaks" in the library also include requests for a coffee bar. In the first three months of the 2009-2010 academic year the number of students coming to Milner Library increased an average of 20.67%. This increase appears to be indicative of the higher quality of students ISU is attracting, and their desire to use the library for research and study. Whatever Milner can do to encourage students to actively pursue their education is worthwhile. This is clearly a project that is in the best interest of students, and one that answers a direct request from them.

This project would encompass approximately 2000 square feet in the southeast corner of the second floor of Milner Library. It would include a renovation of that space to accommodate the installation of a coffee bar, including water, power, data, lighting, paint, flooring and furniture on Floor 2, a sound barrier on Floor 3, and moving a service desk from Floor 4 to Floor 2. The work could be spread over two fiscal years. Milner has researched such installations at other institutions and is prepared to move forward as soon as funding is secured and a vendor can be identified.

**Floor 2 Lighting:** In surveys, focus groups, suggestion box comments, and anecdotal personal exchanges, one of the consistent requests from students is to improve the lighting in Milner. In recent surveys, students referred to the library as dark, poorly lit, gloomy, depressing, and scary.

This is especially true in the corner lounge areas of Floor 2. Lighting in the four corners of Floor 2 was meant to be decorative rather than functional. The current lighting scheme utilizes can in the ceiling shared with Floor 3, offering little light for reading. Today's student needs good lighting to be able to study. The library has augmented the existing lighting with floor and table lamps. Not only does this not significantly improve the quality of light, but it takes up scarce electrical outlets needed to plug in laptop computers.

Improving the research and study conditions for students would improve their learning experience. In the first three months of the 2009-2010 academic year the number of students coming to Milner Library increased an average of 20.67%. This increase appears to be indicative of the higher quality of students ISU is attracting, and their desire to use the library for research and study. Whatever Milner can do to encourage students to actively pursue their education is worthwhile. This is clearly a project that is in the best interest of students, and one that answers a direct request from them.

This project would assess the existing lighting, determine appropriate improvements and install upgraded lighting. This would entail the assistance of a lighting consultant, electrical wiring, and new fixtures.

**Digital Repository:** Information used by library patrons is increasingly digital, and a staggering amount of that information is created on campus in the form of course materials, archival images, streamed videos, scholarly communication, etc. These new technologies enhance the teaching and learning experience and are essential for remote users, such as distance education teachers and learners. In order to manage this activity, it is essential that the University create a digital repository. While the repository itself can, and probably should, be outsourced there is considerable foundational work to be done to prepare for that service.

Over the past year, Milner has undertaken to stabilize its crumbling technology infrastructure. An RFP for a content management system is in its final stages. Work continues in cooperation with campus computing to create virtual servers to manage Milner's existing data. But there is still much to be done to enable the library to expand into a digital repository. As rehabilitation projects have been carried out in Milner, wiring upgrades have been included. Even so, most of Milner utilizes CAT5 wiring with some areas still on T1 lines. New electrical and data wiring would be installed in the first year of the project to accommodate new and existing equipment. During the second year, a generator would be installed to provide back-up electricity in the event of a power failure.

**On-going General Up-Grades:** Milner Library was opened in 1976. The furnishing practices of that time period called for heavy oak tables, harvest gold and avocado green paint, harsh unpainted concrete surfaces, and durable but drab carpet. Thirty-three years later, many of the original furnishings remain. Additionally, when the library opened there were four computers in the building unlike the 350 installed machines in use today – not counting the innumerable laptops which students bring in the door. In the report from a series of focus groups held in 2006, students described the interior of the library as being “old, outdated, and broken down.” Students found the furniture “uncomfortable and unattractive/outdated. They especially pointed out that

the hard, plastic chairs...were very uncomfortable...Students were also critical of the wall color, the curtains and the worn-out carpeting.”

Today’s student wants a library that is comfortable, flexible and inviting. They want to be able to move the furniture around to accommodate anything from individual study to a group project with 10 other students. Since they typically stay for several hours when they come to the library, students want seating that is comfortable and supports their ergonomic needs. Students want to be able to plug in laptops since the timing of their visits frequently exceeds the battery life of those devices. And if we are to expect them to come into the library at all, the environment must be aesthetically pleasing.

While Milner has made numerous improvements over the past 10 years, there is much yet to be done. Well over half the building remains to be re-carpeted and much more than that is in need of new paint. Additional electrical outlets need to be installed wherever there is sufficient power to do so. Any new furniture that has been purchased in recent years has been devoted to increasing the amount of seating available rather than replacing the worn and out-dated furniture from the 1970s. Those older furnishings need to be retired and replaced. It has been the library’s practice to use end-of-year funds to buy carpet, paint, furniture, and to improve electrical access in the building. This request would allow that pattern to continue. The project would allow for the use of end of year money to replace set amounts of carpet, paint, furniture and electrical service in portions of the library. Estimates would be requested in January for the rehabilitation of specific areas with the projects to be completed before the end of the fiscal year.

**Green Initiatives:** During the summer of 2009, Milner participated as a sample building for the energy audit conducted through Energy Management. The results of those surveys revealed numerous ways Milner could improve lighting, HVAC, and technology practices to reduce costs for the University. In its Preliminary Technical Audit Presentation on September 23, 2009, NORESO indicated that Milner Library uses enough electricity in one year to power one house for 500 years. Given this information, it clearly would be to the benefit of the university to find ways to improve efficiency and decrease energy consumption in the library. One of the first steps in improving the energy usage at Milner would be to establish a green data center in the library and create a sound technology infrastructure. In order to get to the point of “going green,” considerable foundational work must be done in Milner.

This project would lay that foundational work. As rehabilitation projects have been carried out in Milner, wiring upgrades have been included. Even so, most of Milner utilizes CAT5 wiring with some areas still on T1 lines. New wiring would be installed over the first two years of the project. In order to store and back up the ever-increasing amount of data generated in the library, the technology infrastructure would be improved through the project. The transition to virtual servers would take place during FY11 and FY12, and additional data storage would be added in each of the three years in question. During the third year, a generator would be installed to provide continuous power in the event of an electrical failure.

If Milner is to move ahead with plans to improve energy efficiency and ultimately become a green technology center on campus, this foundational work is critical. This project lays that foundation for moving Milner into the position of energy conservation partner on campus, rather

than simply a major energy consumer. Spread over three fiscal years, the project would include the installation of CAT6 (or its superior) wiring throughout the building, an improved data storage and backup infrastructure, and the installation of a generator for protection of data against a power failure.

**Expansion of Special Collections:** Milner Library houses incredible treasures in its Special Collections area, including a world-renowned circus collection, a children's literature collection and the Sage Lincoln collection. In the past year, the reading room has received new paint, carpet and archivally-sound book cases, and work in the mechanical penthouse above seems to have improved leak problems. But the area has reached capacity for storing materials. Materials of such value require stable and secure storage, including an isolated HVAC system. This project would involve doubling the size of the current storage area and installing an HVAC system that controls temperature and humidity suitable for the long-term preservation of valuable books, documents and memorabilia. The project would also include shelving, paint, flooring, power, data, work surfaces and 2 staff workspaces. In addition, the lighting and ceiling in the existing reading room would be replaced. Design of the new space should include consultation with preservation professionals to ensure an appropriate storage environment for fragile materials.

**University Archives Cold Room:** The cold room in the WRC contains University Archives collections in environmentally-sensitive formats including photographic prints, negatives and microforms. Since these types of formats deteriorate rapidly at room temperature and in unstable environments, extended-term storage requires the use of climate-controlled spaces. The current cold room meets or exceeds Library of Congress standards for photographic storage and any expansion should perform to the same specifications.

The environment outside the cold room cannot be controlled to meet these standards for several reasons. The existing HVAC system, which serves the entire archives and library storage areas does not provide for a stable environment and allows relative humidity levels to fluctuate seasonally from 50-60% in the summer to less than 20% in the winter. The costs of cooling this entire area to archival film storage temperatures—assuming that the existing HVAC system would perform well enough—would be significantly higher than the current, warmer levels which are set to support the preservation of paper-based collections. Finally, the overall environment in the archives storage area is a work space and must be kept to a temperature that supports human comfort.

The space in the current cold room is inadequate for housing existing collections. Milner will soon acquire a large and significant collection which documents the University and the Bloomington/Normal community. In addition, the library will soon receive a substantial collection of materials related to the Brady Bunch TV show which includes a sizable media component. If the University is to protect and preserve these important collections, appropriate housing must be made available.

This project would add approximately 200 square feet of enclosed space for media storage in the University Archives at the Warehouse Road Complex. It would adjoin the existing cold room and include walls, ceiling, door, power, lighting, heavy-duty shelving and air conditioning.

**Floor 2 Speaker's Corner Sound System:** Over the past several years, Milner has become an increasingly popular venue for speakers on campus. Most high-profile speakers who give evening presentations in Braden or elsewhere on campus, agree to participate in an afternoon Q&A in Milner. These events are frequently attended by entire classes, and the number of people present regularly tops 100. In order for everyone to hear and participate in the discussions, a sound system is essential. The current portable system is not sufficient or reliable enough to meet the demands of these events.

This project would facilitate the installation of a sound system in the northwest corner of Floor 2 of Milner Library. Included in the project would be an evaluation by a sound system specialist, selection and installation of the appropriate sound system, and the attending power and data work.