

Building Meeting – Linda Stanford, August 27, 2008

Development of groups for decision making on building:

Composition-

- **Representative from each unit/department -carries information from and to the unit. Representative is unit contact - brings the information forward from the unit/department.**
- **Master group works with architect to talk about building space/layout, generates ideas, and sources information back to unit.**
- **Many decisions made by the group with the direction of Dean/project coordinator. Some decisions rely on Dean because of time and financial need.**

Visioning –

- **Faculty discussion:**
 - **What do faculty members want in the broad sense.....windows in faculty offices, conference room for each department, kitchen on each floor, information boards.**
- **Education technology discussion:**
 - **Where do they see themselves meeting, classroom technology-multi-feeds, thunder room, ability to view presentations from office, acoustically sound, cameras for feed and video taping. Cameras in treatment room for digital storage and faculty evaluation.**
- **Special college meeting facilitated by Lee and Bob to develop this vision from education technology perspective. Discuss broad needs of faculty for the 21st century.**
- **Capital Equipment list with cut sheets in order to identify layout, load, electrical, etc (Charge Lee).**
- **Meeting with staff once the schematics are drawn to evaluate their work space.**
- **Photos of UCF building (and others) may facilitate visioning process.**
- **Architect will guide you. Programs representatives will talk with the architect. Start global and then work to spaces. Evaluation rooms/labs.**

Ideas for Building –

- **Thunder wall – Steelcase (Google).**
- **Each classroom has two to three separate streams of information.**
- **Multi-disciplinary clinic with parking and patient entrance for multiple program use.**
- **Galen can assist CEAP by developing what CHHS is doing as a springboard.**

- **Multi-purpose clinic in the building for collaborative partnerships, literacy clinics, specialized services testing for children – school psychology, neuropsychology.**
- **Teleconferencing – tele-presence room (video conference area, sharp and clear input on a big screen). Video conferencing present in each conference room. Train faculty for easy use.**
- **Review Health Science Building blueprints.**
- **Classrooms have “different setups” – round classrooms with plasma screens allow everyone to “see.”**
- **CHHS has allocated 5.3 million for technology.**
- **Sustainability of building/equipment? Create revenue sources. Rent spaces. Set up a sinking fund (with revenue sources) to replace equipment.**
- **Continuing education partnership – Seminar room (multipurpose room) to seat 300. This room can be used/rented by the community.**
- **Hallway space/atrium allows for gatherings.**
- **Educate faculty about Leed building concept and “rankings.”**
 - **Roof-garden (look at roof-garden on Linda’s power point).**
 - **Consider environmental education – outdoor amphitheatre setting – multifunctional space.**
- **Evaluate upfront costs on school bus access and safety of moving multiple groups of youth.**
- **Open atrium entrance – must be acoustically sound for large gatherings. Food service will put in a lunch area with drinks, coffee, sandwiches and salads and additional vending areas. Special event gathering.**
- **Evaluate current master plan – mark “you are here” on slide for CEAP! Consider a bridge to CHHS – easy access between buildings for program collaboration.**
- **Physical education integration to the new building? Adaptive PE – clinic concept. Pre-school for handicapped children.**
- **Consider a “vivarium” (animal facility). Health and Psychology focus groups to discuss this concept.**
- **Auditorium too costly.**
- **Multipurpose/presentation room should include storage for seating/round tables and a kitchen for option of catered dinners/events.**

Set up another meeting to review CHHS blueprints – Deans Dougherty & Stanford.