

Committee Chair: Kristi Brownfield

Committee Members: Erin Fouberg, Elizabeth Haller, Julie Johnson, Alyssa Kiesow, Ricardo Rojas

Task: gather information by surveying students and faculty; organize and rank ideas about what the CAS would like to do with the space that will be available in MJ following the opening of the new science center

Recommendations for all Classrooms:

1. Heating/Cooling/Ventilation--There are rooms that have HVAC blowers that drown out the voices of the professors and the students. Look at all of those to see if noise can be reduced.
2. Lecture capture technology
3. At least two full walls of white board space: projector/screen placement should also be taken into consideration here so that the screen does not cover the majority of one of the white boards. Faculty would also like to see an investment in quality white boards that are easy remove marker from compared to boards that require daily cleaning using solution (e.g., Claridge boards in new JFAC classrooms).
4. Complete removal of the small wooden desks pictured below: in addition to both student and faculty distaste for them Doris Stusiak (Disability Services) mentioned them as specifically ADA-unfriendly.



5. Electricity: many of the rooms do not have enough electrical outlets for today's teaching environment and today's students. Each classroom needs more access for students with multiple devices and their power that are being used in the classroom. Students also desire USB outlets for devices that should be incorporated with the power requirements in classrooms.

6. Classroom accessibility: update MJ podiums to be ADA-compliant and allow for sitting use. At a minimum, classrooms should have a table in each classroom that is easily accessible and allows for wheelchair use for students.

Classroom Space Usage Priorities:

1. Math: a minimum of two classrooms and a lab space. Revamp 241 and 347 as math classrooms with some expansions to 346. 239 could also be added as a larger math lab/classroom.

2. Performance space: an all-inclusive space that could be primarily utilized by the debate team but allow for broader performance and rehearsal activities (e.g., mock court, presentation practices, mock interviews, etc.) and educational A/V opportunities for students. Suggestions from the committee were made that MJ 112 and the connected storage/office space or 308 and its connected storage/office space would be suitable for this. This space would be fully invested in technology as suggested by one respondent: “Ideally, such a place would also have audio materials such as a sound recording booth, field recorders, mixers, Ableton, Audacity, and sample pads. Also, it would have Adobe Suites, screen capture software, and conferencing software.” Going further than just audio, this space should be set up for advanced video capture (especially HD video) as faculty would like a more “professional” space to record lectures for online videos rather than simply using office laptops. Further, given the amount of general education courses and online courses that are being taught in CAS, investment in lecture capture that includes closed captioning (CC) for better ADA compliance in videos would be a boon to faculty.

3. Group pedagogy/collaborative classrooms: 42% of faculty respondents mentioned they wanted better spaces for group/collaborative work within the classrooms. MJ145 and LIB 213 were given as specific examples of classrooms that are oriented for group work.

MJ 145:



LIB 213:



Faculty desire modular and mobile designs that allow for enough work space for students, allowed both student and instructor to move through the space freely, and encouraged collaboration. When the students were surveyed regarding their classroom workspaces, 35% noted a dislike for the wooden desks in many of the MJ classrooms and, in terms of individual desks, preferred the gray desks:



Student opinions were split on tables versus desks. Students noted that tables provided enough work space and mobility compared to desks but this desire in the surveys also seemed to conflict with their desire for their “own” *individual* work spaces.

The committee also recommends investing forward in technology. Rather than just acquiring technology that is used now, look for the future of technology (e.g., augmented or virtual reality, 3D projection/projection mapping capabilities, etc.). If we want to move this direction, at the very least it would be good to investigate grant opportunities. For example, Google was providing grant funds for VR in the classroom within the last couple of years and as a rural area we are an underserved population that could benefit from VR world experiences.

4. Conference/seminar space: 44% of faculty respondents wrote about wanting a larger conference space with good video conferencing capabilities that could double as a seminar classroom; this room should comfortably seat 20-25. Some respondents also mentioned this should not be an interior room (e.g., 376) and allow for natural light but also have better sound-proofing so that noise/environmental sounds do not get in the way of the use of the room.

5. 2nd floor faculty lounge: there seems to be some demand for additional space in the building for faculty socializing and meals.

MJ Hallways and Look: there were a variety of faculty suggestions for improving the look of MJ though the most common was the suggestion of art work or wall murals designed by NSU art

students. There were also suggestions for more trophy cases or other “spotlight” displays for student, faculty, and staff work/service. Electronic displays were also mentioned though at least one respondent noted that CAS would need point-people responsible for ensuring the displays are updated and relevant. More wayfinding and directions are also suggested that describes what is in the building, particularly from various points of campus and outside of the building, and wayfinding in the building itself.

7. Student spaces: like the suggestions for “look,” the faculty suggestions for student spaces were varied (with debate practice space being the most common). However, most respondents noted the need for social spaces or quiet study areas (both of which should include charging stations) for students. One respondent suggested designating space for CAS-related registered student organizations (e.g., History Club, German Club, etc.). Students, however, focused on either social or quiet study spaces within the building that includes comfortable furniture. One faculty made the suggestion of investing in padded chairs that offer a laptop/tablet arm such as this example:



If there is enough space available, offering both options to students would be preferable. If not, one space that might provide “quiet hours” during certain times of the day might also meet both student needs.

Specific room requests:

- (a) MJ 144, 144A, and 144B: keep with science as this is attached to the greenhouse and will be needed both for teaching space but also office and storage space used by the greenhouse manager
- (b) MJ 201/202/203: keep with science to use as an auxiliary cadaver lab; Alyssa also noted this would improve the chances for graduate expansion. Science currently owns the poster printer and would like to maintain space for that as well as some small storage space on MJ on the 3rd floor.
- (c) MJ 244: keep as language lab
- (d) MJ 145: keep as English composition classroom