General Notes:

A. Issued copies of the meeting notes from September 22nd as well as comments received to date.
B. BFGC mentioned that some assumptions were made in developing the two conceptual options.
C. Option 1
   a. Move Physics into Chemistry.
   b. Switch Life Science and Math.
      i. Math needs more space – larger department.
   c. Boiler room doesn’t need to be as big since new boilers are smaller and more efficient.
      i. Convert this space to storage room.
   d. The three “stepped floor” lecture rooms are not being fully utilized.
      i. Convert one to computer lab.
      ii. Rooms have to be accessible.

D. Option 2
   a. Move Physics into Chemistry.
   b. Switch Life Science and Math.
   c. Created standard size lecture rooms.
   d. Computer/Lecture space.

E. Allied Health may not belong in building.
F. Life Science – Moving into smaller building will not work - not enough space.
   a. Too many chemicals, equipment, models, specimens.
   b. Need accessible space for cadaver so don’t have to move it into classroom. Need designated space to work on cadaver.
   c. Need more than just general storage.
   d. Need a study room.
   e. Greenhouse – needs to be oriented west or south.

G. No space for autoclave in Physical Science.
H. MESA
   a. Current space is 1033 s.f. (office and classroom).
   b. Grant is 4 s.f./student – currently 120 students
   c. Needs to be dedicated space.
   d. Preference is to be close to faculty.
      i. 2 offices needed.
      ii. What is entitlement per the grant? MESA staff to provide information.

I. Need an integrated study area
   a. One large area central to faculty offices.
   b. Similar in size to LS104.
   c. Provide a drinking fountain.
   d. Chemistry – Don’t need dedicated study room since use labs for study area.
   e. Possibly a MESA / Biology study area
      i. Partitioned in some way.
      ii. Biology may need to be a separate space.
      iii. How will the biology equipment be stored?
J. Stepped floor lecture rooms
   a. Group feels that it would be difficult to see chalkboards if remove theater seating.
   b. Maybe don’t need the floor to be so steep.
   c. Provide central isle for access.
K. Offices
   a. Math - 6 faculty offices plus 1 future = 7 offices.
   b. Life Science - 3 faculty offices plus 1 tech = 4 offices.
   c. Chemistry - 2 offices.
   d. Physical Science – 1 office
L. LS104
   a. Reduce size to provide space for cadaver and a study room (8-15 students).
   b. Access to cadaver would be from LS103.
M. Reduce size of Greenhouse.
   a. Allows for office space.
N. Can’t have lab over 30.
   a. Too hectic.
   b. Dangerous.
O. Bird problems.
P. Possibly move LS115 to LS109 - more centrally located.
Q. Need centralized copy/workroom.
R. Possibly move MESA into CH102.
S. Women’s restroom in Life Science building has window – privacy concerns.
T. Additional Meeting
   a. BFGC/Kitchell to come back with other options to move the math dept. into the Life Science building and an option to keep math dept. in Physical Science building.

End of Notes