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>> Good morning, everyone. Thank you for joining us here on Monday morning. At this time I would like to call the meeting to order. The first thing on our agenda is some exciting news. We'd like to introduce our new student region. Kate, would you please stand. She handled that very well. She's got the parade wave.

This is Kate Childress. Our new student region. In fact she is number 30 team. -- 13. She is from Lumberton, Texas. She has graduated this past year.

With a degree in psychology. She is in graduate school working in student affairs. As I told the regents yesterday, she will be in a class with Dr. Westport this fall. We are delighted to have her. I won't go into Digi -- details into student activities she has been involved in everything on this campus. You name it, she is the leader of it or part of or director. So, Kate, we are delighted that the governor up point you effective June 1. Congratulations.

>> Thank you. [Applause].

>> Kate, we are happy to have you here. You got a good dose of everything yesterday. For those of you who don't know we met until 8:00 last night. We have a good long meeting. Our first order of business for today is we were going into Building and Grounds Committee. That will be led by [Indiscernible - name].

>> [Indiscernible - speaker too far from microphone]

>> Several months ago we hired Facilities Programming and Consulting to do a assessment and they are here this morning. We saw a preview of it a few weeks ago. We found it very enlightening. Thank you, Mr. Chairman. As you indicated we contracted with FP&C , Facilities Programming and Consulting, . They have been actively working on spaces. They conducted extensive interviews with faculty, staff, and we have this morning with us [Indiscernible - name], the architects. To emphasize two members this is the roadmap.

Based on professional architectural system. If this is an opportunity. [Indiscernible - speaker too far from microphone] with that, I will turn it over.

>> Good morning everyone. We are very pleased to be here. Myself and my associates, Matt and Lori and Molly. We have actually spent a lot of time on your campus over the last year. Getting to know a law of folks around the room. A lot of people we have met in our interviews during the meetings. We were very graciously welcomed and very pleased to actually work with everybody that was in those meetings. Everyone was very accommodating. Today we are here to talk about the results of this study that has been conducted over the past year. Like I said, are firm has been here for about the past year. Going through every single one of your buildings. Speaking with a large amount of the folks who inhabit the buildings. Speaking with a large amount of folks in the colleges. Most of them multiple times. So we have a lot of interactions with the faculty, administration and staff for this project. So the project is not just us coming in saying what you should do. It comes from the

folks that work at SFA. This is your plan that was developed in congruency with your folks. So it is not telling you what you should do. This is a roadmap. This is not a final plan. There are certain things that will over the course of time you may want to change. Or modify as you go forward. But it is a steppingstone to get you go for - to go forward.

I understand in dealing with the buildings you have. Some are in fantastic shape and some are not. We will give you some introductions and show you which buildings you could realize or utilize in a different way. We will tell you what you potentially could do with the buildings you have. That being said, one of the things I like to start with is how this project got started.

>> We were very fortunate to work with curtsy architects to work on the new STEM building. While we were undergoing that process there was a question of moving folks out of math and Miller what are we going to do with the space that we vacate it? How would you best utilize that? So the concept that came up was why don't we -- there was a lot of protest. We can move in here and here. There was not very much of a plan or a orderly conduct and how the buildings would be reoccupied. So it came about as a suggestion that maybe we needed a strategic plan. We have a master plan. How do we develop a strategic facility plan that follows the master plan and enhances what we have and gives us a step-by-step on how it get to the master plan that was conceived. That is how this whole thing started. Then as we were moving forward, what was the projects purpose?

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Again, the original concept was to provide a comprehensive utilization plan for short-term, long and midterm use of the facilities. We call it phase I, phase II, and phase 3. No timeline associated with it. Just how you can do the steppingstones. That it was exactly like a separate we took a lot of tours through your buildings. We had questionnaires that went out to everybody. I'm sure some of the people in this room got the questionnaire. I'm very proud of answering the questions. We took all of that information and gathered it together and put together in a working document. That has been presented multiple times to several of the regents. I know that a lot of you right now are just seeing it for the first time. But it has gone through a couple of iterations with the administration. Some of the leadership of the University.

>> Space strategy. When we were going through the process and meeting with leadership of SFA, one of the questions that we had or goals of the project. Throughout the project these four things kept rising to the top. This is what our charge was. How do we first and foremost improve the student experience on campus? And how do we centralized and holy departments to the greatest extent possible to get the best student and employee experience that we possibly can? And also to provide each of the colleges with a certain identity. That actually started with the first piste which is the STEM welding. Which will be dedicated tomorrow. A fantastic welding. Bennett also how do we locate apartments and encourage collaboration? You have a lot of folks in this university that actually need in hallways that don't know what everyone's doing.

How do we did redevelop these buildings and get everyone to start collaborating? You never know what ideas will come out in hallways.

>> So beyond that. What is it actually going to be? This whole project is exactly a roadmap. It is a map to looking at your existing facilities. To use them for a greater efficiency and to realign them and enhance University stakeholders. It is also intended as a document that will help you make better decisions as you go forward reset -- regarding the facilities. That is the intended purpose of the strategy.

>> So they long-term vision. You can see the map and some of you have it in front of you. It is a little dark. We look at all the facilities that will impact academic, student and administration. That was our charge and purpose. When you look at the math behind me, you look -- you see the dark purple are actually the academic pieces. The lighter green are for the student spaces. And the darker green for the administration. That is how the project is sent out.

>> How does this actually occur? Phasing overview. One of the things I have to preface this with this when you look at the strategic plan it is all based on rat -- events rather than time. In other words, when you put phase I into play, these are going to start the dominoes falling. So you do phase I and then you free up space for phase 2, and free up space for phase 3. That is the key element. Doing it in the phasing order because it will determine phase 3 and creating a different issue in that there are some strategic placements we have to have in place to accommodate phase 3 and final battles. I also want to say as I look at everybody and I understand everybody is very interested in this. If you have any questions, please don't hesitate to stop me. I would love for this to be interactive. We have learned a lot about your university. We are more than willing to share information. Please don't not ask questions.

>> Phase 1. How can we look at the vacated spaces and backfilled. We started to look at what would be some of the major initiatives. Some of you will see this for the first time. One of the concepts that rose to the top was developing a one stop in welcome center. When we looked around the campus we try to find some you -- facilities that could be utilized for this purpose. One of the ones that rose to the top with Kennedy because of its location at the center of campus. It has a lower utilization factor. So it is a building that is very prominent. It could be utilize to do this type of function. Which would be

to the students and to the family members that are coming to visit them. Creating a one-stop is one of the key elements in this whole process. It is something that I think the University could enhance -- be enhanced by having. It is what we are seeing across the industries as many universities are doing. Is one of the key elements in keeping and retaining students. Having a place where people, your students or potentials students can come in and go there

and be welcome to the University and get a feel for what is going on in the University. Get a feel for the campus in one location. Potentially in actually registering and getting advising right there. If you can get them at the front door, you won't lose them as quickly.

So that is one of the things that we were actually doing this verse four. The other pieces taking Rusk. Which is a dutiful old building and turning it into a student services building. Putting all the student services within Rusk itself. Shipping folks from Austin into Rusk. Freeing up space -- space in Austin. Actually having you read utilize this building. Making it primarily administration building. But being more student services focus. The other pieces are going to be steamed. It is a large building on the main street of the campus. How do you revitalize it? Reuse it? Updated and make it more substantial today? White now we are seeing in many universities a shift from eight library to an innovation center. A collaboration center. Student outreach center. The library extremely important and we understand that. How can we actually enhance that building and make more functional for the students and the faculty? That is ultimately phase 1.

>> Are there any questions about phase I?

>> Let me ask you the about the one-stop thing. So that is the current trend. Now when students come down they stop at the information booth and they have to park and have to go into it missions. So that is complicated. So what you are recommending is move it to one spot. They show up and everything they want to know is right there?

>> Yes. The catch is not everybody is in that Kennedy one-stop. Most of the people who can enroll students, welcome them in that area. Students that have other challenges, or financial issues would have to go back to Rusk. But it is an opportunity to get your first chance at potential students right there. It is what we are seeing. A lot of times students come to campus and they go to most universities campuses and it's intimidated. You have the opportunity to provide them with a comfortable welcoming space. Directly across from the parking garage and campus center. You actually can make them feel comfortable. That is what the focus is. We actually have visited several of them in the past three months that we have done in the past. And the comments have been positive. The actual appearance of the students were comfortable at the welcome center. I think they get a feeling that if you are taking care of them coming into campus, that you will take care of them for the four years they will be here. It truly is a welcoming center.

>> Okay. I think the other feature is that you have the opportunity to close the deal. You go there, then you may have had [Indiscernible]. You and your students are changing. My daughter is a sophomore in college and it's been a -- an eye-opening experience watching us go through this process. Seeing -- I have gone through this process. It has been very eye-opening to me. This students today, have minimal interaction with others. It's very strange. Everything they can do on their iPads or their phones, is how fast can we do it? The easier you can make it for them the better off you'll be. A lot of students you will lose before they even drive off campus. Is important to get in -- make it as easy as possible for that. Anything you can do to make that process more simple and more comfortable for them, the better off you will be.

>> Okay. I might add one of the things -- the background leading up to this is I have talked to them before. I've been in the process of converting Clark Street in the campus as a mean South entrance to campus. And it is not quite ready. But you will see there is a magnificent sign that has been built. Very much like the entrance to campus there. As they come down there, there will be the parking lot there. Behind the building. They come across in the can park right there in the garage and go to the welcome center. They can come right in and parked. That is part of the master thinking.

>> To follow through. Obviously, this still you will consider the main. The main drive down. And if they did get to that and go to the information booth, for them to get back over there, we should consider a tie-in or cut through a road. Some way to get them back around instead of having to go way back out.

>> We are considering that. One of the things I brought up several times you have people coming in exactly like you're talking about. Trying to go somewhere else on campus. All types of people. When you tell them they've got to go back, they have to come out here and turn around, turning left which is dangerous, one of the things I talked about was to put a road through or cut through somewhere here behind the student center. One of the things I'm sensitive on is trees.

If you start taking out any trees on campus, where looking at another plan that where you come in
you would change the entrance and send them straight down.

>> I see.

>> Anything we can do to get them in faster.

>> Well if they did come this way, where would they need to be?

>> Okay.

>> So phase 2. Phase 2 would be the completion of the initiative of phase 1. It also builds upon what will be in phase 1. We will go into pieces and parts of phase 1.

>> Phase 3 is actually introducing projects that are more effectively utilizing space going forward. They will relocate targeted academic programs from lower density facilities. And also one of the things in phase 3 that you knees to keep in mind is the intention of the document is to be a living document. Over the course of an next several years as you go forward, you know you will not put everything in place media. Is the reality. By the time you get to phase 3 there may be some new initiatives or changes that impact what could happen in phase 3. So the idea and concept is this is a living document just like a master plan. Just a guideline. You may want to revisit this and say what has happened over the course of time? What are the changes? And make the changes then. That is five or 10 years out down the road like a master plan.

>> So, one of the things we also wanted to do was to make sure we're following guidelines and goals. The out side of bash the onset of the project. We put together a project vision and goals checklist. As you can see from the checklist the goals are at the top and each building comes down. And how the changes impact the plan. And how they actually reach the goals that are set from the outset of the project. Like a scorecard for us. It tells us if the things we're doing are impacting in the right direction. That is why it is put in there.

>> One -- what are the opportunities? This to me is one of the key elements as well. These buildings have been identified, by science, the human sciences building, the college of education, human sciences South, school of social work, -- these pieces are buildings that can be recommissioned --

decommissioned or decommissioned. These are some of the buildings that are under a new utilization especially after we start phase I and phase II. By the time we get to three these buildings might have purpose. These are the buildings that give you opportunities along the campus to do future buildings, new buildings, adaptive reuse of the buildings. These are potential opportunities. Any questions about these?

>> What are the major new initiatives?

>> Building by building we will go through and look at what the overview for each of the buildings since. Including what and where the process is. The whole process started with the planning of the coal STEM center. As the building is near completion it's important to look at things this way. What happens with the we are to be moving physics and the dean of college in mathematics. That rings us North. And from McKibben we will be moving it computer science and from the math building will be moving Pastrana CD and stem center. It goes to the new building. What happens after this is move occurs. We will move the chemistry faculty only into the Miller science building. And then we will move the human performance lab. At the end of the day in Miller there will be an expanded biology department.

Unexpended geology department. Chemistry faculty and human performance lab. At the end of the day in this STEM building you will have physics, astronomy, community -- computer science, and the office of the Dean and science -- Dean of science and mathematics?

>> The Kennedy welcome center one stop. These are some of the key movements that have to happen in the first phase. From the Rusk building will move pieces of recruitment and enrollment and pieces of the registrant's office. From the office of administration building, it will move financial aid, part of the business office and residential life. All of that will go into the Kennedy welcome center we renovate Kennedy welcome center. At the end of phase 1 you will have front-line folks inside the Kennedy welcome center for net missions from enrollment management, student enrollment register, financial aid, part of the bursar's office, residents live. A new welcome center and express services. And new enrollment generalists. This is a very big step from what you currently have. Spent we will explain in the estimator project ? Been the estimated project runs that total project cost estimate it

when we started the project. What is encumbered is everything that it would take to involve. When I say that it is a caveat. It is an older builder -- building and we haven't done an exhaustive investigation of the condition of the building. That is a rough order of magnitude. Of what it would cost for that renovation. [Indiscernible - speaker too far from microphone]

>> Along with the previous slide. The total STEM is to -- \$2.1 million, that's in addition?

>> Yes. That is the intention of the \$2.1 billion was to move the folks. The stem center to fill in the space originally. Spent the renovation of Miller science laboratory is a big number?

>> Miller science is a wonderful old building. But it's all. It has a lot of challenges. When we walked through the first time we were aware of some of the issues. Some of the niceties.

>> That building will approximate the cost?

>> Yes. Unfortunately.

>> How does the square footage -- what is the difference in square footage in the new STEM building and the Miller science building?

>> I'm not certain we have that information.

>> It is significant.

>> Yes.

>> Okay.

>> Thank you.

>> I have a question.

On the Kennedy welcome center on this page 15, you mentioned earlier that some sort of financial aid would not be in this. So the idea is the student send her -- financial aid is almost easily put in place. Anybody with special types of restrictions or financial aid holds, what have to go back. To that building, Russ, would be for student services alone.

>> Financial aid in this building is general.

>> Yes. What we have found during the studies that we have done for other financial aid centers, 80% of the students coming into the welcome center, have been enrolled in financial aid and advising pics. About 20% would be going back to Rusk. Because of some of the factors entered in. Also students we would have continuing admissions.

>> Within these costs, for these renovations, or those purely for interior renovations? Or exterior? Been somewhere interior and some will

be exterior renovations. Some of them are older and more assistance on the outside will be needed.

Miller is a perfect example. It's an older building that needs assistance on both inside and outside.

>> What about the welcome center?

>> The welcome center we will have to do something on the exterior of the building. The welcome center, the Kennedy welcome center is in a great place. You also need to have it identified as this is where you come. This is the University now. This is your target. This is where going. You want to announce his presence. Here we are.

>> Any other questions?

>> Let's start at Austin. From the Rusk building we will move the Austin to institutional research from Ferguson will move space scheduling utilization in the office of student learning and institutional assessment. So between space

-- will free up space in Rusk and Ferguson. At the end of the day in Austin, what will remain is the office of the president. The general Castle. We are not touching this space. The phase 1 piece of the reconfiguration of Austin would be the executive leadership, would be reconfigured. The third floor would be reconfigured. This space would remain as stands.

In phase 2, we are going to expand human resources and expand the controller's office. University marketing will be consolidated and the office of institutional research based and office of student learning and institutional assessment will be housed in this meeting -- building. It will move those folks into the Rusk holding any questions?

>> So the Steen innovation Center. This building will see the most changes.

It is one of the largest buildings that a lot of things going on in it. How do we reactivate this building? What we will do two Steen is we will take from Ferguson, regional heritage, the historical Association, and archaeology repository. Will shift from Ferguson into the Steen building. From Rusk we will take the Texas Society and move I.T. including the server room. And then from the human services building we will move the technical support center and the student

-- in from the student technical support building we will move them into Steen as well. We will bring them back onto campus. So that they will be better able to assist students and faculty on the campus itself and Steen and start to reactivate that part of the building. What happens in the Steen renovation center? This will be a multiple phase project. Phase 1, would be the library administration relocated on to the third floor. The ark would be expanded. The students access will be relocated as well. Food services will be expanded. Right now we have Einstein's bagel. What happens if we add another food service or coffeeshop vendor and open up that closet to reactivate the students access? Different bending possibilities there. The Texas the society in the center for each Texas studies as well as the ekes Texas historical Society, have been placed in different buildings on the campus. Some from Rusk. And one from Steen. These are small joules -- jewels they

have on this campus. Different entities. Potentially the second floor the building and it becomes a destination for one destination for all of these different features. Anthropology and archaeology repository, I.T. services, located on the lower floors. Telecommunications and networking on the ground floors as well.

And they technical support center would be on the ground floors well as the new 24 -- 24 hour study lab. Which would open up the ground floor for the students and reactivate that space. In phase 2 the idea is to take these center for TT learning and the East Texas research Center as well as the emerging technology Center and expand what you currently have there. As we're looking forward we are seeing more of that in libraries. And they focuses more technology and student oriented functions. We will have a new innovation and creation space any new collaboration space. So you are shifting the library from just being a repository for books to an active innovation center for the students. Any questions about that? Any concerns about this theme? Is there going -- there will be a major shift of usage to this building.

>> So this is the time for other projects. A building by building overview. A little bit further down into the weeds. Thousand math building. So math will lose some people. We are going to replace them with the testing center from Rusk. Will move disability services from human services and place them adjacent to the testing services. They work together well. From McKibben will move the school of honors. From the educational Annex the original thought was there would be a culinary café moving into the math building. One of the alternates we wanted to propose was the new building per -- purchase across the street. [Indiscernible - static] so the final building occupants would be the math, faculty, and phase 1 it would be testing services. Phase 2's disability services and school of honors. Any questions about the math building?

>> One question. Most of the -- the entirety of a math faculty would be in that building?

>> Yes.

>> Presently they are. So what building would they be going to for teaching and classes? Remind me what building they would be going to?

>> There may be some interaction. As needed. It would remain a true math building.

>> Human services. In clearing space to Rusk we will move from Rusk into the human services building title IX, students rights and responsibility the assistant Dean of student affairs, support services and counseling services. So at the end, when everything is completed the attention is the human services building will have its telecommunications networking service the phase 2 would be human services expanded and partially located. Title IX, student

rights and responsibilities, assistant Dean of student services, support services and counseling services. And in Boynton, we will relocate some of the growth in the fine art and write music building. The idea is to provide expansion space for their services. For those

programs. So the existing would be the copper -- college of fine arts and communication. Keep in mind that this is only a strategic plan. This is not the final plan. There may be shifting of what goes on in each building.

>> So McKibben . We will move social work from across the street back into campus. Into the McKibben education about. From the education attic's we will move human development and family studies. Family consumer sciences. From military science will move a whole program into the McKibben education builder. So at the end the final building occupants will be the University press, phase 1 and two will be using the building for phase I and phase II as the swing space for the other buildings so that you can renovate them. What happens is the space a McKibben, you can shift folks around -- while the folks that they are and could be housed there. While there building is being renovated. It is one of those exercises that you have an opportunity to use this opportunity and swing space. Instead of finding other locations. Centering people here. And then we can ship them back. And move another group in.

>> There a bit -- during your discussions with faculty and staff, could -- did you talk about growth and estimated additional space for future and add that into your calculations? For instance, we are moving military science into make Kibben, is there room for that program to grow quick without having to be relocated?

>> Absolutely. The idea is that every shift we made we look at the existing square footage and potential growth they can have and we allocated that within the new building. So when we looked at McKibben, we can ship them over now. But as the swing space becomes need it less and less, they can be shifted as well. We will use McKibben as the growth space.

>> Thank you.

>> At the end of phase 3, when everyone else's reconfigured, the college of education will be reconfigured and psychology will be a little bit reconfigured. They will be reconfigured to accommodate their needs better. And the school of social Whelchel -- social work . Consumer sciences and military and science. At the end of the day they would be housed within McKibben.

>> There is a lot of exporting out of the education Annex. In phase 3 the replacement of the mechanic shop. Dealing with those buildings, is it post phase 3?

>> It is. So as to we shift military sciences into the spelling, we can release their existing. The actual mechanic shop really needs assistance. So yes, this would be at the end. I see there is some vision for those buildings and/or the ground occupied?

>> Those are the opportunities. So the vision is as new programs come on board, or new initiatives and thoughts about campus, those buildings will be sites you can say where they could go. There are truly

opportunities . Rather than sending the campus outward you can go inward. There are some potential spaces we can land on. Any other questions?

>> I'm sure it is here but I can't find a. I see a lot of movement out of the Rusk building. I don't see what we are doing with Rusk?

>> The Rusk building -- that's a good question. The Rusk building will be Austin services. There are -- all of the folks shifting from Austin will be moved into Rusk. They will be the support behind the Kennedy welcome center.

>> Would you go through those functions again?

>> When you look at -- let's go to the Austin building. At the end of the day the Rusk, the folks in Austin international it, set up a career professional the risk office of research and sponsored programs, graduate studies, and other departments. We have flexible space on top floor. The second floor would be management recruitment, management register. Residence life. In the business office student financial aid and [Indiscernible] management and data center. That would --

>> That is

>> I apologize. You are seeing the abridged version. There is a document that goes with it.

>> This is very light reading if you would like to

>> So some of the other buildings -- the ones that are being -- the remainder to be discussed. Ferguson will be the college of fine arts. There were move into that. The liberal arts will be the college of fine arts. Then the final occupants for the Nordin would be the college of education kinesiology and advance. They will expand in that building. One of the thoughts for the reggae's or rental house, would be the development would be located in there. -- Development would be located there. The McGee business building. The final occupants would be the college of business. And there would be space for that building in phase 1 and phase 2. And it would actually at the end of phase 3 house the college of education and merchandising. Then the 310 East, the filmmaking building. There are two of them. This is the one that is not being occupied at the moment, would be replaced with the more modern and updated building to accommodate their needs. Are there any questions regarding these buildings?

>> Now we are coming to other projects. This is phase 3. When we talk about phase 3 this is extremely long-term. At the end after we complete phase 1 and phase 2. To relocate demonstration kitchen and hospitality faculty labs from human sciences building to the new McGee business at addition. We relocate interior design faculty and labs from human sciences South to the new McKibben education addition. We relocate environmental health, safety, and risk management from University safety building to the vacated student technical center house, utilizing

the lot for and potentially alumni relations . Relocate second Mary -- secondary education and leadership from McKibben education as space allows, and renovate wisely Hall for administrative needs in the future. Keep in mind this is extremely long-term. And then replace the existing agriculture mechanic shop. We talked about this a minute ago. So, that is actually the last slide of this presentation. And the last slide is in the document. Do you have any questions? Is there anything we can answer? Anything we can help with? Any thoughts that you would like to bring and take back?

>> At this point there aren't any budget dollars that we are going to allocate for any of these presently or not?

>> Yes. We had discussion. We have taken this information. We've assessed and developed a priority. I will present that.

>> Anybody else have any other questions or comments?

>> It is a lot of moving parts. [Laughter]

>> Is a great plan. A great resource for the administration to have. And to contemplate what happens when we make this decision. Obviously, we don't have the money to make all this happen overnight. So it is very expensive. But over time, and we don't know how much time, all of this would occur if we made of these steps with some flexibility. At the end of the day the campus would be set up as good as it possibly can. So I think it is a great exercise. I think it would be a great move going forward .

>> Thank you. I would like to say that the leadership for SFA, they have been greatly engaged. They have -- we have thrown a lot of things to them. It has been fantastic work to work with them. They made time for us. They made themselves available to us to sit down and answer a lot of questions I know they were not anticipated. They have been fantastic to work with. We are appreciative to everyone. We would like to thank you guys for giving us this opportunity to be here and present to you the progress -- what we have come up with. Certainly if there any questions you have or anything we can do, we will be standing by to help.

>> So the first domino to fall would be occupancy of the STEM building? Is that already built into our current budget? Are we taking those steps?

>> I would assume so with the school your starting.

>> Yes.

>> And we will will be talking about that on the capital plan. You will see how this first part of phase 1 works.

>> Thank you very much. Do you need a minute to set up?

>> Yes. We will need to recalibrate the video.

>> Thank you all very much.

>> We are going to take a five-minute break. So Danny can get set up for the next presentation. So let's make it a quick one. We will come back. [Meeting on five minute break. Captioner on standby.]

>> Okay. We are ready to get started again.

>> I will follow up to the presentation with FP&C. This is truly a roadmap. It's a liquid document. There will be a comprehensive university assessment as we move forward in terms of how we approach this. How we engage this. It is a long-term approach. We have \$2 million. It will have to be very comprehensive.

What we saw this morning from FP&C is a current assessment of a plan, I God, I document that can help us with decisions. [Indiscernible - speaker too far from microphone] and even Blair,

you have been aware of things that have occurred in the last 12 years. I will take us back and show you what we have done on the campus. Things that have contributed to where we are today in association of where we will go as we move forward. I will walk you through this hard copy. We have tried to do it with audit -- audiovisual but some of the charts are so small. I thought we would walk you through this. If you turn to the first page, it is capital improvement summary. What this report show used is categories of activities. Of new construction, campus infrastructure, building renovation. Building system improvements. Energy and water conservation. Property purchases. And totals. The grand totals you will see at the end of 2018, over this period of time, for these categories, the University has expanded almost \$314 million. So I will walk you through these starting in 2006. If you turn to the next page we will take a look at new construction. Go back to 2006, at that point in time we constructed the student center Kurt -- garage, lumberjack

parking garage, lumberjack Lodge, parking garage, before that new construction total of \$150,000. In 2007, the new construction for the new recreation center and for the student center additions, major renovation. That year new construction was \$51 million. In 2008 from a gift from the Schley family, we constructed, he was an alarm in a comic writer, paid for the construction of the Schley tennis complex. On Wilson. As we moved into 2009 we received it tuition revenue bond from the state legislature and began construction of the school of nursing. And as you will see, the construction again in 2009, and continued as the steam building. That is a progressive project that is moved across the years. But that total van for the school of nursing was \$12 million. The early childhood research Center was a combination of tuition revenue bond of \$20 million and the [Indiscernible] bomb of \$10 million. For the school of -- bond of \$10 million. That was began purse dust construction \$2000. That was a most \$27 million that year. Progressively for the next two years for total cost \$28 million. For the freshman residents, freshman Hall parking garage, that project began new construction in 2010. Continued through 2012. The total cost of \$9.6 million.

>> [Indiscernible - speaker too far from microphone]

>> You are correct.

>> Residence hall.

>> You are exactly right. Those are revenue bonds. A few of these are for academic support buildings only. So as we move to the conservation education building, that was a gift in 2013 of \$875,000. The music building in 2014. 385,000 \$385,000. Over \$639 million 639,000 \$639,000. And we move to the housing operations. Most recently the auxiliary area. \$504,000. In 2017. Total cost [Indiscernible - speaker too far from microphone] and Kohl's up-to-date [Indiscernible - speaker too far from microphone]

>> For a total grant that grand total of nearly \$225 billion over this period of time. Any questions? Been I thought I recalled that Parkin science was six figures? Was that partial? Been yes.

>> Do we have a breakdown of how much of the \$225 million was for the academic side? And how much for housing?

>> I will break that down and subsequent report pics. I would be interested in that figure as well as some of the major innovations for chemistry, but that is really almost repurpose seeing and new construction.

>> I believe that was part of the program. [Indiscernible - speaker too far from microphone]

>> I would like to know what those categories were.

>> Absolutely.

>> Any other questions about the construction? Been if we go to -- if you go through the right side. The visuals. Look at the student center parking garage completed. [Indiscernible - speaker too far from microphone] revenue bonds. The parking garage.

>> Danny, could you speak up?

>> Yes.

>> In 2006 lumberjack Lodge and parking garage almost \$16.7 billion -- million dollars. This student rec center completed and 2007. 29 \$29.7 million. In revenue bonds. The student center addition. Major renovation. Completed in 2007. Klos neuter 30 million. Square foot 20 20,000. Spit should life complex completed in 2009. Square footage of that facility was 2600.

>> Do with school of nursing. Cost a it was 12 point \$12.481 million.

As you see looking at the map, it gives you a sense of the campus. All reconstruction pics from early childhood research Center. Completed in 2009. Almost \$29 million. Square footage .

>> Freshman parking garage. Completed 2009. Cost \$9.6 million. Not using tier B. Auxiliary revenue.

>> Freshman residence hall. No TR be. Auxiliary cost. Almost \$25 million. Capacity [Indiscernible].

>> Conservation education center. Over at the Woods property. Completed 2017. Built from restricted gifts. Completed 2017. Cost \$700,000.

>> Music building addition. This is completed in 2015. Cost \$639,000.

>>

Housing operations. Recently completed. \$3.5 million. Auxiliary funding source.

>> Then the icon. The Cole STEM building. \$46.4 billion. -- 46.4 bit million -- \$46.4 million. Inc. the cause of the specific units.

>> A question about that

>> Clark bullfight entrance sign. Projected cost on that \$400,000.

>> Last we have the native plant center. [Indiscernible - speaker too far from microphone] this is a project that was currently \$182,000. [Indiscernible - speaker too far from microphone]

>> Any questions on any of these? Been the signage was quick

>>

>>

>> Any other questions?

>> If you would, in your handout turn from new construction on page 2 turn from new construction on page 22 campus infrastructure expenditure on page 4. Some of you may be able to see this up here. I'm concerned that it is so small. Working through those projects notice on new construction, 2006, we we change -- we did not have the same data on campus infrastructure. So again that analysis is from 2009. Going back with the current system. So you will see that the first item is based on restricted gifts in 2009. Campus Gateway signage, this is for they heath project. The road cost. Our signage entrance coming into Griffith. That total cost was was 100 100 million. Hydrology study on campus. Campus lining. Costs through years, \$705,000 \$301. We completed the master plan.

Total cost of \$227,000. Water replacements using auxiliary, TR B, anything related to that project related to academic support or academic delivered we used heath on. Anything related to student housing or auxiliary we used auxiliary pics from --

>> We have used some of that up. This I believe will part of [Indiscernible - multiple speakers]

>> We used the TR be so -- then we did emergency work system. Using designated products. Landscape and irrigation. Using combination of auxiliary. Other campus infrastructure. Restricted gifts. Plaza, sidewalk and trails. A combination of auxiliary. We can use the funds for road repairs. We can't use it in parking lots. Purely on projects allocated -- Street water using combination of auxiliary and he. TRB were related to [Indiscernible - speaker too far from microphone]'s

>> The next page, page 5. I will go through all of these. This was a snapshot of various buildings that we touched on campus. Renovation projects. Read purposes. The level of activity that we had on buildings on campus. It you will note, most of the buildings are academic buildings, Austin is administrative, the act thought it can facility is not administrative.

Chemistry renovation. Classroom upgrades, fine arts building, there is some activity over there. [Indiscernible - multiple speakers]. Human services building, most of these that you see on the schedule are academic and are academic support buildings. Student centers, lumberjack Lodge,

and others are accelerate. This gives you a sense of the act gave it a. You look at the grand total of building renovation array purposes. \$20 million. Then we go to the next pics from lumberjack Lodge, and then center cart image,

>> We had insurance yes.

>> This is the net number?

>> Yes. It is probably the project total. [Indiscernible - speaker too far from microphone]
any questions about this?

>> Let's go to page 6. This shows building system improvements. This relates to, fire safety, HVAC repair, etc. Security since but this gives you a sense of what goes on in the buildings. What is wrong with the buildings. What needs to be improved. A lot of the projects that you see that come to you for consideration, relate to this. Power safety. HVAC.

>> On the video board, I'm not sure the correct source of that is right.

>> Go to page 7. Bob, this is a compilation of expenditures related to initiative projects. Hundred and 7000. We used a combination of heat and [Indiscernible] project. We've got loan proceeds. For various projects. And that escrow -- energy savings performance contract, we use those funds to replace capital equipment. Used a combination of heat and processes. Expenditures related to that are

almost \$7.5 million from energy project phase 1. Energy project phase 2, use a combination of heat. That particular project was nearly 5 point nearly 5.9 nearly \$5.9 million. Loan proceeds were to purchase utilities. Which resulted in the energy savings pics from you saw the energy savings will more than meet. Did that happen?

>> Siemens?

>> So we have also phase 3 contracts. Using phase 3 contract.
[Indiscernible - speaker too far from microphone]

>> Grand total of all of the expenditures energy conservation, and facility infrastructure, would be \$28,664,000. Any questions on that?

>> On page 8, this shows the utility costs. And the result of the performance contracts that we engaged in. Where we showed utility costs for fiscal eight, discal 17, I don't know this misled you. There were some market improvements appetite. It is not all exclusively and energy program. We show that we met our energy program commitments. We did get some favorable marketplace for this.. You have allowed us to engage with department of Texas A&M. On electricity contractor. We made some commitments with the JL oh , natural gas. We have done some things in association with the energy programs. All these things together have resulted in this savings on utilities over time. As noted here, electricity's consumption was reduced. That is a direct result of the energy savings program. Natural gas consumption was also reduced. And then again [Indiscernible - speaker too far from microphone]. We did have savings despite a net gain of 132,437 square feet of conditioned space. Any questions about this?

>> I will pull up the last one. I recall several years ago. We had an opportunity to engage is gas price. Me being optimistic, I thought we should've hedged the higher. [Indiscernible - speaker too far from microphone] [Laughter]

>> New property expenditures. We will move through this. It goes back to 2007. I will briefly mention, if you look at the properties in East Austin,

117 a start, we perfect -- reaper [Indiscernible - speaker too far from microphone] Estar property. Our master plan has called for us to get the properties located near the campus. As I recall a comment I heard was to [Indiscernible - speaker too far from microphone] [Indiscernible - name], do you own all the land in East Texas, just that adjacent to my property. We are not there. [Laughter] . We certainly want to incorporate the properties around the perimeter to allow us to grow and expand. Any question on property expenditures?

>> The last one is working on the FP and see report. -- FP&C report. Any questions about property map?

>> We will get that information for you.

>> Danna, do you want to move into 16 ?

>>

This particular is to request your approval of Fiscal year 2018-19 capital plan. That plan is in

caps 17. These are specific action items. We put this together in the capital plan. To consolidate the document. These are specific guidance. [Indiscernible - speaker too far from microphone] as you go through this process. They were presented [Indiscernible - speaker too far from microphone]. This particular item, goes back to a few minutes ago, this item is a conversion. That we are asking you to include in the capital plan. It includes a lot of the elements that you heard in -- from FP&C. One of the elements was to begin the assessment of the house on 1401 North Mound Street, the house we purchased. So we are going to get an assessment of that. Question?

>> I did have one. Hundred \$50,000?

>> It is we will come back to that.. It's part of this plan. Another part of the plan is to begin the migration and archival center on campus into the library.

Which includes the historical center. Part of this plan also leads to moving I.T. to the library. And then what we will do is we have projects when the budget is determined. Within the umbrella of this plan to bring it back. When we have a specific move, that has been analyzed, and architecturally assess, and quantified, that it will come back to the specific job. So expect to see that within -- this is just a plan that guides into those projects as a result. The library, an architectural assessment, and the next steps on the 1401 North Mound Street, some of the other recommendation. What we hope to do is begin to develop plans so when the dominoes start falling with Miller science needs to be vacated, Rusk is already vacated, there is an elaborate plan to back to spaces. [Indiscernible - speaker too far from microphone] questions?

>> You say questions on individual components later?

>> Any time. Spent are you going to go through these one at a time -- are you going to go through these one at a time?

>> You want to nod for each one of these?

>> Yes.

>> Does anyone have any comments on this?

>> The first one. [Indiscernible - speaker too far from microphone] the next one is involving -- [Indiscernible - speaker too far from microphone]

>> These are basically three components of I.T. infrastructure system support. One is an I.T. is in point management system. The other is an upgrade of campus firewalls. The other is for Network Equipment. In a nutshell you've got technical questions, I will have to defer to our CIO. A high level, the unified in point management system allows the distribution of application packages and security patches in a more efficient and timely manner. The campus firewall upgrade is necessary because the current firewall is losing its life. The ongoing upgrade for placement of networking infrastructure, wireless at this point, service

store, environments are ongoing , normal I.T. upgrade expense. The total amount is \$735,000 is designated out of the upcoming fiscal year. Then we will be moving one at \$55,000 forward from the current year to make up.

>> Anybody have any questions? Comments? It's all okay with you? Okay.

>> Let's move on to the --

>> Mr. Chairman. This next item, I will get background. I will start with the part about the [Indiscernible - speaker too far from microphone]. This particular project

volleyball competition . The plan would be [Indiscernible - speaker too far from microphone] to put the lot between HV complex across the parking lot. [Indiscernible - papers rustling] we will expand that space east of that front lawn. East of the parking lot would be where we would like to construct hopefully forecourts. That is the plan. We would have to construct another one for competition. John?. Mr. Chairman.

The Board of Regents approved the president signed off on the direct plan under title IX legislation, continuing its submission to practice participation opportunities for women. We are in that plan. For FY 19 to add eat -- new construction for the facility. Which Stan just alluded to. Currently, nationally, there are 69 program sponsoring each of the NCA level. That looks to be increased to 80 it in our conference today in the South conference there currently five member institutions or sponsoring these volatile. Essential .Christian and New Orleans. By 2020 there will be three additional. Stephen F. Austin State University will be one of them. The first conference championship is scheduled. The current five-year revolving plan expires in 2021 for our federal guidelines. So shortly I will be transitioning this file folder to our new AV who you'll hear from on a later date. Any questions on beach?. How many athletes typically participate in beach volleyball?

>> A minimum of 14. A typical roster is up to 18. It's an equivalency sport. You got each players. You've also got indoor. Indoor can transition and play beach. You may have three or four that play beach. Beach cannot transition to indoor. Typically, it is 14-18 student athletes.

>> And there are three or forecourts being contemplated here .

>> We are currently looking at the sites. There is some work to be done over there. Some grading and level -- leveling. There is a hump that comes up out of the ground that -- there is a pump that comes up out of the ground. We are working around that. We are way deep into this process. And how these sports will be worked into the infrastructure pics. This includes riding, fencing, -- lighting and fencing?

>> Lighting, fencing, the sand, which is not typical said. It -- power, Internet, outdoor showers. The E3 component that is part of everything we do. Which has to be fiber. How we get fiber into the site so we can put

this on our platform. All of that is in the total. Spent will this facility be accessible to students on recreation basis?

>> It will not be. The current rec center has sand courts available to students.

>> These are strict NCAA guidelines.

>> Can't be any old sand.

>> The location of this, did that come from the study ?

>> They were advised on early on that this is coming down the line. Since January. Yes. We think this is the best place.

>> So we were agreeable on the location we had chosen and what they recommended?

>> Yes.

>> Will the site that is going north , will it create a buzz?
[Indiscernible - speaker too far from microphone]

>> Mainly students being interested?. There is no question that it is prime location. It's typically played in the spring. That whole area around the campus is a great spot. Anything else?

>> So obviously you have to hire a coach, assistant coach, and personnel to deal with that. There are recruitment issues. Girls that just play be short typically more volleyball players that want to transition over? I don't know anything about it, John.

>> They are beach players . Debray Humphreys is our current head volleyball coach. She would slide over and be direct or. She would hire an assistant coach who will be a beach coach. Coach beach in the spring and then the way the NCA's is set up in the fall there will be an operations type coordinator for indoors. And then we will hire that individual to recruit. And we will coming back to you in a year for it scholarships .

>> So the goal is the operational employee in the spring of 2020.

>> Yes.

>> We will hire the coach this fall. Build the courts. They will recruit. And then transition into FY 20.

>> Anybody else?

>> Moving forward to the water package.

>> Not nearly as exciting as beach volleyball. [Laughter]. We have a chronic issue with her hot water pipes. And a lot of leaks that have developed. The building is 53 years old. We have been planning this for

a long time but now it is time to fix it more permanently. We are asking for your approval for funds to fix that during this next summer. At a cost not to exceed \$643,000.

>> Most of it auxiliary funds. Hot water is very important to everyone that lives anywhere. Does anybody have any questions or comments?

>> It was built when I was a student. [Laughter] . I remember it well. I don't remember those pipes. [Laughter].

Everything is okay for this year. The repair clamps are holding great. We had more. Standby. More repair clamps.

>> Number five. The building and cleaning.

>> Cleaning the exterior . [Indiscernible - speaker too far from microphone] continue that process. Strengthening the exterior. In ceiling. We will use

\$545,000. That building was built when I was a student. [Laughter].

>> [Indiscernible - multiple speakers]

>>

Does anybody have any questions or comments? Everybody okay with it?. Classroom technology upgrades. This is a continuation of an ask for a couple of years to enhance the technology in classrooms. This particular mission we are using heat. Requesting four \$37,000. A continuation of that. I believe we have done --

>> We will continue that process. Does anyone have any questions? Is everybody okay? All right. Moving to I TS Madison upgrade.

>> More upgrades. You notice on a lot of I.T. items there are always things that have an end-of-life. They come pretty quickly for tech knowledge. Two of these items are end-of-life. One is the interruptible power supply that serves at the point data center. Part of this funding is for that replacement. The other is to replace the current it disaster recovery storage environment. That is at the end of life and needs to be replaced. The last portion of this item is to update our backup solution. We still backup to tapes. And take them off site. To a local bank. Where there is where stash where they are secured. That is antiquated. There is more modern and efficient systems available. Disk backup environments. Part of this funding is to migrate our back -- backups to that. So if we need them, are back rub team can access them. These projects are recommended to a cost not to exceed \$285,000 using heat funds.

>> [Indiscernible - speaker too far from microphone]

>> Number nine. Number nine is also an I.T. item. That is the replacement of our current virtual desk top for infrastructure. That expands the number of servers and licenses for BDI. In the current environment not everybody needs a full computer box sitting at their desk anymore. Because you can access through a virtual desktop

infrastructure that reduces costs. On the desktop side, it increases the need to expand our capability on the server side. So this is at a cost not to exceed \$260,000.

>> Let's talk about the last one. That's a combination of I.T. items. A procurement item. PC replacement fund. Are you going to cover that?

>> That is \$100,000. To replace some computers. And we have currently consolidated -- we have a replacement cycle for computers on a five-year cycle. This will allow us to continue the annual replacement of PCs on campus.

>> Does anybody have any questions on items seven, nine, and 19? Everybody okay with that? . Let's move to number eight. Boynton. Swimming this building not to include -- repurposed . We need to go in and do an extensive remodeling and renovation of restroom facilities. This project would use heat as funding and would not exceed \$275,000. Everybody okay?

>> Let's move to number 10.

>> On item 10 steam all roof replacements. Continue to update the current facilities space. This particular replacement is also at a cost not Therese -- exceed a cost of \$250,000.

>> Everybody okay with number 10 ?

>> Number 11. Similarly, using heat funds. To replace the education Annex. As indicated, [Indiscernible - speaker too far from microphone]. Cost not to exceed \$220,000. Everybody okay?

>> Go with number 12. You need to at the [Indiscernible] to that facility. Some air conditioning and cooling issues. Again an opportunity to supply some backup. This will also not exceed funds of \$100,000. That's a 20-year-old building.. It it won't be strictly a backup.

>> We have redundancy in chillers. Is that factored in? We have redundancy in most buildings? Been we have redundancy in most if not all. We have built in redundancy. Some buildings are on larger power points. We have to address them individually.

>> Okay, everybody okay?

>> Moving on to McKibben education building. There are some needs to innovate the lobby of the building. It was built in 1974. Two entry lobbyist. This is also a ket project. The calls not to exceed hundred \$50,000.

>> Everybody okay with this item?

>> I know some of the visibility, secure some private donations 's to improve lobbies. There are a lot of millionaires out there, is that an area where we solicited for paying for lobby renovations?

>> That's possible. Absolutely. I think that could be in the capital campaign. Could be one of the initiatives we focus on. I think that request is come forward. So this is -- nothing [Indiscernible - speaker too far from microphone] the significant improvements to the college business first of all. [Indiscernible - speaker too far from microphone] we could certainly look at that as an initiative.

>> Any questions, comments? Moving to University police vehicles .

>> This is another end-of-life replacement. To replace ESA -- replace each of the body cameras. To report interactions with public. Those current cameras are past their recommended end-of-life. This is to replace those with upgraded models. At a cost not to not receipt it us exceed hundred \$39,000. Auxiliary funds.

>> How old are these cameras ?

>> About four years old. I've had to double check that.

It becomes not only a technology issue. Technology improves and it becomes a battery issue. Particularly on the body cams.

>>

>> What do we do with those when we replace them? What happens to the ones not used.

>> They are surplus. They would go through the normal surplus process. Their estate property.

>> Everybody okay with this one?

>> All right. Let's talk about physical plant. Vehicle replacement. I've got 7820 -year-old vehicles. You're getting your money out of them. [Laughter]. Spent [Indiscernible - speaker too far from microphone]

>> I think we've done a good job of making them last. We are governed by the state and restricted to the number of vehicles we can have. We have 210 vehicles. From the state. And in this case we are trying to replace those. We will give up the other ones and replace them with new ones. We also have two systematically assessed each vehicle throughout the campus. In this case, we are just addressing physical plant delivery service vehicles. This will help to develop a systematic approach to replace vehicles on a more regular basis. Spent what is this expenditure -- what is this expenditure actually for?

>> Certain vehicles . Spirit to purchase vehicles?

>> Yes. Spin how much does \$120,000 purchase?

>> Three or four depending on how the bids come back. We get bids lower than you and I could go out and get. So we have to determine the truck. A bigger truck with more power and capacity. It will be more expensive. We -- every small -- by a smaller version it may not meet the needs of the craftsmen. We will throw out the bids. It'll be three or four

depending on how the bids go out. Will try to address them as they go
pics from again, the older ones are surplus?

>> Yes.

>> That makes total sense. Spent this is the lot of -- similar to
[Indiscernible - speaker too far from microphone] we could do a lot
more for systematically addressed it.

>> [Indiscernible - speaker too far from microphone]

>> No highway driving.

>> Are you telling me not to go by one of the old ones? [Laughter]

>> We could make you a great deal. [Laughter].

>> Out of this [Indiscernible] this is more renovation. And repurpose
. [Indiscernible - speaker too far from microphone] this particular
project upgrading electrical distribution, handles
pre-technology pre-circuit technology. This project is [
Indiscernible] not to exceed \$120,000.

>> Anybody have any comments ?

>> Everybody okay. Spent 17. Dr. Williams is in the room. This is to
replace a workstation.

[Indiscernible - speaker too far from microphone] the highest
priority. This will be a project using \$706,000. It indicates the
workstations. Replacing's workstations that are 6 to 8 years old.

>> Does anyone have any questions or comments.

The last one is to replace -- [Captioners transitioning]

>>