

Master Plan Committee

July 10, 2019

Lory Student Center 308–310

Participants: President Joyce McConnell, Lynn Johnson, Nick Lobejko, Tom Satterly, Kathleen Henry, Nancy Hurt, Dave Bradford, Fred Haberecht, Mike Rush, Jake Roberts (for Jan Nerger), Alan Rudolph, Paula Hadley (for Leslie Taylor), Laura Giles (for Mari Strombom), Pam Jackson, Dean Beth Walker, Dean Mark Stetter, Thom Hadley, James Pritchett, Dean David McLean, Bob Kaempfe, Bruce Ronda, Alex Bernasek, Dean Ben Withers, Kate Wyman, Shelly Carroll, Jessica Kramer, David Hansen, Kristi Buffington, Julia Innes

Redevelopment Stakeholder Committee Reports

1. Context – DISCUSSION/Q&A

- a. In regard to the PowerPoint slide “2009-2019: Building Space by Type,” Lynn Johnson asks, What is included in this slide for recent buildings completed or in process?
 - i. Projects that are occupied were included in the chart, such as Richardson and TMI, while Shepardson, the Equine Hospital, the Animal Resources facility, CVID, and other projects not occupied are not included in this chart.
- b. Lynn Johnson adds, from a debt capacity standpoint and from what we know looking at the near future of student growth, there is a limited capacity to continue on the recent path experienced over the last ten years; it’s a potential limitation. Currently, just doing these three projects will be a challenge to get on our debt capacity. Going forward we can’t look at one building as being dedicated to one particular unit. Will need more strategic planning for investment in space. Need to deploy resources and assets so we’re mindful of the university’s growth and place in the future to help inform our decision-making.
- c. Alan Rudolph asks, since a lot of today’s focus is on central campus, where does Foothills Campus emerge in the larger view of the discussion?
 - i. Lynn Johnson says that it could emerge. There is a limited amount of resources and we can only deploy them where we can. Donors increase the capacity of what we can do. Rather than looking at it from a facilities standpoint as we have in the past, we need to consider it from a strategic standpoint – where we want to grow our research and our mission and matching them up. Then we may find from strategic planning, that we can’t put all our resources into these buildings. For example, looking at \$550 million for a set of projects on main campus – if strategic planning helps us to find that our goals are different, then we need to change priorities. The plan needs to drive the decisions related to the assets. Will need to look at all resources coming in, including tuition revenue and taking into account auxiliaries.

2. Overview of Stakeholder Committee findings – DISCUSSION/Q&A

- a. Lynn Johnson asks, how does the 863,000 sq. ft. compare to what is going to be available? What is the difference between the 825,000 to 975,000 and 863,000? Are they comparable numbers?
 - i. The difference is between a requested 863,000 in **assigned square footage** and an estimated 975,000 in **gross square footage** with redevelopment. The 863,000 asf requested has some overlap in that it includes renovation of Clark and Education

Buildings, where some of the new or expanded programs would be located. In general, all the requested space could be addressed during the redevelopment of the 3 sites.

- b. Dean Withers adds that there are other areas of potential space if the College of Liberal Arts vacates some spaces when consolidating their space. Some may not be on these discussed sites.
- c. Lynn Johnson wants to make sure everyone has the opportunity to provide input into what this looks like, especially if this is the last of the construction. More informative to do requests by space rather than program plan. Tried to think holistically rather than specific to the projects.
 - i. Fred Haberecht adds that in this process, synergies were encouraged, identified the return on investment on tuition, student success, or research, and when possible considered the right program in the right building at the right time by looking through the lens of why CSU and why now?
- d. Lynn Johnson asks, Was Julia Murphy informed about what is happening at Shepardson?
 - i. Yes, she is aware of the classroom-in-the-round request.
 - ii. Is one classroom-in-the-round enough for the institution or is there a need for more?
 - 1. Need to assess if there is a need for that. She believes these are good markers to have to plan around.
 - 2. From a physical planning standpoint, 35,000 resident student construction is our planning marker and carrying capacity.
- e. Lynn Johnson asks Alan Rudolph: Is the requested collaborative research space additive space or is it replacement?
 - i. It's additive.
- f. Shelly Carroll says that ACNS/Telecom would like funding help for hiring a consultant from the Glover Redevelopment Project.

3. Key Stakeholder Reports – DISCUSSION/Q&A

- a. **College of Engineering (Dean McLean)**
 - i. Lynn Johnson asks Dean McLean about the listing under student affairs for Leslie Taylor.
 - 1. Shelly Carroll says it is a replacement for Ammons. The sq. ft. was comparable.
 - ii. Lynn Johnson says we kicked off an in-depth review of space across campus a few years ago. They are aware of the space deficiencies from the space review. They know it's a constant problem that exists.
 - iii. Jake Roberts adds that there are a lot of common things Engineering is facing (enrollment, growth pressures, opportunity to capitalize on new success in research) that exist in Computer Sciences and Natural Sciences. The physical location is very valuable in the Glover site. If all the activity is moved far away from main campus, then it may go against some of the co-location goals.
- b. **College of Liberal Arts (Dean Withers)**
 - i. Not included in his presentation, Dean Withers adds that the College of Liberal Arts teaches 65% of classes offered in Clark, but other colleges are also represented, and all of them have faculty that teach classes in Clark.
 - ii. Who from other colleges joined in on the stakeholder committee?
 - 1. Natural Sciences and Psychology, not Agriculture Economics (because they are moving to Shepardson); the same basic representations as the other stakeholder committees.

2. Lynn Johnson asks Dean Withers, Do you see synergies in these additions? Had there been an opportunity to think of this differently and had more time with the stakeholder committee process, would it have presented different results?
 - a. Dean Withers says, Yes, for example, Warner College of Natural Resources is talking about water and the environment. College of Liberal Arts has faculty working on similar topics. Those spaces could be co-located, for instance. Department of Political Science participates in an atmospheric cluster and English works with a microbiome cluster.
 - b. Alan Rudolph commends College of Liberal Arts for thinking about how the structure of the departments might change as a function of revitalizing the space; would be very powerful to physically capture the highly collaborative passion among faculty, to think about how to reorganize and co-locate to revitalize how we do business in a space.
 - c. Dean Withers agrees that we need to create a natural daily mechanism for people to connect and run into each other, need to build that into the infrastructure to create efficiencies.
3. Lynn Johnsons asks, with these additions, where does the College of Liberal Arts see themselves vacating space?
 - a. Some areas they are located in are the Tiley House, the Writing Center located in Eddy, General Services Building, Weber, and Hartshorn.

c. College of Veterinary Medicine and Biomedical Sciences (Dean Stetter)

- i. No discussion or questions asked.

4. Observations and Discussion with President Joyce McConnell

- a. President McConnell's understanding is that there has been a hold on the strategic planning process, including discerning what kind of institution we want to be, and what we need to do to be that institution. CSU is extraordinary, the work is impressive. CSU is the western research university, but other people don't know that. The master planning process reflects what it would take to distinguish us in terms of strategic planning.
 - i. Strategic Planning involves:
 1. Asking: What is it that we want to be? What do we want to imagine and dream?
 2. Then having the operational piece of how to make it happen, how to grow enrollment and to build facilities that allow us to accomplish what we want to do.
 - ii. We've already started the process around identity and programming, manifesting itself through the master planning process. We want to provide access to an extraordinary education.
 1. Part of the access piece is how to build reputation, not just for supporting students, but also for how to excite students, so they want to come. Generation Z wants collaboration, access, diversity, transdisciplinary education so they don't have to fit themselves into a disciplinary box. How do we take the synergies, experiential learning, transdisciplinary education, research, and service, and make it the big idea, so we can take it to the Board?
 2. This is an important moment for growth at CSU. President McConnell believes we have approximately 5–8 years to build our reputation and enrollment before

reaching the demographic population cliff (when college age students start to decline). We must be the place of choice in the west to maintain what we want to do.

3. What is it we want to be? How do we want to be known? And how does that affect the operational part in terms of enrollment and funding? It's the big ideas that will capture people's attention. We need to say we're going to do X, then bring donors and funders along with us. That would appeal to the Board. Tell people why CSU.

b. Discussion with the group

- i. For Mike Rush the word that resonates is "destination."
 1. Lynn Johnson agrees it's all about place. We've worked with External Relations to develop that story of place, destination.
- ii. Tom Satterly heard a sense of urgency in terms of context: how to rally around the vision and the operational, and with the context to bring together the synergies. It's an opportunity in the west to stake our ground.
- iii. President McConnell says the Midwest will lose more population than the coasts; we will be hit harder than other geographic areas. We have 5–8 years to be the destination (3–5 for us to stake a position), not just for the west but for the rest of the country. We must bring that population density to us. All higher education will be competing for less students, so we need to identify why we are the one we want them to choose.
- iv. Mike Rush says it has been a struggle to get students involved in strategic conversation, but he thinks it is a valuable effort to get their input and encourage that involvement, to have them project what the need is.
- v. Alan Rudolph adds that in addition to stakeholders, there are corporate partners and other strategic partnerships in major sectors within the area that could help guide and transform CSU, providing a direction for CSU's focus.
- vi. President McConnell says no matter where you look, the campus is trying to tackle big challenges, is engaged in identifying large challenges to work on and solutions. The goal is to find the synergy for how to pull it all together and to explore how it informs the master plan, uncover what appeals to Gen Z and would have meaning to them.
- vii. Dean Withers thinks the ideas are here and we just need to elevate them. There are social, cultural, and historical dimensions to these problems. Need to have conversations about what it means to engage in a rich and rewarding life. Recommendation to identify several things that we are, connected to our brand, and possibly organize what we do around a theme similar to what we are doing with the 150th anniversary of CSU, but to use things we are known for (water, agriculture, the environment), having a series of themes that rotate every four years, approaching the themes from a multi-disciplinary point of view and to bring everyone together to address these issues because we are a land-grant university.
- viii. President McConnell asks, how do we take all the pieces such as those Dean Withers just identified and put them into a big idea that we can label and talk about and explain and evolve around?
- ix. Pam Jackson agrees with the comments of Dean Withers around our commitment to the wellbeing of a human community.

- x. Dean Withers says the university can be a mediating force, which brings people together; we can resist the polarization we are seeing in the world. It's an opportunity to have a bipartisan approach.

5. Wrap up and next steps

- a. Fred Haberecht says today we have identified needs and findings. Through the process there was much discovery. Need to carry that forward with the deans to further flesh out major themes.
 - i. Dean Stetter says the Council of Deans may be a great way to facilitate that—to explore how to prioritize and maximize. Additionally, the biggest anxiety for them before they can fundraise is needing to know if they will have a building or a drawing and the timeframe of when it will happen.
- b. President McConnell doesn't believe in static strategic planning. Her philosophy is strategic transformation; it's constant. Go through 18-month quick loops, identify a unified big idea, then ask if we are meeting the marks for schedule and metrics, reflect on what was achieved, and go on to the next thing. The process allows for more flexibility and staging. Need constant cycle of moving forward.
- c. Lynn Johnson says she doesn't think it's appropriate for central to make these decisions. From an academic standpoint, we need to understand what the market is telling us and where we can expect to see growth and demand around the programs at CSU. That has to help inform where we are going to invest, for example with hiring faculty or assigning space. Then we consider the downstream implications. The biggest key thing that we need to move forward is understanding where we see growth coming from for academic programs, for research, and for outreach. We will have to go to the Board to say why we want to invest our money. What is it about CSU that will convince the Board that these are the type of investments that we want to make? Why CSU? Why invest in those programs? Where are our areas of excellence for academics and research? Where are we already doing good things? Where do we have the ability to invest more in that through space and resources? What is going on in environment that this makes sense for CSU now? The marketplace is demanding more synergy, don't want silos of programs—how do we do this with our programs to provide more knowledge to our students?
 - i. Will need to use the Joint Cabinet Council of Deans meeting in August to determine how to make these decisions and prioritize.
 - ii. What is the highest priority for buildings? Heard from the students that Clark has to be a part of it.
- d. Dean Withers asks, are we going to continue to build on the business model that is so dependent on undergraduates? What do we want to grow to? Who will be on campus? One college growing will have implications for other colleges such as the College of Liberal Arts. Business model and growth is an important aspect.
- e. To Dean Stetter's comment, Dean Withers has been reluctant to talk to outside donors about Clark as well because does not want to get ahead of the university, but at some point, needs to have those conversations of financing.
 - i. Lynn Johnson says we need to have a plan of finance that we can deliver on, assuming a certain amount of donor contributions.

- f. Lynn Johnson recommends inviting Pam Jackson and a couple of her staff to the August retreat. Have Dean Ajay Menon talk to what we are doing around the state of Colorado and industries. These preliminary planning groups have taken this as far as they can, and now it needs to rise to a higher level. What other information needs to be fed into the information we have already gathered?
- g. President McConnell ends the meeting with her charge. She says she needs to start doing something very quickly, needs to start to wordsmith a big idea, to let people see what possibilities there are, so they can say, "That's the worst idea ever," or "Yes, that gets us where we need to go." She thinks we have made decisions today that will help free us up with donors, which is to talk to donors about the transdisciplinary nature of what we're trying to do with the three buildings. Even though we can't say what the final name of the building will be, we can start to engage them in the idea that this is bigger than just an engineering building or another liberal arts building or bio-med building; we can begin to talk about it as something much bigger.