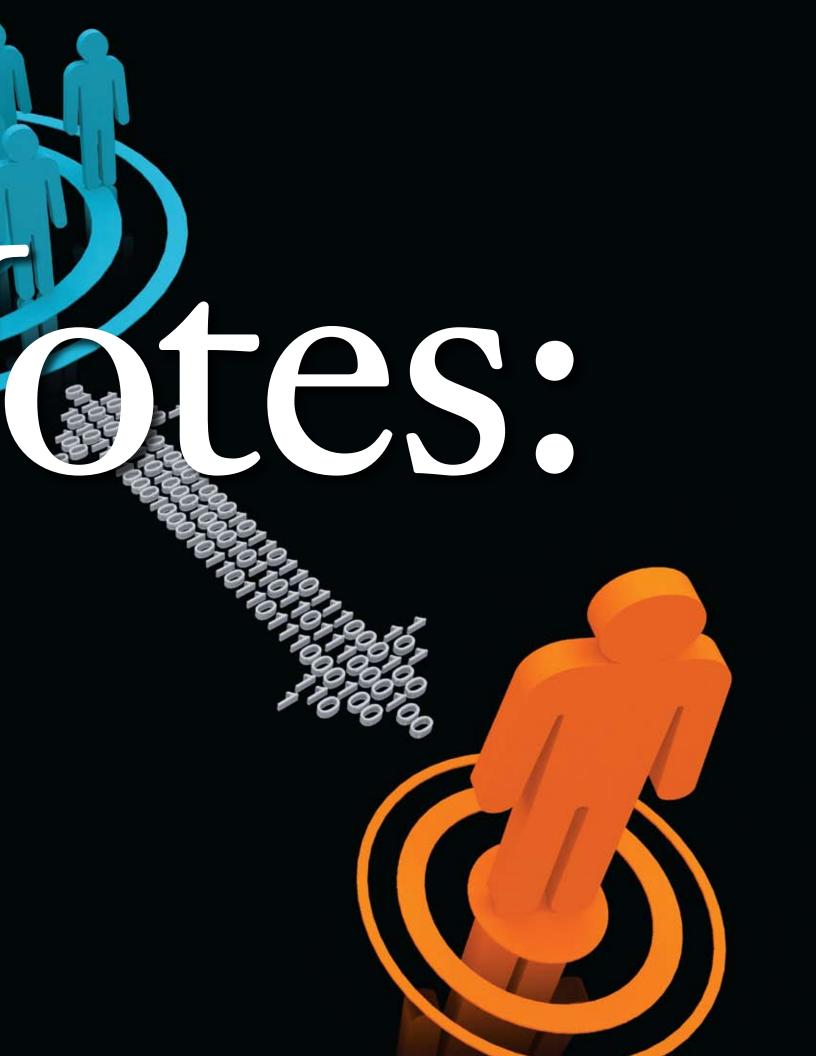
A Sampling from the APPAinfo Discussion List

Compiled by Steve Glazner

or nearly 15 years, APPA has provided a valuable and much-used networking service to its members and others in the business of educational facilities. The APPAinfo discussion list is a simple and effective information and communication tool that connects 1,050 facilities professionals from colleges, universities, public schools, private preparatory schools, museums, municipal and state offices, federal agencies, and business partners and consultants.

Following are just a few of the many topics that are discussed by the active, knowledgeable, and generous subscribers to the APPAinfo list. The queries and responses below have been edited from their original postings for space and consistency purposes.





ART FACILITIES OPERATIONAL HOURS INITIAL QUERY:

We have just finished a new visual arts facility. Now that the building is done, one problematic area involves the security aspects. Essentially, the

dean and faculty want the building to be open 7/24/365 because "you never know when the artistic urge will hit, and you might have a masterpiece in the works." However, they do not provide monitors for every lab space for the hours they want the building to be open.

Additionally, we only put hard-wired exterior card readers on three main entrances (as specified by the dean...at the time of design, that is); now they want *every* exterior door on card access for "convenience." Of course, security, safety, and convenience are on an opposite sliding scale. So, we are trying to convince them, along with Public Safety, that this is *not* the way to go.

What I am wondering is how any of the rest of you with dedicated VPA buildings operate the building. Is there a college or university policy, procedure, or process that you could share that would outline how and when building can be open and if monitors need to be present, etc.? *Anything* you can share would be good. I am very concerned about risk management for the university.

-R. Jeff Grimm, P.E., Kutztown University of Pennsylvania

Response #1:

Glad you bring this up because it makes me realize that we *may* not have thought this through, with regard to monitoring of the labs. To answer your question directly, no, we have no policy. That said, I believe the chair of the Art Department will have a good answer.

I'm working on renovation of the building here in which Theatre has been operating for many years. We are plan-scrambling and adding on; the end product will bring Theatre and Dance and Art together. Just entered Final Design phase.

We have learned over time that any impulse to save by limiting the card readers is bound to fail. We now take the opposite tack—we make sure the faculty understand what a card reader can do for their peace of mind, convenience, and control, while also pointing out that every nickel spent on these expensive features is a nickel that can't be spent on other stuff they want. We have card readers at any lab with equipment that might walk, at all labs or studios in which students need to work into the late evening, and at a few other spaces where particular circumstances suggested we add them.

-Hal Dean, AIA, LEED, West Chester University

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Response #2:

We have installed access (not security) to every building with general purpose classrooms (and have several like your VPA) similarly equipped. The one and only door is the one and only door accessible. Convenience is in the eyes of the beholder (or in our case, who pays). If the dean isn't willing to pay for additional card access doors then it's convenient for him to use the doors that have been specified. Alternatively, the dean can pay for custodial, O&M, or the campus cops to be available to unlock doors whenever the creative muse strikes.

> —Ted Weidner, Ph.D., P.E., AIA, University of Nebraska – Lincoln

Response #3:

We went through a similar experience in 2004 when we opened our LEED-certified building in downtown Fargo about a mile and half from the main campus. This is the new home for our visual arts and two- and three-year architectural programs. With these two academic groups, it was very challenging just to pick paint colors. However, it has been an operational success.

The facility is 24/7/365 with card access on the two main doors. There is card access in various rooms identified as critical by the departments. We have about 32 surveillance cameras both inside and outside. We have a third-shift security firm present to help provide a comfort level for the students.

—Bruce Frantz, North Dakota State University

CAMPUS TEMPERATURE STANDARDS INITIAL QUERY:

We are considering establishing campus-wide temperature standards, one for summer and another for the heating season. Want to know about others' successful implementation, experiences, pitfalls, policies, exceptions, etc.

—Tony Yamada , East Carolina University

Response #1:

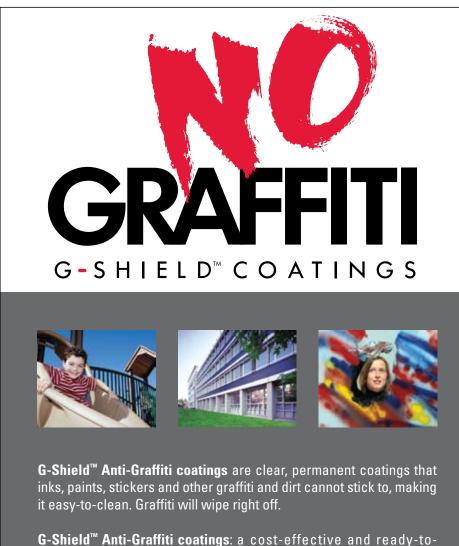
We have just gotten through doing this ourselves, and it's been mostly successful. The biggest issue we've dealt with is people with special circumstances, either medical or equipment/ research-related. You can view the policy and exemption form that we're currently using at: *www.pp.utk.edu/policies/ Energy%20Conservation%20Policy.pdf*.

—Alexandra (Ali) Virtanen, University of Tennessee, Knoxville

Response #2:

In the CSU System we do not heat above 68 degrees F or cool below 78 degrees F. Domestic hot water will not be set above 115 degree F. See our policy at: *http://calstate.edu/EO/EO-917.pdf*.

—Tony Simpson, California State University – San Bernardino



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Response #3:

We informally use ASHRAE Standard 55. This standard avoids the pitfalls associated with a locally developed standard. We still work to make reasonable adjustments within work spaces to meet individual preferences, but the standard eliminates the urgency of calling in a technician on overtime to address conditions that are within the standard.

-Wayne M. Robinson, Central Wyoming College

Response #4:

I would have health concerns about legionella bacteria with hot water temps set [as low as those set by the California State University System].

-Carol J. Dollard, P.E., LEED AP, Colorado State University

Response #5:

68 degrees for heating, 78 degrees for cooling. —Harry Sparrow, St. Mary's College of Maryland

Response #6:

SCU runs a range of 68 degrees to 73 degrees, though I've heard rumors we will be increasing it in an attempt to save energy and dollars.

-Stacy Connolly, Santa Clara University





BAMBOO FLOORING INITIAL QUERY:

Our architect has specified solid bamboo flooring for a community meeting and multipurpose room in a new building that will be built on our campus. The room will be used for community events and for dining. I am interested in hearing comments that anyone has about bamboo

flooring in a busy public space. —Wayne M. Robinson, Central Wyoming College

Response #1:

I've experienced bamboo flooring at two institutions and both were not good. It does indeed scratch easily! Having students pushing chairs together to study or congregate caused daily heat break for the diligent custodian. Too much liquid from spills or the not-so-diligent custodian caused heartbreak for the carpenter trying to figure out how they get the cupping. Architects love the stuff because it really bumps the LEED factor.

-Rick Becker, Milton Hershey School

Response #2:

I performed impact and scratch durability tests on bamboo flooring compared to traditional oak and maple hardwood

> flooring. I tested horizontal grain, vertical grain, and strand woven bamboo flooring, in solid and "engineered" versions. In spite of manufacturers' claims, all brands of horizontal and vertical grained bamboo flooring proved to be more easily dented and scratched than white oak, red oak, or maple hardwood flooring. One brand of strand woven solid bamboo flooring proved to be as scratch resistant and more dent and impact resistant than the oak or maple hardwood flooring; other brands of strand woven bamboo flooring were of inferior quality.

> > -Tim Baker, Truman State University

CAT POPULATIONS ON CAMPUS INITIAL QUERY:

Here at Arizona State University in Tempe we are dealing with large numbers of feral and abandoned pet cats. We have a Mild Cats organization that feed, spay/neuter, vaccinate, and trap cats for adoption, but they are overwhelmed by the numbers. Has anyone else faced this, and how have you handled it?

> —Ellen Newell, Arizona State University (continued on page 54)

(continued from page 44) **Response #1:**

We have a similar problem. There are local residents who feed, spay/neuter, and so on. We tried to work with local humane organizations, the city, and the county to be able to turn in the cats. This backfired on us, and we received complaints from all sides plus got caught up in bureaucratic red tape. There are those who complain the cats are a nuisance and public health threat; people are letting them into the buildings and they are causing flea problems, not to mention hissing at students and creating more unwanted cats. Then there are those who complain about us removing the cats; they don't want them destroyed.

It has been a lose-lose situation for us, and we tread with caution. It has gone so far as someone complaining to our EOP office about this, and I had to provide copies of the ordinances showing the legal rights and implications the university assumes regarding this issue. We have yet to find a solution that works for us.

-Laura Pergolizzi, University of South Carolina

Response #2:

I ran into this at an Army post I used to run in California. Locals would drop off unwanted cats. Other locals would feed them (sometimes), but that was about it. I think there is ample literature to suggest that life on the wild (read feral) side is not a good one for the cats. In fact it's cruel. Far better to trap them and turn in to the humane society where they may stand a chance for a better life. Bottom line: You have to build a detailed case for why whatever you do with the cats is better than the situation they are in.

> —Mark C. Nelson, Office of Facility Maintenance, Division of Capital Asset Management, State of Massachusetts

Response #3:

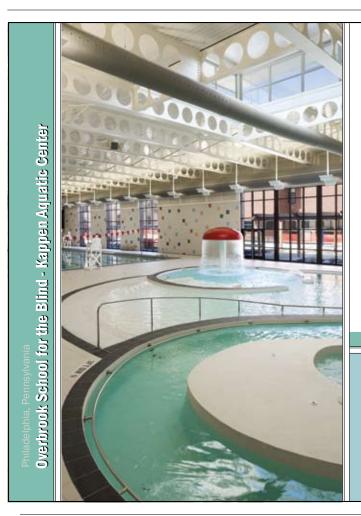
We are dealing with the many deer that come to campus for the green grass and tasty flowers. When you come up with the cat solution, let's work on a deer solution as well. Yes, we have students who are hunters, but that is not an option.

—Alan Cisneros, Chadron State College 🔋

Join the Discussion!

Subscribe to the APPAinfo discussion list at http://www.appa.org/appainfo/appainfosubscribe.cfm

Steve Glazner is APPA's director of knowledge management, editor of *Facilities Manager*, and APPAinfo's list manager. He can be reached at *steve@appa.org*.



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