



May 15, 2014

Dear Chair Nesbitt, Executive Director Cannon, and Members of the Commission,

Thank you for this opportunity to provide the Commission with the University of Oregon's request for capital construction project funding. Our capital planning proposal addresses Oregon's 40-40-20 goals as well as the important knowledge creation and innovation interests of the state. In addition, our request reflects our serious stewardship obligation for the maintenance and safety of the university's existing buildings.

Attached please find the detailed proposals of our request, including:

1. Minor Capital Projects – Building and Program renewal -- Critical Deferred Maintenance/Capital Repair Funding
2. The College and Careers Building
3. The Learning and Innovation Hub – School of Architecture and Allied Arts/Research Innovation Center
4. Chapman Hall Renovation, Seismic Upgrade and Deferred Maintenance
5. Health and Safety Renovation of Klamath Hall for 21st Century Chemistry
6. Regional Library Collections Center and the Knight Library Academic Commons
7. Research Lab Building

The University of Oregon's request addresses urgent space and classroom needs while creating cross disciplinary learning and discovery opportunities for students, addressing deferred maintenance and safety issues in buildings housing key programs, and accommodating additional researchers and enhancements for undergraduate education and career success.

In order to add to the classroom inventory of the campus, the first two new building priority projects together include 1,100 classroom seats or slightly more than 80 percent of the 1,340 needed for our campus, while housing programs to create cross disciplinary opportunities. The first priority, **The College and Careers Building**, innovatively combines career planning support to aid in retention, on-time graduation and options for rural and low income students with spaces for a College of Arts and Sciences Scholars honors program, and increased office spaces for academic programs. The second, **The Learning and Innovation Hub – School of Architecture and Allied**

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Arts/Research Innovation Center, provides new spaces to house a broad spectrum of cross disciplinary programs, as well as research collaboration, experiential learning, and economic development activities. Programs housed range from the fine arts and product design to materials research and business creation.

The next two projects, the **Chapman Hall Renovation** and the **Klamath Hall Renovation and Addition** projects, provide critically needed improvements to two aging buildings on the campus. Klamath Hall's award winning Chemistry Department's researchers will benefit from renewed labs leading to excellent research and economic development through new discoveries. Chapman Hall will be renovated to enable an expansion of the Clark Honors College, a program that helps keep Oregon's best and brightest students in the state. Chapman Hall is one of 14 campus buildings ranked in the highest category ("primary") in a survey of historic resources and together these buildings total 122 years of service to the university without any measurable improvements.

The final duo of projects, the **Regional Library Collections Center and the Knight Library Academic Commons** and the **Research Lab Building**, represent the next horizon of scientific research on campus and an innovative approach to providing for the needs of undergraduate students on campus. The Collections Center provides off-campus storage for materials housed within the Knight Library. It frees space within the library building for undergraduate advising and counseling, tutoring, and collaborative work in a new Academic Commons strategically located in the academic heart of the campus, while leveraging the expertise of librarians in the building. The Research Lab Building would enable the University to add critically needed science faculty by providing them with the necessary space and equipment to conduct cutting edge research in the natural and physical sciences.

The Chapman Hall project would be partially funded from \$5.5 million of state paid XI-Q bonds typically supplied to campuses for deferred maintenance projects. The Klamath Hall project would also be funded with \$6.0 million of state paid XI-Q bonds. For the remainder of the Chapman Hall and Klamath Hall projects and all of the remaining projects, funding is anticipated to be an equal share of state-paid XI-G bonds and other matching funds supplied by the University, such as gifts and grants. In total, the request for XI-G bonds is \$114.125 million and includes \$114.125 in other matching funds. The University has a stellar record of providing the required match of funds dating back to the early 1990s when this approach to capital construction funding was first implemented.

Taken together, the proposed projects will address approximately \$13 million of the currently identified \$270 million of deferred maintenance and seismic upgrade backlog on campus. The University has a three part approach to deferred maintenance. First, an aggressive preventative maintenance program is in place to keep the backlog as low as possible. Next, the University has historically received approximately \$4 million in annual funding from the state for a Capital Improvement program. This program is aimed at the most critically urgent items on the deferred maintenance list. Typically this includes roofs and failing mechanical systems. *Sightlines*, a national consulting firm for facilities and maintenance data, estimates the university should be spending about \$20 million annually in this category. Finally, the Legislature has from time to time supplied funding for the repair of entire buildings. Referred to as the Deferred Maintenance program, this source has most recently provided funds for Fenton and Straub Halls. Maintaining these programs is critically important if the University is to keep its aging buildings in condition to house the programs within them.

In particular, it is very important that the funding for deferred maintenance/capital repairs be continued. This Capital Improvement funding is critical to the UO campus and our top priority would be to see this funding increased to \$20 million (\$10 million per year) so that we can invest appropriate resources into our existing facilities' infrastructure.

In summary, the University's request for funds for construction projects addresses our most critical needs in classroom seats and offices or labs for faculty and proposes to renew buildings that are historically significant and house key programs. The identified projects also combine programs in innovative and creative ways to further the missions of the University. Most importantly, the projects address the broad ideals of 40-40-20 and, if funded, could provide 2,100 construction jobs in the local economy. Over the last 20 years, the University has constructed about 30% of the campus' current space through the combined resources of the state and the generosity of its supporters. Over the same time period, the University has matured and emerged as the fine institution it is today. The projects identified here will add to this legacy, expanding educational opportunities for Oregonians.

Sincerely,



Michael Gottfredson
President

priority	biennium	Name	Type	State paid XI-G	State paid XI-Q	Revenue	Other	Total Cost
1		Minor Capital Projects - Building and Program renewal	Deferred Maintenance		20,000,000			20,000,000
2		College and Careers Building	Current Space Needs	17,000,000			17,000,000	34,000,000
3		Learning and Innovation Hub – School of Architecture and Allied Arts/Research Innovation Center	Current Space Needs	26,625,000			26,625,000	53,250,000
4		Chapman Hall Renovation, Seismic Upgrade and Deferred Maintenance	Deferred Maintenance	2,500,000	5,500,000		2,500,000	10,500,000
5		Health and Safety Renovation of Klamath Hall for 21st Century Chemistry	Current Space Needs and Deferred Maintenance	6,250,000	6,000,000		6,250,000	18,500,000
6		Regional Library Collections Center and Knight Library Academic Commons	Current Space Needs and Deferred Maintenance	16,875,000			16,875,000	33,750,000
7		Research Lab Building	Growth in Faculty	45,375,000			45,375,000	90,750,000
				114,625,000	31,500,000	-	114,625,000	260,750,000



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UO 2015-2017 Capital Construction Project Request

Minor Capital Projects – Building & Program Renewal (\$20 million)

The University of Oregon's top priority for capital construction project funding is \$20 million for its Minor Capital Projects – Building & Program Renewal program (\$10 million annually). These funds are used to address the most critically urgent items on our deferred maintenance list. Typically this includes roofs, masonry exteriors, windows, electrical distribution systems, tunnels, classrooms, fire alarms, elevators, plumbing, heating, and air handling systems.

Sightlines, a national consulting firm for facilities and maintenance data, estimates universities of our size and type should be spending around \$20 million per year to replace systems that have reached the ends of their useful lives. If funded, this request would provide us with half this level of investment (\$10 million per year).

We estimate that the current deferred maintenance and seismic upgrades backlog in Education & General Service buildings and utility infrastructure on the UO campus is greater than \$250 million.

In October of 2013, Sightlines identified a deferred maintenance backlog in buildings alone of \$128 million. It is important to note that this estimate only includes the cost of repairing the failing systems themselves. For example, if a wall is torn out to replace the piping inside of it, the cost of repairing the wall is not included in the Sightlines estimate. Based on past experience with other deferred maintenance projects, we believe the actual total cost of making these repairs to buildings to be closer to \$180 million once all costs are included and the additional backlog increase since October 2013 is included.

The Sightlines report also did not include deferred maintenance related to utility infrastructure such as power, chilled water, steam and other systems in tunnels and sewer, water and other systems directly buried in the ground. The deferred maintenance in utility infrastructure for the UO campus is currently estimated at \$20 million.

Finally, on top of this deferred maintenance, we also have \$72 million of identified seismic upgrades needed in Education & General Service buildings on campus. This figure is based on a 2006-07 rough estimate of costs completed by OUS staff. We have increased the figures to reflect today's construction costs (i.e., due to inflation between 2006-07 and now) and have also added in all expected project costs.

Our campus operations team works hard to maintain our buildings as best they can with the resources available. As part of this process, they regularly identify new critical deferred maintenance items that must be addressed. This year alone, over \$20 million of critical capital repairs needs have been added to the overall backlog list. The requested funding of \$10 million per year (\$20 million total) would provide us with resources to appropriately invest in the most critical repairs needed on the overall list.

As we look to implement the goals of 40-40-20, we recognize that as important as it is to build new facilities for new students, we must also make sure to keep our current facilities safe and operable so that they can continue to serve existing academic programs for decades to come.

UO 2015-2017 Capital Construction Project Request

College and Careers Building

Project Summary Statement

To achieve Oregon's ambitious long-term goal of 40 percent of Oregonians earning four-year degrees, students must first be inspired to enroll in four-year institutions – and equally inspired to see their studies through to completion. The UO *College and Careers Building* will support both halves of that equation by enhancing student recruitment, retention, and graduation rates. It will help the UO attract Oregon's top students and those from underrepresented groups. Specific 40-40-20 goals addressed by this building include:

- **Supporting student Access and timely Graduation rates:** The *College and Careers Building* is a ~50,000-gsf facility centrally located in the campus' academic core. It will allow the UO to serve its increased numbers of students by adding much-needed classroom space and classroom seats (~450 new seats). These new classrooms will help alleviate the current classroom shortage and ensure that students can get the classes they need to graduate.
- **Promoting student Success and Retention:** The building creates a home base for thousands of College of Arts and Sciences students, situated at the crossroads of the campus academic core, where they can take classes and work closely with faculty in seminar and honors settings. This intensive student-faculty interaction will be facilitated by spaces specifically designed for small group and team activities, breakout sessions, and informal learning opportunities.
- **Enhancing Recruitment, Retention and Graduation for a diverse range of students:** This facility will be the home of the re-envisioned UO Career Center, which will offer individualized attention to all students-including first-generation, rural Oregon, and low-income students-and assist them in developing a plan for the future. Linking the value of college to career opportunities will help attract students from underrepresented groups whose families may place higher emphasis on vocational learning and career opportunities. Moreover, research shows that students offered clear career directions are significantly more likely to stay in college, finish in four years and earn a higher GPA.
- **Increasing student Success with more faculty office capacity in academic core:** As currently envisioned, approximately 65% of the *College and Careers Building* will house 1) College of Arts and Sciences college-wide programs, including General Social Sciences, College Scholars, Environmental Studies and the Dean's Office; and 2) learning and advising spaces such as the Career Center, small classroom/seminar rooms and tutoring and advising support spaces. Additionally, by re-housing the programs named above in this new building, ~14,000-sf of departmental (primarily faculty) office space will be vacated and renovated in existing buildings within the academic core for use by other academic units.
- **Supporting Oregon's "best and brightest:"** College of Arts and Sciences College Scholars program, a comprehensive honors program, will be housed in the *College and Careers Building* and will complement the outstanding Clark Honors College housed in Chapman

Hall. This program, along with informal learning spaces and seminar classes, will promote intensive student-faculty interaction and will help the UO attract and retain Oregon's best and brightest students, who place high value on one-on-one and small-group attention.

1. **Project Title:** *College and Careers Building*
2. **Project Narrative:** The *College and Careers Building* project will enhance student recruitment, retention, graduation, and future success by merging core academic activities with advising on career opportunities. As such, the project supports central elements of the State of Oregon's 40-40-20 Goal and key UO metrics for student access and success, as well as first priority space and infrastructure needs as identified in the University's Space Needs Assessment Report.

The approximately 50,000-gsf *College and Careers Building* will provide: a) much needed classroom and office space in the campus core, b) a home for the University of Oregon's College of Arts and Sciences (CAS), and c) a home for the Career Center. Moving multiple units into this building will create new capacity for faculty offices and academic spaces in Columbia, Pacific, Friendly and Hendricks Halls – spaces that will be updated and renovated as part of the overall project. Key elements of the project are:

- **Classroom and learning space in the campus core:** The building's central location within the campus academic core will provide students easy access to 30 to 100-seat, modern classrooms, controlled by the Registrar's office. Additional space and specialized facilities will be provided for small-group learning activities, breakout sessions, and informal learning spaces.
- **A central home for CAS-wide programs:** The facility will house central advising and administration functions for CAS-wide programs (e.g. College Scholars, General Social Sciences, Environmental Studies), which together serve more than 1,300 students each year. Moreover, CAS serves virtually the entire undergraduate population with its wide-ranging array of required and core academic offerings. The majority of UO undergraduates (more than 60 percent - or more than 10,000 students at any given time) then go on to pursue a degree in one of the 49 undergraduate programs offered in CAS. The *College and Careers Building* creates a home base for these students, providing essential services and enhancing their sense of belonging and commitment to their studies. Finally, it will house all CAS administrative functions currently dispersed among four buildings, with no single location that serves as a home base for CAS. This is in marked contrast to all other UO Schools and Colleges, which have a single, primary location.
- **A home for the Career Center:** The *College and Careers Building* will house a re-envisioned Career Center, strengthening its partnership with the College. By sharing physical space with CAS, the Career Center will forge a clear connection between students' academic and post-academic careers, and help them to transform their arts and sciences educations into the basis for lifelong career success. The Career Center will continue to support graduates from other Schools and College's as well.

- **Additional office and department space:** The project will release large portions of centrally located space in Columbia, Pacific, Friendly Hall and Hendricks Hall which will be updated for use as faculty offices, department space and seminar rooms.

This new CAS academic hub and state-of-the-art teaching and learning facility will foster the mentoring of students from “landing to launch,” facilitating their transition into college and on toward graduation in support of Oregon’s 40-40-20 goals. Within this building, students in the arts and sciences will take classes and work closely with faculty in small-group seminar and honors settings as they do in the other UO schools and colleges. By creating space to enhance and encourage intensive student-faculty interaction, we establish a highly visible facility centered upon the UO’s liberal arts and sciences mission, designed for the top students we aspire to attract and retain. By co-locating the UO Career Center in this building, we also provide students direct access to career advising/ counseling and preparation workshops, courses, programs, and events, as well as access to targeted employers, recruiters and professional networks for the professional and graduate-school opportunities that align with their identified career values, interests and strengths. In sum, the *College and Careers Building* will not only meet immediate and critical needs for expanded and enhanced facilities to address expanded enrollment; it will also create an academic home for thousands of CAS students each year and reinforce our elemental strengths in arts and sciences education.

In addition, the academic activities in the building will be in close proximity and complementary to the proposed Academic Commons an advising and learning commons to be located in the Knight Library. Together, the *College and Careers Building* and Academic Commons will bring services to the academic center of campus dedicated to student success.

3. Detailed Project Description

The *College and Careers Building* project will be a three-to-four-story, approximately 50,000-gsf new building built in the academic core of campus. The space will roughly break out as follows: individual workspaces - offices, workstations (60%); university classrooms and other informal learning spaces (25%); department-controlled teaching and other (5%); and support and technical work areas (10%).

The new facility will provide: a) much-needed classroom and office space in the campus core; b) a home for the University of Oregon’s College of Arts and Sciences (CAS); c) a home for the re-envisioned Career Center; and d) approximately 25,000-gsf (14,000-asf) of modernized and renovated faculty offices, seminar rooms and other departmental space released for other academic uses in Columbia, Pacific, Friendly, and Hendricks Halls.

As currently envisioned, the *College and Careers Building* will include:

- Flexible, technologically nimble classrooms to serve class sizes from 30 to 100, increasing the number of classroom seats in the university by approximately 300-450 seats
- Seminar rooms for small-group honors classes, study groups, and colloquia

- Meeting rooms for individualized faculty-student mentoring, career interviews, and career advising
- Various learning and collaboration spaces for solo and team study
- New faculty and administrative offices to house CAS-wide programs
- Space for a large variety of CAS programs including, but not limited to, College Scholars (~200 students/year), General Social Sciences (~750 majors) and Environmental Studies (~550 majors); honors programs for all majors; and the CAS Dean's Office
- Career Center flexible space for advising/counseling, career-development workshops, career course sessions, employer information sessions, employer on-campus interviews, and targeted networking and recruiting events
- Centrally located underground parking to replace existing on-site parking.

The *College and Careers Building* will support the following activities, programs and populations:

Activities supported:

- Teaching and Learning
 - Classrooms centrally located within the academic core that specifically address classroom sizes currently most needed, including one or two large classrooms (~100 seats), specialized teaching labs, and small specialty classrooms
 - Seminar rooms for small group and honors classes to enable innovative pedagogies
 - Informal learning spaces, team spaces, and break-out spaces
- Advising and Mentoring
 - Spaces dedicated to faculty advising and mentoring for 1) undeclared students through CAS College Advising program; 2) academically accomplished undergraduates through CAS College Scholars program; and 3) students in General Social Sciences, Environmental Studies, and other interdisciplinary majors
 - Synergistic relationships with the proposed ISCAS
- Study and Collaboration
 - Open spaces for informal collaboration
 - Variety of specialized spaces for solo and group study, from nooks to team spaces
- Lectures and Events
 - Lectures and co-sponsored events for visiting scholars and speakers
 - Enrichment events for undergraduate special interests (e.g., undergraduate research opportunities, career options for humanities majors, etc.)
- Career Services
 - Career advising and counseling
 - Employer interview space
 - Career curriculum and development workshops
 - Networking space for student, alumni, and employer interaction
 - Student recruitment and information sessions

Programs and Populations served:

- The *College and Careers Building* will serve College of Arts and Sciences college-wide programs noted above, the Career Center will serve the entire campus, and the new classrooms will provide increased capacity for the entire campus.
- Faculty office and departmental space vacated in Friendly Hall will serve language departments housed in the building, allowing for consolidation of language faculty and GTFs now dispersed around campus.
- Faculty office and departmental space vacated in Columbia, Pacific, and Hendricks Halls will provide needed expansion room which will be renovated as part of this project.
- The entire campus will benefit from the creation of a venue that supports broad-based campus lecture series and events.

4. **Clear and Urgent Life, Health and Safety Issues:**

Not applicable

5. **Total Estimated Project Cost:** \$34,000,000.

6. **Funding Request:**

a. <u>Funding Source</u>	<u>Amount</u>	<u>% of Total</u>
G-Bonds	\$17,000,000	50
Gifts and Grants	\$17,000,000	50

- b. For Article XI-G bonds, identify the amount and source of the constitutionally required 50% match. The College of Arts and Sciences has already raised \$550,000 in donations/pledges including:

\$100,000 from College of Arts and Sciences Deans Advisory Board member
\$100,000 from College of Arts and Sciences donor
\$100,000 from the Class of 1962

- c. For additional required project funding (beyond requested state funds and Article XI-G match), identify the amount and source of the funding.

Not applicable.

- d. Identify the revenue sources that will be used to pay campus-paid debt.

Not applicable.

7. **Project Schedule:**

Start date: Summer 2016
Completion date: Summer 2019

8. **Mark state and/or institutional goals addressed by project:**

40-40-20 goal

The *College and Careers Building* project will enhance student four-year college recruitment, retention, graduation, and future success by merging core academic activities with advising and support for career opportunities. In particular, the project will support the state's 40-40-20 goals, and the 40% target for four-year bachelor's degree holders statewide, by improving UO's graduation rates, which are already the highest of any Oregon public university. It will do so by alleviating the classroom shortage, thus enabling students to more easily get the classes they need to graduate, by providing advising and mentoring space and support to keep them on track for timely graduation, and by making the path to student career success more accessible and well-supported, including preparing them for and connecting them to workforce opportunities. The state's employers and economy show increasing needs for well-educated college graduates able to communicate effectively, think critically, solve problems creatively, and work in collaborative team environments, and the services this building provides are all ultimately directed at meeting those needs.

Statewide economic development or workforce goal

The program mix housed in the *College and Careers Building* will foster the recruitment, retention and graduation of the best and brightest Oregonians, provide career identification and recruitment opportunities starting freshman year and continuing throughout the collegiate experience, and support the reinvestment of the resulting intellectual capital within the state of Oregon.

The project will create 268 construction industry jobs.

Other statewide goals

Not applicable.

Institutional goal

Space Needs Assessment Report

This project will address the following priorities from the UO's *Space Needs Assessment Report*: the addition of new classroom seats, informal learning spaces and faculty offices located in the campus academic core, as well as the release of current office and meeting/seminar room space for academic use. The spaces vacated and renovated as part of this project provide an opportunity to address some of the critical deferred maintenance issues in the spaces vacated within the existing buildings such as windows, doors, lighting, etc. When funding is available for a complete and comprehensive remodel of the entire building we will be able to address the remaining building-wide systems such as seismic remediation, electrical, plumbing and accessibility.

Provosts Criteria

In terms of the *Provost's criteria* (quoted in italics below), the *College and Careers Building* will first and foremost *foster undergraduate student success*. Housing the major interdisciplinary CAS programs, the Career Center and classrooms serving many colleges and departments majors under one roof will create a widely used, integrated student

learning environment. In particular, integration with the Career Center will foster pragmatic career support and concrete linkages of students' academic interests to their post-academic career aspirations. Moreover, the proximity of these activities to the proposed Knight Library Academic Commons will locate services in the academic core of campus dedicated to student success. The integration of all these features will enhance the appeal of UO to a broader pool of potential recruits and their career-conscious families, thus *promoting diversity* within the UO's student body.

In terms of the Provost's criteria for academic excellence, the *College and Careers Building* explicitly *encourages collaborative innovation to support students and teaching* through housing multiple, complementary activities in one setting. Additional offices, modern classrooms, and multi-use seminar and meeting rooms will also enhance faculty recruitment, morale and retention, thus *building faculty excellence*.

Finally, the project will *promote financial stability, efficiency and compliance* by achieving a minimum of LEED Gold certification and being at least 35% more efficient than the SEED standard code set in the 2010 Oregon Energy Code requirements. This project will comply with federal, state, and university laws, regulations and policies, including adherence to the policies of the Campus Plan.

9. Impact of project on improving access and success for underrepresented, first generation, rural, and low-income students:

Making the value of college and an academic education immediately apparent by linking it to career opportunities will have a disproportionately positive impact on students from underrepresented groups, who often come from family backgrounds where college education (as opposed to vocational education) is not reflexively prized. These underrepresented students will benefit from the emphasis on degree completion through the accommodation of academic, advising, mentoring and career-related services and programs co-located in one central facility- the *College and Careers Building*. One example, the facility will enable the Career Center to support efforts to provide college and career resources to traditionally underrepresented student groups, which include: students of color, students with hidden and non-hidden disabilities, LGBTQ students, international students, student veterans, non-traditional students, first-generation students, recovering students, and students who grew up in the foster care system.

UO 2015-2017 Capital Construction Project Request

Learning and Innovation Hub – School of Architecture and Allied Arts/Research
Innovation Center

Project Summary Statement

To achieve Oregon's ambitious long term goal of 40 percent of Oregonians earning four-year degrees, the School of Architecture and Allied Arts/Research Innovation and Graduate Education (A&AA/RIGE) proposal is based on creating cutting edge facilities offering multi-modal teaching possibilities. This will attract students inspired by the robust combination of hands-on/experiential learning coupled with a rigorous theoretical and creative base, and will inspire them to enroll and to see their studies through to completion. The UO *A&AA/RIGE Building* will enhance student recruitment by increasing the cohort already interested in an education connecting maker-space with more typical classroom experiences. A history of higher retention and graduation rates in design fields, based on the totally immersive experience, reinforces the expectation that these rates will only increase. For example, freshmen entering UO as a declared A&AA major have a 6-year graduation rate of 76.9%.

The engagement with epic design challenges has been proven to attract students from underrepresented groups. Specific 40-40-20 goals addressed by this building include:

- **Engaging students, driving student Access and timely Graduation rates:** The *A&AA/RIGE Building* is a ~100,000-gsf facility anchoring the south edge of the academic core. It will relieve the current shortage of classrooms by adding much-needed classroom space (~730 new seats) plus 60,000- gsf of classroom/studios, fabrication and experimental labs, and another 100 fluid seats in the learning commons. These new classrooms, fabrication and experimental labs, and learning commons will significantly (by over 50%) ease the current classroom/learning space shortage, allowing students to readily access the classes needed to graduate.
- **Promoting student Success and Retention:** The building creates an integrated learning environment for hundreds of majors who will learn through hands-on fabrication and scientific labs, including large and small learning environments. It will also be a hub for thousands of UO students who can access lecture classes, hybrid and flipped courses, and fabrication laboratories. These students will work closely with faculty in seminar, peer learning, and studio settings as well as in internship and job preparation. This intensive student-faculty interaction typical in arts and design education, with strong results in retention because of the one-on-one and integrated learning set-ups, will be facilitated by spaces specifically designed for small-group and team activities, breakout sessions, and informal learning opportunities.
- **Enhancing Recruitment, Retention and Graduation for a Diverse range of students:** This facility will house the integrated arts/design/research/innovation collective, which will offer multiple modes of learning to students as well as content addressing community, social, and epic challenges. These varied models for teaching and learning are proven models for enhancing recruitment, retention, and success of diverse student populations. The academic

program of Material Studies and Product Design teamed with the Regional Accelerator and Innovation Network and the Invention Greenhouse will provide a direct pipeline to industry. The A&AA/RIGE project is fundamentally built with a professional and entrepreneurial focus, with degree programs specifically established with industry internships embedded in the curriculum. This attracts students from underrepresented groups whose families may place higher emphasis on job-specific learning. Research shows that students offered clear career directions are significantly more likely to stay in college, finish in four years and earn a higher GPA.

- **Increasing student Success with more faculty office capacity in academic core:** Approximately 65% of the *A&AA/RIGE building* will be developed to house the college-wide art programs, Material Studies and Product Design; small classroom/seminar rooms, tutoring and advising support spaces. Additionally, departmental faculty office space will be embedded in the learning environment for ready student-faculty engagement.
- **Supporting Oregon’s “best and brightest”:** Product Design is the fastest growing program at the UO. This program, along with informal learning spaces and seminar classes, will promote intensive student-faculty interaction and will help the UO attract and retain Oregon's best and brightest students who place high value on one-on-one and small-group design studio level attention.

1. **Project Title:** Learning and Innovation Hub – School of Architecture and Allied Arts/Research Innovation Center

2. **Project Narrative:**

The *A&AA/RIGE Center* will enhance student recruitment, retention, graduation, and future success by providing an epicenter for massive design thinking, collaborative innovation, and social responsibility. The project is dedicated to developing world-class applied research in a robust center for visible investigation. As such, the project supports central elements of the Oregon’s 40-40-20 goal and key UO metrics for student access and success, as well as first priority space and infrastructure needs as identified in the Space Needs Assessment Report (SAG, 2014).

The approximately 100,600-gsf *A&AA/RIGE Center* will provide: a) more than 50% of the university’s needed classroom space at the intersection of the campus core and the community; b) a home for the Material Studies and Product Design Program, the fastest growing unit at the University of Oregon, with a current student body of 160 and an international reputation; c) a home for the Regional Accelerator and Innovation Network (RAIN); d) a home for the Tyler Invention Greenhouse – a hub for interdisciplinary work in green chemistry and product creation, forming a creative center with extraordinary impact that is rooted in science and research and complementary to A&AA; e) studio, laboratory and fabrication space for the hands-on disciplines of Arts, including digital arts, metalsmithing, sculpture, ceramics, and photography; and f) a significant number of faculty offices for the support of students. Moving existing units into this building will release underutilized spaces on and off campus and will alleviate the need to lease off-campus space.

Key elements of the project are:

- Classroom and learning space strategically framing the south ring of campus core and community: The building's location will provide students easy access to modern classrooms ranging from 50 to 350 seats, all of the largest and most of the smaller controlled by the Registrar's office. Much additional space and specialized facilities will be provided for interactive small-group learning activities including research, fabrication, breakout discussions, and informal learning.
- A home for A&AA Product Design Programs: The fastest growing program on the university campus has never had dedicated classrooms, studios, or workshops on the university campus. The program currently is located primarily in a repurposed automobile showroom more than 0.7 miles from the campus core. The new facility will provide state-of-the-art facilities for designing and making by Material Studies and Product Design students in the campus core adjacent to Art Department and RIGE research spaces with similar goals.
- New facilities for Art Department: Most Art Department teaching studios are currently located in 100-year-old retrofitted spaces or 50+ year old "temporary" buildings that have been described in recent internal and external evaluations as "small and cramped." These spaces will be released for more appropriate uses, and the art studios now in them will be relocated into modern, accessible, well-ventilated spaces adjacent to other creative disciplines with which the students and faculty will collaborate.
- A home for RAIN: The Regional Accelerator and Innovation Network (RAIN) is a state-funded collaborative project involving the University of Oregon, Oregon State University, the cities of Eugene and Corvallis, and the Eugene Chamber of Commerce. As the first public/private accelerator of its kind in Oregon, RAIN consists of two nodes – one facility in Eugene and another in Corvallis – each housing nascent companies, university-community designed acceleration programs, and one-stop shops to access talent and expertise housed within the university. RAIN would have its home in this facility. Through RIGE's shepherding of internal assets within UO and collaborating with governmental and business entities, RAIN will evolve to focus existing efforts into cohesive accelerator programs, increasing capacity to process more tech business ideas toward investment/customer revenue.
- A home for the Tyler Invention Greenhouse: Made possible by a generous donation from the Alice C. Tyler Perpetual Trust, the Tyler Invention Greenhouse will be the first of its kind anywhere in the nation. It will create a workshop environment in which academic researchers, students, and industry practitioners can collectively gather to brainstorm and build ideas in real time and swap solutions across disciplines ranging from chemistry to business to product design and communications. The Tyler Invention Greenhouse will be a defining collaborative space, an openly planned environment easily reconfigured through movable furniture, enhancing creative inquiry and teamwork through surfaces made for posting ideas, technologically enabled to encourage face-to-face and international engagement. Visitors to the greenhouse and other areas of this interactive building will be able to walk through it and observe intense creative engagement, much like an operating theater in reverse. Works in progress, prototype products, questions in need of answers, and the conversations about all three will be fully accessible and on display to all who enter this cutting edge and highly productive workspace.

- Several spaces will be released for other use and relieve the University of off-campus leases: The project will remove uses from the Romania Showroom, a repurposed auto dealership 0.7 miles from the campus core that is destined for much more dense development. It will release approximately 15,000 asf of Art Department space in buildings across Franklin Blvd (a state highway) for more appropriate use and/or future development. It will relieve the university from paying to lease studio space for art studios 1.8 miles from the university.

This new A&AA/RIGE academic-entrepreneurial hub and state-of-the-art teaching and learning facility enables clear student arrival to job placement in support of Oregon’s 40-40-20 goals. Within this building, students will be in “maker-spaces,” take classes and work closely with faculty in multiple arenas –from lecture halls with break out sections to small-group seminar and studio/lab settings. By building on a history of intensive student-faculty interaction emerging out of art, design, and highly ranked architecture pedagogies, we will establish an extremely visible facility centered upon attracting the best and brightest and inspired by an integrated model of learning from experiential to theoretical. Student success will directly emerge from a facility that enables learning that is connected to creative practice in industries that demand creativity. Portland has 800 sports products firms alone; this program is already linked to job placement – it requires world-class facilities to create the next generation of entrepreneurs and leaders in product development and creative direction. This facility is about producing learners, makers and entrepreneurs for the 21st century-students who can push boundaries of the disciplines developing questions whose answers could radically improve the way people live, learn, work, and play.

These students will use classrooms, laboratories, and outreach to solve the world’s messy problems together; the facility will house spectacularly transformative learning experiences leading students to develop processes for producing creative solutions to the most complex challenges. We are providing a deliberate mash-up of industry, academia, and the world beyond campus as a key to leading new learning paradigms.

3. **Detailed Project Description:**

The *A&AA/RIGE Center* will be a three-to-five story, approximately 100,000-gsf new building anchoring the south edge of the academic core of campus. The space will be roughly allocated as follows: general university classrooms (18%); RIGE programs (23%); A&AA Product Design (15%), A&AA Art (44%).

The new facility will provide:

- more than 50% of much needed classroom space in the campus core;
- a home for RIGE with its RAIN program and Tyler Invention Greenhouse;
- a home for the 6-year-old and already internationally successful Product Design Program;
- new modern facilities for several Art Department disciplines currently located in inadequate facilities;
- approximately 16,000-asf of space on North campus released for other uses; and

- approximately 8,000-sq ft of off-campus space released for other purposes.

As currently envisioned, the *A&AA/RIGE Center* will include:

- Flexible, technologically nimble classrooms to serve class sizes from 50 to 350, increasing the number of classroom seats in the university by approximately 730 seats
- Review rooms for discussion of student and faculty projects in process
- A wide-range of collaboration spaces for team work at a range of scales
- State-of-the-art fabrication lab for Product Design
- State-of-the-art studios/laboratories for Art disciplines including Digital Arts
- Laboratory space for RAIN students and faculty
- Technology-enhanced collaboration space(s) for Invention Greenhouse
- New faculty offices to house RIGE and A&AA faculty, freeing faculty office space in the campus core.

The *A&AA/RIGE Center* will support the following activities, programs and populations:

Activities supported:

- Teaching and Learning
 - Classrooms centrally located within the academic core that specifically address classroom sizes currently most needed, including one large lecture hall (350 seats), one small lecture hall (100 seats) and four flexible classrooms (50-100 seats)
 - Seminar rooms for small group classes to enable innovative pedagogies
 - Informal learning spaces/team spaces/break-out spaces
 - Specialized teaching labs and small specialty classrooms
- Study and Collaboration
 - Open spaces for informal collaboration
 - Variety of specialized spaces for solo and group study, from nooks to team spaces
- Lectures and Events
 - Lectures and co-sponsored events for visiting scholars and speakers
 - Enrichment events for undergraduate special interests (e.g., undergraduate research opportunities, etc.)

Programs and Populations served:

- The entire campus will benefit from the creation of much-needed university-scheduled classroom space
- The entire campus will benefit from a venue that supports hands-on learning and visible fabrication
- RIGE will benefit from the creation of labs and workshops/studios for RAIN and the Tyler Invention Greenhouse
- A&AA Product Design Program will benefit from the creation of studios, fabrication laboratory, and classrooms for students, an administrative center, and faculty offices and studios.
- A&AA Art Department students will benefit from new studios and classrooms, and faculty will benefit from new offices.

- Art Department studios vacated in Lawrence Hall and on the North Site across Franklin Boulevard will provide considerable space for development at the discretion of the university.

4. **Clear and Urgent Life, Health and Safety Issues:**

Not applicable.

5. **Total Estimated Project Cost:** \$53,250,000.

6. **Funding Request:**

<u>Funding Source</u>	<u>Amount</u>	<u>% of Total</u>
G-Bonds	\$26,625,000	50
Gifts and Grants	\$26,625,000	50

b. For Article XI-G bonds, identify the amount and source of the constitutionally required 50% match.

Philanthropy - \$26,625,000

c. For additional required project funding (beyond requested state funds and Article XI-G match), identify the amount and source of the funding.

Not applicable.

d. Identify the revenue sources that will be used to pay campus-paid debt.

Not applicable.

7. **Project Schedule:**

Start date: Summer 2016

Completion date: Summer 2019

8. **Mark state and/or institutional goals addressed by project:**

40-40-20 goal

The A&AA/RIGE Center will enhance student 4-year college recruitment, retention, graduation, and future success by providing the only university-level facilities in the state to offer full-circle learning experiences. To be prepared for today’s workforce as well as being ready for unpredictable futures, students need to have deep disciplinary knowledge and crosscutting breadth to tackle challenges not yet known. Sophisticated and technologically-rich facilities, coupled with cutting edge teaching methodologies create for students the opportunity to develop new ideas – and then to see them through to application and product development under faculty mentorship. This set of circumstances is precisely what is needed to recruit, engage and retain students to meet the 40-40-20 goal (4 year degrees). Design and creative education is rooted in learning how to identify a problem, come up with multiple solutions, and ultimately create physical products that

solve complex challenges. The methodologies use research, analysis, physical making, and presentation – a full spectrum of learning models. The multiple modes of investigation attract and keep a more diverse student body. They bring in people who think broadly and deeply, are good with their hands (embodied learning) – those that imagine solving global and local epic challenges.

Statewide economic development or workforce goal

The state has a goal to increase the number of high tech jobs – and the Regional Accelerator and Innovation Network housed in this facility is designed to do precisely that. The Accelerator will provide development space for small startups – including programs led by A&AA, business and law faculty to provide assistance with product design, marketing, business plan development and legal incorporation. Furthermore, the facility will be the hub for the network – connecting these businesses to angel investors and venture capital to propel success and create jobs in the state of Oregon. The project will create 480 construction industry jobs.

Other statewide goals

Not applicable.

Institutional goal

Space Needs Assessment Report

The UO's *Space Needs Assessment Report* priorities that this project will address include the addition of new classroom seats, informal learning spaces and faculty offices located in the campus academic core. Technology-rich maker spaces included in the A&AA/RIGE Center are also included in the UO Space Needs report. The opportunity for our new classrooms to act as "Decision Theaters" where on-line and hybrid models of education bring experts from around the world to our students is intrinsic to our project. Our Oregon students will have access to global leaders through Skype-like technology-rich spaces.

Provosts Criteria

In terms of the *Provost's criteria* (quoted in *italics* below), the *A&AA/RIGE Center* will *foster undergraduate student success*. Classrooms serving majors from many colleges and departments under one roof will create a widely used, integrated student learning environment. The integration of all these features will enhance the appeal of UO to a broader pool of potential recruits and their career-conscious families, thus *promoting diversity* within the UO's student body.

In terms of the Provost's criteria for academic excellence, the *A&AA/RIGE Center* will *encourage collaborative innovation to support students and teaching* through housing multiple, complementary activities in one setting. Additional offices, modern classrooms and multi-use seminar and meeting rooms will also enhance faculty recruitment, morale, and retention, thus *building faculty excellence*.

Finally, the project will *promote financial stability, efficiency and compliance* by achieving a minimum of LEED Gold certification and be at least 35% more efficient than the SEED standard code set in the 2010 Oregon Energy Code requirements. This project will comply with federal, state and university laws, regulations, and policies, including adherence to the policies. The new building will provide completely accessible spaces to programs now housed in partly accessible buildings. Also buildings vacated as a result of this project will be more easily renovated for deferred maintenance issues should funding for deferred maintenance become available.

9. Impact of project on improving access and success for underrepresented, first generation, rural, and low income students:

The facility will engage students especially through different ways of understanding and solving problems, thereby enhancing retention and increasing access. Data indicates that solving complex community issues as well as working through instructional models where experiential learning is central brings in and maintains diverse populations.

The space and curricula address the immediate need to find meaningful and paid work, but also provides a powerful future career trajectory. Design and creative learning have become the centerpieces of company advances – an entire new class of leadership is being called upon to solve challenges through design thinking and production. Design Executive Officers (DEOs) and Chief Design Officers (CDOs) are now becoming significant recruits for major corporations.

UO 2015-2017 Capital Construction Project Request

Chapman Hall Renovation, Seismic Upgrade and Deferred Maintenance

Project Summary Statement

The project will completely renovate Chapman Hall, home of the Clark Honors College. In this process, most of the building's systems including windows, heating and ventilating systems, electrical systems, and plumbing systems will be replaced. The need for seismic remediation will be addressed, as well as a complete remodel of the general university classrooms in the building. The work also will address access for disabled students and staff, safety, energy efficiency, and functional issues resulting in an efficient, safe, and welcoming structure for the University's highest achieving scholars. This project:

- **Supports academic excellence/retains Oregon's "Best and Brightest."** At the Robert D. Clark Honors College, academically motivated Oregon students obtain a liberal arts education, and the benefits of a large research university, without leaving the state. Founded in 1960, the Clark Honors College offers an outstanding liberal arts education, comparable to the top liberal arts colleges in the nation. Many of Oregon's best and brightest find their way to the CHC; residents comprise between 75% and 80% of the entering freshman classes the past two years.
- **Remedies critical deferred maintenance and accessibility issues.** The University of Oregon has an extremely urgent need to address critical deferred maintenance and seismic issues in Chapman Hall, the home of the Clark Honors College and one only 14 campus building ranked at the highest 'primary' level in a historic resource survey. The building's major systems have been essentially untouched since its construction, and, as a result, it is rated as in "poor condition" in a recent campus study.
- **Provides student access and choices.** The current educational capacity of Chapman Hall will be expanded significantly by this project.

1. **Project Title:** Chapman Hall Renovation, Seismic Upgrade and Deferred Maintenance

2. **Project Narrative:**

The University has an extremely urgent need to address critical deferred maintenance and seismic in Chapman Hall, the home of the Clark Honors College and one of the campus' highest ranking historic buildings. Founded in 1960, the UO's Robert D. Clark Honors College is the oldest honors college in the US. In response to the recent rise in enrollment, and the corresponding pressure on the Honors College to accept more of the State's best and brightest students, the University has emptied whole floors of the building to accommodate the College's space needs. This project will strengthen the Honors College's identity and will consolidate College functions in one location. The complete renovation and reorganization of College spaces will integrate existing classrooms and faculty offices with student lounges, computer facilities, and study areas. As stewards of a State of Oregon architectural historic

treasure and in response to the burgeoning needs of the outstanding Clark Honors College, the University has an urgent need to act as soon as possible.

This project will contribute to the University’s capacity to attract and retain high achieving students from Oregon, thereby making a major contribution to Oregon’s 40-40-20 Plan. In the past decade, the number of tuition paying students has grown significantly. The project will enable the Clark Honors College plans to continue growing the number of tuition paying students over the next ten years. Additionally, the project will allow the accomodation of a significant summer school programs within Chapman Hall.

The building is heavily used not only by the College’s 670 students but also by the 360 students who use the general university classrooms on a daily basis.

3. Detailed Project Description:

The project will replace most of the building’s systems including windows, heating and ventilating systems, electrical systems, and plumbing systems. The need for seismic remediation will be addressed, as well as a complete remodel of the general university classrooms in the building. The work also will address access for disabled students and staff, safety, energy efficiency, and functional issues resulting in an efficient, safe, and welcoming structure for the University’s highest achieving scholars.

4. Clear and Urgent Life, Health and Safety Issues:

The building’s major systems have been essentially untouched since its construction, and, as a result, it is rated as “ in poor condition” in a recent campus survey, with 21% of its value in need of replacement or repair. In addition, the building’s ground floor does not connect to its upper floors except by way of a rear fire stair. Many building users choose to exit the first floor and walk around to the front of the building to access the upper floors.

5. Total Estimated Project Cost: \$10,500,000.

6. Funding Request:

<u>Funding Source</u>	<u>Amount</u>	<u>% of Total</u>
G-Bonds	\$2,500,000	24%
DM/Seismic Upgrade Dollars	\$5,500,000	52%
Gifts and Grants	\$2,500,000.	24%

b. For Article XI-G bonds, identify the amount and source of the constitutionally-required 50% match.
Gifts, grants and other funds. To date, \$1.6 million of the required match has been raised.

c. For additional required project funding (beyond requested state funds and Article XI-G match), identify the amount and source of the funding.

Not applicable.

- d. Identify the revenue sources that will be used to pay campus-paid debt.
Not Applicable.

7. Project Schedule:

Start date: Summer 2016

Completion date: Summer 2018

8. Mark state and/or institutional goals addressed by project:

40-40-20 goal

The State of Oregon has a comparatively high rate of exodus among high school graduates attending 4-year institutions. Past OUS surveys have shown that particularly when the higher education funding climate is volatile a greater percentage of the most academically gifted students choose to attend college out of state. This represents a huge loss of a critical intellectual and economic resource.

Updated classrooms and facilities are crucial to recruiting top Oregon students to remain in the state. Top Oregon students who don't attend the Honors College go out of state to: Brown University, Carleton College, Occidental College, Grinnell College, Scripps College, Stanford University, UC Berkeley, UCLA, University of Puget Sound, University of Washington, and Whitman College. The honors college student body is presently 74% Oregon residents, and the past two freshman classes have been 75% and 80% Oregon residents, respectively. Updating the building's aging facilities is fundamental to increasing the number of students in the honors college.

Statewide economic development or workforce goal

The mission of the Clark Honors College is to provide a top tier liberal arts education combined with the undergraduate research opportunities available at the greater UO. Currently, 10% of students in the Honors College have chosen Biology as an academic major, followed by Journalism Business, Human Physiology and Psychology. Many students subsequently pursue legal, medical and business professional degrees from Oregon institutions. The skills developed at the Honors College serve our alumni well in whatever career they choose.

The project will create 95 construction industry jobs.

Other statewide goals

Not applicable.

Institutional goal

Space Needs Assessment Report

- *Additional classroom seats, informal learning spaces, faculty offices.* The renovation of Chapman Hall will include additional faculty offices and informal learning spaces. The two classrooms currently used by the Honors College would be renovated, with the possible addition of a classroom once space on the third floor is reconfigured. The partial remodel of the first floor (privately financed) done in late 2012 established an informal learning space regularly used by Honors College students. Additional spaces would be created elsewhere on the first floor and on the third floor.
- *Deferred Maintenance.* The renovation will address urgent and critical deferred maintenance issues.

Provost's Criteria

- *Academic Excellence:* The Robert D. Clark Honors College offers an outstanding liberal arts education, directly comparable to the top liberal arts colleges in the nation. Academically motivated Oregon students can obtain a liberal arts education, and the benefits of a large research university, without leaving the state. Additionally, the College attracts 1,600 admissions applications for roughly 200 freshman spots (average GPA on entrance is 3.9; mean SAT scores are in the 93rd percentile). Students in the College benefit from small classes (19:1 student-faculty ratio), and the rich opportunities for undergraduate research afforded by the greater UO. Freshman-to-sophomore retention exceeds 95% for the Clark Honors College compared to 86% for the greater UO; sophomore-to-junior retention of CHC students is 88% vs. the greater UO at 78%.
- *Access and Student Choices:* The capital project would produce additional enrollment capacity for the Honor's College of at least 8%. With additional faculty, staff and infrastructure, and an endorsement of the administration and resident faculty, it is plausible that the College could significantly increase enrollment even further. The additional enrollment capacity afforded by this capital project would allow the Clark Honors College to offer 200 middle and high school students on-campus educational experiences for two different two-week sessions. The Chapman Hall capital project will also contribute to pre K – 20 student success initiatives by offering Oregon's high achieving middle school students an opportunity to experience a challenging summer educational experience, and high achieving students a reason to stay in the state for higher education. With increased educational capacity afforded by the Chapman capital project, the College can host 400 high achieving middle school students during the summer and increase the number of students enrolling in the College by 8% in the short term, with the potential of greater numbers in the long term.
- *Financial Stability:* The Chapman Hall project will help anchor the Clark Honors College as a viable and sustainable site for the education of Oregon's best and brightest students. With an optimum mix of federal and state funds, tuition dollars, and money raised by development officers, the College can remain a public good serving the state by providing outstanding students a home (the College charges 25% of what private liberal arts college charge for tuition). But for the Clark Honors

College, many high achieving students would go out of state, and to private liberal arts colleges and universities. A recent survey of CHC graduates concluded that 85% said the existence of the Clark Honors College influenced their decision to attend the UO; 43% named the CHC as the deciding factor (source: *2013 CHC Graduation Questionnaire*). Four the UO's five Marshall Scholarship winners have been CHC students. For the first time in 2011, a Mitchell Scholarship was awarded to a UO (and CHC) student. Every spring, at least half of UO's Oregon Six (the very top students among all those invited to join Phi Beta Kappa) are CHC students.

- *Efficiency and Compliance:* By achieving a minimum of LEED Gold certification, the project will be at least 35% more efficient than the SEED standard code set in the 2010 Oregon Energy Code requirements. This project will comply with federal, state and university laws, regulations, and policies, including adherence to the policies
- *Promote Diversity:* The College has actively sought to diversify its student body through many programs, including: exchange programs with other universities, such as the National University of Singapore; targeted outreach programs within the state of Oregon (often coordinated by UO Admissions or the UO Office of Institutional Equity and Diversity); through the Pathway Oregon program (currently 38 CHC students are part of the Pathway Oregon program; and by providing scholarships that bring outstanding international students to the CHC.

9. Impact of project on improving access and success for underrepresented, first generation, rural, and low-income students:

As the Honors College student body grows, there will be more students from underrepresented populations, rural and low-income students. The fall 2013 PathwayOregon cohort of Honors College students is over twice as large as the cohort from fall 2010. Retention and graduation rates of Honors College students are significantly higher than rates for the UO overall. The impact of this renovation project on underrepresented, rural and low-income students can be observed at the end of their first year in the honors college, as well as the typical measures of 4 and 6 year graduation rates.

UO 2015-2017 Capital Construction Project Request

Health and Safety Renovation of Klamath Hall for 21st Century Chemistry

Project Summary Statement

Personal success within a highly competitive and modernizing environment is an ever-increasing motivation drawing students considering a university education into the discipline of Science. The University of Oregon clearly demonstrates this with science enrollments soaring in recent years; furthermore, educating and retaining these highly trained individuals is critical to meeting the State's high-tech workforce needs. Sciences, therefore, are an essential area needing special attention if Oregon is to achieve its goal of 40 percent of Oregonians earning four-year degrees. Adequately supporting these goals at the UO, where undergraduate enrollment in chemistry alone has increased more than 30 percent in recent years, is increasingly handicapped by an urgent need to renovate Klamath Hall, a critical teaching and research hub within the UO science complex. Specific goals addressed by this project include:

- **Deferred maintenance:** The Chemistry & Biochemistry Department's nearly 50 year-old "wet lab" facilities (those requiring chemical hood ventilation) in Klamath Hall are near the end of their design life span, and require either replacement, or major systemic renovation. Highly complex, aged, HVAC and building utilities infrastructure are subject to vulnerabilities, which affect education and research continuity of operations, and severely limit flexibility in design for future and increasingly higher-tech operations. Additionally, the existing constant volume HVAC infrastructure results in a highly energy-inefficient building, using massive amounts of energy, approximately ten times more consumption per square foot than an average UO academic building.
- **Health and Safety:** An External Review Committee, as part of Chemistry & Biochemistry's Decennial Review in May 2012, expressed particular alarm regarding the condition of the "wet lab" space in Klamath, noting its need for urgent attention. Modernized facilities will greatly reduce the potential risks associated with accidents, fire, and student/employee exposure to hazardous chemicals. Renovation will also allow significantly increased accessibility for those with mobility impairments.
- **Research excellence focus:** Several chemistry faculty using the existing labs have large, active, well-funded federal research programs and are among the most productive within the department. Renovating these labs will allow these research teams to flourish and to build on existing strengths; recruiting, retaining, and enabling high caliber researchers and research.
- **Research Faculty-Sciences growth:** Substandard facilities impair our ability to attract the best and brightest tenure-track research faculty to the UO. To remain competitive in recruiting and retaining promising tenure-related faculty we must offer superior facilities where excellence of support infrastructure is addressed methodically and systemically.
- **Economic development:** Chemistry is a leader in translating scientific discovery into useable products and in developing viable start-up businesses, which both promote economic development and keep well-trained talent in Oregon.

1. **Project Title:** Health and Safety Renovation of Klamath Hall for 21st Century Chemistry

2. **Project Narrative:**

The Department of Chemistry & Biochemistry is one of the fastest growing departments on the UO campus. Since the mid-2000s, undergraduate enrollments have increased by 30-40% and graduate numbers are up about 20%, and smaller increases in enrollment are anticipated. Chemistry anticipates four to five new “synthetic” faculty hires—those who require ‘wet labs’ with a high density of chemical fume hoods—to fill anticipated retirements and the growth/needs of the Natural Science division, as well as expansion into new areas and new initiatives (e.g., cluster hires in applied science areas like sustainable materials and energy). We need to take care of the top-notch faculty that we have now and plan for the future by replacing the antiquated and unsustainable 1960s-era facilities currently in use.

There is little doubt these facilities are far from meeting modern lab designs and safety standards (refer to Item #4). The recent Chemistry & Biochemistry’s Decennial Review emphasized the need for immediate attention. The inefficiencies and ineffectiveness of these labs has been confirmed by, in-house staff, architects working on related projects, and outside reviewers. Additionally, laboratory safety is drawing increased regulatory and liability scrutiny since the 2010 incident at UCLA.

(<http://cen.acs.org/articles/87/i31/Learning-UCLA.html>).

This proposal converts all of the lab space on the 3rd floor of Klamath Hall into state-of-the-art, synthetically-oriented, high-density hooded laboratories and concurrently builds/outfits a new 4th floor of Klamath Hall for faculty and student offices, and will house conference rooms and a new 80-person classroom/seminar room to replace the loss of similar style space currently on the 3rd floor. The total amount of renovated space is ~17,000-sf and new space is ~6,000-7,000-gsf. The renovated labs will be state-of-the-art, functionally more efficient, safer, and more conducive for modern research practices and needs. Additionally the labs will be modular in design, allowing more flexible and efficient assignment of bench space, and in turn will increase capacity and increase the efficiency of building use. Modular labs will make it easier to alter the research footprint of Principal Investigators (PIs) such that groups can grow and contract more easily as funding/resources change.

3. **Detailed Project Description:**

The 3rd floor of Klamath Hall is currently assigned to the Department of Chemistry & Biochemistry and houses the research groups (fully or in part) of seven faculty members. One additional smaller lab is assigned to a research-reduced faculty member. The CAMCOR NMR Facility is also housed on this floor. All of the research-active UO faculty are either full/associate members of the Materials Science Institute and/or the Institute of Molecular Biology. All have large, active, federally-funded research programs comprised of postdoctoral associates, graduate and/or undergraduate students, and are among of the most productive researchers within the Department of Chemistry & Biochemistry. Concurrent with the 3rd floor renovations will be construction of the new 4th floor Klamath offices/conference rooms/classroom (~ 6,000-7,000-sf).

4. **Clear and Urgent Life, Health and Safety Issues:**

The Chemistry & Biochemistry Department's nearly 50 year-old "wet lab" facilities and infrastructure are approaching the end of their design life span and need replacement or major renovation. Major handicaps towards continued safe operations are found within Klamath Hall and.

Laboratory Safety. Klamath Hall was constructed in 1966 using a 9-foot bay size instead of today's industry-standard 10.5-foot bay, and its design purposely incorporated student desk space buried within the interior of higher hazard workspaces (e.g. lab spaces with fume hoods); this basic design, while common at the time, has created many of today's concerns with laboratory safety. Aisles are 4-feet wide at their maximum, and reduce to as little as 38 inches where overhangs on fume hoods intrude. Students and staff use diverse hazardous materials within these confines, potentially working back to back, and it is physically impossible to accommodate major mobility impairments without radical and costly piecemeal redesign. The original design placement of fume hoods directly opposed to one another, and minimal attention during building design to low-level cumulative exposures from incorporating office-type function within synthetic wet laboratories, further augments these problems and risks. Similar functional and safety concerns exist within the capability of casework, utilities infrastructure, floor coverings, and other building materials (e.g. prevalence of asbestos within hoods and work surfaces) and components; all of which exhibit their age and level of design-for-safety knowledge that existed at the time of construction. Regular inspections by UO's Environmental Health and Safety Office have demonstrated that the safe use of many hoods require increasingly narrow operational constraints, including increasingly limiting administrative controls; this severely impacts the chemistry that users can perform, limiting experimental design and innovation, and requiring additional effort focused upon administrative control enforcement. UO Campus Operations continues to adjust the air-handling system to maximize its function, but at nearly 50 years of age, associated costs continue to rise as design life expectancies are reached; costs that increasingly impact core educational and research functions, including compliance with regulatory and best practices affecting health, safety, and sustainability.

Earthquake safety. Although not as well-known as in California, the Pacific Northwest must be prepared for serious earthquakes. The UO is situated near the Cascadia Subduction Zone (CSZ), located about 100 miles off the Oregon coast. Geological records show that large earthquakes of magnitude 8 or higher occur in the CSZ on average about every 300 years, often accompanied by tsunamis. The last major rupture of the CSZ occurred in January 1700, resulting in a magnitude 9+ earthquake that produced a strong tsunami recorded on the coast of Japan. Recent findings from OSU researchers conclude that the section of the CSZ near Florence/Coos Bay, Oregon is more volatile than previously believed. They now predict a 35- 40% chance that the CSZ will rupture in the next 50 years and produce a magnitude 9 or higher quake. While Eugene is 60 miles inland at 400+ feet elevation, and thus would suffer no effects from a tsunami, a strong earthquake would wreak havoc, as we are not adequately prepared for such an event.

A recent UO study has shown that Klamath Hall is one of the more structurally sound buildings on campus. Nonetheless, most of the infrastructure deficiencies described on the

previous page should raise alarm bells. Even a moderate quake could be disastrous because of non-structural hazards, as earthquake preparedness was not seriously considered when Klamath was built in the 1960s. Some equipment and chemical storage units are not “tied down” or restrained and thus would move and possibly topple. Further complications would result from built-in shelving lacking edge barriers for container restraint, and resultant impacts of to the building, to occupants, and to building effluent; it should be noted that even simple restraint retrofits quickly drive large costs due to concerns with asbestos-containing building materials.

Fire safety. In the 45 years since the completion of Klamath Hall, codes governing building fire protection have grown increasingly protective. Compliance with the fire and building codes in effect in the 1960’s no longer ensures compliance with modern design constraints, or the existing state of knowledge within the life/safety fields. Klamath and Onyx Bridge received upgrades to full sprinkler protection, and modern alarm systems, in recent decades; however, the fire control area containment strategy does not exist as illustrated within current building code, and is infeasible to adequately address without taking a systemic high-cost approach. Furthermore, hazardous material type and quantity restrictions have become tied to fire control containment areas; this requires ever-increasing difficulties in ensuring both fire safety and business continuity of operations, and hampers the ability of scientists to innovate at the cutting edge of research. This project will give the UO the opportunity to create the maximum number of control areas allowed by code and allow the use of the types and quantities of chemicals needed to continue and expand synthetic chemistry research.

5. **Total Estimated Project Cost:** \$18,500,000.

6. **Funding Request:**

a. <u>Funding Source</u>	<u>Amount</u>	<u>% of Total</u>
G-Bonds	\$6,250,000	34
Q-Bonds	\$6,000,000	32
Gifts and Grants	\$6,250,000	34

b. For Article XI-G bonds, identify the amount and source of the constitutionally-required 50% match.
Gifts, grants and other funds.

c. For additional required project funding (beyond requested state funds and Article XI-G match), identify the amount and source of the funding.
Not applicable.

d. Identify the revenue sources that will be used to pay campus-paid debt.
Not applicable.

7. **Project Schedule:**

Start date: Summer 2016
Completion date: Summer 2019

8. **Mark state and/or institutional goals addressed by project:**

40-40-20 goal

This project addresses 40-40-20 by providing students experiential learning through research experiences with faculty mentors, learning valuable technical and science based procedures that are expected by employers in materials, semi-conductors, organics, and polymers. Furthermore, the addition involves new teaching lab space that would expand instructional capacity and address an unmet need.

Statewide economic development or workforce goal

Chemistry faculty are some of the most active at the UO in creating economic development through the generation of new technologies that are licensed to other companies or are developed into spinout businesses by students who want to stay in Oregon in high-tech jobs. This space provides the proper environment to support the development of new materials and technologies that are the products and jobs of tomorrow.

The project will create 167 construction industry jobs.

Other statewide goals

Not applicable.

Institutional goal

Institutional goals

- 1) Safety- addresses urgent health and safety needs
- 2) Faculty Excellence – these labs are critical to recruit and retain chemistry faculty who work in areas that align with Oregon business
- 3) Enable Efficiency – allows for larger scale facility renovation that reduces startup costs by ending the inefficient and expensive practice of lab-by-lab renovation

Space Needs Assessment Report

This project correlates very well with the Space Needs Assessment Report, which lists as a university priority 7,500-sf of space identified as tenure-related faculty (TRF) wet labs with hoods for 5 TRF hires. Chemistry anticipates making these hires over the next five to six years based on faculty lines that are already unfilled, on anticipated retirements, and on new positions that will arise out of the Targets of Opportunity and Cluster Hiring Initiative in applied sciences areas. The proposed renovation of ~12,000-sf of wet labs and ~4,800-sf of dry labs and the construction of the new 4th floor office/conference/classrooms will not only take care of the critical safety needs (noted in

Addendum #1) of the vibrant research groups of the faculty we currently have, but also will address the pressing need for top-notch laboratory research space to recruit and retain future hires both in the near term and for decades to come.

Provost's Criteria

This project correlates exceptionally well with nearly all of the Provost's stated criteria:

- *Support Research and Creative Activity.* As noted above, six of the Klamath 3rd floor faculty have large, active, well-funded research programs and are among of the most prolific publishers within the Department of Chemistry & Biochemistry, thus clearly illustrating academic success through high quality research, scholarship and creative activity.
- *Build Faculty Excellence.* To continue our academic successes, it is essential to have top-notch "wet lab" research space. The proposed project would allow us to recruit and retain exceptionally promising tenure-related faculty and promote recognition of faculty accomplishments while building further our national and international reputation.
- *Invest in Focused Areas.* The proposed renovations will allow us to build further on existing strengths in supramolecular and materials chemistry.
- *Encourage Collaborative Innovation.* Chemistry, the Material Science Institute, and the Institute of Molecular Biology have a long history of high quality interdisciplinary programming and encourage cross-unit efforts to support students, teaching and research. Several of the Klamath PIs jointly supervise postdocs and graduate students, hold joint federally-funded grants, and publish together. SupraSensor Technologies, a UO start-up based on science from the Haley and Johnson groups, clearly illustrates this collaborative/ innovative spirit.
- *Promote Diversity.* The Chemistry faculty impacted by these renovations are the leaders in the Department with respect to gender and race issues, having helped established, maintain and encourage the Women in Graduate Sciences group and the local chapter of the National Organization of Black Chemists and Chemical Engineers.
- *Foster Undergraduate Student Success.* The Chemistry faculty impacted by these renovations are among the leaders in the Department both in classroom undergraduate instruction and for inclusion of undergraduates as part of their research programs (with approximately 15-20 total undergrads per year participating in research). Reflecting an impressive, long-standing statistic, i.e. by graduation, 65-80% of Chemistry & Biochemistry majors will have conducted at least one term of undergraduate research.
- *Support Graduate Education.* While Chemistry does an excellent job with the quality and diversity of incoming graduate cohorts, training graduate students in a modern laboratory setting is essential to instill a sense of "best practices" in a synthetic chemistry laboratory. This in turn will lead to improved graduate program performance and enhanced success of graduate degree recipients.

- *Promote Safety and Compliance.* Probably the #1 reason to carry out the needed renovations is to ensure the safety of the students in our research groups. As noted in Addendum #1, the myriad of current problems mandate that we take immediate action.
- *Seek Efficiencies & Ensure Financial Stability.* Again, as noted in Addendum #1, UO Facilities Services has done all it can do to maintain the antiquated facilities and infrastructure in Klamath Hall. Only a complete rebuild of the hooded ‘wet labs’ will ensure continued viability of this essential research space. UO can no longer afford the expensive, yet band-aid, fixes of the past 20 years. The estimated energy savings over the next decade by the complete rebuild alone would cover approximately 15% of the estimated renovation costs.

9. Impact of project on improving access and success for underrepresented, first generation, rural, and low income students:

The Department of Chemistry at UO has a history of providing first-class undergraduate research experiences for students from underrepresented, first generation, rural, and low-income backgrounds. Our faculty actively participate in a number of programs designed for and targeting such students (Ronald McNair Program, NSF Research Experiences for Undergraduates, UO Summer Program for Undergraduate Research). A majority of these UO undergraduates have gone on to earn advanced degrees and are now employed in academia and industry. The proposed renovations will allow us to continue to offer these opportunities further to the growing number of chemistry majors.

Impact will be measured and observed by the number of students graduated from underrepresented students who complete post-secondary degrees in Chemistry.

UO 2015-2017 Capital Construction Project Request

Regional Library Collections Center and Knight Library Academic Commons

Project Summary Statement

The Regional Library Collections Center (RLCC) will be a new building of ~28,000-gsf including a 14,000-square foot storage module equipped with 30-foot-high industrial shelving units to house 2 million volumes in ideal environmental conditions. The Knight Library Academic Commons will renovate ~79,700-sf of existing space in the Library.

This project:

- **Meets the state’s 40-40-20 goal.** This project presents a programmatic partnership between the Libraries and Undergraduate Studies in the service of student access, excellence, and success. Student access, excellence, and success are institutional goals of the University of Oregon that are as much part and parcel of 40-40-20 as they are essential to our national reputation and standing. This project meets the goals of 40-40-20 by focusing on enhanced advising, teaching and learning support and academic enrichment.
- **Improves student access and success.** Decades of research have demonstrated the disproportionately greater impact of enhanced advising, teaching and learning support and academic enrichment practices on underrepresented student populations. This project will increase UO’s ability to serve URM’s, first-generation, rural and low-income students significantly.
- **Uses existing facilities efficiently.** By creating a Regional Library Collections Center, this project would enable the renovation of upwards of 79,000-sf within Knight Library, approximately 40,000-sf of which will be dedicated to a mixture of classroom, workshop space, group study and “lab” space (e.g., for writing and math), private advising/tutoring office space, and open collaboration space.
- **Supports academic excellence.** The Academic Commons will encourage high quality student research. In addition, the Commons will be a collaborative effort by two units supporting students, teaching, and research.
- **Is cost-effective.** Storing collections offsite and renovating existing centralized space is a cost-effective and efficient solution to space management. This project would also make significant portions of Prince Lucien Campbell Hall and Oregon Hall (a total of 11,800 assignable sf of prime campus real estate) available for other uses. The Regional Library Collections Center would be available to other higher educational institutions in the region thus making greater use of this newly created resource.

1. **Project Title: Regional Library Collections Center and Knight Library Academic Commons**

2. **Project Narrative:**

The Regional Library Collections Center (RLCC) would be an off-site high-density storage facility that would allow the UO - and potentially other partners in the Pacific Northwest - to collectively manage their print resources. This model, originating at Harvard, applies commercial warehousing principles to solving both space and preservation challenges. Storing infrequently used material at a distance in high- density modules is extremely cost effective. Since its development in the mid-1980s, the Harvard Depository Model has proven to be highly successful and is now in use at more than 20 library storage facilities across the country.

Knight Library is the largest facility on campus, with nearly 300,000 square feet of usable space. Approximately 45% of the space is devoted to print collections, which make up 7% of the collection use. Storing infrequently used volumes and those that are available electronically (about 700,000) offsite would free up 40,000 assignable square feet of space in the Library to realize the vision of the Academic Commons, a high demand daily resource.

There is a growing demand on the UO campus for innovative learning centers that can enhance student success and contribute to higher retention and graduation rates. The UO Libraries and Undergraduate Studies have a shared vision to create the “Academic Commons” in the heart of the campus that will leverage the resources of the library (subject expertise, research content, technology, and space, etc.) with the resources in Undergraduate Studies (student advising, learning services, etc.) to provide a centrally-located, integrated center for academic enrichment that would serve the entire campus.

Knight Library is in the heart of the campus, serves nearly 10,000 students a day during the academic term, and is open 24-hours a day during the week. The library is at the core of the academic enterprise and is emblematic of the university’s investment in learning and research. Undergraduate Studies offers programs that enrich the academic life of undergraduate students in all majors and pre-professional programs and is dedicated to student achievement. The two enterprises have a strong history of collaboration that can be strengthened through proximity and visibility.

This project will also bring all the programs in Undergraduate Studies (currently in two buildings across campus) under one roof, and make 11,800 assignable sf. of space available for other uses.

3. **Detailed Project Description:**

The Regional Library Collections Center (RLCC) will be a new building of ~28,000-gsf including a 14,000-sf storage module equipped with 30-foot-high industrial shelving units to house 2 million volumes in ideal environmental conditions. The Knight Library Academic Commons will renovate of ~79,700-sf of existing space in the Library. The table below describes the type and quantity of spaces to be renovated.

Programs and Populations served:

- Group and individual academic tutoring - both peer and professional
- Accommodation advising for students with disabilities
- Adaptive technology advising and support
- Supplemental instruction for high-risk courses (a form of group tutoring led by peers)
- Writing lab (individualized peer support geared to specific writing assignments)
- Math lab (individualized peer support geared to specific homework)
- Learning skills workshops and courses
- Research skills workshops and courses
- Mindfulness workshops and practice groups for students struggling with distraction, anxiety and ADHD
- Teaching Effectiveness (TEP) one-on-one consultancy for instructional faculty
- Teaching Effectiveness workshops and presentations for instructional faculty
- First Year Programs (FIG programs, first-year seminars, FIG Assistant training program)
- Undergraduate research (OUR Journal, Undergrad Symposium, advising, reference support, mentoring, etc., for research and distinguished fellowship opportunities)

4. Clear and Urgent Life, Health and Safety Issues:

None.

5. Total Estimated Project Cost: \$33,750,000.

6. Funding Request:

- | | | |
|----|-----------------------|---------------|
| a. | <u>Funding Source</u> | <u>Amount</u> |
| | G-Bonds | \$16,875,000 |
| | Gifts and Grants | \$16,875,000 |
- b. For Article XI-G bonds, identify the amount and source of the constitutionally-required 50% match.
Gifts, Grants, and other funds.
- c. For additional required project funding (beyond requested state funds and Article XI-G match), identify the amount and source of the funding.
Not applicable.
- d. Identify the revenue sources that will be used to pay campus-paid debt.
Not applicable.

7. Project Schedule:

Start date:	Summer 2016
Completion date:	Summer 2018

8. **Mark state and/or institutional goals addressed by project:**

40-40-20 goal

The project presents a programmatic partnership between the Libraries and Undergraduate Studies in the service of student access, excellence, and success. Student access, excellence and success are institutional goals of the University of Oregon that are as much part and parcel of 40-40-20 as they are essential to our national reputation and standing. This project meets the goals of 40-40-20 by focusing on enhanced practices in advising, teaching, and learning support and academic enrichment. These practices have decades of research demonstrating their efficacy for student retention and completion. The project presents a significant enhancement of our existing services in these areas by leveraging the resources of the Library (collections, subject specialists, technology, 24/7 access, space) with the resources of Undergraduate Studies (services directed toward student success, accommodation, and engagement).

Statewide economic development or workforce goal

The project will create 304 construction industry jobs.

Other statewide goals

Not applicable.

Institutional goal

Space Needs Assessment Report

The *Space Needs Assessment Report* indicates that an off-site storage facility is needed to free up space in the Library for a Learning Commons of 20,000 assignable square feet, a university priority. This proposal is supported by the report. By creating a Regional Library Collections Center, this project would enable the renovation of upwards of 79,000 assignable square feet within the Knight Library. Approximately 40,000 square feet would then be dedicated to a mixture of classroom, workshop space, group study and “lab” (e.g. for writing and math) space, private advising/tutoring office space, and open collaboration space. This project would also make significant portions of Prince Lucien Campbell Hall and Oregon Hall (a total of 11,800 assignable sf of prime campus real estate) available for other uses identified within the *Space Needs Assessment Report*.

Provost’s Criteria

The Knight Library Academic Commons portion of this proposal aligns with the Provost’s three criteria of *Academic Excellence*, which call for supporting research and creative activity and encouraging collaborative innovation. The Academic Commons will encourage high quality student research. In addition, the Commons will be a collaborative effort by two units supporting students, teaching, and research.

This proposal aligns with the Provost’s criterion of *Access and Student Success*, which calls for the fostering of undergraduate student success. The purpose of the Academic Commons is to enhance student success and contribute to improved retention and graduation rates.

This proposal aligns with the Provost's criterion of *Financial Stability, Efficiency, and Compliance*. Storing collections offsite and renovating existing centralized space is a cost-effective and efficient solution to space management. This project would also make significant portions of Prince Lucien Campbell Hall and Oregon Hall (a total of 11,800 assignable sf of prime campus real estate) available for other uses. The project will achieve a minimum of LEED Gold certification and be at least 35% more efficient than the SEED standard code set in the 2010 Oregon Energy Code requirements. This project will comply with federal, state and university laws, regulations and policies, including adherence to the policies of the Campus Plan. Space in buildings vacated as a result of this project will be more easily renovated to address deferred maintenance issues should funding for deferred maintenance become available.

9. Impact of project on improving access and success for underrepresented, first generation, rural, and low income students:

Decades of research have demonstrated the disproportionately greater impact of enhanced advising, teaching, and learning support and academic enrichment practices on underrepresented student populations. We are confident that this project will increase UO's ability to serve URM's, first-generation, rural and low-income students significantly. Undergraduate Studies has begun conversations with Student Affairs and Academic Affairs regarding the need to develop better assessment tools in order to capture the impact of enhanced learning services. Here PathwayOregon (a program administered through Undergraduate Studies, in collaboration with the Office of Enrollment Management) leads the way. PathwayOregon has shown remarkable success in moving the needle on student retention and completion rates, tracking this progress through a robust database and assessment program that accumulates student data and charts advances in the pertinent metrics.

UO 2015-2017 Capital Construction Project Request

Research lab Building

Project Summary Statement

The project will create a new home for 30 research faculty and their teams in labs that meet the highest standards of lab design outfitted with the most sophisticated lab equipment. This project:

- Provides a focus on excellence in research: Researchers specializing in areas of study identified through the ‘targets of opportunity and cluster hiring’ program can be housed in this building expanding on the university’s acknowledged strengths and long tradition of interdisciplinary exploration.
- Creates opportunities for faculty-sciences growth: Substandard facilities impair our ability to attract top tenure-track research faculty to the UO. To remain competitive for exceptionally promising tenure-related faculty we must offer modern facilities.
- Advances economic development: Translating scientific discovery into useable products and in developing viable start-up businesses, which both promote economic development and keep well-trained talent in Oregon.

1. **Project Title:** Research Lab Building

2. **Project Narrative:**

The Research Lab building will house faculty and their research teams in state-of-the-art designed lab space. This will expand the capacity to make new discoveries in areas of study in which the university has become nationally recognized. It will be connected to the Lokey Science building, allowing the continuation of the collaborative and cross disciplinary science for which the campus has become famous.

3. **Detailed Project Description:**

The four to five story building will mark the beginning of an envisioned expansion of science facilities on campus. The building will contain labs and support space for at least 30 new research faculty and their teams housed in state-of-the art labs. At ~100,000 gsf it will be similar in size to the recently completed Lewis Integrative Science building.

4. **Clear and Urgent Life, Health and Safety Issues:**

Not applicable.

5. **Total Estimated Project Cost:** \$90,750,000.

6. **Funding Request:**

- | <u>Funding Source</u> | <u>Amount</u> | <u>% of Total</u> |
|-----------------------|---------------|-------------------|
| G-Bonds | \$45,375,000 | 50 |
| Gifts and Grants | \$45,375,000 | 50 |
- b. For Article XI-G bonds, identify the amount and source of the constitutionally-required 50% match.
Gifts, grants and other funds.
- c. For additional required project funding (beyond requested state funds and Article XI-G match), identify the amount and source of the funding.
Not applicable.
- d. Identify the revenue sources that will be used to pay campus-paid debt.
Not applicable.

7. **Project Schedule:**

Start date: Summer 2016
Completion date: Summer 2019

8. **Mark state and/or institutional goals addressed by project:**

- 40-40-20 goal

This project addresses 40.40.20 by providing students experiential learning through research experiences with faculty mentors, learning valuable technical and science based procedures that are expected by employers. Furthermore, the prominent location of the building allows the University to showcase its research efforts and serve as a visible example and a career inspiration for Oregon's emerging scholars.

- Statewide economic development or workforce goal

This space provides the proper environment to support the development of new materials and technologies that are the products and jobs of tomorrow.
The project will create 817 construction industry jobs.

- Other statewide goals
Not applicable.

- Institutional goals

1) The project promotes **academic excellence** through supporting research and creative activities, building faculty excellence, and investing in areas of focus. These labs are critical to recruit and retain faculty in areas of existing strengths and strategic advantages.

2) The project promotes ***access and student success*** through providing opportunities for undergraduates in labs which in turn promotes retention of these students. The project will also support a significant cohort of graduates who will work in the labs pursuing research interests and advanced degrees.

3) The project will ***promote financial stability, efficiency and compliance*** by achieving a minimum of LEED Gold certification and be at least 35% more efficient than the SEED standard code set in the 2010 Oregon Energy Code requirements. This project will comply with federal, state and university laws, regulations and policies, including adherence to the policies of the Campus Plan.

9. **Impact of project on improving access and success for underrepresented, first generation, rural, and low income students:**