



July 9, 2020

Higher Education Coordinating Commission  
David Rives, Chair  
Ben Cannon, Executive Director  
255 Capitol Street NE, 3rd Floor  
Salem, OR 97301

Re: 2021-23 Capital Project Submission for the Heritage Renovation Project: Investments in STEAM, Revised Version

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

Thank you for the opportunity to provide the Oregon Higher Education Coordinating Commission (HECC) with a revised version of the University of Oregon's (UO) capital construction project request for the 2021-23 biennium.

The Heritage Renovation Project is a complex of the two oldest buildings on the UO's campus: University Hall (formerly known as Deady Hall) and Villard Hall. The University of Oregon Board of Trustees voted unanimously to dename Deady Hall on June 24, 2020, because of Matthew Deady's racist views and ideology. It has been temporarily renamed University Hall until a campus committee recommends a new name. This is one way the UO is standing in solidarity with our students, faculty, and staff from Black, Latinx, Pacific Islander, Asian, Indigenous, and other communities of color as we work to become a steadfastly anti-racist institution.

The Heritage Renovation Project is the single priority for the 2021-23 biennium, and we are asking the state to contribute \$58.5 million to ensure that the extraordinary legacy of these structures will be preserved for future generations of students and Oregonians.

For the past 144 years, the facilities that make up the Heritage Renovation Project have served more than one million students. Both buildings have been declared National Historic Landmarks; fewer than 2,500 places in the nation bear this distinction, which signifies that the structures possess exceptional value or quality in illustrating the heritage of the United States. Built in 1876 and 1886 respectively, they are among the oldest surviving academic buildings on the West Coast of the United States and are noted for their Second Empire architecture.

The university is taking a thoughtful approach by addressing the National Historic Landmark site as a single initiative, forming the Heritage Renovation Project. There are many tangible



advantages, including up to \$1.5 million in cost savings, generated by addressing the project holistically. Other advantages include cohesive specialized teams, shared manpower, more efficient sequencing of work, reduced construction staging, economies of scale in materials, reduced schedule, holistic site design, and more efficient space programming.

Before going further into the virtues of this project, I must acknowledge a critical truth with which we must collectively grapple: our campus communities, our state, and our society are in the midst of responding to and recovering from the coronavirus (COVID-19) pandemic. The ultimate impact of COVID-19 on our institutions, economy, and culture is not yet known. However, from here forward, our actions must acknowledge that we are moving through an unprecedented time.

Broadly speaking, investment in public university capital construction is a smart and strategic use of public funds. The volatility of the stock and job market as a result of the pandemic has plunged the economy into a recession. A proven way to buoy and restabilize the economy is through jobs in construction and the building trades. Jobs on construction projects at the UO pay prevailing wages and offer continuity and economic activity for workers across the state.

Unlike some of the projects the UO has put forward over the last two biennia, which were directly related to buildings associated with the hard sciences, the Heritage Renovation Project allows the UO to make gains for students and faculty researchers in other areas: mathematics, comparative literature, and theater arts. The project also includes renovations to the Robinson Theater, the university's only large theatrical performance space. All of these science, technology, engineering, and mathematics (STEAM) areas, while perhaps not as obviously linked to specific career paths as biology or chemistry, are directly connected to the long-term economic success of students and the state.

The Heritage Renovation Project will fully renovate both historic buildings, reducing the campus's deferred maintenance backlog and ameliorating serious security and safety issues. It will also resolve building and site code violations, improve accessibility for faculty, students, and staff, and update and modernize individualized and collaborative workstations to support innovative research and teaching in literary, dramatic, and mathematical fields. This will increase the UO's reputation and national competitiveness for research funding. Finally, these actions will ensure that core classrooms, offices, and other educational facilities will continue to serve students, especially in the STEM fields, business management, the theatre arts, and comparative literary study, for many years to come.

Math and statistics are key to careers in the computer technology, biotech, data science, and business fields, which include many professions with the biggest gaps between demand and supply. We also know that there are gender, racial, and socioeconomic disparities between students in mathematics, which the UO is committed to closing.



The study of comparative literature and drama allows for the development of an analytical and multi-culturally aware interdisciplinary understanding that permits students to succeed in virtually any profession. Skills gained from this field include critical thinking, communication, and ability to conduct analytical research. By funding the Heritage Renovation Project, the state will ensure that all of these students have learning spaces that are up to current pedagogical standards.

Everything we can collectively do to move Oregon forward during this challenging time should be done. The value of public higher education has never been more pronounced, as we know that when the economy experiences a downturn, more individuals seek postsecondary education to hone critical job skills. Thank you for your consideration of this request and project.

In addition to the project submission, please find attached the profiles of students and faculty members who work, teach, and learn in the facilities that comprise the Heritage Renovation Project.

Sincerely,

Michael H. Schill  
President and Professor of Law

## STUDENT PROFILES

### Student Success, Learning, and Performance

The Heritage Renovation Project serves as the core of Mathematics instruction for all students on campus. Students take most of their advanced math classes in these facilities as they prepare for futures as computer programmers, actuaries, statisticians, engineers, business leaders, and, of course, mathematicians. Comparative Literature and Theatre Arts students experience hands-on learning opportunities in the seminar rooms, lecture halls, and performance spaces of the Heritage Renovation Project, ensuring they are prepared to succeed when they enter the workforce in fields that range from education to diplomacy, and from acting to arts management. This is how UO helps make Oregon a Future Ready state. The Math, Comparative Literature and Theatre Arts students profiled below have translated their academic pursuits into exciting career opportunities.



**Trieste Desautels** came to UO from Portland as a transfer from Portland Community College. She fits into the Math Department’s tradition of helping gifted students who start at community college excel as undergraduates. Desautels credits the work she did with UO Professor Dugger on a summer research project as helping show her that she “could enjoy and excel in a PhD program.” She has been accepted by multiple highly competitive Mathematics Ph.D. programs and is currently deciding between them. Desautels has many great memories of classes and lectures (including her own) that were held in facilities that comprise the Heritage Renovation Project. She points out that “the building is beautiful from the outside but there are serious accessibility issues, such as seats bolted to the floor in narrow rows, making it difficult to admit a wheelchair. In addition, the heating system cannot be adjusted, so excess hot air gets pumped ceaselessly through open windows, wasting power and rendering classrooms unbearable in warm months. Under those conditions, professors sweat through their clothes, and students find it hard to focus.”



**Natalie Weaver** is a Seattle native who plans to become an actuary after graduation. Natalie notes, “math has taught me how to think through problems carefully and how to clearly explain my thoughts to other people. This has made me a better writer across disciplines as well, whether I’m writing a proof or a history essay or even commenting code.” Her experiences in the affected facilities include working in “Hilbert Space” (an informal study area for math majors and others) and helping with Math Circle (an outreach effort run by Dr. Nemirovskaya for area K-12 students).



After double-majoring in Comparative Literature and Romance Languages, Eugene native **Martha Calhoun** pursued a master's degree in magazine journalism at UO. This led to an internship at Ms. Magazine in Los Angeles, after which she worked for almost three years as the research editor at Portland Monthly. As both a staff and freelance writer, she has written and blogged for a variety of national and regional publications, including Ms., Portland Monthly, Eugene Weekly, and Eugene Magazine. "More recently," she writes, "I directed communications for Children First for Oregon, an advocacy nonprofit whose mission is to develop state policy to benefit Oregon's vulnerable children and families. In developing language and communications strategies for a range of audiences—from legislators to casual media consumers—I have relied upon my undergraduate literary and linguistic studies in framing, narrative, and metaphor to build public will around the issues of poverty and social services. I am now the Public Information Officer for the Portland Housing Bureau."



Shortly after graduating as a Comparative Literature major, **Ben Ordonez** accepted a Congressional legislative internship with Rep. Earl Blumenauer (OR-03), which subsequently led to an Interim Staff Assistant/Legislative Correspondent position in Rep Blumenauer's Washington, D.C. office. He later accepted a Federal Relations Associate position with Strategies 360, a Seattle-based firm with offices across ten western states and Washington, DC. "Currently," Ben writes, "I am on staff with a frontline U.S. Senate campaign with plans to return to DC after Election Day. I can say with great confidence that the experiences gained from my studies with the UO Department of Comparative Literature provided a broad foundation from which to grow and thrive after graduation. The breadth and depth of topical discussions in each class I took sharpened my critical thinking and analytical reasoning skills, which have been integral elements of success in my chosen career path."



**Michael Teague** is a U.S. Army veteran who joined the Theatre Department after his deployment. He found immediate success onstage as an actor but eventually discovered his love of scenic design. Excelling in the classroom, Michael designed the set for University Theatre's production of *The Father*. He exhibited his design at the 2019 Kennedy Center American College Theatre Festival in Washington D.C., where he won the National Award for Scenic Design. With the award came an all-expenses paid trip to the Prague Quadrennial of International Design. Michael was recently accepted into the MFA Design program at the University of Washington – one of the top ten MFA theatre training programs in America.



**Colleen Rooney** is currently a UO senior from Portland, who is majoring in both Theatre Arts and Anthropology. Colleen had not considered stage management as a career until becoming a student in the Department of Theatre Arts. When she graduates in June, she will have stage managed three University Theatre productions and designed the lighting for two more. In the fall she will start her first job as resident stage manager for Oregon Contemporary Theatre.

## FACULTY PROFILES

The Heritage Renovation Project is home to about half of the Math Department's faculty and most of the department's Ph.D. students (who also participate in instruction). These graduate students go on to become the college faculty of the future; UO has former graduate students in four-year colleges and community colleges across the state and the country, contributing to workforce readiness for Oregonians and the nation. They're trained in mathematics, but they are also a key component of UO's STEM teaching personnel and are mentored individually by our faculty in best practices in Math instruction and inclusive teaching. The faculty pursue research and teach and train both undergraduate and graduate students.

In addition, the Heritage Renovation Project would renew and modernize the faculty offices and classrooms of the Departments of Comparative Literature and Theatre Arts, as well as the 300-seat Robinson Theater. In these facilities, faculty members strive to promote the cultivation of ideas and inquiry across disciplines, institutions, and private industry. They affirm and support the widest possible spectrum of perspectives, voices, backgrounds and abilities.



Professor **Alexander Kleshchev** is a leader in algebraic representation theory who came to UO in 1995. He has published 5 books and about 100 papers in top mathematics journals. His work and leadership have led to international recognition for work in this area for the UO Math Department. Kleshchev is a Fellow of the American Mathematical Society and has received awards from the Humboldt Foundation, University of Cambridge, Uppsala University and many others. Kleshchev's research has been supported by the National Science Foundation (and other organizations) the entire time he has been at Oregon.

Professor Kleshchev's Ph.D. students are teaching mathematics at colleges all over Oregon and the country. At the undergraduate level, Kleshchev is famous for his crystal clear and helpful lectures to often hundreds of business majors per year, preparing them for their more quantitative coursework.



**Tze-Yin Teo**, an Assistant Professor of Comparative Literature, studies the aesthetics of translation with a special interest in China, Asia, and the West Coast of the United States. Her work adopts dynamic methodologies from comparative literature and translation studies to contest dominant narratives of mutual threat and economic competition across world orders. Her first book focuses on translation within the realm of transpacific literary writing. Her newest research project, *Unfinished Translation: The Promise of Transpacific Relation*, explores an environmental aesthetics of everyday life.



Professor **Yuan Xu** works in applied mathematics studying techniques of approximation and reconstruction of data from partial data. Xu holds 7 patents related to reconstructing 3D objects from 2D images (think about using MRI to understand the size, shape and position of a tumor). Professor Xu is the author of 5 books and over 200 research papers and has had National Science Foundation research support for most of his career. Professor Xu served as Mathematics Department Head 2014-2017. In addition to guiding his research students, Professor Xu teaches one of the department's most popular undergraduate courses for majors (numerical analysis).



**Theresa May** is an Associate Professor of Theatre Arts who teaches primarily Native American and Latinx drama. Her work as a scholar and director has helped to pioneer the emerging field of Ecodramaturgy. Recent directing projects at UO have included, *Trojan Women*, *The Crucible*, *Burning Vision*, *Salmon Is Everything*, *Sila*, *Water by the Spoonful*, and *The Home Planet*. A co-founder of the International Ecodrama Festival, she also directs UO's Native Play Reading Series and leads UO's Alan Alda Science Communication Team. She holds an MFA in Acting from the University of Southern California and a PhD from the University of Washington's School of Drama in Seattle.



Professor **Peter Ralph** is an expert in the study of genomic data and understanding the evolution of populations, looking at both evolution across geographical ranges and understanding when groups diverge and come together. Ralph has developed new ways to look at this kind of data that lead to huge computational and analytic speedups. In the four years he has been at the UO he has developed new courses to train the next generation in mathematical techniques in biology and how to extract real information from large genomic data sets. Ralph is part of an exciting group of young quantitative scientists at the UO that is helping students bridge the gap between mathematics/statistics on the one hand and traditional scientific questions on the other. This is crucial training for the next generation of science workers.



Associate Professor **Michael Malek Najjar** focuses his scholarly research and theatrical practice on Arab American and Middle Eastern American theatre and performance. In addition to his many productions at UO, he has directed for such noted theatre companies as Silk Road Rising (Chicago), Golden Thread Productions (San Francisco), and New Arab American Theatre Works (Minneapolis). His work promotes cross-cultural understanding and diversity by engaging Oregon students and audiences with prominent Middle Eastern and Middle Eastern American scholars and artists who are, through their plays and performances, confronting a legacy of Orientalism, Arabophobia, Islamophobia, and Anti-Semitism.

# University of Oregon

## 2021-2023 Capital Project Request

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April 30, 2020

*Updated July 9, 2020 - Technical revisions only*

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## INSTITUTIONAL CAPITAL PLAN INFORMATION

### **1. Identify whether the institution has a master facilities plan and, if so, the date on which it was adopted and/or last amended.**

The University of Oregon (UO) has a master facilities plan, the UO Campus Plan, which was last amended in August of 2019. Originally adopted in 2005, it defines the university's requirements with respect to physical development of university properties. It contains a policy framework that describes the type and extent of campus development, and it is responsive to the needs of the institution, recognizing that facilities exist to support its missions in teaching, research, and public service. The Campus Plan provides for regular and routine adjustments to reflect shifts in academic program requirements, enrollment levels, and characteristics.

Additionally, the institution completed an 18-month comprehensive Framework Vision Project to support the Campus Plan in 2016.

Most recently, the university's updated Ten-Year Capital Plan was presented to the UO Board of Trustees in December of 2019. It highlights the need to decrease the high level of deferred maintenance backlog. A number of critical program needs could be addressed if the quality and condition of existing space were improved. The Capital Plan identifies the Heritage Renovation Project as the highest priority unfunded E&G project, assuming the university's 2019-2021 Capital Project Request (Huestis Hall Deferred Maintenance Project) is funded.

### **2. Provide a description of the institution's plan for managing facilities, reducing any deferred maintenance backlog and addressing future deferred maintenance needs.**

In 2018 the UO began to shift from a reactive maintenance program to a more proactive program focused on preventive maintenance. This change in approach has begun to shift maintenance activities from expensive repairs to more predictable expenses as items are fixed before they fail. This proactive approach also limits the growth of deferred maintenance backlogs. This program utilizes a three-part plan for managing facilities and addressing deferred maintenance issues:

- *Annual Maintenance Efforts:* The Campus Planning and Facilities Management (CPFM) organization has implemented new software that enables the integration of our capital project information with our maintenance and building services records over time. This software not only enables us to track capital projects from inception through delivery, it automatically populates the operations and maintenance side of the software with the building asset data to allow for immediate tracking of preventative maintenance requirements.
- *Capital Improvement Projects:* Over the last ten years, the UO has committed millions of dollars beyond what has been allocated by the legislature toward capital improvement projects on campus. These investments have been both stand-alone projects, such as system-specific roofing and utility system replacements, as well as supplements to programmatic renovation projects to address building systems with significant deferred maintenance.

The 2019 Sightlines annual report (draft) indicates that UO has invested in existing building assets at a level that is more than 42% higher than our traditional peer institutions over the last five years, and our investments outpace our peers by 52% over the last two years.

The UO works to spend deferred maintenance investments as strategically as possible. To develop priorities we proactively combine information generated through systems-based life cycle databases with input from our Facilities Services managers who identify, document, and prioritize deferred maintenance issues. The team performs regular audits of campus buildings and also tracks concerns raised by the campus community. These identified maintenance issues are prioritized based on a number of different factors, including safety, funding, and future capital construction projects. To further enrich this process, we are currently undertaking a Facility Condition Assessment (FCA) analysis with a consultant, which will result in additional life cycle data that will be uploaded into our AiM ANA (Assessment and Needs Analysis) module for long term systems tracking, projection and analysis.

- *Deferred Maintenance Projects:* According to Sightlines, the UO has significantly outpaced its national peers in asset reinvestment. This has been achieved not only through capital improvement, but also through a variety of projects, including:
  - Legislatively funded deferred maintenance projects such as the Fenton Hall and the Straub Hall Deferred Maintenance Renovation, both of which resulted in substantial upgrades to core academic units and major classroom facilities.
  - Jointly funded projects that include legislative deferred maintenance funding as well as direct university funding such as the Central Power Station, and the recently completed Chapman Hall, which houses general classrooms and the Clark Honors College, and the currently underway Klamath Hall projects.
  - Gift and G-Bond matched renovations such as Peterson Hall, which is part of the College of Business, and Allen Hall, which houses the School of Journalism and general classrooms.
  - Direct university funded major renovations to academic, student services, and research facilities such as Anstett Hall and recently completed work in Agate Hall, Oregon Hall, and Pacific Hall.

In order to provide ourselves with enhanced data associated with our critical deferred maintenance needs, in 2017 the university hired external professional consulting teams of architects, engineers, contractors, and cost estimators to complete a series of detailed assessments of our highest priority buildings. These assessments confirmed for us that the highest priority deferred maintenance projects identified in our Capital Plan are Huestis Hall along with the structures that comprise the Heritage Renovation Project (University Hall, previously known as Deady Hall, and Villard Hall). We also completed detailed assessments of other aging buildings on our campus, such as Klamath and Onyx Bridge, which are also in need of significant work. This data has also allowed us to initiate a deeper analysis of our overall deferred maintenance needs through a comparative evaluation of the data provided by Sightlines and additional reports we previously commissioned through ISES (an architectural and engineering consulting firm that specializes in facilities conditions assessments).

Building on these efforts, the UO has invested in a FCA, a systemic assessment of more than 60 buildings on campus to create a detailed database of building systems needs. This building survey will be expanded each year so that after five years all major campus buildings will be included in the database. Each building will be updated on a five-year cycle thereafter.

All of these projects have helped, and continue to help, the UO keep its deferred maintenance backlog down by comparison to peer institutions nationwide. This commitment to stewardship and asset reinvestment will continue to move the UO in the right direction when it comes to reducing our deferred maintenance backlog.

**3. Provide an estimate of the institution’s deferred maintenance backlog for education and general service facilities.**

Through the use of our recent assessment information, previous assessments conducted by ISES, and data developed by Sightlines, the UO has established that we have a current deferred maintenance backlog of approximately \$249 million. Due to the age of our current building asset inventory, this backlog is predicted to grow by more than \$110 million in the next decade to total of more than \$359 million. Not included in these totals is work related to utility infrastructure, underground tunnel systems (the UO has over four miles of tunnels), seismic improvements, ADA issues, or programmatic changes. The current Facilities Condition Assessment that is underway will provide us with an updated value for the institution’s deferred maintenance backlog within the next nine months.

**4. Provide an estimate of the institution’s seismic upgrade needs for educational and general service facilities.**

Historical estimates put together by OUS place the UO’s seismic backlog at approximately \$102.8 million, once the Huestis Hall project has been completed. We believe that this figure is much lower than the actual backlog, but we have not been able to invest resources to have it updated.

**5. Identify any bond-funded projects that were authorized in prior biennia that will require reauthorization by the 2019-21 legislature.**

Not applicable.

**6. The SCDP recommends embracing a broader definition of capital assets including those that are not bondable (SCDP, p. 19, 2019). If funding were available, would you be interested in demolishing any facilities? If so, please indicate which facilities and why.**

Where appropriate and fiscally prudent, the UO would consider using funds to demolish smaller, inadequate buildings within the next ten years. The current project request is not in that category.

University of Oregon  
Capital Funding Request  
2021-2023

**Heritage Renovation Project: Investments in STEAM**

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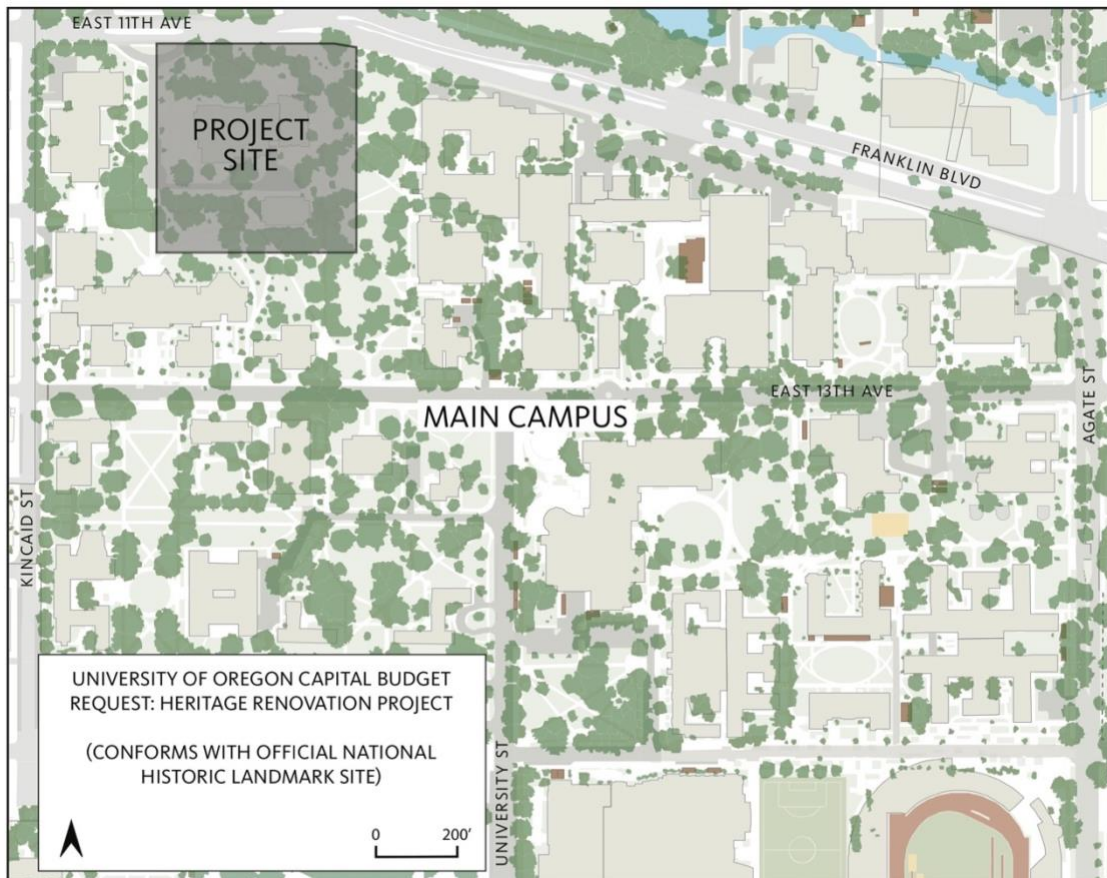
**PROJECT SUBMITTAL**

## PROJECT SUMMARY

### 1. Project Data

a. **Short working title:** Heritage Renovation Project: Investments in STEAM

b. **Project address or campus location:** Main Campus - National Historic Landmark Boundary (1109 & 1201 Old Campus Lane) University of Oregon, Eugene, OR



c. **Academic programs served:**

- Classrooms - 18 classrooms totaling 790 seats
- Faculty offices - 115 faculty and graduate teaching assistant offices.
- Department of Mathematics - Math classes, which are fundamental to STEM programs and many others, are primarily taught in these classrooms.
- Home for Department of Theatre Arts, including the university's only large theatrical performance hall (300-seat).
- Home for Department of Comparative Literature.

**d. Total project cost:** \$58.5 million state funding request plus \$5.85 million (10 percent) match from the University of Oregon), totaling \$64.35 million.

**Phasing Option** – The scope of this project was designed to maximize cost efficiencies. If, however, state support was limited to \$50 million, the University would omit renovation work associated with the Robinson Theater Addition, the university’s only large theatrical performance space. This would result in the following cost reduction:

Phase 1 - Reduced Heritage Renovation Project:

\$50 million (reduction of \$9.35 million) state contribution

\$ 5 million (10 percent match from UO)

\$55 million TOTAL PHASE 1 - Reduced Heritage Renovation Project

Phase 2 - Robinson Theater:

\$10.1 million

\$65.1 million TOTAL PHASE 1 & 2\*

*\*\$750,000 higher than original project due to lost efficiencies. No escalation.*

If renovation of the Robinson Theater Addition is removed from the project, the following negative impacts would result:

- ***Loss of seismic and life safety benefit:*** Seismic upgrades would be rendered ineffective. Without the ability to stabilize and separate Robinson Theater from the original building as part of an all-encompassing renovation, Robinson Theater would leave the original Historic Landmark structure vulnerable to significant damage in the event of an earthquake. Robinson Theater was built in 1949 as a cast-in-place concrete addition to an existing 1886 non-reinforced masonry structure. The two structures have very little seismic separation meaning that completing a seismic upgrade to only the 1886 Historic Landmark building **would render the work nearly worthless.** These two buildings will move in very different ways during an earthquake, causing them to impact one another. Due to the types of construction in the two structures, the 1886 Historic Landmark would take the majority of the damage.
- ***Inefficiencies due to shared/integrated utility infrastructures:*** Delaying repairs to the Robinson Theater Addition would result in inefficiencies because the utility infrastructure systems that support the entire complex are tied together and enter through Robinson Theater.
- ***Reduced deferred maintenance impacts:*** The UO would lose the opportunity to reduce its overall deferred maintenance backlog by nearly \$3 million (\$2.92M). Additional deferred maintenance in next ten years would be reduced by \$1 million.

**e. State funding request:** \$52.65 million in XI-Q bonds and \$5.85 million XI-G bonds

- f. **Committed external funds:** \$5.85 million institutional match. No other funding source.
  - g. **Total gross square feet:** 79,074 gsf of fully renovated space, three stories plus basements.
  - h. **Total net square feet:** Approximately 66,000 nsf.
  - i. **Project start and completion dates:** Design of the project will begin Spring of 2021, with project completion prior to Fall of 2024.
2. **Complete the appropriate DAS required bond Forms 107BF11a and/or 107BF12 for each project**

Refer to Separate Excel File: DAS required bond Form 107BF11a.

3. **Describe how this project will address the following**

a. **Resolve an unmet capacity need.**

Repairs and upgrades will ensure that the university does not face significant capacity needs for core STEAM instructional facilities, offices, and performance space. These functions would otherwise be in jeopardy because continued use of the structures is at risk due to poor condition and outdated facilities.

Core instructional facilities include 18 classrooms with 790 seats plus 115 faculty and graduate teaching assistants offices. Twelve of the 18 classrooms are math/general purpose classrooms (489 seats), serving almost 5,000 students annually (4,962 in 2018-19). More than half of UO freshman take at least one math class during the year and 66% of all undergraduate students who graduate from the UO take at least one math class.

In addition, the affected facilities serve as the administrative home for the Departments of Theatre Arts and Comparative Literature, which offer courses to approximately 2,000 students in a typical academic year. An estimated 15% of all undergraduate students who graduate from the UO take a comparative literature class.

Finally, the university's only large theatrical performance hall (300-seat) houses University Theatre productions, which are attended by approximately 5,500 students and community members per year. In addition, the 66-seat student-run Pocket Playhouse performs in front of an additional 750 theatergoers annually.

All told, these facilities serve students from a wide variety of majors and provide education and training in skills that are foundational to virtually all careers, especially those involving mathematical skills and the ability to communicate orally and in writing.

**b. Raise facility quality.**

This project will completely renovate and upgrade these heavily used teaching, office, and performance space facilities for continued use into the 21st Century. This will be done in a manner that respects the historic significance of the structures and creates learning environments and shared student spaces that are aligned with the best instructional practices.

**c. Improve campus infrastructure.**

This project will reduce deferred maintenance and ongoing operations costs and eliminate the need to replace the facility with new construction. The University of Oregon proactively procured an external professional consulting team of architects, engineers, contractors, and cost estimators in 2017 to evaluate the condition of the structures and develop detailed feasibility analysis. The results of the analysis confirmed that, while the structures face many code deficiencies and significant structural deficiencies, renovation is the only alternative in light of their historic significance to campus and to the State of Oregon. The proposed project will maintain and enhance programmatic needs of the occupants and preserve the rich historic value of the buildings.

**d. Fulfill special need (e.g. shared performing arts facility).**

The Heritage Renovation Project will renovate core instructional facilities, thus enhancing the educational experience for all University of Oregon students.

Furthermore, renovation work includes fundamental seismic and other life safety repairs to the university’s only large theatrical performance space, which serves both the campus and community. UO’s University Theatre is an especially outward-facing campus organization, which attracts approximately 5,500 people to its productions annually.

In addition, the underlying premise of the Heritage Renovation Project is to preserve cultural assets that have attained the highest level of historic designation possible - National Historic Landmark status as designated by the National Park Service. Fewer than 2,500 places in the nation bear this distinction, which signifies that the structures possess exceptional value or quality in illustrating the heritage of the United States. As a state entity, we have an obligation to protect and preserve this National Historic Landmark site, which represents the founding of the University of Oregon and the state’s higher education system. Built in 1876 and 1886 respectively, University Hall, previously known as Deady Hall, and Villard Hall are among the oldest surviving academic buildings on the west coast of the United States and are noted for their Second Empire architecture. When one thinks about the physical



environment of the UO campus, this site is at the forefront of thought and memory. Not only is this true for more than one million students who have enrolled at this institution over the past 144 years, but for all prospective students and parents. The Heritage Renovation Project will ensure that this National Historic Landmark site continues to physically represent the University of Oregon within the state and beyond.

**4. Complete HECC Capital Project Cost Summary form**

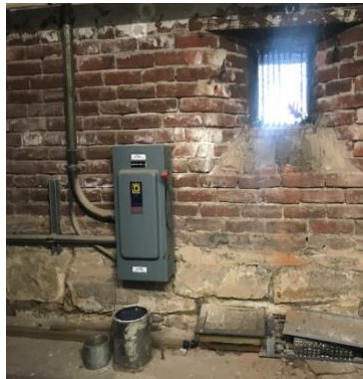
Refer to separate Excel document: Heritage Renovation Project Capital Project Cost Summary form.

**5. Optional – photo or graphic, or additional text if needed**

Images of current poor condition. Also, refer to President’s cover letter with attachment and images throughout the document.



*Wood Deterioration*



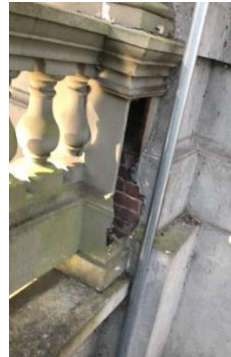
*Electrical and structural deficiencies*



*Current Classroom*



*Old systems and clearance issues*



*Failing exterior coating*

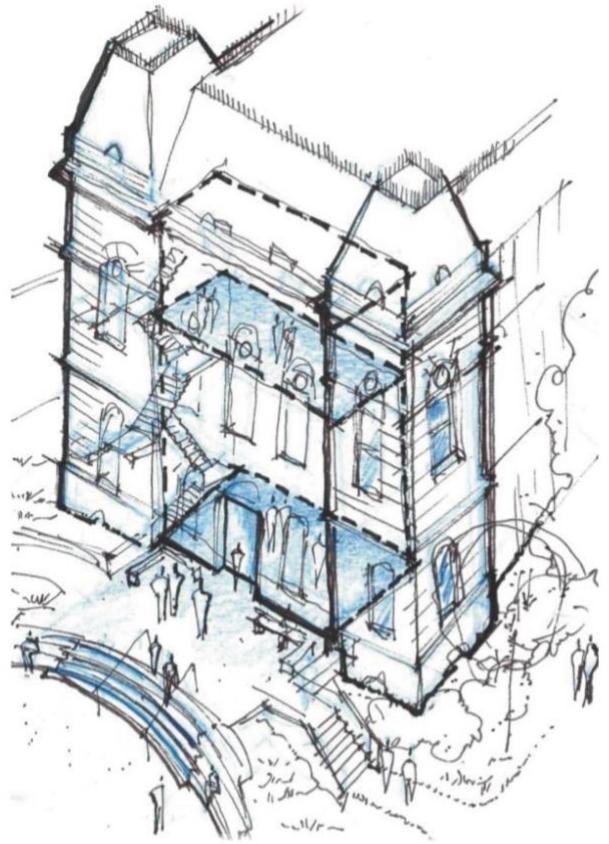
**6. Appendices Document List (Separate Files)**

- a. Heritage Renovation Project Capital Project Cost Summary form (in original excel format)
- b. UO Major Construction Project Narrative 107BF11a (in original excel format)
- c. UO Six Year Capital Plan - DAS Capital 107BF12 (in original excel format)
- d. Heritage Renovation Project Assessments - Deady (renamed University) Renovation Feasibility Study and Villard Renovation Feasibility Study - Available on-line at: <https://cpfm.uoregon.edu/building-assessments>

## 7. **Executive Summary of the Proposed Project**

### a. **Provide a brief description of the project.**

**Over the past 144 years, the facilities that make up the Heritage Renovation Project have served over one million students.** This \$64.35 million project will ensure that the extraordinary legacy of this National Historic Landmark site - the origin of the state's commitment to higher education - will be preserved for future generations of students. This project will fully renovate the facilities, ensuring that 18 core classrooms, 115 instructor offices, and the university's only large theatrical performance hall will continue to serve students in the STEAM fields for many years to come. Renovation work will update and modernize classrooms and workstations to support faculty, students and staff in mathematical, literary, and dramatic fields. In addition, it will ameliorate serious safety issues, resolve building and site code violations, and eliminate a portion of the University of Oregon's (UO) deferred maintenance backlog.



Proposed Concept - Entry Lobby, Hearth, and Informal Gathering

*“Create a safe and modern space for student success, learning, and innovation in the STEAM Programs.”*

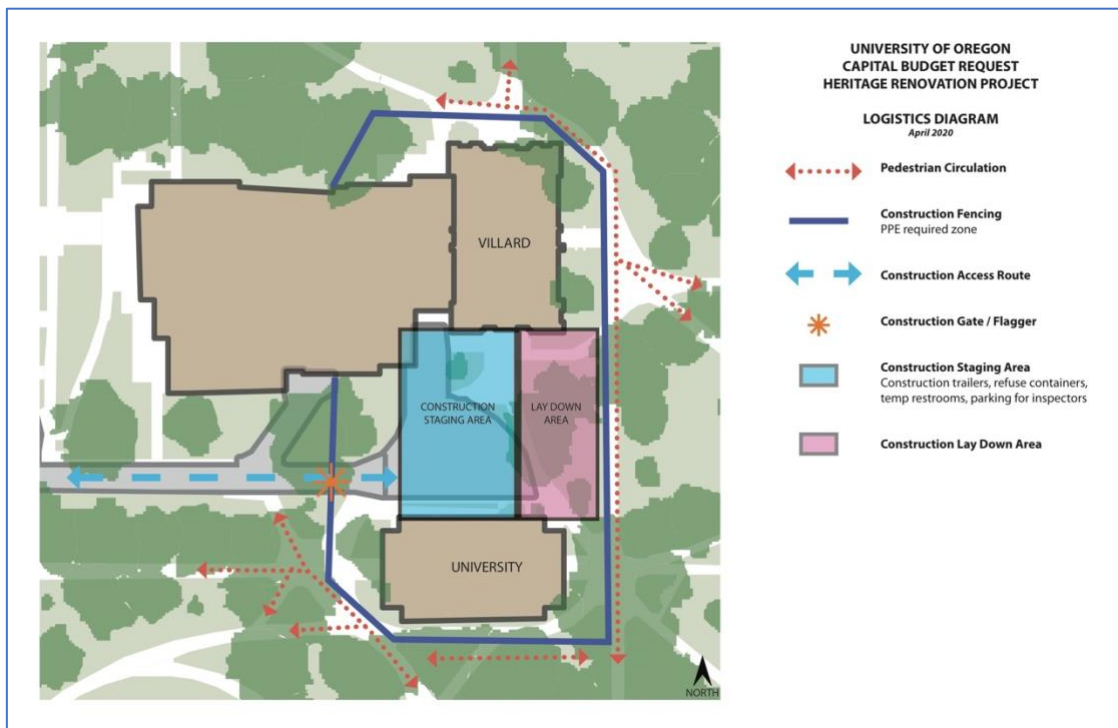
### b. **Summarize how the project supports HECC Strategic or State Goals.**

Renovation of the facilities that make up the Heritage Renovation Project aligns with the HECC strategic framework 2017-21 and the recently completed Oregon Strategic Capital Development Plan (SCDP). Also, it enhances the UO's ability to contribute to Oregon's 40/40/20 education attainment goals and make continued progress toward assisting students from traditionally underrepresented populations graduate, as outlined in the Student Success and Completion Model.

The university is taking a thoughtful approach by addressing the National Historic Landmark site as a single initiative, forming the *Heritage Renovation Project*. The affected facilities are not only knit together by their intimate proximity and parallel architecture style, but more importantly, they are intrinsically linked as the founding buildings and the physical cornerstone of the UO campus. Reducing costs is also at the forefront of our approach. There are many tangible advantages and savings to be gained

by addressing both buildings holistically. According to the professional CMGC firm that assisted with Heritage Renovation Project cost estimates, rehabilitating University Hall and Villard Hall at the same time could realize a savings of up to \$1.5M, due to:

- **Cohesive specialized teams:** The facilities are very similar in terms of their historic nature, which includes the architectural style and structural assembly. National Historic Landmark status requires a high degree of uniquely skilled architects and crafts people familiar with designing and rehabilitating historic buildings per the Secretary of the Interior’s Standards and best practices.
- **Shared manpower and more efficient sequencing of work:** Having one design team and one contractor simplifies and provides a consistent holistic project delivery.
- **Reduced construction staging:** Mobilization costs are decreased by working on two buildings at once. Due to the intimate proximity, a single job site with shared staging can accommodate both buildings.
- **Economies of scale in materials**
- **Reduced schedule:** A reduced schedule reduces risk for market escalation.
- **Holistic site design:** Addressing the site as a whole is integral to addressing accessibility, access, and service improvements. The site work would be designed and improved in a single comprehensive approach.
- **More efficient space programming:** Addressing the facilities as a whole provides needed flexibility to more efficiently program space use.



### **Part 1: Space renewal, workforce or completion priorities**

Focusing on STEM programs as well as the Liberal Arts (STEAM) is essential to attaining the State's goal of 40 percent of Oregonians earning a four-year degree and the university's critical goal of student success.

As the hub of mathematics instruction on campus, the affected facilities are critical to the mathematical and quantitative training of students for careers in management, health care, business, and education, which are the occupations employing college graduates that expect the largest number of openings in coming years. If the university is unable to renovate the Heritage Renovation Project facilities, we will be ill equipped to prepare and produce graduates who can enter these specific fields and address these critical shortages in our state. Math education is also critical to the UO's ability to train an average of 5,100 Natural Science majors per year.

Students in both Comparative Literature and Theatre Arts rely on the classrooms, offices, and performance spaces that are part of this project. They leave the UO with intellectual and practical skills that have prepared them to jump into a vast array of professional opportunities, including those in industries identified by the SCDP as crucial to Oregon's needs. Both departments are committed to the career readiness of UO graduates as defined by the N.A.C.E. Competencies (National Association of Colleges and Employers).

Undergraduate student success depends upon access to well-functioning classrooms. This rehabilitation project will increase the effectiveness and efficiency of 18 antiquated classrooms with 790 seats that serve essential core education courses for all UO students and will provide much needed collaborative learning spaces. Best practices in classroom design will be incorporated, thus improving our ability to:

- recruit and retain high-quality STEM and Humanities students and faculty;
- enable and enhance interdisciplinary and inner institutional collaboration and learning;
- optimize classroom, rehearsal, performance, and learning spaces;
- incorporate flexible design to accommodate advances in teaching pedagogies; and,
- increase efficiency and sustainability.

Also, improvements include critical office and workspace for tenure-track faculty and primary theater arts facilities. This project will ensure that the facilities will continue to serve students and faculty for many years to come.

### **Part 2: Addressing deferred maintenance issues**

The Heritage Renovation Project is identified as the university's top priority deferred maintenance and renovation project due to its high level of seismic vulnerabilities, safety deficiencies, historic significance, and level of use. Specifically, this project will:

- eliminate deferred maintenance;
- correct serious safety and security issues;
- address critical seismic vulnerabilities;
- modernize learning spaces and resolve code violations and significant deficiencies; and
- resolve access limitations for disabled students and staff.

**Part 3: Supports the research and economic development capacity of the institution**

The Heritage Renovation Project is directly tied to the promotion and expansion of research efforts. In addition, it addresses economic and workforce needs by supporting degree programs that are important to employers. This renovation project will provide state-of-the-art individualized and collaborative workstations to support innovative research in literary, dramatic, and mathematical fields, increasing the university’s reputation and national competitiveness for research funding. Research in math and comparative literature requires minimal investment in infrastructure, unlike the hard sciences, and the impacts of such research are felt throughout the state, the region, and the world.

**Part 4: Collaboration between the public universities and interested parties**

The UO strives to promote the cultivation of ideas and inquiry across disciplines, institutions, and private industry. The Heritage Renovation Project is aimed at continuing to facilitate these types of collaborative efforts among UO faculty and those across the state. For example, faculty in the UO Math Department collaborate regularly with their counterparts at Oregon State University, Reed, and Lewis and Clark. Faculty also serve on task forces and work groups with the Oregon Department of Education and with the local school districts. In addition, the Department of Theatre Arts has longstanding professional relationships with the Oregon Shakespeare Festival in Ashland and is a founding member of Region 7 of the Kennedy Center American College Theatre Festival. UO Theatre Arts also collaborates with Oregon Contemporary Theatre and The Oregon Festival of American Music, as well as with community theatres in Eugene, such as the Very Little Theatre, ACE Cabaret Theatre, and local high school drama programs.

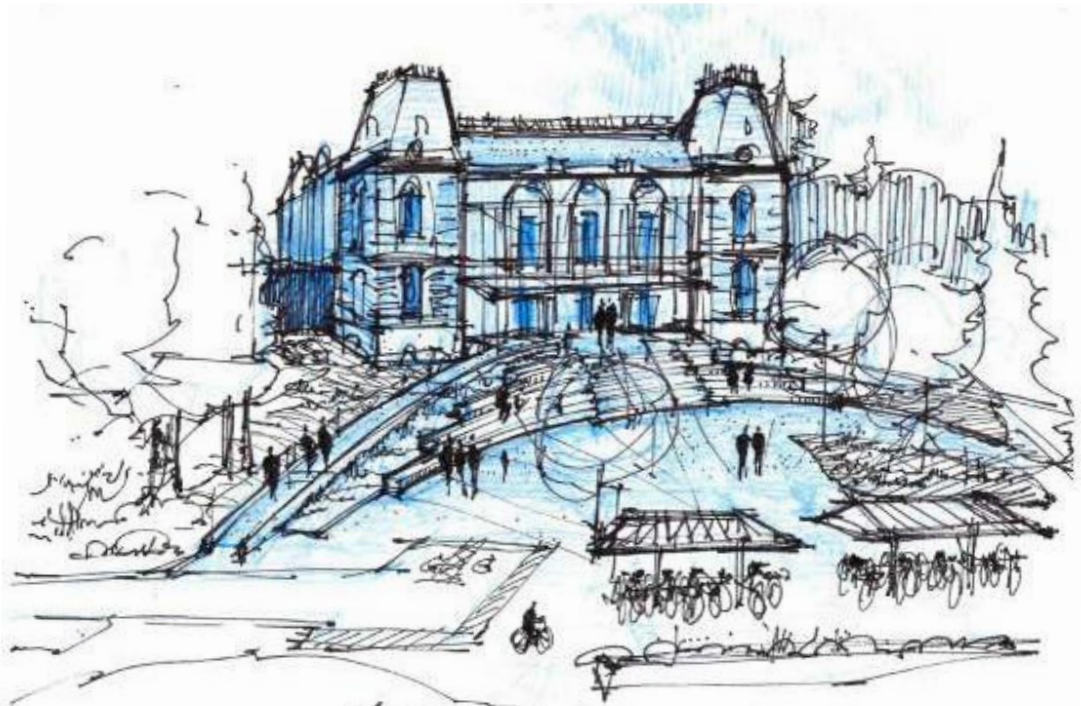
**c. Identify why the project is a critical need for the institution.**

The University of Oregon has a pressing need to address critical deferred maintenance, seismic, and accessibility issues in the structures and site that comprise the Heritage Renovation Project, which house essential STEAM classrooms, faculty offices, and theater arts facilities.

The UO proactively procured external a professional consulting team of architects, engineers, contractors, and cost estimators in 2017 to evaluate the facilities and present a feasibility analysis (available on-line at <https://cpfm.uoregon.edu/building-assessments>). The professional team stated that a complete building overhaul is necessary to make these buildings safe, more accessible, efficient, and to enrich student learning experience. If repairs and upgrades are not implemented, continued use of the spaces is

at risk due to their poor condition and outdated facilities, resulting in significant capacity needs for core instructional facilities, offices, and performance space.

The university's updated Ten-Year Capital Plan was presented to the UO Board of Trustees in December of 2019. It highlights the need to decrease the high level of deferred maintenance on campus. The Heritage Renovation Project: Investments in STEAM is the top priority unfunded project in the Ten-Year Capital Plan (assuming our FY19-21 proposal for Huestis Hall is funded).



Proposed Concept - Accessible Entrance at South Elevation

## CAPITOL SCORING RUBRIC

### COMPONENT A: STRATEGIC CAPITAL DEVELOPMENT PLAN SCDP ALIGNMENT (52 Points)

**Part 1: Space renewal, workforce or completion priorities (24 points)** *Proposals that increase the efficiency and effectiveness of educational and general space as measured by space utilization statistics. Or address workforce needs pursuant to the SCDP as demonstrated by the measured gaps in completers versus job openings. Or support student success and degree completion numbers pursuant to the 40-40-20 Strategic Plan.*

The Heritage Renovation Project will increase the efficiency and effectiveness of educational space, address workforce needs identified by the SCDP, and support student success and degree completion numbers pursuant to the 40-40-20 Strategic Plan.

**a. Increase the efficiency and effectiveness of educational and general space as measured by space utilization statistics.**

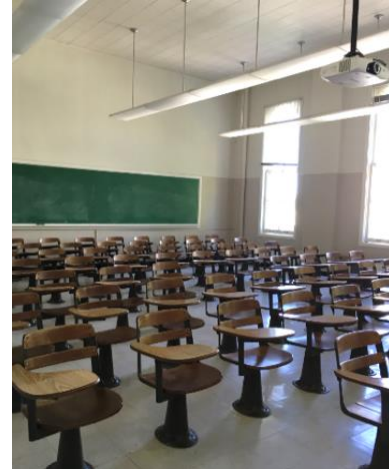
The University of Oregon (UO) engaged an external professional consulting team of architects, engineers, contractors, and cost estimators in 2017 to evaluate the facilities and present a feasibility analysis (available on-line at <https://cpfm.uoregon.edu/building-assessments>). The analysis confirmed that the antiquated systems and a combination of 144 years of intermittent remodeling efforts have resulted in ineffective and inefficient use of primary spaces, supporting spaces, and paths of travel.

This rehabilitation project will optimize the systems and learning spaces within the buildings. There are eighteen classrooms within the Heritage Renovation Project which serve essential core education courses for all UO students. Renovations will significantly improve the antiquated classrooms, creating contemporary learning environments, and provide much needed collaborative learning spaces. Improvements also include critical offices and workspaces for tenure-track faculty; this project will ensure that the facilities continue to serve students and faculty for many years to come

**Increase Effectiveness and Efficiency of Essential STEAM Learning and Performing Environments for All**

- **Resolve Poor Classroom Conditions:** The Heritage Renovation Project will significantly improve the effectiveness of both formal and informal learning spaces. This directly addresses the SCDP's recommendation to address outdated learning spaces. As stated in SCDP, "Evaluating the existing building inventory through the lens of data-informed learning science, older buildings are highly ill-suited for effective learning environments for the 21st Century. For example, classrooms may be improperly sized and configured, with inflexible, fixed furniture" (Pg. 12).

This description strongly applies to the affected classrooms, which include some of the UO’s worst classrooms. There are 18 classrooms totaling 790 seats. Twelve of these classrooms (a total of 489 seats) are used predominantly to teach math courses, serving almost 5,000 students annually (4,962 in 2018-19). Math classes are fundamental to STEM programs and many others. Unfortunately, the layout and configuration of these outdated classrooms does not facilitate active learning or accessible mobility. Several classrooms still have fixed seating, and none meet contemporary size standards. As stated in the SCDP, the average ASF/station size of University Hall classrooms is 16 ASF versus the state’s goal of 25 ASF (Pg. 236).



Current Classroom University Hall

This is not an isolated issue on campus, although University Hall represents some of the worst examples of this issue. As stated in the SCDP, “The deficit in [UO’s] classroom space is due primarily to an existing average 18.1 ASF per student station whereas the guideline establishes an average of 25 ASF to support modern pedagogy” (Pgs. 240-242).

UO Space Needs - Surplus (**Deficit**)

Source: SCDP pp. 240-242

	<i>Base Year</i> <i>Fall 2018</i>	<i>Target Year</i> <i>Fall 2029</i>	<i>NCHEMS Student Flow</i> <i>Model – Fall 2029</i>
Classroom & Service	(14,529) (7%)	(32,978) (15%)	(15,136) (7%)

This project will fully renovate and reconfigure all classrooms.

- Increase Classroom Utilization Rates:** This project will increase classroom utilization rates by reducing and/or redistributing the number of classroom stations to better serve contemporary pedagogical practices. This will take advantage of some existing classroom capacity (SCDP Pg. 236: Weekly Seat Hours for University Hall is 19.9 versus state guideline of 24, and Student Seat Occupancy for University Hall is 62%, versus state guideline of 67%). Poorly sized or shaped classrooms that are unusable for many classes will be right-sized, thus increasing utilization rates. The project scope will provide the required space to accommodate adjustments and introduce modern learning environments, both formal and informal. In addition, HVAC improvements will expand the range of hours during the day and year that classrooms have tolerable occupancy conditions, thus increasing utilization.

- **Provide Collaborative Learning Spaces:** The Heritage Renovation Project facilities do not have collaborative learning spaces. This project will allow us to introduce a wider array of learning environments without adding square feet. This deficit of collaborative learning space is evident across our campus as noted in the SCDP:



*Poor existing conditions*

UO Space Needs - Surplus (**Deficit**)

*Source: SCDP pp. 240-242*

	<i>Base Year</i> <i>Fall 2018</i>	<i>Target Year</i> <i>Fall 2029</i>	<i>NCHEMS Student Flow</i> <i>Model – Fall 2029</i>
Library & Collaborative Learning Space	(58,215) (17%)	(95,529) (28%)	(62,103) (18%)

- **Address Poor Quality Instructor Office Space:** Office spaces are irregular in size and functionality and are randomly located throughout the structures. The project would allow the 115 faculty and graduate teaching assistant offices to be improved and appropriately located. For example, isolated math instructor mezzanine offices, which have substandard head heights, will be relocated. Other scattered offices will be relocated near the Theatre Arts and Comparative Literature departmental hubs, thus enhancing accessibility to students and promoting cohesion among faculty and students in each unit. The scope of the project will allow the flexibility needed to accommodate improvements and increase efficiencies.
- **Resolve Inadequate Classrooms for Acting Instruction and Antiquated Performance Spaces:** The outdated performing arts facilities are poorly equipped for acting instruction and performance. There are four Theater Arts class labs in various states of disrepair and a 66-seat auditorium/theater classroom that serves as home to the Pocket Playhouse, a student-run organization that stages plays featuring UO playwrights, directors, designers, and performers. These spaces have not been significantly upgraded in 50 years and require significant improvements. This project will fully renovate these specialized class labs to meet basic access and code requirements as well as provide required open space, soundproofing, and flooring.

The university’s primary theater, Robinson Theater, which seats 300, is included in this project. The SCDP indicates that the university is deficient in assembly and exhibit space by at least 35% (per NCHEMS Student Flow Model, pp. 240-242). This project will resolve critical seismic deficiencies, ensuring that the university’s only large theatrical performance hall will continue to meet basic needs.

**b. Address workforce needs pursuant to the SCDP as demonstrated by the measured gaps in completers versus job openings.**

As the SCDP states, “Oregon’s economy has undergone some dramatic change in the decade between 2008 and 2018. Most notable is the rapid increase in industries for which jobs commonly require a postsecondary education.” (Pg. 40) “On a statewide basis, Oregon employers in a number of industries face especially high hurdles in filling jobs, with health care, construction, and manufacturing reportedly among the most difficult.”(Pg. 41) The UO’s Heritage Renovation Project is key to the state meeting these workforce challenges, particularly in management, health care, and education fields.

The largest industries employing high proportions of college graduates in the UO service area are, “...private educational and health services, government, professional and business services. The occupations with the largest numbers of projected annual openings (and that employ a substantial number of college graduates) are management (along with business and financial operations) education, healthcare practitioners and allied health. Further down the list but still significant are jobs in computer and mathematical occupations. All of the above-listed occupations are projected to show substantial growth over the next decade with jobs in management and health profession occupations projected to have the greatest growth.” (Pgs. 228-229, Figures 8, 9, and 10) If the university is unable to renovate the Heritage Renovation Project facilities, we will be ill equipped to prepare and produce graduates who can enter these specific fields and address these critical shortages in our state.

Oregon’s future depends on an educated workforce who can move into STEM careers and business and the work done in these buildings is a key component to producing those students. A large portion of our graduates stay in Oregon, participating in business and tech in Portland, biotech in Bend, etc.

- **Essential Math Skills:** As the hub of mathematics instruction on campus, these facilities are critical to the mathematical and quantitative training of students for careers in management, health care, business, and education, which are the occupations employing college graduates that expect the largest number of openings in coming years. Math education is also critical to the UO’s ability to train an average of 5,100 Natural Science majors per year.

The facilities serve students in all STEM-related majors, including business, accounting, actuarial computation, economics, and education. Algebra, Statistics, Calculus, and Discrete Math are all taught in this facility. Math and Statistics are key to careers in computer technology, biotech, data science, and business, fields that include many specialized professions with the largest gaps between demand and supply. These trends are growing: Mathematics teaches 40% more students than 10 years ago, and there is no sign that this trend is easing.

The site is also home to most of the Math Department’s PhD students. These students go on to become the college faculty of the future; we have former graduate students in four-year colleges and community colleges across the state and across the country,

contributing to workforce readiness for Oregonians and the nation. They are trained in mathematics, but they are also a key component of our STEM teaching personnel and are mentored individually by our faculty in best practices in math instruction and inclusive teaching.

- **Comparative Literature and Theatre Arts:** The study of comparative literature allows for the development of an analytical and multi-culturally aware interdisciplinary understanding that permits students to succeed in virtually any profession. Students in both Comparative Literature and Theatre Arts leave the UO with intellectual and practical skills that have prepared them to jump into a vast array of professional opportunities, including those in industries identified by the SCDP as crucial to Oregon’s needs. Both departments are committed to the career readiness of UO graduates as defined by the N.A.C.E. Competencies (National Association of Colleges and Employers). Accordingly, curricula in the departments of Comparative Literature and Theatre Arts are designed to cultivate the following attributes:
  - **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
  - **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
  - **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.
  - **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
  - **Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
  - **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
  - **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals,

and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

- **Career Readiness of Theatre Arts Graduates:** Students graduating from the Theater Arts undergraduate programs are extremely well prepared for employment in technical careers. Many possess skillsets that include practical experience (basic carpentry, welding, sewing, electrical work, and an array of computer design formats in sound, lighting, and projection). At the graduate level, UO offers the only PhD program in Theatre Arts in our 7-state region (Oregon, Washington, Idaho, Nevada, Montana, Wyoming, Alaska). As a result, many UO PhD graduates are now in teaching positions across the region. This includes Willamette University, Western Washington University, the University of Alaska, the University of Nevada, and the University of Wyoming. Graduates of the UO Department of Theatre Arts are also on the faculties of several smaller private colleges. Over the past ten years, all of UO's M.A. and M.F.A. students have either enrolled in PhD programs or have entered the profession.

**c. Support student success and degree completion numbers pursuant to the 40-40-20 Strategic Plan.**

Focusing on STEM programs as well as the Liberal Arts is essential to attaining the state's goal of 40 percent of Oregonians earning a four-year degree and the university's student success goals.

The Heritage Renovation Project facilities serve a large number of STEM and Liberal Arts students (STEAM). The 12 math/general purpose classrooms serve almost 5,000 students annually. The departments of Theatre Arts and Comparative Literature offer courses to approximately 2,000 students in a typical academic year. An estimated 15% of all undergraduate students who graduate from the UO take a comparative literature class.

Research has shown that students who have access to up-to-date facilities and experiential learning environments are more likely to graduate with an undergraduate degree (for example, *Twenty-First-Century Spaces for Twenty-First-Century Learners: Where We Are, How We Got Here, and What Next*, Jeanne L. Narum, Learning Spaces Collaboratory Kimberley Frederick, Skidmore College, Michael A. Palladino, Monmouth University, *Scholarship and Practice of Undergraduate Research*, Winter 2017 | Volume 1 | Number 2). The SCDP highlights this point in Key Finding #1, which states: "Achieving the 40% goal of baccalaureate and above in the 40-40-20 plan is not dependent on significant capital investments in new physical facilities, but investments in capital renewal may accelerate progress toward that goal by addressing deficiencies in existing facilities" (Pg. 4).

The Heritage Renovation Project addresses all critical life and safety needs of the facilities and improves usable space to provide opportunities to improve outcomes for students, including better recruitment, retention, and graduation. Updated buildings, and especially updated classrooms, are crucial to recruiting and retaining Oregon students and creating the best opportunities for them to stay in Oregon so the state can keep their talent and skillset upon graduation. Updating the buildings' failing systems and modernizing the classrooms will allow faculty to use up-to-date instructional methods that retain students and lead to degree completion. Furthermore, programmatic activities supported by this facility have a direct impact on educational attainment for traditionally underrepresented populations. The proposed renovations will result in facilities that better meet the needs of all STEM and Liberal Arts students, including under-represented populations, and supports the university's efforts to achieve Oregon's 40-40-20 goal:

- **Fundamental Math Education:** UO STEM majors, business majors, many social science majors (Economics, Sociology, etc.) and education majors all rely on the classrooms in the Heritage Renovation Project. Modernizing these classrooms, making it easier to practice modern pedagogy, and increasing the utility of classroom space, is key to increasing capacity at UO for all students who require math as part of their training. For the 5,100 Natural Science majors (average per year), enhancing math instruction is particularly important.

Math is an inherently human endeavor that is critical for understanding and innovating around economic and social challenges. Moreover, data show that there are disparities in mathematical literacy that cut across racial, gender, and socioeconomic lines. It is vitally important that the UO expand offerings and support mathematics education for students from every background—especially those who are first-generation, traditionally underrepresented, or minority students.

The facility not only serves as the core of mathematics instruction for all students on campus; it is a hub for our math majors and minors. Students take most of their advanced math classes in the building as they prepare for futures as computer programmers, actuaries, statisticians, engineers, and, of course, mathematicians.

Also, the Eugene Math Circle, a program sponsored by the UO Department of Mathematics and by the National Science Foundation, regularly hosts gatherings of elementary, middle or high school students who enjoy mathematics and are eager to learn topics beyond the regular school curriculum. The students, guided by mathematicians and educators (UO grad students and faculty), work on problems that often involve complex and advanced topics. The goal is to get the students excited about mathematics.

- **Liberal Arts Education:** The Heritage Renovation Project facilities serve as the hub for Comparative Literature and Theater Arts Programs. The facilities are vital to providing humanities and arts education at the UO. Educational opportunities exceed regular classwork and include student success programs such as:

- ***The Nomad Mentorship Program***: This program offers undergraduates from all majors the opportunity to develop their skills of research, writing, and conference presentation as they work toward publication of an article in the journal Nomad.
- ***Unbound Journal***: This is a student-run literary arts journal at the UO that publishes undergraduate & graduate prose, poetry and visual art to foster the development of all students, regardless of major, by serving as a platform for outstanding creative expression. Unbound Journal is committed to the belief that publishing a community’s literature is crucial to sustaining a vibrant culture.
- ***Drew Tour***: Every other year, the Department of Theatre Arts takes one of its productions on a state-wide, donor-funded tour of Oregon high schools. The Drew Tour serves mainly high schools in rural areas of the state, including many locations that lack active theatre programming.
- ***Community College connections***: UO Theatre Arts has strong relationships with Lane Community College and other community colleges across Oregon and Washington, many of which are staffed by graduates from the UO PhD program.

Also, the UO offers the only PhD program in Theatre Arts in our 7-state region (Oregon, Washington, Idaho, Nevada, Montana, Wyoming, Alaska), and the Comparative Literature Department boasts the oldest doctoral program on the West Coast. Oregon offers one of the nation’s most flexible and innovative doctoral programs in Comparative Literature, providing a solid foundation in theoretical and historical approaches essential to working across national traditions, historical periods, theoretical models, and media.

With the upgrades to facilities enhancing student persistence, retention and graduation, and the programing that is done to expose middle and high school students to educational opportunities, this project supports the entirety of the state’s 40-40-20 goal, including college level completion, advanced degree attainment, and high school graduation.

**Part 2: Addressing deferred maintenance issues (12 POINTS)**

*Proposals that either reduce deferred maintenance or lead the institution to create a deferred maintenance set aside account to proactively address future deferred maintenance needs.*

**a. Reduce deferred maintenance.**

*Proposal eliminates deferred maintenance, demolishes a non-usable asset or repurposes an existing under-utilized asset to a much higher academic use (cross check the building in the CIR Table 2019-2021). For DM projects, identify the expected source of funding as internal to institution or a general fund State budget request.*

The SCDP states that “The first priority of Oregon’s statewide capital plan should be to focus on the improvement and renewal of the existing capital assets” (Pg. 16). More specifically, it

notes that “repurposing of existing facilities is typically more economical than constructing new, and it can lower operating costs while increasing effectiveness.”

The cost of replacing the structures, given their unique and very detailed Second Empire architecture style, would be enormous. Moreover, given the buildings’ historical significance, they are irreplaceable. As a state entity, we have an obligation to protect and preserve historic resources. The structures that make up the Heritage Renovation Project represent the founding of the UO. The site and structures have National Historic Landmark status, the highest historic designation attainable. Preservation is essential to the UO, the state of Oregon, and nation. By restoring these structures, we will enhance operating efficiencies, improve staffing and student performance, and greatly improve programmatic effectiveness.

Renovation of the facilities fulfills this priority by eliminating more than \$15.75 million in backlogged deferred maintenance. This primarily includes work on electrical and HVAC (ventilation) systems, plumbing systems, life safety systems, interiors and the exterior building envelope. Additionally, it will offset approximately \$4.22 million in deferred maintenance associated with the utility systems and building exterior that is projected within the next 10 years. Life safety concerns related to inadequate seismic resistance in the building structures, non-code compliant fire sprinkler systems and plumbing systems, and asbestos containing materials add up to an additional \$18.7 million worth of work. While seismic and life safety improvements technically are not defined as deferred maintenance, they are critical to meeting basic safety and functional needs of students and faculty. When the direct construction costs reflected above are allocated with the proportional indirect project costs and inflation escalators, **this scope equates to 84 percent of the project budget being spent on critical deferred maintenance, seismic and safety issues.** When complete, the project will provide approximately 59,094 gross square feet of renovated teaching and office spaces. Without the renovation, up-to-date pedagogical approaches and comfortable learning environments are notably limited due to deferred maintenance, safety issues, and outdated facilities.



Failing exterior coating I

The expected sources of funding for this project includes internal university funds, which will provide a 10% match to the requested state-issued revenue bonds

- b. Create a deferred maintenance set aside account to proactively address future deferred maintenance needs.** *Proposal establishes a university-funded depreciation account for the new/upgraded facility.*

The university has identified university resources to supplement CIP funds to accomplish needed renovations and repairs for facilities across the campus. The university has spent just over \$73 million on a combination of deferred maintenance and modernization projects between 2013 and 2019. In that same period, the state has provided approximately \$52 million in Q Bond funds. Additionally, our 2019 Sightlines Benchmarking report confirms

the university's stewardship by noting that since 2014 the UO has invested more in our deferred maintenance backlog than our PAC 12 peers and the average for all public universities.

The Heritage Renovation Project facilities are current campus assets; therefore, existing maintenance funds will continue to be used for future maintenance and repairs. This strategy is preferred over creating a dedicated depreciation fund tied to the Heritage Renovation Project. Given that our deferred maintenance resources are limited compared to the campus's total deferred maintenance backlog, we want to be able to direct those resources to the most critical projects each year. This provides more flexibility for the university, which is very important in today's budget environment.

Once the Heritage Renovation Project is completed, annual building maintenance costs dedicated to emergency and reactive maintenance will transition to preventative and scheduled maintenance in order to extend the life of the new systems to their maximum lifecycle. This will limit the re-occurrence of deferred maintenance in the facilities. Retiring MEP deferred maintenance liability will lead to fewer reactive trouble calls (lower maintenance costs). Applying the updated code requirements will result in MEP systems operating in a more safe, efficient and comfortable manner for the occupants.

**Part 3: Supports the research and economic development capacity of the institution (8 points)**

The Heritage Renovation Project is directly tied to the promotion and expansion of research efforts. In addition, it addresses economic and workforce needs by supporting degree programs that are important to employers.

**a. Support of the expansion of research efforts and the potential for additional research grant funding.**

This renovation project will provide state-of-the-art individualized and collaborative workstations to support innovative research in literary, dramatic, and mathematical fields, increasing the university's reputation and national competitiveness for research funding. Research in math and comparative literature requires minimal investment in infrastructure, unlike the hard sciences, and the impacts of such research are felt throughout the state, the region, and the world. For example:

- Faculty in the Math Department are world leaders in algebraic representation theory. Other faculty work on analysis applied to medical imaging, on genomics and evolution, etc. UO's Math Department is ranked 2nd in the Pacific Northwest (after University of Washington) by the National Research Council, and faculty in the Heritage Renovation Project's facilities are involved in about \$1,000,000 of external research funding per year.
- At the center of the Department of Comparative Literature's research mission is the oldest and most important academic journal in the field, *Comparative Literature*, which has been edited and published at UO since its inception in 1949. The journal publishes the research of scholars from around the world, presenting a variety of

critical approaches to national literatures, global literary trends, and theoretical discourses. After seventy years of continual operation, the journal remains a source for cutting-edge research and prides itself on publishing the work of talented scholars breaking new ground in the field. Both the journal *CL* and the Department of Comparative Literature itself—also the first of its kind on the west coast—have helped to establish the UO’s international reputation as a site for comparative literary scholarship.

- Many Comparative Literature faculty are engaged in research that spans diverse cultures. For example, Leah Middlebrook, Associate professor/department head, is president of the Society for Renaissance and Baroque Hispanic Poetry. The society is an international group dedicated to promoting scholarship and scholarly exchange about the poetic production of the early modern Hispanic world — broadly speaking, Spain and the Spanish-speaking parts of colonial Latin America, including the Spanish Pacific.

**b. Partnerships with other Oregon Institutions and Private Industry.**

As stated earlier:

The UO strives to promote the cultivation of ideas and inquiry across disciplines, institutions, and private industry. The Heritage Renovation Project is aimed at continuing to facilitate these types of collaborative efforts among UO faculty and other faculty and groups across the state. For example, faculty in the UO Math Department collaborate regularly with their counterparts at Oregon State University, Reed, and Lewis and Clark. Faculty also serve on task forces and work groups with the Oregon Department of Education and with the local school districts. In addition, the Department of Theatre Arts has longstanding professional relationships with the Oregon Shakespeare Festival in Ashland and is also a founding member of Region 7 of the Kennedy Center American College Theatre Festival. The Department of Theatre Arts also works with Oregon Contemporary Theatre and The Oregon Festival of American Music, as well as with community theatres in Eugene, such as the Very Little Theatre, ACE Cabaret Theatre, and local high school drama programs.

**c. Create and expand employment opportunities relative to economy and workforce needs indicated in the SCDP by institution or support degree programs that are important to employers.**

This project supports the Governor’s Future Ready Oregon initiative, the state’s 40-40-20 attainment goals, and many objectives of the HECC strategic plan. In addition, this project aligns with the recently adopted Business Oregon Strategic Plan 2018-2022, as well as the Eugene, Springfield, Lane County Regional Economic Development Plan.

Oregon’s future depends on an educated workforce who can move into STEM careers and business and the work done in these buildings is a key component to producing those students. A large portion of our graduates stay in Oregon, participating in business and tech in Portland, biotech in Bend, etc.

As described earlier:

The UO's Heritage Renovation Project is key to the state meeting the workforce challenges described in the SCDP, particularly in management, health care, and education fields. If the university is unable to renovate the Heritage Renovation Project facilities, we will be ill equipped to prepare and produce graduates who can enter these specific fields and address these critical shortages in our state.

- **Essential Math Skills:** As the hub of mathematics instruction on campus, these facilities are critical to the mathematical and quantitative training of students for careers in management, health care, business, and education, which are the occupations employing college graduates that expect the largest number of openings in coming years. Math education is also critical to the UO's ability to train an average of 5,100 Natural Science majors per year.

Math and statistics are key to careers in computer technology, biotech, data science and business which include many professions with the biggest gaps between demand and supply. These trends are growing: Mathematics teaches 40% more students than ten years ago, and there is no sign that this trend is easing.

- **Comparative Literature and Theatre Arts:** The study of comparative literature allows for the development of an analytical and multi-culturally aware interdisciplinary understanding that permits students to succeed in virtually any profession. Students in both Comparative Literature and Theatre Arts leave the UO with intellectual and practical skills that have prepared them to jump into a vast array of professional opportunities, including those in industries identified by the SCDP as crucial to Oregon's needs. Both departments are committed to the career readiness of UO graduates as defined by the N.A.C.E. Competencies (National Association of Colleges and Employers). Accordingly, curricula in the departments of Comparative Literature and Theatre Arts are designed to cultivate the following attributes:
  - Critical Thinking/Problem Solving
  - Oral/Written Communications
  - Teamwork/Collaboration
  - Digital Technology
  - Leadership
  - Professionalism/Work Ethic
  - Career Management
  - Global/Intercultural Fluency

#### **Part 4: Collaboration between the public universities and interested parties (8 points)**

The Heritage Renovation Project is aimed at facilitating collaborative efforts among UO faculty and those across the state. This supports the SCPD's recommendation to incentivize collaboration in ways that reduce demands for new space (Pg. 16).

#### **Cultural and Civic Engagement.**

The residents of the Heritage Renovation Project facilities, the Departments of Theatre Arts and Comparative Literature, are central to the cultural life of UO, the city of Eugene, and the region. Comparative Literature regularly hosts readings and lectures by prominent writers, scholars, and artists, all of which are free and open to the public. UO's University Theatre is an especially outward-facing campus organization, which attracts approximately 5,500 people to its productions annually. At least half of these patrons are Eugene residents, who pay a modest ticket price (\$10) to see high-quality theatre.

#### **Historic Significance at the State and National Levels.**

As stated earlier:

The facilities that comprise the Heritage Renovation Project are important cultural assets, as recognized by their designation as National Historic Landmarks by the National Park Service, the highest historic designation attainable. There are fewer than 2,500 sites in the nation that bear this distinction, which signifies that the structures possess exceptional value or quality in illustrating the heritage of the United States. As a state entity, we have an obligation to protect and preserve this National Historic Landmark site, which represents the founding of the University of Oregon and the state's higher education system. Built in 1876 and 1886 respectively, University and Villard Halls are among the oldest surviving academic buildings on the west coast of the United States and are noted for their Second Empire architecture.

#### **Partnerships with other Oregon Institutions and Private Industry.**

As stated earlier:

The UO strives to promote the cultivation of ideas and inquiry across disciplines, institutions, and private industry. The Heritage Renovation Project is aimed at continuing to facilitate these types of collaborative efforts among UO faculty and those across the state. For example, faculty in the UO Math Department collaborate regularly with their counterparts at Oregon State University, Reed, and Lewis and Clark. Faculty also serve on task forces and work groups with the Oregon Department of Education and with the local school districts. In addition, the Department of Theatre Arts has longstanding professional relationships with the Oregon Shakespeare Festival in Ashland. The department annually provides scholarships to UO students to allow them to attend a week of performances, workshops, and meetings with actors, designers, directors, and other theatre professionals at OSF, which is the nation's largest regional theatre festival. Theatre Arts is also a founding member of Region 7 of the Kennedy Center American College Theatre Festival. KCACTF hosts an annual week-long regional conference, where students and faculty from more than 100 colleges and universities in California, Washington, Oregon, Idaho, Wyoming, Alaska, Nevada, Colorado, and Montana, convene for a week of workshops, performances, lectures, and seminars. The 2019 meeting was hosted at UO.

The Department of Theatre Arts also has professional ties with Oregon Contemporary Theatre and The Oregon Festival of American Music, as well as with community theatres in Eugene, such as the Very Little Theatre, ACE Cabaret Theatre, and local high school drama programs.

**Partnerships with school districts and other educational partners to create new pathways from high school or community college to higher education opportunities.**

The Eugene Math Circle, a program sponsored by the UO Department of Mathematics and by the National Science Foundation, regularly hosts gatherings of elementary, middle or high school students who enjoy mathematics and are eager to learn topics beyond the school curriculum. The students, guided by mathematicians and educators (UO grad students and faculty), work on problems that often involve complex and advanced topics. The goal is to get the students excited about mathematics.

Every other year, the Department of Theatre Arts takes one of its productions on a state-wide, donor-funded tour of Oregon high schools. The Drew Tour serves mainly high schools in rural areas of the state, including many locations that lack active theatre programming.

UO Theatre Arts has strong relationships with Lane Community College and other community colleges across Oregon and Washington, many of which are staffed by graduates from the UO PhD program, which is the only doctoral program offering a PhD in Theatre Arts in the Northwest.

**All of these engagement programs rely heavily upon functioning facilities within the Heritage Renovation Project. If this renovation project does not move forward, collaborative efforts will be compromised.**

**COMPONENT B: OPERATIONAL SAVINGS AND SUSTAINABILITY (1-10 points)**

**1. Cost savings generated by operational savings.**

*Projects are scored based on the cost savings generated by operational savings and/or sustainability savings. The project plan should demonstrate understanding of lifecycle costs.*

The UO is a founding member of Resilient U, an effort to share best practices among member institutions to improve their campuses' ability to withstand a number of potentially catastrophic events, including advocating for a life cycle approach to building design. The Heritage Renovation Project will create a more resilient teaching facility by addressing the sources of decay and deterioration. This is consistent with the findings of the SCDP, which notes that, "The capital renewal of existing buildings offer not only enhanced effectiveness in program delivery but also greater efficiency in operational costs." (Pg. 13)

**Project Delivery Savings.**

The university is taking a thoughtful approach by addressing the National Historic Landmark site as a single initiative, forming the *Heritage Renovation Project*. The affected facilities are

not only knit together by their intimate proximity and parallel architecture style, but more importantly, they are intrinsically linked as the founding buildings and the physical cornerstone of the UO campus. Reducing costs is also at the forefront of our approach. There are many tangible advantages and savings to be gained by addressing both buildings holistically. According to the professional CMGC firm that assisted with Heritage Renovation Project cost estimates, rehabilitating University and Villard Halls at the same time could realize a savings of up to \$1.5M, due to:

- ***Cohesive specialized teams***: The facilities are very similar in terms of their historic nature, which includes the architectural style and structural assembly. National Historic Landmark status requires a high degree of uniquely skilled architects and crafts people familiar with designing and rehabilitating historic buildings per the Secretary of the Interior’s Standards and best practices.
- ***Shared manpower and more efficient sequencing of work***: Having one design team and one contractor simplifies and provides a consistent holistic project delivery.
- ***Reduced construction staging***: Mobilization costs are decreased by working on two buildings at once. Due to the intimate proximity, a single job site with shared staging can accommodate both buildings.
- ***Economies of scale in materials***
- ***Reduced schedule***: A reduced schedule reduces risk for market escalation.
- ***Holistic site design***: Addressing the site as a whole is integral to addressing accessibility, access, and service improvements. The site work would be designed and improved in a single comprehensive approach.
- ***More efficient space programming***: Addressing the facilities as a whole provides needed flexibility to more efficiently program space use.



### **Operational Efficiencies.**

A comprehensive conditions assessment and feasibility analysis completed by external professional consulting teams of architects, engineers, contractors, and cost estimators in 2017 confirmed that the antiquated systems and a combination of 144 years of intermittent remodeling efforts have resulted in ineffective and inefficient use of spaces and building systems. The Heritage Renovation Project is comprised of two building that were designed and constructed in the 1800s, well before modern concepts of building codes, energy efficiency, and sustainability. Aside from bare minimum improvements implemented throughout the years in order to keep the building operational, wholesale improvements and expected modern system upgrades have been nonexistent.

The facilities currently have no air conditioning, limited heating control, very minimal wall and ceiling insulation, drafty single-pane windows, poor lighting, and other deficiencies,

common for buildings of this age. With the addition of cooling, the renovated facilities may not see an overall reduction in energy costs. However, compared to a building that does not follow the strict UO construction and energy standards, overall savings will be greater both from lower energy use operations and reductions in repair and maintenance costs. This project will address the following major elements:

- **Lighting Upgrades:** The lighting ECM package will include replacement of existing T-8 fixtures with high efficiency LED lights, occupancy and daylight sensors, and natural lighting wherever possible. In certain areas, occupancy light sensors will be used to turn off heating and cooling when spaces are unoccupied.
- **Thermal Envelope:** Insulation will be installed to the greatest degree possible. Windows will be addressed to alleviate drafts and add insulation value, taking into account the limitations of the historic significance.
- **Space Heating/Cooling:** New building automation controls will be installed which will maintain appropriate space temperatures and allow for systems to be set back to an unoccupied state, or turned off based on a pre-determined schedule. Proven high efficiency systems will be installed, including chilled beams and heat recovery air handlers.
- **Campus District Energy:** The buildings will take full advantage of the campus district energy systems, which will supply steam, chilled water and electricity. The Central Utility Plant uses high efficiency systems for the production and delivery of utilities, and provides for resiliency and supplants the need for localized heating and cooling equipment.

Also, as previously stated:

Once the Heritage Renovation Project is completed, annual building maintenance costs dedicated to emergency and reactive maintenance will transition to preventative and scheduled maintenance in order to extend the life of the new systems to their maximum lifecycle. This will limit the re-occurrence of deferred maintenance in the facilities. Retiring MEP deferred maintenance liability will lead to fewer reactive trouble calls (lower maintenance costs). Applying the updated code requirements will result in MEP systems operating in a more safe, efficient and comfortable manner for the occupants.

This project will eliminate more than \$15.75 million in backlogged deferred maintenance and will offset approximately \$4.22 million in deferred maintenance that is projected within the next 10 years. Life safety concerns related to inadequate seismic resistance in the buildings' structure, non-code compliant fire sprinkler systems and plumbing systems, and asbestos-containing materials add up to an additional \$18.7 million worth of work. While seismic and life safety improvements technically are not defined as deferred maintenance, they are critical to meeting basic safety and functional needs of students and faculty.

#### **Programmatic Efficiencies.**

Older buildings such as those that comprise the Heritage Renovation Project have undergone changes to spaces to serve functions that are different than originally programmed. Often,

aged building systems cannot be modified to the extent needed to serve the new space function and must be supplemented with inefficient systems or made to function in a manner that creates a less productive environment. Obsolete climate control and a lack of cooling capability leaves classrooms too hot to use in the summer and conversely does not adequately address heating requirements in the winter. Lack of modern climate control is a major area of concern expressed by students and faculty. It is very difficult to effectively teach and learn within antiquated conditions that are far removed from the standard level expected today.

For buildings of this type and age, true operational savings will be realized from more efficient use of space resulting from a well-designed and productive environment and the flexibility to adapt as pedagogies and functional needs change. The primary focus is to provide students and faculty an environment that is in keeping with the fundamental expectations of the current era; a highly efficient, sustainable, climate-controlled environment that will contribute to the best learning experience possible.

Please refer to separate Excel document: UO Heritage Renovation Project Capital Project Cost Summary form.

## **2. Potential for Sustainability.**

*Sustainability is defined as the ability to support continued efficiency or a project that possesses the quality of not being harmful to the environment or depleting natural resources.*

Sustainability is in the DNA of the UO. As part of our Oregon Model for Sustainable Development, the university requires all projects to achieve an efficiency level well above current code and to attain LEED Gold certification. The Heritage Renovation Project will meet this objective.

As noted above:

The current facilities are operating with heating and electrical systems designed under an antiquated energy code. Annual building maintenance costs dedicated to emergency and reactive maintenance will transition to preventative and scheduled maintenance in order to extend the life of the new systems to their maximum lifecycle. It is more sustainable to task technical staff with preventive maintenance tasks instead of reactive repair tasks.

Upgraded and new systems will operate more efficiently than required by the current Oregon Energy Code, as the building will be designed to meet the UO's Oregon Model of Sustainable Development. In addition to new and efficient systems, the exterior envelope, including window improvements and added insulation will further improve efficiency.

## COMPONENT C: LIFE SAFETY, SECURITY, OR LOSS OF USE (1-10 Points)

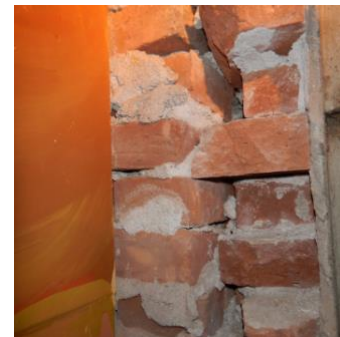
Projects are scored based on the priority of the project to meet life, safety and code compliance needs of mission critical items, including lifecycle cost analysis or projects that support key programs and initiatives.

### 1. Life Safety.

The university hired an external professional consulting team of architects, engineers, contractors, and cost estimators in 2017 to develop detailed deferred maintenance assessments and renovation feasibility studies, which identified system issues and provided the technical back up for each of the items (reports are over 130 pages each and available on-line at: <https://cpfm.uoregon.edu/building-assessments>).

These assessments identified numerous serious code and life safety deficiencies. While small-scale upgrades to individual spaces and building systems have occurred since the Heritage Renovation Project facilities were constructed in the late 1800s, a major full-building renovation has not taken place. The renovation will address upgrades to numerous critical building systems that are relied upon for safety as described:

- The buildings structures were constructed decades before seismic codes were established and do not meet current seismic structural requirements. Given this, the buildings have a significant inherent risk of collapse in an earthquake. The facilities consist of unreinforced masonry which greatly lacks the ability to resist lateral forces during an earthquake; in a seismic event, there would be considerable damage, likely a collapse. Structural conditions were evaluated by a structural engineer and the associated work exceeds \$6.8M in direct construction costs to bring the buildings into compliance with the current seismic code. The improvements will significantly reduce the risk of collapse during a seismic event.
- A significant amount of asbestos-containing material exists. Although extensive abatement has occurred in these buildings over the years, an excess of \$254,000 in abatement remains.
- Fire suppression systems are not NFPA 13 compliant. Only some corridors have fire suppression, while classrooms and offices do not.
- The current fire alarm system either is absent in areas or is antiquated and does not comply with the current NFPA 13 Standards. Modifications to this system will exceed \$380,000.



Stacked brick



Cracking from window to arched opening



Fire suppression retrofit

- The plumbing systems are well beyond their life and fall short of current code in a number of ways. All systems need to be replaced. This has a cost that approaches \$1.25 million.
- Building security and access controls are limited and do not support needed security requirements for students, staff and faculty who work in these buildings after hours.
- Accessibility is a substantial issue on site and within the facilities due to their age. Very few improvements associated with the American Disabilities Act (ADA) exist. Many critical areas, including main entrances, restrooms, and door clearances from hallways into rooms are not in compliance, limiting access and movement through the building. This work needs to be incorporated into full renovations of the space, which is identified in this project scope.
- Very antiquated HVAC technologies make it exceptionally difficult to control conditions in spaces. Cooling is lacking throughout most of the spaces. Many of the teaching spaces are often excessively hot. These new systems will meet energy performance requirements of the Oregon Model for Sustainable Development and LEED Gold certification.
- Interior spaces do not meet current building codes and campus standards. Improvements to the building interior environment will improve the overall student experience and include finishes, lighting, and overall quality of space.
- Upgrades to mechanical, electrical, IT and Audio-Visual systems are all necessary to bring the building into a 21<sup>st</sup> Century mode of operation that supports current academic and research approaches and technological capabilities.
- The fall protection systems on the roof of the building are not in compliance with OSHA, which necessitates specialized safety procedures to keep staff safe when working on equipment. These procedures significantly hamper the efficiency of doing maintenance on the roof of this building.
- Elevator improvements and other accessibility upgrades are needed to ensure access for all students, including mobility challenged individuals. In addition, elevator upgrades are necessary to facilitate the movement of equipment throughout the building. The elevators were installed in the 1980's and are outdated, inefficient and in need of modernization. Part of the modernization would be removing the machine rooms, which are obsolete and take up valuable square footage.



*Non-compliant egress point*



*Old systems and clearance issues*



*Abandoned unit*

## 2. **Security.**

The project intent is to update the facilities with the appropriate level of access and security infrastructure and technology to prevent, monitor, and quickly respond to the safety needs of students, faculty, and staff.

The independent team of certified experts that completed the building assessments stated that the facilities are equipped with minimal security:

- **Access Control:** Currently, access control is limited to one entry point at each of the buildings, while all other entry points are manually locked and unlocked daily. The entry doors allow open access throughout the day. This level of control is not only labor intensive, but it does not meet today's required automatic control standards related to hazards, shootings, and other emergencies.
- **Security:** There is no security infrastructure inside or outside the facilities. This is a priority for the institution, particularly given that these buildings sit near the campus edge.

Alarms, access-controlled spaces, and improved surveillance will be incorporated into in the building remodel.

## 3. **Loss of Use.**

The activities within the Heritage Renovation Project facilities are major contributors to academic excellence - all in spite of the building system deficiencies. The facilities house 18 classrooms (790 seats) plus the university's 300-seat performance hall and 115 faculty and graduate teaching assistant offices.

Math classes, which are fundamental to STEM programs and many other programs, rely upon the classrooms. In addition, the administrative homes of the Departments of Theatre Arts and Comparative Literature are housed in these facilities.

The ability to support critical academic activities is hampered by serious code violations, severely outdated arrangements such as cramped classrooms and dark corridors, non-code compliant stairways and egress paths, insufficient social gathering spaces, and deficient mechanical, electrical, and plumbing systems. In addition, inaccessibility in critical areas, including main entrances, restrooms, and door clearances from hallways into rooms limits access and movement through the building.

Failure to upgrade the building in all aspects, puts the UO in jeopardy. From a life/safety and seismic perspective, potential loss of life and the potential loss of a National Historic Landmark are legitimate concerns.

Inadequate fire suppression systems, active water leaks, poor plumbing, inadequate heating and cooling systems, and structural deficiencies seriously affect the ability to provide a stable and safe learning environment.

## **COMPONENT D: INSTITUTIONAL PRIORITY (1-5 Points)**

*Each institution will identify the top three projects from only the tier one category as defined by the university presidents: 5 points – 1st priority, 3 points – 2nd priority, 1 point – 3rd priority*

**1st Priority Project:** The *Heritage Renovation Project: Investments in STEAM* is the UO's 1st priority capital construction project for the 2021-23 biennium.

## **COMPONENT E: STUDENT SUCCESS FOR UNDERSERVED POPULATIONS (1-10 points)**

*Projects are considered based on the expected impact of the project on student success as defined by degree or certificate attainment or the reduction of equity gaps, with special emphasis on those underserved populations that are similarly emphasized in the Student Success and Completion Model: Low income, Underrepresented minority, Rural, and Veterans.*

The Heritage Renovation Project will ensure that the UO can continue to provide critical classroom facilities that help support all students, including underrepresented, first-generation, rural, veterans, and low-income students described in the SCPD's Baseline for Underserved Students (SCDP Appendix C).

If repairs and upgrades are not implemented, continued use of the facilities for the following activities is at risk:

- **STEM Program for Underserved Populations.**

As stated earlier:

Math is an inherently human endeavor that is critical for understanding and innovating around economic and social challenges. Moreover, data show that there are disparities in mathematical literacy that cut across racial, gender, and socioeconomic lines. It is vitally important that the UO expand offerings and support mathematics education for students from every background—especially those who are first-generation or traditionally underrepresented or minority students.

A large study just published in the Proceedings of the National Academy of Sciences (<https://www.pnas.org/content/early/2020/03/03/1916903117>) underscores what has now been measured many times. Active learning in STEM decreases the achievement gap between individuals from underrepresented and low-income groups and the student body as a whole. Quoting from the study abstract, “Active learning benefits all students but offers disproportionate benefits for individuals from underrepresented groups.” The PNAS study show (consistent with other work in the area) that, on average, achievement gaps are decreased by 33% and graduation gaps are decreased by 45%.

Work done by the UO's Math Department in active learning in college algebra, even with marginal spaces for active learning, has already seen many of these gaps decrease significantly over the last decade. Having the proper teaching spaces to do this work better will allow us to reinforce these efforts across the curriculum.

In spite of math's reputation as a male dominated discipline, the department has provided an environment that supports a major that is roughly 50-50 female- male. One piece of this is the department's award-winning chapter of the Association for Women in Mathematics, a chapter that welcomes both women and men and that organizes activities including talks by outside speakers pursuing mathematics-based careers and internal programs that match graduate students and undergraduate students for guided reading in advanced mathematics.

- **Diverse Literary and Dramatic Traditions.**

Theatre Arts and Comparative Literature curricula explicitly emphasize diverse literary and dramatic traditions across the world; both departments serve large numbers of underrepresented students who are interested in these topics.

UO's substantial faculty expertise in Latinx Theatre, Native American Theatre, and Arab American Theatre enables many of the university's productions to feature themes, topics, and issues of particular relevance to students and audiences from underrepresented groups. Recent productions in Robinson Theater that notably featured UO students from underserved populations include: *The Left Hand of Darkness*, *Tricks to Inherit*, *Home Planet*, *New Voices*, *Avenue Q*, *Sons of the Prophet*, and *Machinal*. Improving UO's historic buildings will allow Comparative Literature and Theatre Arts to expand their outreach and support efforts on behalf of underrepresented student groups.

The Comparative Literature Department strives at all times to affirm and support the widest possible spectrum of perspectives, voices, backgrounds and abilities. As part of that effort, the department encourages undergraduate and graduate students to work in languages in which they have native competence. Recent student research projects have dealt with texts in Persian, Amharic, Thai, Arabic, Oshiwambo, Turkish, Ukrainian, and Bengali.

- **Scholarships for Underserved Students.**

Theatre Arts offers scholarships to low-income and first-generation students who wish to attend the department's London Program. Donor-funded scholarship support also assists under-served students in attending the department's week-long immersive trip to the Oregon Shakespeare Festival in Ashland.



**COMPONENT F: LEVERAGING INSTITUTIONAL RESOURCES (1-15 points)**

*The campus match component identifies a minimum percentage of project costs to be borne by the institution, ideally from external funding which could include grants, donations or other funds not derived from institutional or state resources. The match expectation is differentiated by type of project. Ten points are based on the level of matching and five points are based on the availability of funds according to the schedules below:*

<b>OSU and UO Matching</b>		
<b>% Match</b>	<b>New Construction</b>	<b>Major Renovation</b>
25% or over	10	10
24%	8	10
15%	6	10
10%	5	9
5%	4	5

**AND**

<b>Majority pledged or in hand. (Verified in proposal)</b>	
<b>% Match</b>	<b>Points</b>
100% add	5
75% add	4
50% add	3
25% add	2
0%>=10% add	1
0%	0

The project is proposed to be funded through a mix of state-paid bonds and matching funds provided by the university.

The university has \$5.85 million available immediately (in hand) to provide the required 100% match of the requested \$5.85 million XI-G bonds. This equates to a 10 percent match of the total state funds requested of \$58.5 million. The remainder of the project is proposed to be funded through a grant of \$52.65 million in XI-Q bonds.

The total project cost is \$64.35 million.

## **APPENDICES – Separate Files**

- a. UO Heritage Renovation Project Capital Project Cost Summary form (in original Excel format)
- b. UO Major Construction Project Narrative 107BF11a (in original Excel format)
- c. UO Six Year Capital Plan - DAS Capital 107BF12 (in original Excel format)
- d. Renovation Feasibility Studies - Available on-line at: <https://cpfm.uoregon.edu/building-assessments>