



# MEMORANDUM

TAB A

September 18, 2020

## USHE – FY 2021-22 Capital Facility Review and Recommendations

Recognizing the limited resources that will likely be available in the coming budget cycle, the Utah Board of Higher Education adopted budget guidelines in the August meeting, limiting capital development requests for 2021-22 to the projects that were funded in the 2020 General Session and subsequently defunded. The Board asked the Finance and Facilities Committee to review these projects for relevance given the novel coronavirus and institutional changes to instruction. The Board will take formal action in the October meeting to recommend the capital projects to the Utah Legislature should funding opportunities exist. The six projects are:

| Priority | Institution                   | Capital Project                            | Amount               |
|----------|-------------------------------|--|----------------------|
| 1        | Bridgerland Technical College | Health Science and Technology Building     | \$38,059,600         |
| 1        | Southern Utah University      | Academic Classroom Building                | \$43,013,700         |
| 2        | University of Utah            | Applied Sciences Building                  | \$60,000,000         |
| 3        | Utah State University         | Heravi Global Teaching and Learning Center | \$14,500,000         |
| 4        | Salt Lake Community College   | Herriman Campus General Education Building | \$30,800,600         |
| *        | Dixie State University        | Washington County Land Bank                | \$15,075,000         |
|          |                               | <b>USHE Total</b>                          | <b>\$201,448,900</b> |

Additional information about these projects is found in the attachment. Institutions are prepared to discuss the relevance and continued need for the requested facilities in the Finance & Facilities Committee meeting.

### Commissioner’s Recommendations

The Commissioner recommends the Finance & Facilities Committee determine whether the given capital requests should continue to be priorities of the Board in FY 2021-22 if funding becomes available for capital projects.

### Attachments:

## Attachment—Capital Development Priorities

### #1 Bridgerland Technical College —Health Sciences Building

| Project Cost Estimates |             |                    |           | Project Space - Gross Square Footage |           |            |
|------------------------|-------------|--------------------|-----------|--------------------------------------|-----------|------------|
| New State Funds        | Other Funds | Total Project Cost | O&M Funds | New                                  | Renovated | Demolished |
| \$38,059,600           | \$1,000,000 | \$39,059,600       | \$624,000 | 75,000                               | 0         | 0          |

The proposed 75,000 square foot facility will be located adjacent to the Logan Campus Main building and will house programs that train registered nurses (in partnership with WSU), practical nurses, medical assistants, pharmacy technicians, medical office personnel, medical coding specialists, dental assistants, and phlebotomists. The facility will replace existing spaces, which are scattered across the main building and constructed for purposes other than health technology classrooms and labs. This Health Sciences building will be purpose-built and include state-of-the-art simulation suites and high-tech training labs to prepare students for real-world employment opportunities. After construction of the new building, the existing facility will accommodate an expansion of Custom Fit and program growth in manufacturing and aerospace, IT and coding, construction, and transportation. These areas have limited classroom and lab space, which restricts enrollment in the programs from the growing Bear River Region.

The Bridgerland Nursing and Health Sciences programs experienced significant growth until facility constraints prevented additional growth. These training programs first began in 1991 and grew at an average rate of 50% per year until 2010, when the existing facilities reached capacity. This request has been an urgent need for the college since that time. Technical education is the engine driving economic recovery. While the nation transitioned to remote learning, Bridgerland’s dedication to “saving lives and livelihoods” resulted in the continuation of hands-on, competency-based instruction even during the pandemic. The impact of COVID-19 is significantly accentuating the demand for essential health care and other critical employees. Even in the ‘new future,’ brick-and-mortar buildings will remain crucial in technical education.

### #1 Southern Utah University — Academic Classroom Building

| Project Cost Estimates |                     |                    |           | Project Space - Gross Square Footage |           |            |
|------------------------|---------------------|--------------------|-----------|--------------------------------------|-----------|------------|
| New State Funds        | Prior State Funding | Total Project Cost | O&M Funds | New                                  | Renovated | Demolished |
| \$43,013,700           | \$2,000,000         | \$45,013,700       | \$806,400 | 90,000                               | 0         | 0          |

Southern Utah University proposes a new 90,000 square-foot general academic facility primarily designed to house classroom space, faculty offices, and student support space. The university is currently proceeding with architectural programming for the facility using funds appropriated in 2019 by the State Legislature to better understand what academic programs will be housed in the new facility.

The university anticipates an open architecture to maximize the space using operable walls, moveable furniture, and modular office layouts. Such design elements will allow the building to adapt to changing future demands.

The primary purpose of the new academic classroom building will be to provide and expand general education course offerings to current and future students, to increase completion, and to serve a growing student population. The university anticipates continued enrollment growth of 4-5% each year that will increase the demand for academic space in the institution that is currently highly utilized. Growth over the last six years at the institution has increased the need for an expansion of general education classes by over 30%.

**#2 University of Utah – Applied Sciences Building**

| Project Cost Estimates |              |                    |           |
|------------------------|--------------|--------------------|-----------|
| New State Funds        | Other Funds  | Total Project Cost | O&M Funds |
| \$60,000,000           | \$24,560,000 | \$84,560,000       | \$646,500 |

| Project Space - Gross Square Footage |           |            |
|--------------------------------------|-----------|------------|
| New                                  | Renovated | Demolished |
| 100,000                              | 40,729    | 53,863     |

The proposed project consolidates physical science faculty and programs from across the campus and provides improved and expanded space for physical science education to meet growing student demand. Currently the University of Utah provides 46% of Utah’s 5-star STEM graduates, the majority of which are required to take physical science courses. STEM-related majors include engineering, mathematics, computer science, health, and medicine and are among the most demanded in the workforce. Limited class sizes and course offerings in physical science currently result from inadequate and functionally obsolete classrooms and laboratories in the James C. Fletcher and South Physics buildings. These facilities were built in the 1960s and 1930s respectively for a much smaller student population. A modern science building will increase the capacity to serve a growing student population in STEM areas as well as drive externally-funded research.

The new facility will renovate and seismically retrofit the historic Stewart Building, built in 1919, located directly south of the Crocker Science Center as well as add an additional 100,000 square feet of new space. Structural deficiencies in the Fletcher building preclude a cost-effective remodel and the facility will be demolished except for the rotunda which does not have the same seismic issues and will be retained for classroom use. The South Physics Building will be retained for faculty offices. The new Applied Sciences building will provide modern experimental and computing laboratory space in addition to classroom, study, and faculty office space to facilitate interdisciplinary research across campus and improve teaching and research capacity.

**#3 Utah State University – Mehdi Heravi Global Teaching and Learning Center**

| Project Cost Estimates |             |                    |           |
|------------------------|-------------|--------------------|-----------|
| New State Funds        | Other Funds | Total Project Cost | O&M Funds |
| \$14,500,000           | \$2,500,000 | \$17,000,000       | \$332,100 |

| Project Space - Gross Square Footage |           |            |
|--------------------------------------|-----------|------------|
| New                                  | Renovated | Demolished |
| 38,429                               | 0         | 0          |

This facility will provide unified and enhanced space for the languages programs within the College of Humanities and Social Sciences (CHaSS) and allow other CHaSS units to be consolidated in Old Main. The new building will support classrooms, languages teaching laboratories, study space, faculty offices, and seminar rooms. The languages program has added faculty over the last several years as demand for

linguistic and cultural skills has expanded. The new facility will provide unified space for the languages program which is currently housed in four buildings spread throughout campus and allow other CHaSS units to backfill the space. Unifying the program will create communication, interaction, and collaboration within and between units and the high-quality teaching laboratories, offices, and student spaces will attract talented faculty and students.

The language programs in CHaSS broadly serve the entire campus community. Approximately 60% of students taking first- and second-year language classes are registered majors outside of CHaSS, including education, business, science, and the arts. The College has used a variety of strategies over the years to cope with inadequate space for teaching, research, and public outreach, including remodeling space, sharing, and borrowing space from other colleges. The languages program has reached the point at which the work of their faculty, staff, and students cannot reach its potential without the addition of new, adequate, purpose-designed space.

**#4 Salt Lake Community College – Herriman Campus Juniper Building**

| Project Cost Estimates |              |                     |             |
|------------------------|--------------|---------------------|-------------|
| New State Funds        | Other Funds  | Total Project Cost* | O&M Funds   |
| \$30,800,000           | \$24,400,000 | \$57,074,800        | \$1,026,500 |

| Project Space - Gross Square Footage |           |            |
|--------------------------------------|-----------|------------|
| New                                  | Renovated | Demolished |
| 90,000                               | 0         | 0          |

In the 2011 General Session, the Utah Legislature appropriated \$3 million to purchase 90 acres in Herriman for a future Salt Lake Community College campus. The first facility built on this property will be a 90,000 square foot general education building that will serve a targeted headcount enrollment of 1,500 students. Herriman and the surrounding southwest quadrant of Salt Lake County are the fastest growing areas in the county. A physical campus in Herriman will allow SLCC to prepare students with the knowledge and skills necessary to transfer to four-year institutions and gain improved employment. SLCC has partnered with the University of Utah to offer bachelor’s degree programs in the proposed facility. Such offerings will provide seamless transitions between two-year and four-year degrees and make the goal of baccalaureate degree attainment even more accessible. The University of Utah will support the project with a \$5 million contribution. Targeted undergraduate degree completion programs at the SLCC Herriman Campus include: nursing, business administration, social work, information systems, and computer science among others.

The Juniper general education building will be the cornerstone of the Herriman Campus development. Future development will accommodate increasing student population growth over the next several decades and will allow for student growth in the next half century. This property represents some of the last buildable acreage in Salt Lake County and is one of the last places that higher education institutions may build in the county.

**\* Dixie State University – Land Bank**

| State Funds  | Other Funds | Total Cost   |
|--------------|-------------|--------------|
| \$15,075,000 | \$0         | \$15,075,000 |

| Land Bank Acreage |
|-------------------|
| 183 acres         |

Dixie State University requests state funding to purchase undeveloped property for a land bank to accommodate future campus expansion and provide educational services to support continued

enrollment growth. The property is located on the northwest corner of Southern Parkway and River Road in St. George, Utah, and full utilities will be stubbed to the parcel prior to purchase. The Utah School and Institutional Trust Lands Administration (SITLA) currently owns the property. As the property is part of a larger planned development called Desert Color, the risk that it could be sold to another interested party is a real concern to the university.

The university's main campus sits on a relatively small, 110-acre, parcel that is land-locked and mostly developed. Although Dixie State University will continue to purchase properties adjacent to campus as practical, nearby parcels that become available for purchase are typically small and expensive residential properties. Further, it takes many years to combine enough adjacent residential properties into a parcel of land large enough for buildings or parking areas. The university requests state funding to purchase land for a second campus location to support future university enrollment growth and expanded academic programs.