University of Minnesota

Projects Summary

($ in thousands)

Project Title	Rank	Fund	Project Requests for State Funds 2022	2024	2026	Gov's Rec 2022	Gov's Planning Estimates 2024	2026
Higher Education Asset Preservation and Replacement (HEAPR)	1	GO	200,000	0	0	141,800	141,800	141,800
Chemistry Undergraduate Teaching Laboratory	2	GO	72,000	0	0	72,000	0	0
UMD Science Building Renewal - Design	3	GO	1,640	0	0	0	0	0
Total Project Requests			273,640	0	0	213,800	141,800	141,800
General Obligation Bonds (GO) Total			273,640	0	0	213,800	141,800	141,800

University of Minnesota — Agency Profile

www.umn.edu

AT A GLANCE

- Five Campuses (Crookston, Duluth, Morris, Rochester, Twin Cities)
- Six Research and Outreach Centers throughout the state
- FY19 Actual Spend: $3.7 billion
- Faculty & Staff Employee Headcount: 20,643, *October 2019*
- Graduate Student & Professional-in-Training Employee Headcount: 6,559, *October 2019*
- Fall 2019 Total Student Enrollment: 67,024
    - Undergraduate: 44,001
    - Graduate: 12,726
    - First Professional: 4,214
    - Non-Degree: 6,083
- Degrees awarded (2018-19 Award Year): 16,238
- Sponsored Research Awards (FY19): $863.0 million

PURPOSE

The University of Minnesota's statutory mission is to offer undergraduate, graduate, and professional instruction through the doctoral degree and be the primary state supported academic agency for research and extension service (MN Statute 135A.052). The University's mission is threefold: research and discovery, teaching and learning, and outreach and public service. The University of Minnesota is the state's only land grant and research institution, and has a unique responsibility to better the lives of Minnesotans. As one of the nation's top research institutions, the University is an institution where teaching and learning, discovery and innovation, service, outreach, and engagement converge to fuel Minnesota's economy and improve our quality of life.

STRATEGIES

President Joan T.A. Gabel led development of the University of Minnesota Systemwide Strategic Plan, approved by the Board of Regents in June 2020, to better align resources and leverage system strengths - a system including five unique campuses as well as an array of Extension and Outreach centers and services affecting people statewide.

Phase 1 work began in 2016-17 which resulted in the development of the Systemwide Strategic Framework. Systemwide Strategic Priorities were initiated in Phase 2 during 2018-19, while during 2019-2020, Phase 3 involved broad systemwide consultation and presidential charges to system campuses and senior leaders in developing detailed goals and action items.

The plan highlights ways to better connect, leverage, and align the system's distinctive statewide resources and can be found here, https://president.umn.edu/systemwide-strategic-plan. Commitment areas include: Student Success; Discovery, Innovation, and Impact; MNtersections; Community and Belonging; and Fiscal Stewardship.

Through these strategic planning efforts, the University will make resource allocation decisions that strengthen student success, enhance knowledge transfer between the University and Minnesota and communities and businesses, build upon research opportunities affecting Minnesotans, and align the University's health sciences work with Minnesota's health policy and workforce needs. The University is committed to providing world-class learning, discovery, and service to improve outcomes for all Minnesotans and the world.

In recent annual operating budgets, the President and the University of Minnesota Board of Regents have focused revenue and spending plans on achieving the goals of access, affordability, academic and operational excellence, and accountability. As examples, the University will capitalize on the following:

- **Crookston Campus:** Known for its focus on experiential learning for its campus-based students, the University of Minnesota Crookston is also one of the nation's pioneers in online and distance education. In Fall 2019, the campus enrolled 2,768 undergraduate and non-degree students.

- **Duluth Campus:** The University of Minnesota Duluth integrates liberal education, research, creative activity, and public engagement to prepare students to thrive as lifelong learners and globally engaged citizens. As a land-grant and sea-grant university, the University of Minnesota Duluth achieves its mission through vibrant and high-quality academic and co-curricular programs; impactful research, scholarship, and creative activities; and service and engagement beyond the confines of the campus. In Fall 2019, the campus enrolled 10,858 undergraduate, graduate, professional, and non-degree students.

- **Morris Campus:** The University of Minnesota Morris is a nationally ranked, undergraduate-focused liberal arts campus with a deep commitment to environmental sustainability and diversity. The "Morris experience" emphasizes faculty-student collaborative research, study abroad opportunities, and service learning. The campus enrolled 1,499 undergraduate and non-degree students in Fall 2019.

- **Rochester Campus:** The University of Minnesota Rochester offers distinctive health sciences and biosciences education to prepare students for a broad spectrum of current and emerging careers, ranging from patient care to pure and applied research. The campus enrolled 572 undergraduate and non-degree students in Fall 2019.

- **Twin Cities Campus:** The University of Minnesota Twin Cities campus is the University's flagship campus and is one of only five campuses in the country with schools of engineering, medicine and veterinary medicine, law, and agriculture on a single campus. Because of the Twin Cities campus size and scope of programs, unique opportunities exist for interdisciplinary education, research, and outreach. The campus enrolled 51,327 undergraduate, graduate, professional, and non-degree students in Fall 2019. The Twin Cities campus will continue its excellence in:

    - Education: The Twin Cities campus attracts high caliber students from across the globe due to its world-renowned faculty and staff. In Fall 2019, 82.5 percent of incoming freshman were admitted from the top 25 percent of their class with the average freshman ACT score greater than 28.

    - Research: Includes world class innovation known for life-changing inventions such as the pacemaker, the retractable seat belt, HIV drug Ziagen, cancer therapies, biodegradable plastics, and technologies that advance agricultural production. In the past 10 years, the University has seen record growth in the number of new licenses, research agreements, and invention disclosures. In addition, more than 165 startup companies have been launched based on University research.

    - Outreach: The Twin Cities campus continues its vast array of outreach efforts though initiatives and partnerships such as its mobile dental clinic and the Community-University Health Care Center partnership.

- **Minnesota Extension:** Extension researchers and educators engage individuals and organizations in asking the challenging questions to discover science-based answers. It builds a better future for Minnesotans through University science-based knowledge, expertise, and training. The Extension works in rural,

suburban, urban, and tribal communities and serves more than 1 million people through Extension education.

At A Glance

- The statutory mission of the University of Minnesota is to "offer undergraduate, graduate, and professional instruction through the doctoral degree, and be the primary state-supported academic agency for research and extension services" (M.S. 135A.052, subd. 1).
- University of Minnesota facilities comprise approximately 30 million gross square feet including classrooms, research labs, clinics, offices, libraries, performance space, student unions, housing, and utilities. Being responsible stewards of this portfolio requires ongoing renewal investments.
- The University has incorporated five strategic objectives into its long-range capital planning process.
    - Renew high priority buildings and right-size the overall amount of campus space
    - Invest in high demand academic programs and mission-support facilities
    - Advance innovation in health sciences, agriculture, biotechnology, and other MNtersections priorities
    - Enhance student-facing facilities and services
    - Create spaces and places that make campuses more inclusive, accessible, and welcoming

Factors Impacting Facilities or Capital Programs

For more than 150 years, the University of Minnesota has met the changing needs of the state's citizens, businesses, farmers, and public institutions. The University must continuously strengthen its role as the state's only major research university, as its land grant institution, and as its magnet for students, faculty, professionals, entrepreneurs, and civic and artistic leaders.

As a large, multi-faceted research institution, a variety of factors affect the University's demand for facilities and capital programs. Five issues that are relevant to the 2022 capital request and future capital plans are outlined below:

1. **Renew high priority buildings and right-size the overall amount of campus space**

   University of Minnesota facilities comprise approximately 30 million gross square feet (GSF) including classrooms, research labs, clinics, offices, libraries, performance space, student unions, housing, and utilities. Owning and operating this large and diverse portfolio of more than 900 facilities is fundamental to supporting the University's mission of teaching, research and outreach.

   Despite diligent efforts to keep buildings clean and well maintained, all systems and equipment eventually age out. With the average building age now exceeding 50 years, and several constructed before 1900, the University's portfolio is comprised of numerous buildings beyond their useful life. Through a comprehensive Facility Condition Assessment (FCA) the relative health of each building is defined on a scale from Excellent down to Poor and Critical. The University Board of Regents has set forth a goal to reduce Poor and Critical space. It is unacceptable to have people study, live, work, or receive care in buildings classified as "Poor" or "Critical".

   To meet this goal, results from the independent FCA are combined with an internal operational assessment that evaluates maintenance and operations costs, utility consumption, and space utilization to name a few. Based on conclusions from both efforts, each building is assigned to a strategic renewal path: Keep Up, Catch Up, Sustain, or Dispose. This strategy ensures that funding is directed to the most essential facilities that need it most.

The University's current capital plan puts a strong emphasis on fixing or replacing some of the University's worst buildings. High priority projects reinforce the commitments made in the MPact 2025 plan by complementing institutional values, and optimizing how resources are used across the campus system. Higher Education Asset Preservation and Replacement (HEAPR) funding remains at the core of this strategy.

2. Invest in high demand academic programs and mission-support facilities

This priority supports teaching and learning as well as research scholarship across disciplines. High demand academic programs have an established record of consistent enrollment and academic success. Other programs may be emerging and benefit from investment in facilities to bolster their ability to thrive. The Twin Cities Chemistry Teaching Facility and the UMD Science Building are both examples of shared University / State investments in high demand academic programs.

3. **Advance innovation in health sciences, agriculture, biotechnology, and other MNtersections priorities**

This priority promotes a long term investment strategy into core areas of research and scholarship that are dedicated to improving human potential and the natural and physical world we live in. Representative projects include the Health Discovery Hub (former Clinical Research Facility), and key lab renovation projects targeted at health sciences research. HEAPR investments in Food Science and Nutrition, Biosystems and Agricultural Engineering (BAE), and the Biological Science Center will optimize existing facilities and infrastructure to support teaching and research priorities.

4. Enhance student-facing facilities and services

The University's campuses and buildings are important places that play a major role in the overall student experience. Current capital plans call for continued investment in auxiliary student-facing projects – unions, dining, recreation centers - as well as academic projects such as libraries. The Wilson Library project proposed for a future capital request is intended to replace obsolete stack space with a new Undergraduate Learning Commons including flexible teaching, learning and collaboration spaces. Similar transformations of spaces elsewhere on the Twin Cities campus and at system campus locations are potential additions to future iterations of the Capital plan.

5. Create spaces and places that make campuses more inclusive, accessible, and welcoming

This priority focuses on the many ways that changes to facilities and grounds can make University campuses more welcoming, foster a sense of belonging and improve accessibility related to daily life. For example projects might address ADA accessibility on all system campuses, the renewal of important public spaces and landscapes, the ability to provide signature space indoors or outdoors, and enhancements to wayfinding systems including how campus entry points are treated. This priority will also guide plans to balance the level of investment in specialized-use facilities while considering equity and diversity. Candidate projects that support this principle will be considered in future iterations of the capital plan.

Self-Assessment of Agency Facilities and Assets

The University's Facility Condition Assessment (FCA) identifies a facility's physical condition and needs. This process looks at each building across the system and identifies deferred, non-recurring, and projected renewal needs to determine a facility condition needs index (FCNI). The FCNI (ten-year projected needs divided by the estimated replacement value of the facility) determines the relative health of each building on a scale that starts

at 0.0 (new building, excellent) and extends to 1.0 (significant needs, critical.) This industry standard assessment is conducted by a third-party under contract.

As previously stated, the University supplements the FCA with an internal operational assessment that evaluates numerous quantitative and qualitative metrics of a building, from operating and maintenance costs to usability and adaptability for programs. This rigorous approach ensures alignment between infrastructure and programmatic investments, and focuses scarce funding into the right facilities at the right time.

Agency Process for Determining Capital Requests

Long range strategic facility planning at the University of Minnesota begins with the academic planning process. Each year Vice Presidents, Chancellors, and Deans are asked to identify their most important program priorities and the facility improvements necessary to support those programs as part of the budget process. Through the academic planning process, academic leadership establishes the priorities for each college and campus. Facilities Management simultaneously evaluates the current condition of the buildings and infrastructure that support all academic programs. The capital planning process merges the academic priorities, available financial resources, facility needs, and facility conditions into an institution-level strategic facility plan (Six-Year Capital Plan) that is reviewed and approved by the Board of Regents every year.

In addition to academic priority and facility condition, factors included in the long-range strategic facility plan include:

- Projected size of future bonding bills
- Debt and operating cost impact
- Private fundraising capacity
- Timing and sequencing of projects
- Impact on academic programs
- Health, safety, and regulatory requirements
- Geographic distribution

The resulting Six-Year Capital Plan advances the University's highest capital priorities while retaining flexibility in support of emerging strategic initiatives. Investments are targeted to programs with academic strategic value.

Major Capital Projects Authorized in 2020 and 2021

2020 Appropriation	($ in Thousands)
HEAPR	$38,495
Twin Cities – Institute of Child Development Building	$29,200
Duluth – A.B. Anderson Hall Renovation	$4,400
Twin Cities – Fraser Hall Chemistry Undergraduate Teaching Lab	$3,286

($ in thousands)

Higher Education Asset Preservation and Replacement (HEAPR)

AT A GLANCE

2022 Request Amount:	$200,000
Priority Ranking:	1
Project Summary:	This request is for funds to renew existing campus facilities and infrastructure in accordance with Minnesota Statutes, section 135A.046 Asset Preservation and Replacement.

Project Description

The purpose and use of Higher Education Asset Preservation and Replacement (HEAPR) funds is defined in statute 135A.046 Asset Preservation and Replacement. Funds are intended to preserve and renew existing campus facilities by supporting five categories of projects: Accessibility, Health and Safety (e.g. hazardous material abatement, building code compliance), Building Systems (e.g. exterior envelope, mechanical, and electrical systems), Energy Efficiency, and Infrastructure. HEAPR funds are used throughout the University of Minnesota system. Funds are allocated to campuses and research stations based on facility need and overall quantity of space. The University regularly reports on the status of its HEAPR funding to Minnesota Management and Budget and the Legislature.

Project Rationale

HEAPR funds are essential in supporting the University of Minnesota's mission of teaching and learning, research and discovery, and outreach and public service. This mission will be compromised without continued, sustained reinvestment in buildings and infrastructure to extend and maximize useful life while ensuring the health, safety, and well-being of facility occupants and visitors.

Rigorous process ensures every HEAPR dollar supports the most urgent and impactful needs. Individual projects are identified and prioritized through the University's Facility Condition Assessment (FCA). The FCA is a comprehensive systemwide evaluation of the condition of campus facilities and infrastructure portfolio. FCA data is used to triage existing buildings into those that need long-term investments, those that need short-term investments, and those where no investment is required, in alignment with academic priorities.

HEAPR funds are used throughout the University of Minnesota system and are allocated to campuses and research stations based on facility need and overall space. Funds keep people safe and make the campuses accessible for all Minnesotans. Funds leverage the State's past investment in buildings and infrastructure by extending the functionality and useful life of those assets. HEAPR projects are green, since renewing an existing facility and maximizing useful life is always more sustainable than new construction. HEAPR dollars are flexible, allowing the University to respond quickly to emergencies and to respond to unique opportunities. Regulatory compliance items, e.g. elevators, storm water and building code compliance are funded with HEAPR allocations. HEAPR projects move faster, put people to work quicker, and provide different firms an opportunity to participate in design and

construction at the University of Minnesota.

Project Timeline

NA - project timelines vary by individual project.

Other Considerations

None

Impact on Agency Operating Budgets

No anticipated impact on operating budget.

Description of Previous Appropriations

The University includes HEAPR in each capital request. Over the previous 10 year period, the University received $38.495 million in 2020, no appropriation in 2019, $45 million in 2018, $20.6 million in 2017, no appropriation in 2016, no appropriation in 2015, $42.5 million in 2014, no appropriation in 2013 and $50 million in 2012.

Project Contact Person

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Governor's Recommendation

The Governor recommends $141.8 million in general obligation bonds for this request. Also included are budget estimates of $141.8 million for each planning period for 2024 and 2026.

($ in thousands)

Higher Education Asset Preservation and Replacement (HEAPR)

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2022	FY 2024	FY 2026
State Funds Requested				
General Obligation Bonds	$ 0	$ 200,000	$ 0	$ 0
Funds Already Committed				
Pending Contributions				
TOTAL	**$ 0**	**$ 200,000**	**$ 0**	**$ 0**

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2022	FY 2024	FY 2026
Property Acquisition	$ 0	$ 0	$ 0	$ 0
Predesign Fees	$ 0	$ 0	$ 0	$ 0
Design Fees	$ 0	$ 16,000	$ 0	$ 0
Project Management	$ 0	$ 7,500	$ 0	$ 0
Construction	$ 0	$ 176,500	$ 0	$ 0
Relocation Expenses	$ 0	$ 0	$ 0	$ 0
One Percent for Art	$ 0	$ 0	$ 0	$ 0
Occupancy Costs	$ 0	$ 0	$ 0	$ 0
Inflationary Adjustment	$ 0	$ 0	$ 0	$ 0
TOTAL	**$ 0**	**$ 200,000**	**$ 0**	**$ 0**

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2022	FY 2024	FY 2026
IT Costs	$ 0	$ 0	$ 0
Operating Budget Impact ($)	$ 0	$ 0	$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	$ 200,000	100 %
User Financing	$ 0	0 %

STATUTORY REQUIREMENTS	
The following requirements will apply to projects after adoption of the bonding bill.	
Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	Yes
Predesign Review (M.S. 16B.335 subd. 3):	
Does this request include funding for predesign?	N/A
Has the predesign been submitted to the Department of Administration?	N/A
Has the predesign been approved by the Department of Administration?	N/A
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	Yes
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	Yes
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6)?	N/A
Will the project comply with the targeted group purchasing requirement (M.S. 16C.16 subd. 13)?	Yes
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	Yes
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2026?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	N/A
M.S. 473.4485: Guideway Project	
Is this a Guideway Project?	N/A
Is the required information included in this request?	N/A

($ in thousands)

Chemistry Undergraduate Teaching Laboratory

AT A GLANCE

2022 Request Amount:	$72,000
Priority Ranking:	2
Project Summary:	This project will demolish obsolete facilities and predesign, design, renovate and build an addition to Fraser Hall to advance process-oriented and active learning for undergraduate chemistry on the Twin Cities campus.

Project Description

The program for the Chemistry Undergraduate Teaching Laboratories in Fraser Hall comprises approximately 117,000 gross square feet of new and renovated space including a five-story addition with a mechanical and electrical penthouse. The completed building will house 18 new chemistry teaching laboratories with associated collaboration space, lab preparation and support spaces, tutoring space, and offices. Instructional laboratory spaces are located primarily in the building addition, with three labs designed to fit into the original law library reading room space. Organic Chemistry, General Chemistry, and Life Sciences laboratories are grouped together by floor, with first-level commons, study, and tutoring spaces. Life inside the building will be visible to passers-by and to students, and a new entry across from Walter Library will provide student-centered spaces overlooking the river.

Project Rationale

The Department of Chemistry serves students from every college on the Twin Cities campus. Greater than ten percent of the entire UMN undergraduate population enroll in lab courses that will be taught in the proposed facility each semester and more than 90 percent of students who take chemistry courses are pursuing degrees outside of chemistry. With sustained enrollment in undergraduate chemistry lab courses, the Fraser Hall renovation project is critical to serving future undergraduate admissions growth.

Currently, chemistry laboratory courses are taught in Smith and Kolthoff Halls. These outdated facilities were designed and in use since the early 1900's and are not optimized for modern chemistry laboratory teaching. The undergraduate chemistry teaching pedagogy has evolved to an interactive, guided-inquiry, group teaching methodology which involves students working in teams using active, collaborative, and/or process-oriented and project-based learning methods in an environment that meets the University's standards for safety and energy efficiency. Current chemistry instructional labs include only class lab and class lab service space. The proposed teaching labs are designed to incorporate collaborative space components to improve safety and support emergent teaching methods.

Project Timeline

Design: July 2020 - July 2022

Construction: July 2022 - June 2024

Opening for classes: August 2024

Other Considerations

The strategic plan for the Department of Chemistry includes accommodating sufficient capacity for current and future projections of student demand for laboratory instruction in the core physical sciences. Modern chemistry teaching laboratories will enable the department to undertake substantial improvements in undergraduate education that reflect current evidence based instructional methods, while creating improved spaces for student teacher interaction.

Undergraduate chemistry serves a very large population of students in Science, Technology, Engineering and Math (STEM) and STEM-related fields such as the health sciences. The Minnesota Department of Employment and Economic Development projects significant continued growth in employment across all of these sectors and sub-disciplines. As examples, these professions include physicians, veterinarians, nurses, dentist, pharmacists, chemists, chemical engineers, materials scientists, biologists, biochemists, pharmacologists, environmental health and safety officers, laboratory technicians in industry, health care, state regulatory agencies, patent attorneys, science policy experts, and high school science teachers.

Impact on Agency Operating Budgets

Annual facility and utility expenses are projected to increase by approximately $990,000.

Description of Previous Appropriations

The University received design funding of $3.286 million in 2020.

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Governor's Recommendation

The Governor recommends $72 million in general obligation bonds for this request.

($ in thousands)

Chemistry Undergraduate Teaching Laboratory

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2022	FY 2024	FY 2026
State Funds Requested				
General Obligation Bonds	$ 3,286	$ 72,000	$ 0	$ 0
Funds Already Committed				
Other Funding	$ 1,643	$ 36,000	$ 0	$ 0
Pending Contributions				
TOTAL	**$ 4,929**	**$ 108,000**	**$ 0**	**$ 0**

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2022	FY 2024	FY 2026
Property Acquisition	$ 0	$ 0	$ 0	$ 0
Predesign Fees	$ 421	$ 0	$ 0	$ 0
Design Fees	$ 3,695	$ 2,880	$ 0	$ 0
Project Management	$ 513	$ 900	$ 0	$ 0
Construction	$ 269	$ 102,311	$ 0	$ 0
Relocation Expenses	$ 0	$ 250	$ 0	$ 0
One Percent for Art	$ 31	$ 225	$ 0	$ 0
Occupancy Costs	$ 0	$ 1,434	$ 0	$ 0
Inflationary Adjustment	$ 0	$ 0	$ 0	$ 0
TOTAL	**$ 4,929**	**$ 108,000**	**$ 0**	**$ 0**

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2022	FY 2024	FY 2026
IT Costs	$ 0	$ 0	$ 0
Operating Budget Impact ($)	$ 0	$ 0	$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	$ 72,000	100 %
User Financing	$ 0	0 %

STATUTORY REQUIREMENTS	
The following requirements will apply to projects after adoption of the bonding bill.	
Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	No
Predesign Review (M.S. 16B.335 subd. 3):	
Does this request include funding for predesign?	No
Has the predesign been submitted to the Department of Administration?	No
Has the predesign been approved by the Department of Administration?	No
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	Yes
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	Yes
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6)?	N/A
Will the project comply with the targeted group purchasing requirement (M.S. 16C.16 subd. 13)?	Yes
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	N/A
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2026?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 473.4485: Guideway Project	
Is this a Guideway Project?	N/A
Is the required information included in this request?	N/A

($ in thousands)

UMD Science Building Renewal - Design

AT A GLANCE

2022 Request Amount:	$1,640
Priority Ranking:	3
Project Summary:	This request is for funding to predesign and design a renewal of the former Chemistry Building on University of Minnesota Duluth (UMD) campus. A comprehensive renovation of this largely vacant and obsolete building will provide students and faculty in the Swenson College of Science and Engineering with collaborative spaces for learning, active learning classrooms, laboratories, and research spaces.

Project Description

The project will involve the renovation of up to 53,000 gross square feet of the former Duluth Campus Chemistry Building. The Swenson College of Science and Engineering (SCSE) is the third largest college in the University of Minnesota system and serves over 3,000 undergraduate students and 250 graduate students with space allocated across the UMD campus. The building renovation will provide additional active learning classrooms, classroom laboratory spaces, and state of the art research labs for faculty in Chemistry and Biochemistry, Earth and Environmental Sciences, Material Sciences, and Computer Science. Classrooms will be designed to support active and collaborative student learning. The building will also house the SCSE Academic Advising office, as well as faculty and graduate student offices for the Computer Sciences Department.

Project Rationale

The former Chemistry Building is a 70-year-old facility and is the oldest on the UMD campus. The original design and location of this facility make it the right building to be repurposed and modernized to become the new UMD Science Building and to serve students for decades to come. At the same time, this project will address a critical capital renewal need in the heart of the campus.

Student interest and demand for computer science fields of study continue to be strong, and renovated space for the Computer Sciences Department will eliminate current capacity limitations which result in turning away qualified computer science students. This project would also allow the program to better meet workforce demand, and 100% of UMD computer science graduates are employed or continuing their education after graduation, and 90% of these graduates remain in Minnesota.

The building will also house the Swenson College of Science and Engineering Academic Advising office. The college currently has three professional academic advisors that serve over 3000 undergraduate students, over one quarter of the total undergraduate student population. This new space will allow for expansion of academic advising for SCSE students and provide a location that

increases accessibility for these critical services.

Project Timeline

Predesign: August 2021 - January 2022

Design: July 2022 - October 2023

Other Considerations

The project will strengthen UMD's capacity to provide skilled Science, Technology, Engineering and Math (STEM) graduates to fill critical workforce demands across the state of Minnesota. The employment outlook by the Minnesota Department of Employment and Economic Development shows a projected 5 - 10% growth in the need for STEM jobs between 2018 and 2028. This project will help meet the demand for STEM workforce in Minnesota for decades to come.

According to the U.S Bureau of Labor Statistics, employment of computer and information research scientists is projected to grow 15 percent between 2019 to 2029 - which is much faster than the average growth for all other occupations.

Impact on Agency Operating Budgets

The request is for design funding only, so there is no operating budget impact at this time. Operating costs will be estimated when the design is complete and construction funding is requested.

Description of Previous Appropriations

N/A

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Governor's Recommendation

The Governor does not recommend capital funding for this request.

($ in thousands)

UMD Science Building Renewal - Design

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2022	FY 2024	FY 2026
State Funds Requested				
General Obligation Bonds	$ 0	$ 1,640	$ 0	$ 0
Funds Already Committed				
Other Funding	$ 0	$ 820	$ 0	$ 0
Pending Contributions				
TOTAL	**$ 0**	**$ 2,460**	**$ 0**	**$ 0**

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2022	FY 2024	FY 2026
Property Acquisition	$ 0	$ 0	$ 0	$ 0
Predesign Fees	$ 0	$ 265	$ 0	$ 0
Design Fees	$ 0	$ 1,950	$ 0	$ 0
Project Management	$ 0	$ 245	$ 0	$ 0
Construction	$ 0	$ 0	$ 0	$ 0
Relocation Expenses	$ 0	$ 0	$ 0	$ 0
One Percent for Art	$ 0	$ 0	$ 0	$ 0
Occupancy Costs	$ 0	$ 0	$ 0	$ 0
Inflationary Adjustment	$ 0	$ 0	$ 0	$ 0
TOTAL	**$ 0**	**$ 2,460**	**$ 0**	**$ 0**

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2022	FY 2024	FY 2026
IT Costs	$ 0	$ 0	$ 0
Operating Budget Impact ($)	$ 0	$ 0	$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	$ 1,640	100 %
User Financing	$ 0	0 %

STATUTORY REQUIREMENTS	
The following requirements will apply to projects after adoption of the bonding bill.	
Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	No
Predesign Review (M.S. 16B.335 subd. 3):	
Does this request include funding for predesign?	Yes
Has the predesign been submitted to the Department of Administration?	No
Has the predesign been approved by the Department of Administration?	No
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	Yes
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	Yes
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6)?	N/A
Will the project comply with the targeted group purchasing requirement (M.S. 16C.16 subd. 13)?	Yes
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	N/A
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2026?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 473.4485: Guideway Project	
Is this a Guideway Project?	N/A
Is the required information included in this request?	N/A