

(\$ in thousands)

Project Title	Priority Ranking	Funding Source	Project Requests for State Funds		
			2022	2024	2026
Higher Education Asset Preservation and Replacement (HEAPR)	1	GO	\$ 150,000	\$ 150,000	\$ 150,000
Minnesota State University Moorhead - Weld Hall, Renovation and Addition	2	GO	\$ 19,048	\$ 0	\$ 0
Inver Hills Community College - Technology and Business Center, Renovation and Addition	3	GO	\$ 18,087	\$ 0	\$ 0
Minneapolis College - Management Education Center Metro Baccalaureate Initiative, Renovation	4	GO	\$ 16,938	\$ 0	\$ 0
Pine Technical and Community College - Technical Trade Labs, Renovation and Addition	5	GO	\$ 13,906	\$ 0	\$ 0
Saint Paul College - Academic Excellence Renovation, Design	6	GO	\$ 1,399	\$ 29,246	\$ 0
Vermilion Community College - Classroom Building, Design and Renovation	7	GO	\$ 3,019	\$ 0	\$ 0
Central Lakes College - Student Services and Academic Support, Design and Renovation	8	GO	\$ 9,519	\$ 0	\$ 0
Northland Community and Technical College - Effective Teaching and Learning Labs, Design and Renovation	9	GO	\$ 2,710	\$ 0	\$ 0
Minnesota State University, Mankato - Armstrong Hall Replacement	10	GO	\$ 7,083	\$ 64,293	\$ 32,327
Winona State University - Center for Interdisciplinary Collaboration, Engagement, and Learning, Design	11	GO	\$ 4,240	\$ 47,217	\$ 0
Lake Superior College, Integrated Manufacturing Workforce Labs, Design	12	GO	\$ 1,055	\$ 18,140	\$ 0
North Hennepin Community College - Center for Innovation & the Arts at Brooklyn Park, Design	13	GO	\$ 7,598	\$ 40,502	\$ 0
Metropolitan State University - Cyber Security Program, Design and Renovation	14	GO	\$ 4,292	\$ 0	\$ 0
Alexandria Technical and Community College - Transportation Center & Campus Center Repositioning, Design	15	GO	\$ 832	\$ 33,962	\$ 0

Riverland Community College - Student Services, Design and Renovation	16	GO	\$ 9,924	\$ 0	\$ 0
Southwest Minnesota State University - Wellness and Human Performance Center, Design	17	GO	\$ 1,156	\$ 30,102	\$ 0
St. Cloud State University - Education and Learning Design Complex, Design and Renovation	18	GO	\$ 4,487	\$ 51,160	\$ 2,287
Rochester Community and Technical College - Heintz Center, Design	19	GO	\$ 1,347	\$ 28,562	\$ 0
Minnesota West Community and Technical College, Worthington-Granite Falls - Nursing, Law Enforcement and Student Services, Design	20	GO	\$ 1,963	\$ 30,364	\$ 0
Ridgewater College - Healthcare, Construction, Student Services, and Classrooms, Design and Renovation	21	GO	\$ 14,280	\$ 0	\$ 0
<b>Total Project Requests</b>			<b>\$ 292,883</b>	<b>\$ 523,548</b>	<b>\$ 184,614</b>
<b>General Obligation Bonds (GO) Total</b>			<b>\$ 292,883</b>	<b>\$ 523,548</b>	<b>\$ 184,614</b>

**Higher Education Asset Preservation and Replacement (HEAPR)****AT A GLANCE**

<b>2022 Request Amount:</b>	\$150,000
<b>Priority Ranking:</b>	1
<b>Project Summary:</b>	Minnesota State Colleges and Universities is seeking \$150 million in Higher Education Asset Preservation and Replacement (HEAPR) funding for repair and replacement of building systems at its 54 campus locations.

**Project Description**

Minnesota State is seeking \$150 million in Higher Education Asset Preservation and Replacement (HEAPR) funding for repair and replacement of its major building systems. The 2022 HEAPR request consists of approximately 52% for exterior updates (roofs, walls and other exterior components), 29% for HVAC and 17% for life, health and safety features and code compliance.

Minnesota State forecasts more than \$1 billion is needed today to catch up to bring building systems out of backlog status for our academic buildings. This represents a Facilities Condition Index of 0.11 -- i.e., 11% of building systems are in backlog status.

The system regularly invests between \$32-\$35 million a year in regular repair and maintenance, and spends another \$32-\$36 million for energy costs. HEAPR and capital projects are the primary financial means used to update building systems and reduce overall operating and maintenance costs.

**Project Rationale**

- HEAPR funding ensures that campus operating dollars are used to improve educational outcomes, not repairing buildings
- HEAPR projects keep students safe, warm and dry
- HEAPR reduces total cost of ownership costs for the system
- HEAPR reduces the system's long term deferred maintenance outlook (currently forecast at \$1.64 billion in the next 10 years)
- HEAPR meets the state and the system objective of creating sustainable buildings

**Project Timeline**

This request has many components. Funds will be expended or encumbered by 2026.

**Other Considerations**

Minnesota State is an active participant in the Department of Commerce Guaranteed Energy Savings Program (GESp).

**Impact on Agency Operating Budgets**

None.

**Description of Previous Appropriations**

\$150 million was requested in 2020; \$46.347 million was received in the 2020 Bonding Bill.

**Project Contact Person**

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## Minnesota State University Moorhead - Weld Hall, Renovation and Addition

**AT A GLANCE****2022 Request Amount:** \$19,048**Priority Ranking:** 2**Project Summary:** This project renovates Weld Hall to address significant deferred maintenance, provide equitable accessibility, improve pedagogy and right-size classrooms. The project increases the number of multi-functioned classrooms and reduces the number of offices. Weld Hall serves over 1,400 students in English, Music, Film, and Publishing.**Project Description**

This project preserves the oldest and most distinguished building on campus and brings it into the 21st century by addressing current code requirements, providing energy efficient building systems and creating state of the art teaching environments. The renovation fosters faculty-student engagement and promotes flexible styles of instruction, including interactive workshop-style classes. The auditorium will be renovated into a multi-purpose auditorium/music performance venue for use as a teaching lab and lecture hall, venue for campus film and music performances, and a space for community/workforce training events.

The project also:

- reduces the amount of office space
- adjusts the campus mix of classroom sizes and types to increase space utilization
- provides flexible technology-enriched learning studios to modernize curriculum delivery and provide for activity-based learning and collaboration
- builds a new accessible entry addition to create a public face adjacent to the street and convenient access for workforce training and community events
- provides accessible stage access and improved exiting from the auditorium.

**Project Rationale**

The Weld Hall renovation will accomplish the goals of addressing deferred maintenance, improving pedagogy, producing skilled workers, and right-sizing the university's classroom usage. This historic building needs attention throughout to halt its deterioration, improve function, address serious life/safety issues and improve accessibility to correct ADA deficiencies.

Weld Hall is home to the 267-student English Department; several other departments teach in the building as well. The renovation will create flexible, collaborative teaching spaces where students in film, music industry and publishing prepare for their careers. The project will add seating to the auditorium and improve acoustics and technology, allowing for a greater range of uses.

Exterior work includes re-roofing, tuckpointing and replacing windows. Interior work includes new fire sprinklers, addressing other fire code requirements, new HVAC equipment and distribution, renewed plumbing, new electrical, new finishes and technology upgrades.

### **Project Timeline**

July 2022: Funding anticipated  
Oct 2022: Complete Construction Documents  
Nov 2022: Bidding  
Dec 2022: Construction begins  
Mar 2024: Substantial completion  
Apr 2024: Occupancy

### **Other Considerations**

A delay in funding for this project will cause deferred maintenance to grow significantly and limit the university in providing an extraordinary education with the highest value/most affordable option. The last major renovation to the building was in 1968, over 50 years ago.

### **Impact on Agency Operating Budgets**

Renovation will result in savings in deferred maintenance and energy costs. There will be no impact to staffing levels.

### **Description of Previous Appropriations**

2018: \$628,000 for design.

### **Project Contact Person**

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(\$ in thousands)

**Inver Hills Community College - Technology and Business Center, Renovation and Addition****AT A GLANCE****2022 Request Amount:** \$18,087**Priority Ranking:** 3

**Project Summary:** This renovation of the Technology and Business Center improves the quality and flexibility of teaching spaces so the College can better serve the departments that currently use the Business Building and better support STEM departments like Engineering, which needs additional classroom space. This renovation also creates additional student support space and a central hub for the College's STEM programs.

**Project Description**

Inver Hills Community College administration, faculty, and facilities staff developed the following goals for the project:

- Improve the efficiency of the classroom and office spaces
- Provide adequate space for new classrooms and offices
- Provide right-sized instructional space
- Eliminate deferred maintenance costs with the renovation
- Enhance the architectural connection to Heritage Hall
- Provide space for informal computing in connection to Heritage Hall
- Provide good identity to the entry and connection to the Campus Mall
- Provide an uplifting and vibrant quality of spatial environment
- Increase access to natural light in all assignable areas

The strategic planning for the Technology and Business Center (TBC) calls for the complete renovation of the 31,200 GSF sub-standard Business Building and the addition of a 2,319 GSF single level connection to Heritage Hall (HH) as well as a 1,606 GSF mechanical addition. All of these actions are an integral part of the 2012 Facilities Master Plan for Inver Hills Community College. Given that Dakota County is one of the fastest growing counties in the State of Minnesota, the College's Comprehensive Facilities Plan lays the foundation for expanding STEM and programs that meet workforce needs, including business, paralegal, and information technology careers (ITC).

The TBC renovation provides 15 flexibly sized and technologically advanced classrooms for the Technology, Business, and Paralegal programs as well as accommodates new programs in agriculture and expanding STEM programs. This renovation also creates more technology-enhanced spaces for new student orientation and PSEO orientations. Showcasing the renovation during new student orientation and recruitment will help promote the college as an attractive facility for learning.

Technology programs in the TBC will be connected to the Science and Math components of STEM in Heritage Hall by a single level connection between the two buildings. The addition will not only physically connect the two buildings but will house a STEM Resource and advising center and a casual computing lab. The resulting collaborative work and learning environment will in turn allow the division to work with increased efficiency to address the STEM workforce needs of Minnesota. The existing Business Building has notable flaws and deferred maintenance concerns that are estimated to cost up to \$8M to correct; however, the building's primary shortcoming is the physical space available for STEM, Business programs, and the College's key partnerships. Thirty percent of the building's unusually large cubic volume is unusable and approximately half of the interior spaces do not have access to natural light. In addition, the existing plan configurations for technology and business classes cannot adapt to their evolving functional needs. Renovation will eliminate these major concerns.

This renovation significantly improves the sustainable logic for the building. Demolition and new replacement construction have also been evaluated and compared to renovation of the existing building. For a similar cost to new construction, the renovation can greatly improve the existing building. Renovation will change the detrimental flaws, while capturing previously unavailable space within the building for academic opportunities, and provide access to natural light.

## **Project Rationale**

Improving the flexibility and efficiency of classroom spaces is a primary goal of the renovation. The physical room size is a limiting factor in assigning course sections for departments in the building. Appropriately sized classrooms allow the opportunity to increase revenue per course section. The departments based in the building will be:

- STEM Resource Center
- Information Technology Careers (a division of STEM)
- Accounting
- Business
- Engineering
- Paralegal

A new STEM Resource Center will provide the connection between the two STEM buildings, Heritage Hall and the Technology and Business Center. This will provide a more supportive and collaborative work environment that will increase efficiency in address STEM workforce needs.

The existing Business Building is home for the CISCO Systems Partnership. The current classroom size in the business building does not support larger class sizes. This project right-sizes classrooms creating the opportunity to generate additional revenue.

Inver Hills Community College began offering joint degree options with Concordia University - St. Paul in 2012. IHCC's Accounting A.S. degree shares coursework with the Accounting B.A. degree at Concordia University. IHCC's Contemporary Business A.S. degree shares coursework with the Organizational Management and Leadership B.A. degree and the Master of Business Administration at Concordia University. All of the coursework for these advanced degrees is offered at the Inver Hills



campus, primarily in Heritage Hall. The Technology and Business Center will strengthen this partnership by providing a direct link between the Concordia University courses offered at Heritage Hall and the IHCC courses offered in the existing Business Building. By connecting to existing Heritage Hall building, the College expands the business baccalaureate completion program currently housed in Heritage to all business faculty and course offerings.

Within the business division, there are also focused adult learning programs. Adult learning programming is important as 50% of the population will be adult learners (25+ years of age) with substantial work/life experience. It is important to have specific programmatic space for such learners.

Approved by the American Bar Association since 1978, the Paralegal Program at Inver Hills Community College offers a highly challenging curriculum designed for new, career-changing, and diverse students. The program, for accreditation purposes, requires more access to technology-rich classrooms to maintain the practical application teaching methods that best mirror the employment market. The flexible spaces included in this renovation will provide integrated learning opportunities, greatly increasing the College's ability to improve space utilization.

### **Project Timeline**

July 2022: Funding anticipated

Nov 2022: Complete Construction Documents

Dec 2022: Bidding

Feb 2023: Construction begins

Feb 2024: Substantial completion

March 2024: Occupancy

### **Other Considerations**

The students are learning in sub-par facilities. The building is also up against its life expectancy and needs renewal. The College needs to maintain and market to current and new students and this cannot be done effectively in the current building.

### **Impact on Agency Operating Budgets**

Overall operating costs will decrease as a result of this project because new efficient mechanical systems will be installed in the renovated building. The project eliminates more than \$6 million in deferred maintenance; brings air handlers up to code; replaces unsafe electrical equipment; eliminates leaks that are causing water damage to other equipment and materials in buildings; replaces windows, doors, and roofs to improve emergency efficiency; and reduces FCI from .56 to .10.

### **Description of Previous Appropriations**

2018: \$698,000 for design

**Project Contact Person**

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**Minneapolis College - Management Education Center Metro Baccalaureate Initiative, Renovation****AT A GLANCE****2022 Request Amount:** \$16,938**Priority Ranking:** 4**Project Summary:** This project encompasses a total gut and renovation of floors 1, 2 and 4 of the combined Old and New Harmon buildings (collectively known as the Management Education Center, or MEC) and partial remodeling of floor 3, to serve space needs for business, management and economics programs at Minneapolis College (MC) and Metropolitan State University.**Project Description**

The MEC serves space needs for business, management and economics programs at Minneapolis College (MC) and Metropolitan State University. These programs have numerous space needs including better adjacencies, a thermally more comfortable environment, and more offices and classroom seats to accommodate program growth. These programs form the partnership between Metropolitan State and MC.

This project significantly remodels the MEC and updates mechanical and electrical infrastructure.

Key components of this project include:

- Providing new classroom and lab space for students
- Providing new student support spaces
- Providing new student collaboration space
- Providing faculty and staff renovated office space
- Replacing the roof of New Harmon and replacing/upgrading existing HVAC systems
- Replacing exterior windows in Old Harmon
- Renovating building entrances and restrooms
- Addressing significant ADA deficiencies
- Updating finishes.

**Project Rationale**

The three primary reasons for this project are reduction of facility condition backlog, program space improvements related to the Twin Cities Baccalaureate Initiative, and improved space efficiency. In addition, the project, with its long term investment in the MC-Metropolitan State University partnership, acts as a catalyst for more integrated operations. For example, this project has prompted discussions around several student support services that can be provided by MC for Metropolitan's College of Management.

Program space needs include better adjacencies, a thermally more comfortable environment, and more offices and classroom seats for growth. Space efficiency supports this growth in the business, management and economics programs that form the partnership between Metropolitan and MC.

In addition, increased space efficiency will relieve pressure on other MC buildings and thus support the high priority development of a new baccalaureate partnership at MC. The Comprehensive Facilities Plans of both MC and Metropolitan State University provide an opportunity to expand partnership and allow for additional Metropolitan presence at the MC campus.

### **Project Timeline**

July 2022: Funding anticipated

Aug 2022: Bidding

Oct 2022: Construction begins

May 2023: Substantial completion/occupancy

June 2023: Commissioning complete

### **Other Considerations**

Old and New Harmon have high deferred maintenance, including a roof that leaks and a roof top unit that cools at 15 percent of its design capacity. Without funding, Old Harmon floors 1, 2, and 4 may need to be completely evacuated due to inability to cool. Floors 1-2 were partially vacated in summer of 2017 to reduce cooling demand.

New Harmon required a roof emergency repair of approximately \$50,000 in January of 2017. Field investigation reports from February 2017 identify additional wet insulation and degraded building structure due to water penetration. Delaying complete roof replacement will add significant cost to the project and will most likely require additional emergency repairs.

### **Impact on Agency Operating Budgets**

No change to staffing. This project will lead to a reduction in the MEC buildings' operating budget via utility savings of 35-40 percent.

### **Description of Previous Appropriations**

2020: \$990,000 for design.

### **Project Contact Person**

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## Pine Technical and Community College - Technical Trade Labs, Renovation and Addition

**AT A GLANCE****2022 Request Amount:** \$13,906**Priority Ranking:** 5

**Project Summary:** This project includes the renovation of, and addition to, the technical/trades applied learning labs at Pine Technical & Community College (PTCC). Also planned is the removal of current temporary instructional space. Technical/trades programming is the signature of PTCC and this project provides new and renovated lab spaces that are needed to provide access to technical education options that cannot be found within a 60-mile commute from Pine City.

**Project Description**

This project seeks to highlight the technical and trades focus by providing an open concept, integrated manufacturing setting which allows for collaborative projects across programs. The design allows for increased visibility to these programs, strengthening program and institutional identity, and showcasing this unique approach to learning. With the advanced manufacturing programs relocated to new square footage, the nursing and related health science programs would move to the former technical/trades area to meet the health science programs' growing and changing learning space needs. The proposed health sciences simulation lab would provide students and faculty with an efficient collaborative learning space in a clinic-like setting (for medical assistants, nurses, EMTs), and exposure to high-risk scenarios that may not happen in clinicals. A student study commons is planned within the new square footage, as well as a new parking area and access on the south side of the PTCC campus.

Major impacts of the project:

- Accommodate more students in high-demand programs (manufacturing, health sciences)
- Create flexible, collaborative learning spaces with improved utilization rates
- Highlight signature PTCC programs and enhance program identity
- Provide needed student study and collaboration areas
- Improve site circulation and safety by separating vehicles and pedestrians
- Build PTCC identity by enhancing the south and west campus borders.

**Project Rationale**

Pine Technical & Community College's strategic plan sets a vision to reach 1,200 FYE by 2027. PTCC continues to meet key milestones in their strategic plan through new programming and expansion of existing programs, including their transfer degree. This has resulted in reaching all-time high

enrollments in 15 of the last 18 years since PTCC's last building expansion. In the last three years, the College has increased enrollment approximately 12 percent overall. As outlined in the 2017 Comprehensive Facilities Plan, PTCC is projecting continued, steady growth over the next 5-7 years in order to meet regional workforce needs as well as remain a sustainable, stand-alone institution. While the population of Region 7E in total is expected to grow only slightly over the next 20 years according to DEED, the 25-44 age group--those most likely to be seeking a college degree--is projected to grow nearly 17 percent during that timeframe. In addition, PTCC is benefiting from the expansion of the North Metro along the I-35 corridor, resulting in nearly 40 percent of the current student population coming from south of the campus. The College's continued growth is projected to come from not only the increased flow of students traveling from the North Metro, but also from an intentional effort to increase the participation rate in college in their low-educational-attainment-rate counties.

Meeting this growth goal will require the addition of new programs, expansion of existing programs, and increased capacity in individual courses--specifically in the trades programs, which PTCC considers to be its unique niche.

PTCC recently added four new diplomas (Welding, Emergency Medical Services, Applied Engineering, and Automated Systems Technology (AST)), expanded the cohort capacity in Nursing from 30 to 40 in both the LPN and Associate Degree Nursing programs, expanded nursing assistant from 30 to 90 students and adjusted seating in certain existing classrooms to accommodate higher course demand. However, these expansion efforts are limited by the existing spaces available. For example, PTCC is only able to accommodate 12 students in the AST and Welding labs due to space restrictions. CNC Machining and Gunsmithing programs are restricted to section sizes of 20 due to facilities constraints. Nursing labs also must serve as lecture spaces that limits the simulation learning experience.

PTCC will expand to accommodate 24 students per cohort in Welding and AST and add a second year of curriculum in Welding (metal fabrication) with the expansion. PTCC estimates being able to accommodate and train an additional 250 students per year for high-demand fields, and approximately \$974,000 in additional revenue per year with limited new expenses.

Expansion of high-demand, high-growth technical program areas such as nursing and precision machining will create student access to family-sustaining jobs, provide a foundation for institutional financial vibrancy, and allow PTCC to continue its leadership role in regional workforce development. PTCC continues to expand enrollment through increased market penetration in high school direct transfer—a rapidly increasing population in PTCC's key northern Twin Cities service area—and through the College's purposeful efforts to be another higher education option to all the communities it serves. PTCC's over-arching strategic goal is to positively impact its service region, which has historically held one of the lowest higher education attainment rates in the state. This project--along with other institutional initiatives such as increased scheduling efficiencies, expansion of current programming, and the addition of new programs--positions the institution to achieve this goal and serve the region's citizens and workforce development needs.

## **Project Timeline**

July 2022: Funding anticipated

Aug 2022: Bidding  
Oct 2022: Construction begins (addition)  
June 2023: Occupancy (addition)  
Aug 2023: Commissioning complete (addition)  
Aug 2023: Construction begins (renovation)  
Feb 2024: Occupancy (renovation)  
March 2024: Commissioning complete (renovation)

### **Other Considerations**

PTCC continues to search for creative solutions in order to sustain growth goals and meet the career technical programming needs in its region. Other considerations are limited in rural communities and could come at the expense of private sector expansions in the community.

In addition, PTCC will not be able to fully embrace the multi-disciplinary approach to learning in the advanced manufacturing area or the health sciences area without the integrated manufacturing collaboration spaces and the simulation lab. The college fully anticipates that the proposed innovative lab spaces will attract high school students into these fields, increasing the direct transfer rate from area high schools, as well as providing access to students who did not intend to go to college. Therefore, without this new space, the increase in higher education rates in PTCC's region will be hampered.

### **Impact on Agency Operating Budgets**

With the addition to the building, there will be a utility cost increase estimated at \$34,050 per year. A General Maintenance worker will be added at \$30,000 per year salary. Campus R & R spending is projected to continue at the current level of over \$1 per square foot.

### **Description of Previous Appropriations**

2020: \$635,000 for design.

### **Project Contact Person**

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## Saint Paul College - Academic Excellence Renovation, Design

**AT A GLANCE****2022 Request Amount:** \$1,399**Priority Ranking:** 6

**Project Summary:** This project reorganizes, repurposes, and renews 104,500 GSF of existing classroom and laboratory spaces in the East Tower, West Tower, and first floor of the Saint Paul College campus to improve access to student services and academic resources. Removal of the College Learning Center (CLC), as well as repurposing the outdated theater, combine with other improvements to eliminate over \$6.254M in deferred maintenance backlog.

**Project Description**

The Academic Excellence project reorganizes and repurposes existing spaces into cohesive sets of spaces which are easy to navigate, break down barriers to access, and support the Saint Paul College programs and people engaged most in student success. These are:

- Renovate and reconfigure academic program areas to create adjacencies that facilitate effective and efficient delivery of programs and are flexible in pedagogical approach and program delivery.
- Develop spaces for Learning Communities on levels 2, 3, and 4 which co-locate faculty offices and support space with study spaces, peer to peer tutoring, and a community room, displacing unused, too- large and old-fashioned computer labs on each floor.
- Create an integrated student services and student life hub centrally located at the heart of the main level to provide streamlined access to student services combining on-line and in-person interface for all students.
- Repurpose the underutilized and deficient theater space into a centralized student services area, co-locating functions such as financial aid, tuition, and the registrar for natural wayfinding. This will increase access to all student supports including broadened health and counseling services.
- Develop an active, student-centered area with a variety of collaboration spaces for gathering, working on projects and informal programs adjacent to the existing library and learning commons.
- Demolish the 13,000 GSF CLC Building to fulfill the Comprehensive Facilities Plan for green space in the “front yard” of the campus and remove \$1.2M maintenance backlog.
- The Academic Excellence project reduces the maintenance backlog by \$6,040,884 with renovation of classrooms, hallways, restrooms, stairs, and the food service kitchen for life safety, accessibility and gender neutrality, and resource efficiency.

**Project Rationale**

The pandemic has exacerbated inequities and exposed existing and persistent barriers for some



students. Student services and supports have been re-envisioned to remove those barriers to increase the persistence, satisfaction, and success of every student. Enrollment is down now but expected to return to previously projected levels with the right programs and new technology in place. Lessons were learned in the scramble to deliver virtual courses which will influence future content delivery models permanently. SPC student surveys suggest that a flexible approach which offers choices for virtual and on-site learning will allow students and teachers to judge the best delivery method for the content and for individualized success. The development of the Learning Communities foster collaboration and a cross-program approach to teaching and learning. The integration of technology includes a strategic path to update classrooms, labs, and learning spaces with tools to facilitate learning, including the technology needed to support HyFlex classes.

HyFlex classes allow students to choose whether to attend classes face-to-face or online, synchronously or asynchronously. With synchronous HyFlex, in-person and remote students will be able to interact with their classmates and instructor.

Early indications suggest that the pandemic may also amplify interests in careers and programs that were trending before the virus, such as health-related fields, cyber-security, and IT. These are already strong offerings at Saint Paul College and are expected to cultivate the regrowth of student enrollment, especially delivered with on-site and new hybrid models. As demographics shift away from traditional high school graduates and the Minnesota Department of Employment and Economic Development develops its projections for future worker needs, flexible academic program space for a variety of pedagogical approaches will accommodate new training requirements.

### **Project Timeline**

July 2022: Design funding anticipated, designer selection begins

Sept 2022: Schematic design complete/Design Development begins

Dec 2022: Design Development complete/Constr. Documents begin

April 2023: Construction documents complete

July 2024: Construction funding anticipated

August 2024: Bidding

Sept 2024: Construction begins

July 2026: Occupancy

### **Other Considerations**

- Saint Paul College continues to address deferred maintenance through operating funds to address fire code issues, ceiling, lighting, flooring replacement and other finish and technology enhancements. This has allowed the college to reduce the scope of the previous capital request for the Academic Excellence project reducing the affected areas by approximately 20,000 GSF. The revised and updated capital request targets the use of GO Bond funding to address those areas that are more complex and challenging renovations which are beyond the college's ability to fund entirely from operating allocation.
- The needs addressed by this project were anticipated well before the current conditions. The project schedule has been delayed over eight years due to lack of funding.

### **Impact on Agency Operating Budgets**

Overall, the project will not increase building operating expenses. When complete, the project will reduce existing utility expenses because of more efficient lighting and reduced electrical consumption. The effectiveness of existing heating, ventilation and air conditioning will be enhanced by delivery improvements. No added staffing is required and ongoing expenses related to waste, recycling, and other consumables are not expected to change. Given the old (54 years) plumbing infrastructure and mechanical infrastructure of the main campus building complex, it's expected that the project will reduce annual repair and betterment expenses for an extended period of time. Removal of the CLC Building will eliminate this facility's repair and betterment and operating expenses.

Improvements related to enhanced space function and more efficient design will likely allow the college to reconsider staffing demand requirements so they can be redeployed to better meet campus needs.

### **Description of Previous Appropriations**

NA.

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Vermilion Community College - Classroom Building, Design and Renovation

**AT A GLANCE**

**2022 Request Amount:** \$3,019

**Priority Ranking:** 7

**Project Summary:** This project designs and renovates six general-purpose classrooms by enhancing technology capabilities, lighting, furnishings, and interior finishes. The project also renovates two sets of restrooms and lobby/corridor areas in the Classroom Building. Finally, the project provides a new entry and replaces the Classroom Building roof. No new square footage is constructed.

**Project Description**

This project creates flexible adaptive learning environments and increases technological capabilities in six classrooms (CC109, CL124, CL126, CL128, CL146, and CL148). Two of the smaller classrooms (146 & 148) will have a wall creating a larger classroom. The project also brings two sets of heavily used restrooms into ADA compliance and updates adjacent corridors and lobby areas. The remaining asbestos in the Classroom Building is abated, primarily in the floor tile and mastic. The project provides an identifiable entry to the main Classroom Building and replaces the leaking Classroom Building roof.

**Project Rationale**

Five of these classrooms are general purpose classrooms constructed in 1971. They have seen minimal updates since their original construction. The sixth classroom (CC109) was constructed in 1985 and has seen no updates since originally built. The interior finishes (flooring, paint, ceilings, etc.) are in need of replacement and there is some remaining asbestos to be abated. In addition, these classrooms lack technological capabilities common in today’s teaching environments. All but one of the classrooms are currently set up for lecture style instruction with 30-year-old furnishings. All enrolled students use one or more of these classrooms multiple times prior to graduation.

There are two sets of restrooms (Classroom Building and College Services Building) that were both constructed in 1971. These restrooms are some of the most heavily used on campus and are currently not ADA compliant. They have seen no updates since 1971. The Classroom Building roof is beyond its useful life and is currently leaking. The laboratory spaces beneath this leaking roof have all been updated in the last 10 years. HEAPR funding in recent years has been inadequate to replace this roof.

**Project Timeline**

July 2022: Design funding anticipated, designer selection begins

Dec 2022: Constr. Documents complete

Jan 2023: Bidding (roofing)

March 2023: Bidding (classrooms/interior reno)

May 2023: Construction begins (roofing)

June 2023: Construction begins (classrooms/interior reno)

Aug 2023: Construction complete (roofing, classrooms)/occupancy

### **Other Considerations**

Delayed funding will result in ongoing water damage to the Classroom Building and damage to newly remodeled laboratory spaces. While a short-term repair may be possible for some areas of the roof, the widespread amount of wet insulation makes it impossible to ensure the integrity of the roof without total replacement. Students with disabilities will need to continue to travel to other areas of the campus to find accessible restrooms. Classroom conditions will continue to deteriorate possibly to the point where prospective students will look elsewhere for a more modernized, technologically adequate college.

### **Impact on Agency Operating Budgets**

This project will have a positive impact on operating expenses. No additional personnel will be needed as no additional square footage is constructed. Lighting will be changed to LED resulting in lower energy costs and savings due to eliminating the need for fluorescent lamp disposal. New roof will result in new, dry insulation which will improve heating and cooling costs. New flooring in corridors will result in reduced annual maintenance.

### **Description of Previous Appropriations**

NA.

### **Project Contact Person**

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## Central Lakes College - Student Services and Academic Support, Design and Renovation

**AT A GLANCE****2022 Request Amount:** \$9,519**Priority Ranking:** 8

**Project Summary:** This project designs the renovation of 27,758 GSF and renewal of 17,700 GSF in the student services and adjacent academic spaces in the core of campus, strategically clustering the student services area to support the natural flow and progression of students across the admissions, enrollment, advising and all the way through the student life cycle.

**Project Description**

This project is critical to CLC's ability to achieve its mission to "build futures." It supports the College's strategic plan to "inspire learning, advance innovation, and transform lives," and is aligned with the Minnesota State Board's goals to "update academic spaces" and to "remove barriers to student success", particularly in light of COVID and our commitment to educational equity.

The project has three primary goals:

1. Removing barriers to student success and closing the achievement gap by enhancing the student experience and correcting structural inefficiencies;
2. Removing barriers to student access and promoting CLC's ability to recruit students;
3. Enhancing academic program spaces that impact high numbers of students.

Primary consideration is given to removing barriers to student success by improving wayfinding and strategically placing enrollment service functions in a convenient, easily accessible physical layout. Proximity of enrollment and support services to one another is a key factor in addressing student issues equitably, effectively and efficiently. The project provides increased opportunities for innovation and collaboration by increasing student engagement with expanded community partnerships, and will focus on student access to academic advising and supplemental instruction in areas such as STEAM, technical education and transfer. Providing a welcoming, multi-functional space where students can study, work on computers, or meet with staff promotes an environment conducive to supporting student success. By creating a prominent University Center, this project addresses key regional workforce needs by providing students with greater access to baccalaureate completion in high demand STEAM programs. The project also promotes student success by enhancing access to community services such as Adult Basic Education, Counseling, and physical and mental wellness. The project's emphasis on providing up-to-date academic space focuses on the physical education and athletic facilities to ensure the student body has access to safe and ADA-compliant spaces to engage in health and wellness programming.

## Project Rationale

The project:

- ensures wayfinding is clear upon entering the campus and provides a space that is welcoming to students who may not have significant experience with higher education. This will impact the College's ability to recruit and retain students, as they need support throughout their educational journey;
- co-locates student support services, removing significant navigation challenges as students seek services. Additionally, while the current space does not provide sufficient space to work with students and families, the project addresses individualized learning needs by providing shared, collaborative and multi-functional spaces. These, along with a new conference room, will provide non-dedicated space for private conversations;
- allows CLC to fully leverage technology by providing IT accessible common spaces, ready access to technology support remote learning and services, and enhanced computer labs to deliver shared programming (i.e. student registration sessions and assessment) in the same multi-functional space;
- supports the diversity of the student body and closing the achievement gap by making support services more widely accessible and making critical updates to the athletic program, which is the primary driver of student body diversity at CLC;
- updates Raider athletic spaces that are critical to the community's impression of the College and are currently significant barriers to recruitment and retention of student athletes, and updates the space to be ADA compliant.

In working to meet the needs of our diverse student population, the need for space to work with students and family, to have confidential conversation, and to create a warm and welcoming environment intersect. A key component of this project is a flexible, multi-functional space to support this wide range of student needs.

- The space will be centrally located and available for student study, group work and collaboration, employees working with students, waiting for services, and students interacting with technology.
- The space will adopt flexible, adaptive furnishings that can be reconfigured to meet a wide variety of changing needs.
- Technology will be integral to allow for wireless connectivity, charging stations, teleconferencing, and access to virtual services.

The project also embraces improved space layout focused on students, enhanced student access to support services, and providing opportunities for applied learning. Partnerships are fundamental to this project including the need to clearly connect partnership spaces to the student flow.

- The University Center provides students with access to bachelor degree completion in high demand careers with emphasis on both retention of students in the Minnesota State system and the ability to complete the bachelor's degree with our online partners (SMSU, SCSU, MSUM) while using CLC's resources, space, personnel and technology throughout the 4-year journey.
- The project provides clear spatial connections with our community partners on campus, providing students with cost-effective access to health and wellness services.
- The project supports space for applied learning, consistent with CLC's strategic goal to "inspire learning" through engagement. One such example provides nursing students with the ability to have direct clinical experience with WeAre, the health clinic on campus.

**Project Timeline**

July 2022: Design and construction funding anticipated

Aug 2022: Designer selection

Sept 2022: Design begins

Jan 2023: Constr. Documents complete

Feb 2023: Bidding

June 2023: Construction begins

Sept 2024: Construction complete/occupancy

**Other Considerations**

The current student services offices are very small and cannot accommodate a staff person meeting with either a colleague or a family navigating through the admissions and enrollment cycle. Given that many conversations are confidential, such as those concerning financial aid or student behavior, the need for appropriate space cannot be overstated. The project addresses this through creating a large multi-functional and flexible space in addition to multi-purpose private conference rooms for confidential conversations.

**Impact on Agency Operating Budgets**

CLC does not anticipate a significant change in institutional operating costs because of this project. The existing recycling program will continue, and we do not expect the need for additional staff. LED lighting will reduce operating expenses; however, we are adding air conditioning to 12,440 square feet of existing space (instructional space).

**Description of Previous Appropriations**

NA.

**Project Contact Person**

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(\$ in thousands)

**Northland Community and Technical College - Effective Teaching and Learning Labs, Design and Renovation****AT A GLANCE****2022 Request Amount:** \$2,710**Priority Ranking:** 9

**Project Summary:** This project designs and renovates space to consolidate and expand the Early Childhood and Education Program, Pharmacy Technology Program, Respiratory Therapist Program and Computer and Networking Technology Program within the existing building footprint. The project renovates existing Classrooms and Lab Spaces to provide "real world" class lab spaces which meet program and accreditation requirements with "active" teaching and learning environments to support student success.

**Project Description**

This project renovates outdated Classroom and Lab spaces and provides contemporary teaching and learning environments including appropriate active learning technologies. The project addresses student and faculty safety, accreditation needs & requirements through providing "real world" simulation and provides adequate space for students, bench top work, and equipment.

The project also provides sound attenuation between classrooms, a new children's restroom for the Early Childhood Program to promote child safety, and needed improvements to mechanical/HVAC, electrical, lighting systems and technology in the classroom and lab areas.

**Project Rationale**

Originally, the affected programs moved into available space on campus and are currently located in classroom and lab spaces that were not specifically designed for their programs or professions. Over time, self-funded minor renovations have occurred to each of these program spaces. The self-funded approach to meet the program needs has addressed minor issues, but it has not allowed for a holistic approach to addressing the program or accreditation needs for each classroom or lab space.

This project addresses the needs of the programs and concerns raised by faculty and staff and provides class lab spaces which address program requirements. The project provides contemporary teaching and learning environments which will provide a competitive edge for attracting and retaining students and faculty.

In addition to addressing specific program needs, lighting and HVAC upgrades will improve the teaching and learning environment for students, faculty and staff and reduce campus deferred maintenance backlog.



**Project Timeline**

July 2022: Design and construction funding anticipated, designer selection

Aug 2022: Design begins

Dec 2022: Constr. Documents complete

Jan 2023: Bidding

Feb 2023: Construction begins

Aug 2023: Occupancy, commissioning

**Other Considerations**

Without these needed renovations and improvements, students and faculty will continue trying to learn and teach in outdated spaces which increasingly do not meet the needs of programs or accreditation requirements. It will be increasingly difficult for the College to recruit students and faculty to spaces which do not keep pace with contemporary learning spaces and do not simulate real world conditions and environments.

**Impact on Agency Operating Budgets**

This project renovates existing space so no new facilities staffing or operating expenses are anticipated. New efficient lighting and HVAC upgrades will reduce operating costs for the affected spaces.

**Description of Previous Appropriations**

NA.

**Project Contact Person**

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## Minnesota State University, Mankato - Armstrong Hall Replacement

**AT A GLANCE****2022 Request Amount:** \$7,083**Priority Ranking:** 10

**Project Summary:** This project replaces Armstrong Hall, the most heavily used and worn out classroom building on campus. The proposed construction of a new, smaller building and renovation of existing space will result in a net reduction of 44,000 GSF in the University's building inventory and result in a higher overall utilization of existing academic space. The demolition of Armstrong Hall will remove over \$24,000,000 of deferred maintenance and eliminate several building code and ADA deficiencies.

**Project Description**

The Armstrong Hall Replacement project is a phased design, construction, renovation and demolition project that includes 100,000 GSF of strategically located new construction and renovates 68,000 GSF of existing campus space to relocate the Armstrong Hall program. The final phase demolishes the 144,000 GSF Armstrong Hall building. Renovation includes the buildout of 18,000 GSF in the basement of the new Clinical Sciences Building and repurposing approximately 70,000 GSF of existing campus space, with a bulk of it in the Library. The reduction of square footage is accomplished through implementation of new scheduling principles, right-sizing of classrooms, and repurposing of space to improve space use efficiency. The design of the replacement space relies on weekly classroom use hours increasing from an average of 32 WRH to 38 WRH. The number and sizes of the classrooms support the campus goals for minimum class sizes and increase minimum seat utilization of 75%. Minimum class size is determined by the strategic budget analysis results and calculated break-even point for cost of delivery.

Armstrong Hall currently contains the administrative offices for three of the seven campus colleges: Arts and Humanities, Education, and Social and Behavioral Studies. All campus colleges make use of general classrooms in Armstrong Hall. The building supports 24 departments that provide 94 degree and certificate programs as well as much of the general education requirements for all degree programs. Several of these programs contribute graduates for occupations on the list of high demand as defined by DEED, such as teachers, K12 special education, leadership and counseling. The three-phase project culminates in the demolition of 1964-era Armstrong Hall and removing \$24,000,000 of backlogged deferred maintenance in Armstrong Hall and corrects approximately \$6,000,000 of deferred maintenance backlog in the Library.

**Project Rationale**

Armstrong Hall, built in 1964, is 144,000 GSF and houses 49 of the 101 general classrooms and 24 academic departments from three colleges. Armstrong Hall is known as the "workhorse" of the campus and nearly every student that has attended the university has had at least one class in

Armstrong Hall on their path to graduation. The campus has invested a significant amount of repair and asset preservation dollars to extend the life of existing systems but the size, scope and cost to perform wholesale replacement has prevented our ability to renew the facility. The result now is most of the 54-year-old building infrastructure is completely worn out and requires extensive renovation and renewal work to remain code compliant and provide a healthy and productive environment. The building currently has an FCI of .46 and backlog of over \$24,000,000 of deferred maintenance.

### **Project Timeline**

July 2022: Phase 1 - Design and (partial) construction funding anticipated  
Aug 2022: Designer selection  
Sept 2022: Design begins (all phases)  
Oct 2023: Construction Documents complete (New Building and Clinical Sciences reno)  
Nov 2023: Bidding (Clinical Sciences reno)  
Dec 2023: Construction begins (Clinical Sciences reno)  
June 2024: Occupancy (Clinical Sciences reno)  
July 2024: Phase 2 - Construction funding anticipated (New Building, other renovations)  
Sept 2024: Bidding (New Building)  
Oct 2024: Construction begins (New Building)  
Jan 2026: Occupancy (New Building)  
July 2026: Phase 3 - Construction funding anticipated (other renovations)  
Sept 2026: Bidding (other renovations)  
June 2027: Phased occupancy (some renovated areas)  
Nov 2027: Bidding (demolition)  
Jan 2028: Phased occupancy (remainder of renovated areas)  
June 2028: Demolition complete, project complete (all phases)

### **Other Considerations**

The existing Armstrong Hall roof is 30 years old, which is 10 years beyond the expected 20 year life for EPDM rubber roofs, and while it is defying all odds for longevity it is reasonable to expect this will need to be replaced prior to the demolition phase if the project is not funded for design in 2022. The HVAC system has interior lined insulated ductwork. The ductwork has been cleaned and coated with an encapsulating material several times; however, the insulation is deteriorating beneath the coating and still breaking loose causing a black dust out of the air diffusers. The duct may be beyond repair by any additional coating and could result in exposure to air quality complaints. The exterior stone window lintels are deteriorating and have resulted in cracked and spalling stone falling to the ground. Thirteen window units were replaced in the past and we will likely have to replace several more. The building is code deficient in both ADA compliant restrooms and total number of restroom fixtures. The building is simply worn out and action needs to be taken to either invest millions of dollars to repair or replace it before the disrepair forces undesired emergency and reactive expenditures.

**Impact on Agency Operating Budgets**

The final completion of this project will reduce the campus square footage by 44,000 GSF and replace 100,000 GSF of inefficient 1960s-era building space with a new highly efficient building, resulting in a significant drop in building utility expenses and reduced load on existing infrastructure. Overall staffing impact is expected to be neutral with the added classroom cleaning load in the library and need for additional technician skills required for the new systems in the new building. We expect that staffing will reduce by one custodial position to accommodate the addition of a electrician/electronics specialist position. The campus funds building R & R at \$1 per square foot and this project will result in a reduction of \$44,000 in the R & R fund by the completion of all phases.

**Description of Previous Appropriations**

NA.

**Project Contact Person**

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(\$ in thousands)

**Winona State University - Center for Interdisciplinary Collaboration, Engagement, and Learning, Design****AT A GLANCE****2022 Request Amount:** \$4,240**Priority Ranking:** 11

**Project Summary:** This project replaces the obsolete Gildemeister and Watkins Halls with a new 73,000 GSF building combining the two sites. The new building creates modern learning spaces to support the demand for fields of study that combine practice of science, art, design, and technology. The net zero energy facility will exemplify Winona State University's re-energized focus on sustainability and resilience.

**Project Description**

The Center for Interdisciplinary Collaboration, Engagement, and Learning co-locates the Art & Design, Computer Science, and Mathematics & Statistics departments in a collaborative, sustainable, and healthy environment.

The building's learning spaces will support a wide variety of learning styles and include active learning classrooms, high-touch art/design and maker/fabrication studios, and high-tech and augmented reality labs. The learning spaces will contain 750 learning space seats in a variety of room sizes. Each department will have a "home" that includes faculty and student collaboration space and faculty office space. The TRIO program will have office, advising and tutoring spaces. The building will also have shared common spaces for casual and group study, collaboration with local community and regional business partners, student and faculty research, and other campus and community events. Computer Science's IT infrastructure will provide connectivity and support to our Rochester campus which enrolls over 900 WSU students.

By consolidating the building program into a single structure, the campus gains a new green space that bridges the academic core and residential zones of the campus. The project establishes a more inviting entry point leading to the academic core of the campus and this new green space.

This project forwards WSU's commitment to sustainability, resilience, and well-being. The design promotes health and well-being through daylighting, high-quality ventilation, elimination of harmful products and materials, and a focus on user comfort and satisfaction. Building operation will be carbon neutral, use net zero energy, balance on-site water use, and create zero operational waste. And construction materials and details will facilitate adaptability and change to ensure future usefulness and relevance.

## Project Rationale

WSU's Strategic Framework is built on five themes that closely align with the Board of Trustees' capital budget guidelines. These themes are student learning, student success, inclusive excellence, relationships, and stewards of place and resources.

Gildemeister Hall and Watkins Hall are obsolete and cannot be reconfigured to create suitable spaces for modern learning needs. Ninety-five percent of the building systems are in backlog or due for renewal. The interior layouts, fixtures, and finishes reflect pedagogy of the 1960s and no longer support the needs of our students and faculty. The new building will remove over \$10 million in deferred maintenance and reduce building operating costs by 50 percent. Having spaces designed for current needs, and that are adaptable for future needs, will increase building utilization for both scheduled and unscheduled learning activities.

This project creates learning, work, and social spaces designed for equity and access. Users from all backgrounds, cultures, and abilities will feel comfortable and welcome. The most recent knowledge of equity design will be leveraged for this project. To support our students, WSU's TRIO program will be in the building to provide advising, tutoring, and career guidance for qualified students.

Winona State University has re-energized our focus on stewardship, sustainability, and resilience. In addition to producing renewable energy and being net zero energy and carbon neutral, the building and site will be water balanced, low waste, and toxin free. The project is estimated to reduce campus energy use by 8.7 million kBTU, carbon emissions by 1.8 million lbs, and water use by 890,000 gallons.

This project replaces two aged structures with a single new structure. The new building will reduce the overall campus square footage by 5,300 GSF and add an acre of green space to the academic core of campus. Additionally, maintaining and servicing one building versus two buildings will provide operational savings.

Internships and service projects are integrated into numerous programs of study. For example, the Software Testing and Development Lab, Statistical Testing Center, and Design Services hire students to work on business projects contracted by local and regional companies.

The three departments (Art & Design, Computer Science, and Mathematics & Statistics) provide essential general education and specialty courses that support degree programs across all five colleges at WSU. For example, over 70 percent of current students are enrolled in a Mathematics & Statistics course for their degree completion.

This project provides the departments opportunities to expand their collaboration in the areas of bioinformatics, data visualization, design thinking, interactive design, and sustainability and to develop new programs of study. The demand for these programs exceeds the current space. Art & Design enrollment has grown by 20 percent since 2017; their I-Design program has grown 150 percent since its start in 2016. Mathematics & Statistics enrollment has grown 50 percent since 2016; their Data Science program has grown 400 percent since its start in 2015.

## **Project Timeline**

July 2022: Design funding anticipated, designer selection

Aug 2022: Design begins

Jan 2024: Construction Documents complete

Feb 2024: Bidding

July 2024: Construction funding anticipated; construction begins (demolition of existing buildings, then construction of new building)

Sept 2026: Occupancy/commissioning

## **Other Considerations**

The predesign process diligently compared options for renovating the existing buildings, partial replacement and renovation of an existing building, and constructing a new building. This analysis revealed that while the new building is marginally more expensive to build, it would greatly improve the quality and adaptability of space and be more capable of meeting WSU's sustainability goals. Through reduced operating and maintenance costs, the additional initial investment in new construction has a payback of less than 10 years and life cycle cost savings over \$20 million compared to existing operations. In addition, the dynamism of the new building will contribute to WSU's ability to attract and retain quality students, faculty, and staff.

## **Impact on Agency Operating Budgets**

The project replaces two buildings that have not experienced significant upgrades since their opening in 1964. Replacement of these buildings will reduce operating expenditures through reduced square footage, reduced custodial and maintenance costs, and reduced utility costs.

## **Description of Previous Appropriations**

NA.

## **Project Contact Person**

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Lake Superior College, Integrated Manufacturing Workforce Labs, Design

**AT A GLANCE**

**2022 Request Amount:** \$1,055

**Priority Ranking:** 12

**Project Summary:** This project designs the addition of a new high bay addition for a Machine Tool Lab and renovation of the 1990 addition for Welding, CAD, and Electronics. These programs moved into a leased space off-campus because there was not adequate space to meet their growing needs. The move was always intended to be temporary. This project allows the College to reunify its students, faculty, and assets in a space that better serves its students.

**Project Description**

The project renovates the 1990 “B” building addition, as the space is not usable for the current programmatic needs and negatively impacts space utilization on campus. A new addition will be created adjacent to the B building with spaces designed for the integrated manufacturing programs. Adjacencies will allow for sharing of resources and give students exposure to multiple programs by being located on campus instead of at the leased facility in downtown Duluth. The project will positively impact the students in the Computer Aided Design, Machine Tool, Welding, Electronics, and Civil Engineering programs.

**Project Rationale**

Students in the affected programs have been learning at a remote location, disconnected from key student services that promote success and engagement in the campus community. Consolidating the programs to the main campus not only addresses the current isolation of those students, but also provides an opportunity for cross-program instruction and sharing of resources.

At the same time, this project facilitates a much-needed change to the B-Building, as it is an underperforming building in terms of key B3 requirements and the quality of classroom spaces. Many classrooms have inadequate aspect ratios, are not right-sized for their current uses, need technology updates, and do not support active learning techniques.

Creating appropriate labs for Integrated Manufacturing through demolition and new construction creates spaces that are right-sized, meet or exceed industry standards, and contribute positively to space utilization goals while better serving students.

**Project Timeline**

July 2022: Design funding anticipated

Aug 2022: Designer selection



Sept 2022: Design begins  
Nov 2023: Construction documents complete  
July 2024: Construction funding anticipated; bidding  
Sept 2024: Construction begins  
Oct 2025: Commissioning, FF&E  
Jan 2026: Occupancy

### **Other Considerations**

If the project's funding is delayed or not obtained, students will continue to be in inadequate lab spaces on campus (Electronics and Civil Engineering), or located in a leased satellite space (Welding, Machine Tool, Computer Aided Design) far from student services that promote success.

When the programs began in the downtown leased facility, it was seen as a temporary solution, with the intent to bring the programs to campus.

### **Impact on Agency Operating Budgets**

The project will decrease overall operating expenses, largely due to the omission of lease costs. Presently, the cost of the downtown campus is approaching a half-million dollars, annually. The annual college cost to relocate the programs on campus through the Integrated Manufacturing Workforce Labs project would be substantially less: \$250,000 additional debt service and \$28,052 for additional staffing needs. This translates to a \$165,543 annual savings to the college.

### **Description of Previous Appropriations**

NA.

### **Project Contact Person**

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## North Hennepin Community College - Center for Innovation &amp; the Arts at Brooklyn Park, Design

**AT A GLANCE****2022 Request Amount:** \$7,598**Priority Ranking:** 13**Project Summary:** This project designs a new building for state of the art teaching, collaborative learning, and flexible performance spaces that will advance student success, increase access to baccalaureate completion, advance STEAM pathways, and serve as a center of arts distinction for NHCC and the City of Brooklyn Park. The existing Fine Arts Center will also be demolished as part of the project.**Project Description**

The Center for Innovation & The Arts @ Brooklyn Park (CITA) is imagined to be a dynamic and inclusive center focused on leveraging resources of multiple partners to create a flexible facility that will greatly increase educational opportunities for students, increase economic prosperity, and advance the quality of life in Brooklyn Park and surrounding communities. CITA will expand post-secondary program pathways in the STEAM area, increase baccalaureate completion, facilitate post-secondary and career pathways for high school students, and provide equitable and inclusive access to arts, technology and cross-cultural programming to a richly diverse population. This project aligns with the NHCC Comprehensive Plan and is a hallmark for regional collaborations.

A focus of this facility is on cross-disciplinary arts, technology and innovation. It will enhance and accelerate post-secondary academic programs and facilitate post-secondary and career pathways for high school students. CITA will engage the broader and highly diverse community through a focus on equitable and inclusive access to arts and cross-cultural programming. The Center will provide access and opportunity to the youth and citizens of the northwest suburban region, in particular Brooklyn Park, in promoting engagement in education and attraction to support and increase economic development and advance quality of life. This project allows one of the most diverse community colleges in the Minnesota State system to serve a community where over 50% of the residents represent people of color, new Americans and immigrant communities.

**Project Rationale**

The Center for Innovation & the Arts creates opportunities and solves multiple needs for its partners.

1. This project replaces the existing NHCC Fine Arts Center (FAC), a dated facility that no longer meets the educational needs of the NHCC arts programs and prohibits the programs from desired national accreditation. Creating this facility will provide our students with a quality learner-centered state of the art educational experience and modern resources to make them competitive in their chosen fields. The current FAC building will be demolished once CITA is constructed, reducing NHCC's

deferred maintenance backlog.

2. The project presents the opportunity to expand NHCC’s partnership with other educational institutions. A University Partner will be selected that accelerates and supports the expansion of baccalaureate programs and the goals of the Twin Cities Baccalaureate plan put forth by the Minnesota State Board of Trustees.

3. The vision for CITA includes engaging the broader community and surrounding cities in utilizing the facility to advance cultural engagement, community education and youth programming through art classes, camps, and after-school and summer activities. The City of Brooklyn Park will greatly benefit as the facility will fill an identified “arts gap” within the community and the northwest suburban region.

4. In a future phase, ISD 279 Osseo Area Schools will develop an adjoining STEAM magnet school, with the goal to expand opportunities for science, technology, engineering, arts and math pathways. This partnership leverages the adjacent Hennepin County library and shared physical resources at NHCC, increasing the “pipeline” of secondary to post-secondary students to NHCC.

5. CITA’s location at the corner of 85th and West Broadway supports the interests of Hennepin County in providing state of the art amenities that will advance economic development and position the northwest suburban region for ongoing growth and development.

Working together, the stakeholders are partnering to create a facility that will be greater than the sum of its parts, leveraging spaces and creating synergies across disciplines and organizations. It actualizes the Minnesota State system’s commitment to equity and inclusion and authentic partnership with the community as stewards of place. The Center's partnership and resulting facility strives to demonstrate a successful model for public partnership across multiple organizations with careful and thorough planning.

### **Project Timeline**

July 2022: Design funding anticipated

Sept 2022: Designer selection

Oct 2022: Design begins; CMAR selection

Jan 2024: GMP

Mar 2024: Construction documents complete

June 2024: Bidding

July 2024: Construction funding anticipated

Aug 2024: Construction begins

Apr 2026: Occupancy

### **Other Considerations**

Not funding this project will significantly impact NHCC's ability to deliver the caliber of programming needed to attract and retain students in the Associate of Fine Arts as well as our Associate of Arts programs. Our ability to partner with a university in the delivery of baccalaureate programs will be significantly impacted and will hamper our strategic plan to increase bachelor degree graduates. In addition, the college will have the ongoing operational and structural failings of the current 50-year-old Fine Arts Center. The College has already spent over \$1.5 million in repairs over the past five years

in addressing the issues of this building. The building condition has greatly affected the condition of our fine arts equipment, the safety of our students (asbestos abatement), and the ability to deliver programming because of inadequate classrooms. The FAC condition prevents the college from obtaining fine arts program accreditation, as the building space does not meet national accreditation standards.

In addition, NHCC's strategic plan to increase both two-year and baccalaureate programming, grow 9-12 academic academies in STEAM, and deliver to our diverse community the programming to enhance economic development and quality of life will be jeopardized without this new facility.

### **Impact on Agency Operating Budgets**

The project will incur typical occupancy expenses including utilities, waste, maintenance, etc. Energy use may be slightly higher than typical classroom buildings due to high-volume space and high demand equipment such as kilns and stage lighting, but the design team will work toward progressive sustainability goals that will minimize operating costs. We anticipate that cleaning, maintenance, and annual repair costs would be in a normal range for campus assembly spaces. Staffing requirements, program-related operational expenses, and estimates of offsetting revenues are still in development due to the complex nature of the proposed partnership between NHCC and the City of Brooklyn Park.

### **Description of Previous Appropriations**

NA.

### **Project Contact Person**

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**Metropolitan State University - Cyber Security Program, Design and Renovation****AT A GLANCE****2022 Request Amount:** \$4,292**Priority Ranking:** 14**Project Summary:** This project designs and renovates 3,183 GSF of existing space to allow Metropolitan State University to accommodate its growing Cyber Security program, which is an occupation in high demand in the state of Minnesota and beyond.**Project Description**

This project provides a dedicated state of the art cybersecurity learning and research facility for the growing Cyber Security program at Metropolitan State University. This facility will consist of an active learning classroom housing the MN Cyber Range (a cutting-edge cyber security simulation facility), dedicated research space that will utilize Security Operations and Collaborative Research Center (SOCRC) and Secure Compartmentalized Information Facility (SCIF) capabilities, and administrative amenities to support the program as well as the students and faculty. The SOCRC/SCIF, coupled with the research space, together provide a fully functional simulated cyber security operations laboratory able to conduct analysis and create intelligence in an academic setting.

Metropolitan State University offers programs in the growing field of Cyber Security, with a minor (launched in 2016) and major (Spring 2019) at the undergraduate level and a Masters in Cyber Operations (Fall 2020) at the graduate level. The 104 undergraduate majors and 17 MS students currently enrolled show intense student interest in Metro's Cyber programs and highlight the need for dedicated space to support program growth. Space exists on the lower level of the New Main building located on the St. Paul campus, and the university would like to renovate it for the Cyber Security Program. The 3,183 GSF space previously housed the Educated Palate cafe and is currently vacant and available for reuse. Beyond supporting these rapidly growing degree programs, the facility offers additional opportunities for non-credit based continuing education and customized training. Given the dynamic nature of the cybersecurity field, there is a significant and growing need for a local training option.

**Project Rationale**

Cyber incidents causing disruption of critical infrastructure and IT services could cause major negative effects in the functioning of society and the economy. The ability of the nation, including Minnesota, to meet these threats is severely constrained by the lack of degree-credentialed, trained cybersecurity professionals. Minnesota DEED's "Occupations in Demand" rates information security analysts (SOC Code 151122) as 5 stars in current demand (very favorable current demand conditions), with projected job growth of 23.8 percent over the next 10 years.

**Project Timeline**

July 2022: Design and construction funding anticipated; designer selection

Nov 2022: Construction documents complete

Dec 2022: Bidding

Jan 2023: Construction begins

July 2023: Occupancy

**Other Considerations**

Although two computer labs (limited seating) are at the disposal of the department, these labs are instructional labs which lack the necessary infrastructure to perform dedicated research and training in cybersecurity and forensics.

**Impact on Agency Operating Budgets**

The proposed project space is currently conditioned, as it is part of the existing structure of the building, so the project will not have much impact on energy usage. The biggest savings will come from removing the exhaust fan from the existing cafeteria.

**Description of Previous Appropriations**

NA.

**Project Contact Person**

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(\$ in thousands)

**Alexandria Technical and Community College - Transportation Center & Campus Center  
Repositioning, Design**

**AT A GLANCE**

**2022 Request Amount:** \$832

**Priority Ranking:** 15

**Project Summary:** This project designs a new energy efficient, state of the art Transportation Center that strengthens synergies between the Diesel Mechanics and Professional Truck Driver Programs, replacing the original 1975 diesel labs. The project results in a net reduction in campus square footage. The project will also renovate space to create a "Campus Center" with a new branded front door and spaces for learning, inclusion, collaboration, health, and express student services.

**Project Description**

The Alexandria Technical & Community College Transportation Center and Campus Center Repositioning project accomplishes two major campus objectives:

- Improve programmatic synergies for high-demand, signature Transportation and Mechanics programs by building a new 43,000 GSF Transportation Center that will co-locate the Professional Truck Driver and Diesel Mechanics programs and renovate facilities for Powersports Technician programs. These investments will benefit student safety, eliminate approximately \$5 million in deferred maintenance backlog, consolidate like programmatic elements, embrace current teaching methodologies, and keep pace with rapidly changing industry and workforce requirements. The project also allows for other key program location improvements within the academic portfolio while reducing the campus footprint by 13,000 GSF, leading to improved classroom space utilization.
- Create an active student center at the heart of campus with a 19,000 GSF consolidated student support area and new primary campus entrance. The new entrance will be located near the intersection of 18th Avenue and Jefferson Street, taking advantage of greater visibility from the city’s planned 18th Avenue extension through the center of campus. This renovation provides a welcoming, collegiate feel with amenities and services for student and public guests.

These objectives further the College’s mission to create innovative opportunities for students to meet their career and educational goals and are aligned with the College’s Comprehensive Facilities Plan. The project also directly addresses the need to educate an increasing number of career professionals in high-demand programs to meet employer needs throughout Minnesota. Updated signature program labs and a “Campus Center” are pivotal in achieving and sustaining the College’s strategic enrollment goals.

## **Project Rationale**

Obsolete teaching spaces, safety of students and faculty, reducing existing deferred maintenance, and creating a much needed “front door” to the campus are driving forces behind this project.

Existing Diesel Mechanics lab spaces are not adequate to continue to provide the necessary space for tools and technology to meet the educational needs of a modern showcase Diesel Mechanics program. The program produces graduates needed to keep Minnesota’s transportation economy strong. The existing truck driving building has a significant backlog of deferred maintenance that can be eliminated with this project. The current truck driving footprint will be reduced from 16,000 GSF to 8,000 GSF in the new building. Both programs will be able to leverage underutilized classrooms by connecting the new building to the existing 700 facility. The project will eliminate several classrooms and create new spaces allowing for HyFlex delivery methods to better serve a traditionally underserved population. The elimination of space and leveraging of technology throughout the campus footprint will result in greater classroom space utilization.

Safety of our Transportation program students also will be addressed with the construction of a new Transportation Center. The campus is divided by 18th Avenue, and the Diesel Mechanics program is currently located on the north side of 18th Avenue. All heavy equipment is stored on the south side of 18th Avenue and must be transported back and forth throughout the semester. In 2022, the City of Alexandria will be extending and reconstructing 18th Avenue, which will dramatically increase traffic through campus. With increased traffic flows, movement of heavy equipment across this street will become a greater safety hazard. In addition, the reconstruction of the road will eliminate some of the parking space utilized by the program to park heavy equipment.

The project to extend 18th Avenue provides the college a significant opportunity to create a highly visible new entrance at the center of campus (in the 500 Building) and improve student access to campus amenities and services.

While a portion of the former diesel labs will be repurposed to improve Powersports shop spaces, the remaining space will be used to create a welcoming collegiate student hub. The hub will highlight events and co-curricular activities, resulting in improved enrollment, participation, and retention. The renovated space transforms the existing 500 Building into an active environment of amenities and services at the heart of the college, with convenient access from both the north and south sides of campus. Amenities would include: a fitness center, campus store, grab-and-go food service, library/media center, common's area with student seating and technology access, legacy room, and an intercultural center with prominent signage and artwork as a commitment to diversity, equity, and inclusion. Many of these amenities do not currently exist for students. By consolidating campus amenities into a singular, central location, the college can improve the public and student experience while creating a vibrant welcoming and safe space with a collegiate atmosphere.

## **Project Timeline**

July 2022: Design funding anticipated

Aug 2022: Designer selection



Jan 2024: Construction documents 30% complete  
July 2024: Construction funding anticipated  
Oct 2024: Construction documents complete  
Nov 2024: Bidding  
Feb 2025: Construction begins  
Dec 2026: Occupancy

### **Other Considerations**

Failure to fund this project puts the long-term competitiveness of ATCC's signature program, Diesel Mechanics, in question. This project is needed to position ATCC as the premier Diesel Mechanics and Powersports Education programs in the region - attracting and retaining students that today often enroll in programs in neighboring states with better facilities. The 2022 construction of the City of Alexandria's 18th Avenue will create unsafe conditions for pedestrians and diesel program operations. Delaying this project will exacerbate these safety concerns. Approximately \$5 million in deferred maintenance will remain a liability to the campus. Student amenities will remain scattered making it more difficult to grow and retain enrollments. The demolition of the campus library and student lounge due to code issues in the summer of 2022 will leave the college without a permanent student resource area until the construction of this project.

### **Impact on Agency Operating Budgets**

When this project is fully completed the campus will have removed 43,000 GSF of substandard space from the campus footprint. The square footage to be removed has a considerable maintenance backlog and uses inefficient building envelope and mechanical systems. The newly constructed space will use energy efficient mechanical systems controlled by a building automation system, improving interior environmental conditions. The building automation system will allow scheduling of building energy use to correspond with occupancy, thereby saving energy and costs.

Expenses related to the care and upkeep of the renovated facility is not expected to cause any new operating costs and no additional staffing needed.

### **Description of Previous Appropriations**

NA.

### **Project Contact Person**

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Riverland Community College - Student Services, Design and Renovation

**AT A GLANCE**

**2022 Request Amount:** \$9,924

**Priority Ranking:** 16

**Project Summary:** This project designs and renovates the busiest part of the Austin East Campus to create a Student Services Hub. It strategically co-locates expanded student services to one location as well as some technology-rich Active Learning Classrooms and study and engagement spaces. The Austin East campus serves over 2,000 students and this project will create easy-to-access, seamless wrap-around support services to serve them in one central co-located center of operations.

**Project Description**

This project allows students to get the help they need every step of the way, without wandering around searching for the right office or person who can help. This project modifies the existing separated offices and service areas into a user-friendly wing of the main campus that connects the Library, STEM Maker Space, Tutoring, Math Center, Writing Center, TRIO, and Accessibility Support Services. A new Career and Community Connections Center will be right next to the one-stop bookstore and Student Services Center where advisors, financial aid and registration are set up to serve students to meet their needs and expectations. In addition, next door will be an inviting Student Union which will feature an inclusive Multi-cultural Center, Student Life, Food Pantry, and access to staff who can assist them with their social/emotional/mental health needs. Finally, the quiet study, testing, and tutoring spaces, along with some technology-rich active learning classrooms and Student Success Center spaces will be integrated into a hub of key student services that will address all student needs across the student life cycle, from prospect to enrollment to completion to graduation and careers. This collaborative environment will provide a “rapid and coordinated” response to the questions and issues for all Riverland students by creating stigma-free access to the help they need, when they need it.

**Project Rationale**

This project establishes a facility that intentionally matches our desire to create a sense of belonging for each student who attends Riverland. It will allow our staff to structure formal services that are proven to support all students, and especially first-generation students, and increase engagement and connectedness both in- and outside the classroom throughout the life-span of each student. A one-stop comprehensive student services and student support services hub that will address all student needs across the student life cycle from inquiry and planning to graduation, transfer and job search. It eliminates current barriers to accessing student services and provides an inviting and comfortable student experience. This plan will increase enrollment by creating an inclusive and welcoming environment, where relationship building and a sense of belonging are felt right from the start. It will also improve our ability to deliver holistic advising, academic support, and wrap-around

basic needs support to truly offer a guided learning pathways model to increase student retention and the number of students completing degrees, diplomas and certificates.

Currently, Riverland is preparing to serve an increased population of first-generation, non-native English speaking students who have significant economic and learning challenges. While we are fortunate to have more high school students being given financial support through the Hormel Foundation Austin Assurance Scholarship program to attend Riverland, their needs are that which we must plan for. This project considers the multifaceted programs and services that need to reflect the student and community needs that are here today and are predicted to increase in the years ahead. Riverland is committed to closing equity gaps and ensuring that we eliminate deficit-based approaches by intentionally designing our spaces, curriculum and services to foster deeper engagement and success for all of our students.

### **Project Timeline**

July 2022: Design and construction funding anticipated; designer selection

Jan 2023: Construction documents complete

Feb 2023: Bidding

May 2023: Construction begins (Area 1)

Aug 2023: Occupancy (Area 1)

Sept 2023: Construction begins (Area 2)

April 2024: Occupancy (Area 2)

May 2024: Construction begins (Area 3)

Aug 2024: Occupancy (Area 3); project complete

### **Other Considerations**

If this project's funding is delayed or not obtained, students will continue to have to try to navigate to multiple locations on the Austin East campus to receive services from Student Services and find the support they need throughout the entire building, which is not integrated. We currently do not have any Active Learning Classrooms in the East building, although this is the building that houses the majority of our liberal arts and science classes--the first gateway classes students take. We do not have a "student union," but rather an old style cafeteria. Students are more socially disconnected than ever before, as a result of the pandemic and increased online classes. However, their social/emotional needs for belonging, support, and connectivity have significantly risen. We are adding a Social Worker position and contracted Mental Health Therapy services to address these needs, but currently do not have the proper space designed to house them well. We also have seen increased needs for our Food Pantry, which is located in a small room far away from all of the other main student services.

In addition, more students are needing to engage in classes in flexible learning delivery modes, which requires our classrooms to be designed with the proper technology and movable furniture to encourage higher level thinking, teamwork, and engagement with those who are on campus or online at the same time. Finally, the academic needs of students require us to expand our ability to offer supplemental tutoring/study labs for students to receive accommodations, academic support through

tutoring and our Math and Writing Centers cannot wait. Staff in these areas will continue to struggle to meet the needs of students in outdated and non-private work stations.

### **Impact on Agency Operating Budgets**

The project is expected to decrease the operation costs of Riverland Community College due to several factors:

- The utility costs of the campus will remain level or be slightly reduced when older, inefficient lighting and plumbing equipment is replaced.
- The square footage of the building will remain the same and no additional custodial/maintenance staff will be hired.
- Maintenance cost will be decreased due to deferred maintenance items that will be replaced.
- Removing fixed furniture, improving the quality of floor material and creating a hub of office suites in lieu of segregated departments will improve the ability to maintain the spaces.
- Incorporating flexible furnishings and system furniture will reduce long-term costs due to greater adaptability to existing and future needs.
- Consolidation of bookstore operations in Austin will decrease operational costs. Materials will be housed at Austin and then delivered to Riverland's other campuses in Owatonna and Albert Lea. Students at these campuses then have the same access to quality resources and merchandise without having to stock and staff three separate bookstores.
- Reduction of employee labor costs as staff will be cross-trained to provide academic support services over a wider range of hours and formats. For example, traditional tutoring during the business workday needs to expand to serve adult learners during evenings and weekends, both online and on campus. The clustering of employees in spaces that can now offer expanded hours of access, will enable Riverland to reach more students and ultimately increase retention and completion rates.
- Operation and maintenance costs are expected to decrease \$1.00 per square foot.

### **Description of Previous Appropriations**

NA.

### **Project Contact Person**

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## Southwest Minnesota State University - Wellness and Human Performance Center, Design

**AT A GLANCE****2022 Request Amount:** \$1,156**Priority Ranking:** 17

**Project Summary:** This project designs the consolidation of key programming within the SMSU campus footprint. It addresses deferred maintenance and creates flexible lab spaces and new active learning classrooms. The project also creates a new, welcoming public entrance and specialized program spaces on the western edge of the campus. The WHPC project will greatly improve student safety, campus wayfinding, instructional space, and strengthen key community and regional partnerships.

**Project Description**

The Wellness & Human Performance Center project fully renovates approximately 41,600 GSF within the Bellows Academic Center, and includes the creation of a link building with approximately 14,000 GSF of program area. The proposed renovation and construction scope will enable SMSU to vacate and demolish the Social Sciences building, leading to a net reduction of approximately 40,800 GSF of campus space. This project provides new active learning classrooms to replace outdated tablet-arm classrooms, which are common throughout the campus. New class and research laboratory spaces will be created to support the Exercise Science and Physical Education Programs. Code deficiencies and spatial inefficiencies within the Bellows Academic Center will be addressed. This project will provide updates to the SMSU campus that will address critical safety concerns, remove barriers to accessibility, and improve student learning opportunities. This project will also reduce campus wide energy use by approximately five percent.

**Project Rationale**

The Wellness & Human Performance Center project provides the SMSU campus an opportunity to address deferred maintenance and improving space utilization by optimizing space use within the existing campus footprint. This project provides a limited number of new spaces where specific needs make renovation an inefficient use of funds. By consolidating programmatic spaces to the campus core, this project will allow demolition of the Social Sciences building. The lab spaces currently used by the Physical Education and Exercise Sciences programs are undersized, outdated, and scattered throughout the campus footprint. Consolidating and improving these spaces will greatly strengthen their ability to deliver course content, and provide space needed to expand program enrollment. All new spaces provided in the WHPC project will be highly flexible and able to adapt to new teaching pedagogies. This project also provides new Active Learning Classrooms, which will be part of the general scheduling pool, and available to all students. SMSU currently has only four Active Learning Classrooms; the WHPC Project would increase the number of Active Learning Classrooms to 11.

## **Project Timeline**

July 2022: Design funding anticipated; designer selection

Aug 2022: Design begins

May 2024: Construction documents complete

July 2024: Construction funding anticipated

Aug 2024: Bidding

Sept 2024: Construction begins

Feb 2026: Occupancy

## **Other Considerations**

This project is part of a greater initiative to renovate a portion of the SMSU campus. Many of the campus facilities were constructed at the same time, and the existing facilities have not received the investment needed to perform necessary updates. The following predesign studies are being prepared concurrently to leverage investment into a substantial improvement of campus facilities:

- Wellness & Human Performance Center
- 2022 Physical Education Building Improvements
- 2022 Physical Education Building Locker Room Renovation

There is significant need for investment in the Bellows Academic buildings as critical building systems have far exceeded their intended lifespan. Bellows Academic has major life safety and accessibility code deficiencies that will be addressed as part of this project. Should the WHPC project not be funded, the Exercise Science and Physical Education programs will be forced to continue to use outdated, inappropriately sized, and distantly located spaces, impacting future program growth and making effective delivery of curriculum impossible.

## **Impact on Agency Operating Budgets**

When the WHPC project is fully completed, the campus footprint will decrease by approximately 40,000 square feet. The square footage removed from the campus has a considerable maintenance backlog, and uses inefficient and outdated envelope and mechanical systems. The existing infrastructure capacity meets all project needs. There is not an expected increase in refuse or utility costs.

## **Description of Previous Appropriations**

NA.

## **Project Contact Person**

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## St. Cloud State University - Education and Learning Design Complex, Design and Renovation

**AT A GLANCE****2022 Request Amount:** \$4,487**Priority Ranking:** 18**Project Summary:** The Education and Learning Design Complex, in its full implementation, designs and constructs a new School of Education and Learning Design building and two experiential clinical buildings: the expanded early learning center and a K-5 elementary grades experimental design-learning school. The existing School of Education building will be demolished as part of the project.**Project Description**

The Education and Learning Design Complex includes a new School of Education and Learning Design building and two experiential clinical buildings: the expanded early learning center and a K-5 elementary grades experimental design-learning school.

The School of Education and Learning Design building will encourage robust student and faculty engagement across many types of learning spaces, from the formal classroom environment to active educational informal learning environments. Spaces will be provided for face to face collaborative learning, private study, faculty teacher/scholar work, and social gathering, as well as for interactive hybrid and online interactive instruction to increase program access by transfer students and adult learners (e.g., veterans, working adults), which will assist in increasing enrollment.

The early learning center will have the capacity to support internships, research, grants, and scholarship opportunities across the campus. In addition, these will be crucial components to recruiting and retaining a diverse university-student population. Co-location of the new Education Building and this new, state of the art early learning center is an innovative configuration to facilitate these relationships.

The K-5 elementary grades experimental design-learning school will be a new 21st century version of the 1980s lab school. This 21st century lab school will be the third learning environment designed to support innovative pedagogy, programming, student support, and community collaboration.

Outdoor spaces will be developed that unify the Education and Learning Design Complex while providing additional opportunities for observation, collaboration, and innovation. Additionally, hardscape and softscape developments will integrate the complex within the campus setting.

As part of the project, the existing School of Education Building, which opened in 1971, will be demolished.

## Project Rationale

For more than 150 years, SCSU has prepared the excellent PK-20 education workforce upon which Minnesotans have come to rely. We now have 32 teacher licensure programs (including six areas of special education and ESL), administrator licensure programs (including principals, superintendents, special education directors, community education directors, and equity directors), and a higher education leadership program. We also prepare school counselors, school social workers, autism therapists, and speech and language therapists. Our reach stretches to all four corners of the state, in First Nations schools, and in every one of the 48 metro-area school districts (covering a 7-county area). It is from a proud heritage and legacy that we now build in to the next chapter of excellence and truly “Educate Minnesota”.

The changes to our PK-20 field and the demands on our educators continue to rapidly shift. It is an amazing time of opportunity for SCSU to continue to lead the way in innovative, responsive, technology enhanced, and social justice/anti-racist educator preparation. We must not only ensure our educators are prepared to meet the needs, but we also have a responsibility to create the new ways we do education across the levels of the education system.

We come to this project from a systems design approach, with facilities that will drive the necessary Minnesota State Colleges and Universities collaboration, and our university-wide collaboration to foster innovation, and versatility required to help education professionals in PK-12 and higher education that we prepare to face the rapidly changing and dynamic nature of their work. Further, SCSU is located in a geographically significant area with potential to impact a diverse range of educational systems (rural/remote to urban/densely populated) and a diverse range of communities where racial equity and equity of educational opportunity must be enacted with an urgency. Thus, the project is a fundamental aspect of and aligns directly with our university’s new vision, referred to as our It’s Time framework, for reimagination of the regional-comprehensive university that is more responsive to the changes in higher education, and with the Minnesota State System’s Equity 2030 initiative. The It’s Time framework intentionally establishes Education as one of four key academic areas that we will strategically invest in and integrate into the communities we serve.

From a practical perspective, replacing the current Education Building with a new complex will better position the campus for the future. The current Education Building is an insurmountable, major barrier both to innovation in programming and to recruitment of a diverse education profession candidate pool. The lack of collaborative spaces make it impossible to realize our goals as laid out above in the current facility. Further, the current facility does not align functionally to adapt to new pedagogy or to provide the technology-rich, active learning environments required to prepare today’s education professionals.

Classrooms are not able to support individual device use, and though we try to upgrade the Wi-Fi and resolve connectivity issues, the building layout ultimately hinders our capacity to do so. It does not meet current codes for accessibility. It has an uninviting appearance, wayfinding within the building is challenging, and it has poor indoor air quality and a lack of natural light.



## Project Timeline

July 2022: Design funding anticipated (SHHS relocation, School of Education new building, Early Learning Center new building); construction funding anticipated (SHHS relocation)

Aug 2022: Designer and CMAR selection

Mar 2023: GMP

May 2023: SHHS construction documents complete

June 2023: SHHS relocation construction begins (renovation)

Nov 2023: SoE, ELC construction documents complete

Dec 2023: Occupancy (SHHS relocation)

July 2024: SoE, ELC construction funding anticipated

Sept 2024: SoE, ELC construction begins

May 2025: Occupancy (SoE, ELC)

Jan 2026: Existing SoE haz mat abatement and demolition begin

July 2026: Design funding anticipated (Lab School); designer selection

Nov 2027: Construction documents complete (Lab School)

July 2028: Construction funding anticipated (Lab School); bidding

Sept 2028: Lab School construction begins

Oct 2029: Occupancy (Lab School)

## Other Considerations

The Minnesota Office of Higher Education continues to report teacher shortages across multiple licensure areas and in all geographic areas of the state. The current Education Building is an insurmountable, major barrier for St. Cloud State University's ability to provide innovative programming and in recruitment of a diverse, education profession candidate pool. If funding for this project is delayed or not obtained, St. Cloud State University's ability to adapt to the evolving teacher workforce demands throughout the state will be hindered.

## Impact on Agency Operating Budgets

Staffing Levels: There are no anticipated changes in custodial staff required as part of this phase. While there will be a net reduction in square footage, the Early Learning Center requires a higher level of custodial service to retain cleanliness. There are no anticipated changes to academic faculty and support staffing for the School of Education Academic Building. The Early Learning Center will require additional staff in proportion to the increase in the number of children served, but these increases in staffing will be offset by increased revenue from services provided.

Building Repair, Replacement, and Maintenance: There will also be a decrease in required campus R & R expenditures due to the elimination of a large deferred maintenance backlog for the building that will be demolished. It is estimated that these costs will be reduced from \$208K to \$83K per year. Waste and recycling costs are expected to remain the same.

Utilities: This phase will result in a net reduction in square footage, which will reduce the demand for

heating, cooling, electrical, and natural gas. In addition, the new facilities will be designed to be significantly more energy efficient. It is estimated that these costs will be reduced from \$112K to no more than \$80K per year, resulting in an annual cost reduction of \$32K over current expenditures.

**Description of Previous Appropriations**

NA.

**Project Contact Person**

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## Rochester Community and Technical College - Heintz Center, Design

**AT A GLANCE****2022 Request Amount:** \$1,347**Priority Ranking:** 19

**Project Summary:** This project designs the transformation of the interior south (1100) and west (1300) suites at Heintz Center to reflect 21st century teaching methods and pedagogy by creating safe and modern lab environments and consolidating now-disparate program spaces. The renovation creates an inclusive and equitable environment that facilitates collaboration, recruitment, and a sense of community, and will be welcoming to all.

**Project Description**

The Heintz Center project significantly renovates interior spaces to create welcoming and inclusive spaces to foster and increase diversity and enrollment in the Career and Technical Education (CTE) programs to better reflect the City of Rochester's diversity.

Improvements affect these programs: Automotive Technician, Facility and Service Technology (FAST), CAD Technology, Law Enforcement, Welding Technology, and Carpentry. Additional spaces include: RCTC Foundation, Comprehensive Workplaces Solutions (BWE/CWS), the Commons, Student Success Center, and inclusive restrooms and support spaces.

Modernization updates A/V and IT technology for classrooms and labs; increases flexibility and adaptability to accommodate both active and traditional learning; and provides effective, more acoustically supportive environments. All existing lighting will be replaced with LED.

Further, improvements increases visibility into and out of spaces and make wayfinding more intuitive. They open long, undifferentiated corridors with windows into labs, well-distributed collaboration spaces, and day light-infused spaces with overhead light monitors for student and faculty well-being.

The project will "pull back the curtain" to put learning on display, de-mystify the work taking place in labs, and allow for passersby and prospective students on tours to learn more about the programs offered without interrupting classes. This project will pique curiosity and create a more welcoming environment by giving all students time to discover the technical programs at their own pace by situating formal learning spaces (labs) with informal learning (collaboration spaces). A new Student Success Center provides context, assistance, tutoring, and support.

The project makes extensive use of existing equipment, mechanical systems, and existing spaces. Moving Law Enforcement to the now unassigned spaces in 1300 Suite will free up space for the other

programs to improve adjacencies and right-size for better learning experiences. Existing mechanical systems will be used with new ducting, where required, to all the spaces in the project.

## **Project Rationale**

Students matriculating in RCTC trade programs do not demographically reflect the community at large. Black, indigenous, and people of color (BIPOC) and immigrant students are under-represented in the trade programs, and the current physical environment creates challenges in attempting to attract a broad student population. There are no targeted services dedicated to student success and tutoring in the building. Furthermore, lab spaces are visually isolated from corridors limiting prospective students' ability to informally observe and understand what these programs entail.

Over the years, the programs have not been able to maintain critical adjacencies nor maintain direct access to the exterior to receive/send materials essential to executing their work. In some cases, department spaces are spread throughout the building affecting efficiency, a sense of departmental identity and continuity. Unassigned space is available in the building presenting an opportunity for stronger adjacencies.

Wayfinding is challenging. Long corridors and windowless spaces result in compartmentalization and an undifferentiated physical environment which is disorienting and dehumanizing. First-time visitors might feel lost or unsure of where they are going be off-put. Aside from the Commons, there are few significant landmarks for students to get a sense of direction.

Most lab spaces are behind solid walls and doors in the current facility. This closed-off and highly compartmentalized environment can feel unwelcoming. When the only way to observe the work being completed is to enter the space, the chance to show prospective students, visitors, or those wishing to satisfy their curiosity is lost.

Students and faculty have been working in dated spaces that lack modern amenities, including technology, and are too small for the class sizes. Students' needs are compromised by the dated facilities that limit progressive methodologies that leverage technology, like active learning. There is no space to increase room size without a reconfiguration of the building plan.

Student informal learning and collaboration is hindered by a lack of open, student-oriented spaces dispersed throughout the building. Currently the Commons is the main space for students to occupy between classes. The Commons is used for events, classes, and cafeteria seating, and has lounge-style seating on the east end. There is a lack of options in the building for study, rest, getting to know other students, and collaborating on school work with students and faculty.

Quite often, students and faculty do not have access to daylight in the deep spaces in the building due to a large building footprint. Aside from exterior walls with windows, the skylights in the Commons and one adjacent corridor are the only sources of daylight deep into the floor plate. Since large areas of unassigned space along exterior walls are currently available, a reconfiguration of the departments would provide daylight to more people than is currently the case. Further, with the building being only one story, there is potential for letting light into the deep recesses from above, via

light monitors.

### **Project Timeline**

July 2022: Design funding anticipated  
Sept 2022: Designer selection  
Oct 2022: Design begins; CMAR selection  
Jan 2024: Construction documents complete  
Feb 2024: GMP  
June 2024: Bidding  
July 2024: Construction funding anticipated  
Aug 2024: Construction begins  
Dec 2025: Occupancy

### **Other Considerations**

Without these changes, formal learning spaces such as labs and classrooms will continue to operate with outdated technology and increasingly fare poorly with competing community programs, including some high schools that have modern facilities.

The quality of learning will remain hindered by poor acoustics, crowded spaces, worn finishes, inadequate lighting and outmoded equipment. Some labs and classrooms will remain in windowless rooms deep within the building while other areas of the building that have windows will sit empty and unused.

The college will experience ongoing challenges trying to improve their reach to under-represented groups such as BIPOC. Ways of specifically serving and welcoming them will throw the programs into stark contrast with the city's diversity overall.

Informal learning will need to rely on the Commons as the single space for all students. The lack of options could make staying in the building between classes less appealing over time. And the compartmentalization of spaces in the deep recess of the building, without openness or places to pause, will continue to render them as unfriendly passageways for getting from point a to point b.

### **Impact on Agency Operating Budgets**

No significant changes to operating costs or FTE are anticipated as a result of this project.

### **Description of Previous Appropriations**

NA.

### **Project Contact Person**

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(\$ in thousands)

**Minnesota West Community and Technical College, Worthington-Granite Falls - Nursing, Law Enforcement and Student Services, Design**
**AT A GLANCE**

**2022 Request Amount:** \$1,963

**Priority Ranking:** 20

**Project Summary:** This project designs the renovation of nursing classroom and lab space on two campuses (Worthington and Granite Falls) creating interactive, flexible learning spaces designed to mimic real-world settings. This project also designs an addition at Worthington to accommodate the growing Law Enforcement program. The Student Service renovation not only updates outdated space, but also creates a core for all student support needs. A temporary structure is also removed as part of the project.

**Project Description**

This project will renovate 18,820 GSF and renew 2,100 GSF on the Granite Falls campus, and renovate 11,060 GSF and renew 12,791 GSF on the Worthington campus. This includes updates to the nursing classroom and lab space to create “classatory” space that is interactive and accommodates both lab and lecture. The nursing space on both campuses is also shared with the CNA program. This project creates dedicated space for that program as well.

The Student Service renovation portion of this project is also on the Granite Falls campus. Currently, the main entrance faces the opposite side of the main approach to campus. Access to student support services is located throughout the campus and the spaces are not open and easily accessible. This project relocates the front entrance to the south side of the building and allows all student support functions to be co-located, open and inviting.

The Law Enforcement program on the Worthington campus currently shares space in a temporary building designed for athletics. This project includes 37,198 GSF of new construction and the demolition of 10,000 GSF. The existing classrooms and tactical areas are too small and create safety concerns with the shared space. Instruction for this program takes place in nearly every building on campus and at two off-site locations. This project accommodates the classroom and tactical training needs for law enforcement students in a safe environment. It also provides opportunities for local, regional and state law enforcement agencies to use the facility for training simulations.

All aspects of this project are intended to create space that is more conducive for student learning, mimic real-world experiences to better prepare graduates, supports services that are more accessible and increases partnerships with outside agencies. It will also resolve several existing building issues.

## **Project Rationale**

Nursing is the largest program on the Granite Falls and Worthington campuses. The current space does not reflect workplace and technologic space nurses work in today. Additionally, the training of nursing skills ranges from initial levels of skill development to high level simulated scenarios of patient care. Active learning environments are critical to engagement of the students in the program. The classatory space for nursing allows students to gather in a single group for instruction and then break out to a healthcare setting to practice skills. This flexible learning environment has worked well on the Pipestone campus. This project also designates space for the CNA programs so nursing and CNA classes can run simultaneously. The CNA program typically serves 175 students in Granite Falls and 100 students in Worthington annually. Because of the existing shared space with the CNA program, equipment is often moved, stored, and dismantled thus shortening the life of the equipment. The renovated space will also create visibility for this program on both campuses to assist with recruitment efforts.

The main entrance on the Granite Falls campus is confusing for students and visitors. This project relocates the front entrance to the main approach to campus directly off highway 212. There is limited parking at the main entrance and the entryway begins with a series of hallways that does not promote a helpful or welcoming environment. Student support functions (advising, financial aid, academic resource center, etc.) are located throughout the campus thus making it difficult for students to find the service they need. This lack of interactivity does not provide a one-stop service approach for students or staff. The repositioning of the main entrance will provide an open, welcoming space for students with all student support services nearby. This shared service model provides the opportunity for staff to be co-located to better serve student needs.

The law enforcement program is one of the largest and fastest growing programs on the Worthington campus. Programming needs include not only classroom space, but also space for training exercises (tasing, firearm), physical fitness, and other simulation exercises. Training exercises currently take place in the athletic annex which is a temporary building (built nearly 20 years ago to accommodate a campus renovation). This space is also used by athletes and athletic programs as well as housing equipment for both programs. Law Enforcement utilizes outdoor space and space on a campus 30 miles away to accommodate instructional needs. Spaces used for this program are often moved around the campus to avoid scheduling, safety and noise issues. This lack of identity for the program is not conducive for student learning and does not promote recruitment efforts. This space will create real-world simulated experiences that law enforcement students need to be equipped for employment. This project will enable partner agencies to access the training center giving our students networking opportunities as well as meeting the needs for law enforcement training in MN and surrounding states.

## **Project Timeline**

July 2022: Design funding anticipated  
Sept 2022: Designer selection  
Oct 2022: Design begins  
Oct 2023: Construction documents complete  
July 2024: Construction funding anticipated; bidding  
Aug 2024: Construction begins

Dec 2025: Occupancy

### **Other Considerations**

The impact of this multi-campus project spans across two nursing programs, the CNA program, and law enforcement program that affects nearly 550 students each year. The Student Service portion of this project will impact the entire student body on the Granite Falls campus as well as faculty and staff. Both programs serve a diverse population with over 50 percent of the students coming from a diverse background. In addition to the potential for increased enrollment and retention, the students in these programs will be better served in their academic needs. Our mission is to prepare learners for a lifetime of success and having the academic space and resources is vital in fulfilling our mission. We have strong partnerships with regional nursing and law enforcement agencies. This project will enable us to strengthen those partnerships and provide a workforce that is equipped to meet the challenges of today's job market.

### **Impact on Agency Operating Budgets**

MWCTC anticipates that the project on the Granite Falls campus will not increase operating expenses as staffing will not increase. The renovation of space is anticipated to increase operating efficiency with the co-location of services and hubs of service. Currently, this activity takes place all across the campus thus eliminating the ability to limit heating/ cooling in areas with less traffic during certain times of the year. Repair and replacement expenses will be reduced as the deferred maintenance HVAC project will be included in this renovation. In addition to the benefits for employees and students with LED lighting in the renovated space, new LED fixtures will also contribute to reduced energy costs as they use 50 percent less energy.

The renovated space in Worthington will enjoy the same operational cost savings with increased efficiency in LED lighting and reduced repair and replacement expenditures. With the additional space designed for the law enforcement training center, this project includes a small HEAPR project as the chillers will need to be replaced. The project will also include repairs to the existing Link which connects the classroom/admin building to the LARC. Some additional expenditures will be anticipated with the operation of dedicated, independent HVAC systems required for the firing range.

MWCTC anticipates lengthening the life of equipment for both athletics and law enforcement since the equipment for both will not be moved/transported regularly to accommodate for shared space. The College will use the savings in personnel time for this equipment rotation for additional facilities staff time in the law enforcement training center.

### **Description of Previous Appropriations**

NA.

### **Project Contact Person**

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(\$ in thousands)

**Ridgewater College - Healthcare, Construction, Student Services, and Classrooms, Design and Renovation****AT A GLANCE****2022 Request Amount:** \$14,280**Priority Ranking:** 21

**Project Summary:** This project designs and renovates several key areas of Ridgewater College's Hutchinson campus with the emphasis on bringing the instructional classroom and lab environment into alignment with regional education and employment needs. The building has not been significantly improved since the 2001 expansion, and the vast majority of the proposed project area dates to the original construction of the building in the early 1970s.

**Project Description**

This project will include substantial improvements to instructional classrooms/laboratories and strengthen the alignment between student interest/enrollment and our regional economic and higher education demands. Much of the project space is constructed using demountable partition walls which offer little to no noise reduction, making it difficult to offer classes in adjoining rooms. This project supports improvements to the general education classroom environment to update infrastructure, fixtures, and finishes as well as integrated classroom technology modeled after the lessons learned through our COVID experiences.

Beyond improvements to general instructional classroom spaces, this project addresses:

- Removal and renovation of the underutilized cast-in-place concrete tiered auditorium and the oddly shaped audio recording area into a modern high bay electrician program lab. The current structure has significant accessibility issues and is not code compliant.
- Relocation and renovation of the Automation (mechatronics) lab and classroom space into a currently unutilized Administrative Support career lab area to bring our advanced manufacturing program offerings into closer proximity.
- Nursing and Allied Health programs will have dedicated modern spaces to complete theory and practical experiences that align with the levels of student demand and industry expectations.
- Early Childhood and Education Transfer Pathways will benefit from an updated learning environment that reflects the current and future needs while addressing the critical shortage of diverse teaching professionals throughout the state and the region.
- Alignment of Student Services to reflect a “one-stop” approach to reduce the student shuffle between offices.
- Removal of nine roof top air handling units to be replaced with indoor air handling equipment, significantly increasing energy efficiency and decreasing maintenance issues.

- Updating and reconfiguring electrical systems to address today's technology needs.

## Project Rationale

The region of central MN that Ridgewater serves contains several key industry sectors: Healthcare, Manufacturing, Education, and Construction. Several areas of our existing campus configuration are either underutilized and outdated (auditorium and recording arts), insufficient for instructional purposes due to noise pollution (limits on which classes can be scheduled in proximity), or not reflective of the program/student needs (Medical Assistant).

Since the 2001 renovation, several programmatic shifts have resulted in the dichotomy of underutilized and overutilized instructional spaces that we intend to resolve with this project. Some programs have been discontinued, others have evolved into the era of online instruction, yet others have been added or grown. Intentionally designed space for new and growing programs is necessary to satisfy student and industry needs.

In meetings with stakeholders and the predesign committee, key issues on the campus include:

- Unused, underutilized or otherwise disjointed instructional space on campus, such as the area adjacent to the theater, which had been used for a recording arts program that no longer exists. The administrative support careers lab is now taught online. The Education lab, classroom, and work space are spread out through a series of five small rooms and corridors. The Automation lab spans six separate lab areas that could be substantially more effective in a well designed smaller footprint.
- The Electrician program is currently located on the Hutchinson East Campus and there are several advantages in relocating it to the primary campus: student access to services, alignment with other trade programs, and the growth potential the new space would provide.
- Health Care programs are currently spread across the campus, with some programs, such as Medical Assistant, in "found" space. Often three classes in the Nursing program will be scheduled at the same time in a single lab. One group will meet in the actual lab, one in a classroom, and the other will haul a mechanic's tool chest across campus to a different classroom.
- Our goal is to eliminate barriers that may impact equitable student outcomes while serving an increasing number of first-generation and diverse student populations. The current organization of student services does not align with staffing and does not reflect a "one stop" model. The current arrangement results in inefficiencies and confusion. With two separate information kiosks in the main concourse, students are unclear on where to direct their questions. Students also shared apprehension about disclosing private data at the service counter constructed along one of the busiest hallways on campus for anyone to possibly overhear.

The infrastructure set in place when the campus was constructed is not conducive to today's needs, such as multiple rooftop air handlers and classrooms that are not equipped with the necessary electrical infrastructure to support today's technology needs. It is time for this update.

## **Project Timeline**

July 2022: Design and construction funding anticipated

Aug 2022: Designer selection

Sept 2022: Design begins

Oct 2023: Construction documents complete

Nov 2023: Bidding

Jan 2024: Construction begins

Jan 2025: Occupancy

## **Other Considerations**

A delay in funding for this project will have a significant impact on our College's ability to grow our programs and provide better student service to our students, and will detract from our student recruitment and retention efforts. This project redesigns our facilities to better meet the needs of our students. Feedback from regional industry partners who have toured our campus highlighted the discrepancies between our Hutchinson Campus facilities and their experiences walking through recently renovated local high schools. We were recently in conversations with a local employer and other regional stakeholders to address funding a portion of this project through a combination of public funds and private donations. Due to the uncertainty of timing for this proposed project they were reluctant to commit publicly to the project, but may come back to the table in order to help support and enhance the project. Without approval for this project we may expect a decline in our student enrollment as they may find other more modern places to go for their education.

## **Impact on Agency Operating Budgets**

### Staffing

The project will not change the staffing levels for Ridgewater College. This interior renovation project supports current academic programs and will not add to the workload of maintenance staff.

### Maintenance

The project removes nine rooftop units and replaces one air handling unit as part of the anticipated scope of work, reducing the maintenance backlog and forecasted repairs on campus. This should decrease the short- and mid-term maintenance required for the HVAC systems and provide a better working environment for staff. Instead of units being located on the roof, they will be contained in new mechanical rooms for easier access.

## **Description of Previous Appropriations**

NA.

## **Project Contact Person**

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