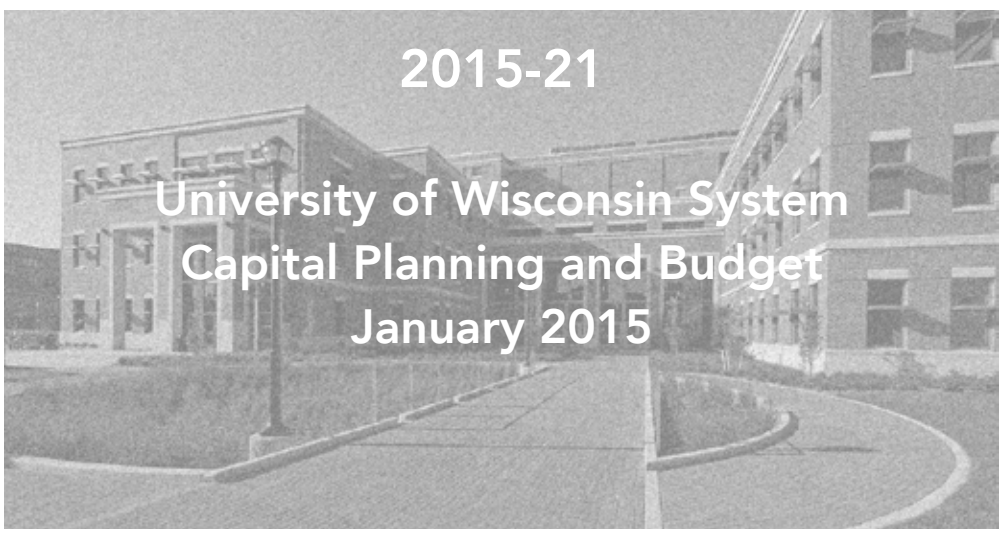
Capital Plan



UNIVERSITY OF WISCONSIN SYSTEM





2015-21

University of Wisconsin System
Capital Planning and Budget
January 2015

Greetings,

The University of Wisconsin System is in a unique position to help grow a stronger Wisconsin economy by concentrating our resources on meeting the current and future needs of the state, our country and the global workforce.

The UW System is focused on providing Wisconsin with world-class education, research and public service. We are growing Wisconsin's knowledge economy by helping more state residents earn college degrees, and we are committed to opening the doors of the university to talented students from families across Wisconsin, regardless of background.



With an enrollment of nearly 181,000 students at 26 campuses, we are well positioned to help propel the state's economy through hands-on collaboration and research initiatives with local communities and businesses that provide our students with real world job experience. Our 72 county offices provide practical educational opportunities and life-long learning to Wisconsin residents by utilizing the expertise and research of the University System.

Maintaining our physical plant is a key element underpinning the educational and research mission of the university. As we develop the talent economy and compete globally, so must our facilities provide the appropriate setting for the learning and discovery process in a 21st century economy.

In a system of this size and scope, we must take extra care to be as efficient as possible in both the maintenance and expansion of our existing facilities. We must also acknowledge that in many cases, these facilities are more than the face of a campus and they play a critical role in every aspect of education, including talent development and recruitment. A balanced approach that recognizes costs and needs is critical to the success of each institution and the system as a whole.

This Capital Plan is submitted on behalf of the 15 University of Wisconsin System Institutions. It identifies critical facility improvements cementing an investment in the System that moves forward our vision for developing and enhancing the talent economy of the State of Wisconsin.

Sincerely,

Ray Cross, President
University of Wisconsin System

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INTRODUCTION

Statutory Requirement for Long-Range Planning

The State of Wisconsin Legislature and the Executive Branch place a high value on long-range planning for state agency and educational facilities. The Wisconsin Statutes state that providing the facilities necessary for state agencies and educational institutions to properly perform their duties should be accomplished within a long-range plan with funding provided by successive legislatures. § 13.48(1)

UW System Planning and Biennial Budget Process

Biennially, each state agency is required to submit a capital budget request within the context of a long-range plan to the Department of Administration. The UW System process for developing its Capital Budget and long-range plan recommendations is based on planning models common throughout higher education.

UW System long-range planning involves: identification of building conditions, program needs, space adequacy, and utilization; evaluation of alternatives and prioritization of space and program needs; and the development of six-year capital plans by each UW institution.

Board of Regent Approval of Building Project Requests

Per § 36.11(26): "BUILDING PROGRAM PLANNING AND APPROVAL. The board shall establish a process for submission of building projects to the building commission for approval. No building project for the system may be submitted by the board to the building commission unless the project is developed and approved by the board in conformity to this subsection. This subsection does not apply to building projects of the University of Wisconsin Hospitals and Clinics Authority."

Institutional Plan Evaluation and Project Prioritization

The UW System Office of Capital Planning and Budget evaluates and prioritizes institutional requests based on Regent-approved evaluation criteria. The evaluation, coupled with anticipated funding, is developed into a single systemwide long-range plan for three biennia. The Board of Regents submits a biennial budget request based on the long-range plan recommendations.

Capital Budget Request Components

Projects requested for enumeration in the 2015-17 budget provide the following:

- Comprehensive renovation of facilities that addresses deferred maintenance and functional obsolescence and repurposes facilities for new uses
- New space that addresses functionally obsolete, inadequately sized, and deteriorating science facilities that focuses on undergraduate instruction
- Updated research space

- Repair/replacement of deteriorating utility systems and increased capacity
- Additional beds, a greater variety of room types, and renovations to existing residence halls
- New and replacement space for student recreation

In addition, the Capital Budget request includes funding for:

- All Agency maintenance projects
- Upgrade of classrooms and instructional labs to current standards.

Finally, the Capital Budget request identifies projects for advance planning during the 2015-17 biennium for potential enumeration in the following biennium.

Long-Range Plan As a Flexible Guide for Facilities Development

As was the case for the past three biennia, the UW System will provide the Department of Administration with an agency-wide six-year plan.

This publication presents the UW System six-year plan for the next three biennia, 2015-2021, representing 15 UW System institutions. Developing an agency-wide long-range plan allows the Board of Regents, the Department of Administration, and the Legislature to better understand and manage educational facility needs. However, the long-range plan is a point-in-time reference, and remains flexible to accommodate future adjustments such as increasing or decreasing funding levels or program changes.



Alexandria Roe
Associate Vice President
Capital Planning and Budget
University of Wisconsin System

BIENNIAL BUDGET REQUEST

2015-17 Biennium Project List 2.2

2017-19 Biennium Project List 2.4

2019-21 Biennium Project List 2.5

2015-17 Biennium - GFSB Funded

Inst.	Priority	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
PLT	01	Boebel Hall Renovation, Phase II	**$19,703,000**	$19,703,000			
MSN	02	Chemistry Building Addition and Renovation	**$107,760,000**	$107,760,000			
MIL	03	Innovation Campus Integrated Research Center	**$75,000,000**	$75,000,000			
PKS	04	Wyllie Hall Renovation, Phase I	**$29,989,000**	$29,401,000	$588,000		
STO	05	Bowman Hall Exterior Envelope Maintenance and Repair	**$8,946,000**	$8,946,000			
MSN	06	South Campus Utility Improvements	**$15,488,000**	$11,306,000	$4,182,000		
STP	07	Student Health and Recreation Center	**$41,126,000**	$1,105,900	$39,263,000	$757,100	
WTW	08	Campus Fiber Optic Backbone Upgrade	**$5,783,000**	$3,296,000	$2,487,000		
WTW	09	North Campus Utility Improvements	**$6,187,000**	$3,022,000	$3,165,000		
MIL	10	Northwest Quadrant Renovation	**$60,240,000**	$39,100,000	$18,960,000		$2,180,000
LAX	11	East Campus Utility Extension	**$3,793,000**	$1,088,000	$2,705,000		
PRIORITIZED REQUESTS SEEKING GFSB - BIENNIAL TOTAL			**$374,015,000**	**$299,727,900**	**$71,350,000**	**$757,100**	**$2,180,000**
SYS	--	All Agency Projects Program Request	**$148,352,000**	$74,176,000	$74,176,000		
SYS	--	Instructional Projects Program Request	**$10,000,000**	$10,000,000			
ALL REQUESTS SEEKING GFSB - BIENNIAL TOTAL			**$532,367,000**	**$383,903,900**	**$145,526,000**	**$757,100**	**$2,180,000**

2015-17 Biennium - Non-GFSB Funded

Inst.	Priority	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
EAU	--	Towers Hall Renovation	**$32,969,000**		$32,969,000		
EXT	--	Continuing Education, Outreach, and E-Learning (CEOEL) Building Purchase	**$6,000,000**		$1,500,000	$4,500,000	
EXT	--	Lowell Hall South Wing HVAC System Renovation	**$6,200,000**		$6,200,000		
GBY	--	Athletics Fields Complex	**$7,136,000**				$7,136,000
LAX	--	Fieldhouse	**$30,407,000**		$20,000,000	$10,407,000	
LAX	--	Recreation Eagle Center Addition	**$8,616,000**		$8,616,000		
LAX	--	Residence Hall	**$30,557,000**		$26,557,000	$4,000,000	
LAX	--	Wittich Hall Renovation	**$24,618,000**			$24,618,000	
MIL	--	Basketball Practice Facility	**$11,800,000**		$11,800,000		
MIL	--	Center For Entrepreneurship and Welcome Center	**$7,768,000**				$7,768,000
MSN	--	702 West Johnson Street Acquisition	**$6,700,000**			$6,700,000	
MSN	--	Engineering Hall Structures Laboratory Addition	**$1,615,000**				$1,615,000
MSN	--	Near West Fields Upgrade	**$6,740,000**		$5,740,000	$1,000,000	
MSN	--	Police and Security Facility Addition	**$4,800,000**			$4,800,000	
MSN	--	Southeast Recreational Facility (SERF) Replacement	**$87,541,000**		$42,600,000	$1,041,000	$43,900,000
MSN	--	Veterinary Medicine Clinical Skills Laboratory Renovation	**$1,620,000**				$1,620,000
MSN	--	Wisconsin Institutes For Medical Research (WIMR) West Wedge Addition	**$18,148,000**				$18,148,000
OSH	--	Fletcher Hall Renovation	**$23,500,000**		$23,500,000		
PLT	--	Williams Fieldhouse Addition, Phase II	**$15,272,000**		$15,272,000		
STO	--	North Hall Addition and Renovation	**$17,744,000**		$17,744,000		
STO	--	Price Commons Renovation	**$6,744,000**		$6,744,000		
STP	--	DeBot Dining Center Renovation	**$16,848,000**		$16,848,000		
STP	--	May Roach Hall/Smith Hall Renovation	**$17,377,000**		$17,377,000		
WTW	--	Athletic Complex Buildings	**$4,236,000**		$1,403,000	$1,183,000	$1,650,000
ALPHABETICAL REQUESTS NOT SEEKING GFSB - BIENNIAL TOTAL			**$394,956,000**		**$254,870,000**	**$58,249,000**	**$81,837,000**
2015-17 ALL FUND SOURCES - BIENNIAL TOTALS			**$927,323,000**	**$383,903,900**	**$400,396,000**	**$59,006,100**	**$84,017,000**

2017-19 Biennium

Inst	Priority	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
EAU	--	Kjer Theater/Fine and Performing Arts, Phase I	**$31,199,000**	$31,199,000			
EAU	--	Lower Campus Housing Complex	**$12,065,200**		$12,065,200		
EAU	--	Zorn Arena Replacement/Multipurpose Recreation	**$53,136,000**		$28,136,000		$25,000,000
GBY	--	Cofrin Library Addition and Renovation (Floors 1-2)	**$8,491,000**	$8,491,000			
LAX	--	Laux Hall/Sanford Hall Renovation	**$14,092,000**		$14,092,000		
MIL	--	Lubar School of Business Addition	**$17,000,000**				$17,000,000
MIL	--	Southwest Quadrant, Phase I	**$75,000,000**	$75,000,000			
MIL	--	Student Union Renovation/Replacement	**$105,000,000**		$100,000,000	$5,000,000	
MSN	--	Camp Randall Memorial Sports Center Replacement	**$40,000,000**		$20,000,000		$20,000,000
MSN	--	Utility Project	**$23,500,000**	$17,150,000	$6,350,000		
OSH	--	Clow/Nursing Education Renovation, Phase II	**$17,143,000**	$17,143,000			
OSH	--	Gruenhagen Hall Renovation (Basement - 2nd Floor)	**$3,000,000**		$3,000,000		
PLT	--	Mechanical Engineering Building	**$46,470,000**	$45,903,000	$567,000		
PLT	--	Pioneer Stadium Renovation	**TBD**				
RVF	--	May Hall Addition and Renovation	**$3,500,000**		$3,500,000		
STO	--	South Hall Addition and Renovation	**$23,114,000**		$23,114,000		
STP	--	Allen Center Renovation	**$6,000,000**		$6,000,000		
STP	--	Learning Resources Center Renovation	**$45,105,000**	$45,105,000			
STP	--	Parking Garage	**$12,313,000**		$12,313,000		
STP	--	Pray-Sims Hall/Hyer Hall Renovation	**$22,000,000**		$22,000,000		
SUP	--	Residence Hall Improvements	**$25,000,000**		$25,000,000		
SYS	--	Projects To Be Determined	**$42,422,000**	$42,422,000			
WTW	--	Chiller Plant Upgrade/Renovation, Phase I	**$6,000,000**	$4,380,000	$1,620,000		
WTW	--	Residence Hall	**$29,200,000**		$29,200,000		
WTW	--	Winther Hall Renovation	**$28,207,000**	$28,207,000			
SYS	--	All Agency Projects Program Request	**$155,770,000**	$77,885,000	$77,885,000		
SYS	--	Instructional Projects Program Request	**$10,500,000**	$10,500,000			
ALPHABETICAL REQUESTS - ALL FUND SOURCES - (IN 2014 DOLLARS) - BIENNIAL TOTAL			**$855,227,200**	**$403,385,000**	**$384,842,200**	**$5,000,000**	**$62,000,000**

2019-21 Biennium

Inst.	Priority	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
EAU	--	Governors Hall Renovation	**$5,974,000**		$5,974,000		
EAU	--	Hilltop Center Renovation	**$16,300,000**		$16,300,000		
LAX	--	Cowley Hall, Phase II	**$54,000,000**	$54,000,000			
LAX	--	Wentz Hall/White Hall Renovation	**$14,433,000**		$14,433,000		
LAX	--	Whitney Center Renovation	**$18,000,000**		$18,000,000		
MIL	--	Southwest Quadrant, Phase II (Chemistry Renovation)	**$83,000,000**	$83,000,000			
MIL	--	Student Union Renovation/Replacement, Phase II	**$55,000,000**		$55,000,000		
MSN	--	Animal Facilities Upgrade	**$25,000,000**	$25,000,000			
MSN	--	College of Engineering, Phase I	**$50,000,000**	$50,000,000			
MSN	--	Elvehjem Building Renovation	**$40,000,000**	$40,000,000			
MSN	--	Parking Facility	**$20,000,000**		$20,000,000		
MSN	--	Recreation Sports, Phase II (Natatorium)	**$138,000,000**	$30,000,000	$76,600,000		$31,400,000
MSN	--	ROTC Consolidation	**$20,000,000**	$20,000,000			
MSN	--	Veterinary Medicine Research/Clinical Expansion	**$50,000,000**	$25,000,000			$25,000,000
MSN	--	Walnut Street Greenhouses Replacement, Phase II	**$11,500,000**	$5,750,000			$5,750,000
OSH	--	Evans Hall/Stewart Hall Renovation	**$16,531,000**		$16,531,000		
PLT	--	Residence Hall Renovation or New Residence Hall	**TBD**		TBD		
RVF	--	University Center Mezzanine	**$1,495,000**		$1,495,000		
STO	--	Curran-Kranzusch-Tustison-Oetting Residence Halls Renovation	**$30,627,000**		$30,627,000		
STP	--	Campus Visitor Center	**$4,000,000**				$4,000,000
STP	--	Schmeekle Reserve Education/Visitor Center	**$3,000,000**				$3,000,000
SUP	--	Research Institute	**TBD**				
WTW	--	Esker Dining Hall Replacement	**$27,600,000**		$27,600,000		
WTW	--	Parking Structure	**$15,000,000**		$15,000,000		
WTW	--	West Campus Utility Improvements	**$8,592,000**	$4,133,000	$4,459,000		
SYS	--	All Agency Projects Program Request	**$163,558,000**	$81,779,000	$81,779,000		
SYS	--	Instructional Projects Program Request	**$11,025,000**	$11,025,000			
ALPHABETICAL REQUESTS - ALL FUND SOURCES (IN 2014 DOLLARS) - BIENNIAL TOTAL			**$882,635,000**	**$429,687,000**	**$383,798,000**	**$0**	**$69,150,000**

Institution Profiles and Projects

UW-Eau Claire	2.8 - 2.11
UW-Green Bay	2.12 - 2.15
UW-La Crosse	2.16 - 2.20
UW-Madison	2.22 - 2.27
UW-Milwaukee	2.28 - 2.32
UW-Oshkosh	2.34 - 2.37
UW-Parkside	2.38 - 2.41
UW-Platteville	2.42 - 2.45
UW-River Falls	2.46 - 2.47
UW-Stevens Point	2.48 - 2.52
UW-Stout	2.54 - 2.58
UW-Superior	2.60 - 2.61
UW-Whitewater	2.62 - 2.65
UW-Extension	2.66 - 2.68
UW System	2.69

All aerial base images are from Google Earth™.

UW-EAU CLAIRE

Eau Claire, Wisconsin

University of Wisconsin Eau Claire

Student Profile

Full Time Equivalent (FTE) Enrollment	9,895
Headcount Enrollment	10,907
Wisconsin Students	8,007
Out-of-State Students	2,900
Students in Campus Housing	4,197

Academic Profile

Majors and Degrees	80
Graduate Degree Programs	14
Certificate Programs	37
Graduates (Annual Average)	2,280

Physical Profile

Main Campus Acreage	297
Non-Contiguous Acreage	40
Total Buildings	28
Total Gross Square Feet	2,826,962
Total Parking Spaces	3,413

Background and History

UW-Eau Claire was founded in 1916 as the Eau Claire State Normal School, housed in a single building situated on 12 acres of land. The institution evolved into a State Teachers College in 1927, the Wisconsin State College at Eau Claire in 1951, Wisconsin State University-Eau Claire in 1964, and in 1971 became part of the new UW System.

Academic Description

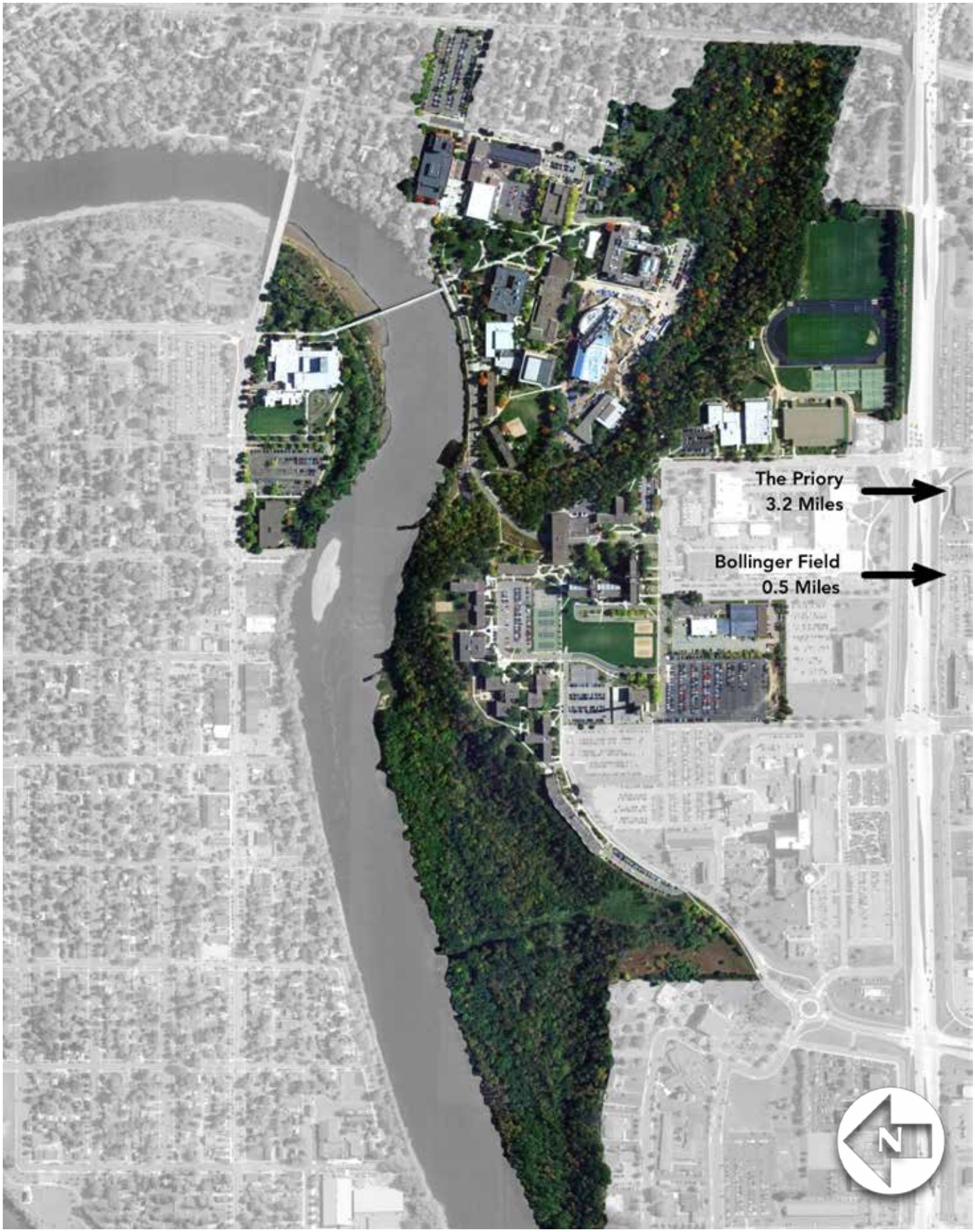
UW-Eau Claire provides undergraduate programs in liberal arts and sciences, business, education, nursing, human sciences and services, and pre-professional programs and distinctive graduate programs serving regional needs.

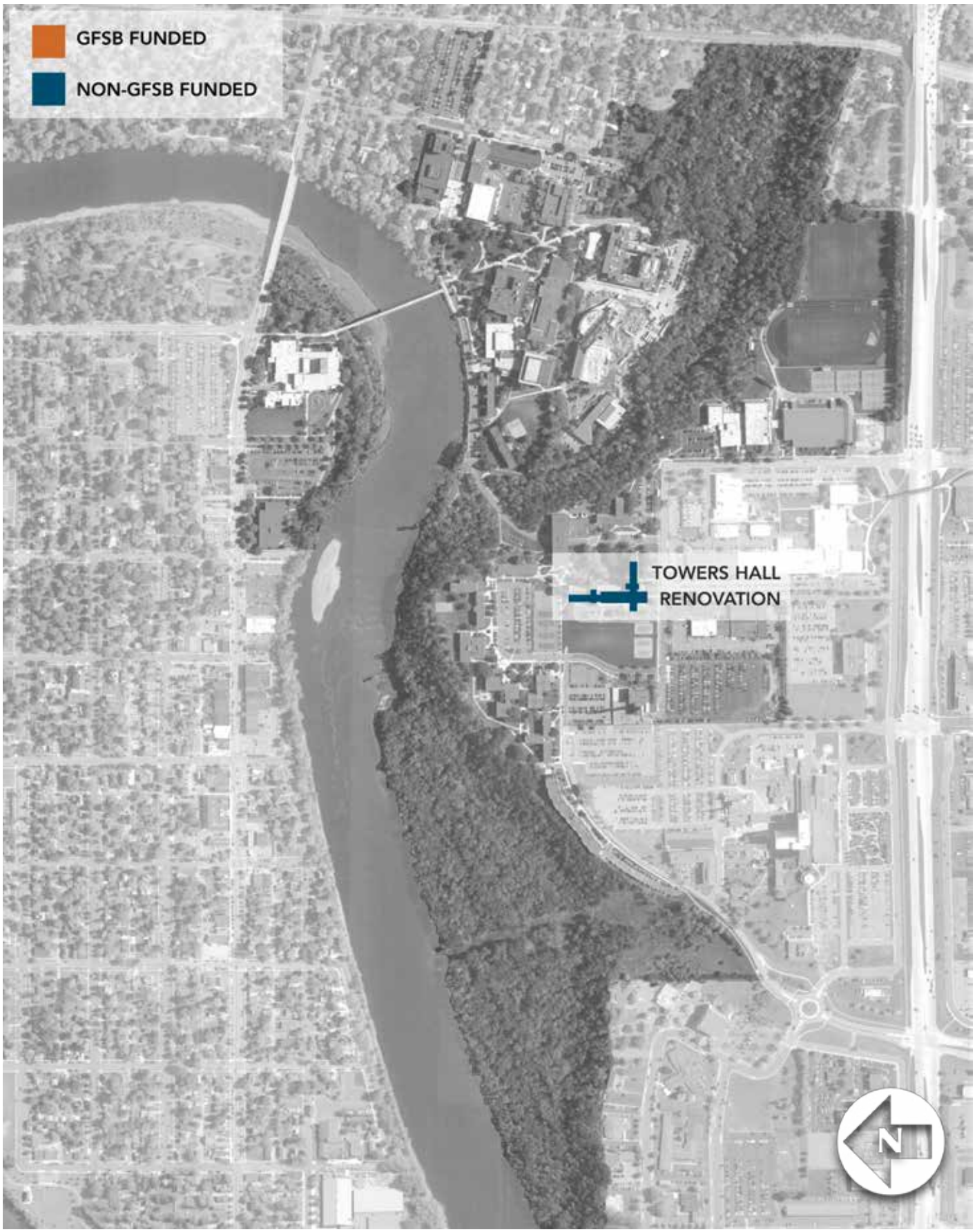
Physical Description

The campus is divided into three physical precincts: the lower campus, which is south of the Chippewa River; a middle area, which is north of the river; and the upper campus, which is located on a bluff overlooking the river. A noncontiguous parcel one-half mile south of the campus contains athletic fields. UW-Eau Claire partners with the city of Eau Claire on the use of city-owned facilities for football, softball, baseball, and hockey, and with St. Joseph's Hospital in Marshfield for the delivery of nursing courses. In addition, the Children's Center is located in space at the former St. Bede's Priory, which the university leases from the UW-Eau Claire Foundation. The university also leases space from the Foundation for Continuing Education.



Facility needs include improved and additional space for the fine arts, renovation of residence halls, renovation of the Hilltop Center, and improved recreational space. Longer-term needs include improved science facilities.


The Priory
3.2 Miles
Bollinger Field
0.5 Miles
N


GFSB FUNDED
NON-GFSB FUNDED
TOWERS HALL
RENOVATION
N

UW-Eau Claire Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
EAU	Towers Hall Renovation	**$32,969,000**		$32,969,000		

Towers Hall Renovation

This project renovates both ten-story wings (245,618 combined GSF) of the Towers Residence Hall to provide additional common areas, and improve resident rooms, bathrooms, and hallways to meet current standards. The two central building cores, the first floor, and basement areas will be renovated and expanded to accommodate three new elevators at each core. Overall occupancy of the building will be reduced from 1,287 beds to about 1,092 beds to provide more space for common areas and the reconfiguration of the bathrooms. Interior stairwells will receive painting, flooring, and lighting upgrades. Resident rooms will be painted, doors/locks replaced, and hallways will be upgraded with modern finishes and lighting. HVAC systems will be upgraded to provide individual heat controls in rooms and exterior windows will be replaced. Exterior brick, concrete, and masonry walls will be repaired. This project will be phased to keep one tower operational, while the other is being renovated.

The Towers Residence Hall was constructed in 1966, and has not been remodeled since the original occupancy. Most of the infrastructure is past its useable life and at high risk for failure. Student comfort is poor due to leaky windows and inadequate heat control. The halls do not meet current accessibility standards, bathrooms are outdated, and the density exceeds that of benchmark facilities.

UW-GREEN BAY

Green Bay, Wisconsin

Student Profile

Full Time Equivalent (FTE) Enrollment	5,051
Headcount Enrollment	6,667
Wisconsin Students	6,169
Out-of-State Students	498
Students in Campus Housing	1,918

Academic Profile

Majors and Degrees	38
Minor Programs	46
Concentration Areas	72
Certificate Programs	5
Graduates (Annual Average)	1,300

Physical Profile

Main Campus Acreage	680
Non-Contiguous Acreage	1,107
Total Buildings	58
Total Gross Square Feet	1,629,722
Total Parking Spaces	4,686

Background and History

UW-Green Bay began as a two-year center of UW Extension. In 1965, a new University of Wisconsin System campus at Green Bay was authorized, with junior and senior level courses first being offered in 1968. In 1969, the campus moved into newly constructed facilities at its present site, with the first commencement in 1970. In 1971, UW-Green Bay became part of the new UW System.

Academic Description

The University of Wisconsin-Green Bay organizes the educational experience around an interdisciplinary approach that is problem-focused and connects the classroom to the community and world beyond.

Physical Description

The 680-acre property is located approximately four miles northeast of the center of the City of Green Bay on a site that slopes from an outcropping of the Niagara Escarpment, and includes the surrounding Cofrin Memorial Arboretum. University Village Housing Incorporated (UVHI) owns 32 acres within the campus boundary that are reserved for on-campus student housing. The campus is organized around four "theme" colleges and groupings of buildings that surround the Library-Learning Center Complex. Four noncontiguous sites in northeastern Wisconsin are natural/conservancy areas that are used for academic research by the university and as recreational resources for the surrounding communities.



Facility needs include improvements to the athletic fields, renovation of the Cofrin Library, and improvements to fine arts facilities.


N


GFSB FUNDED
NON-GFSB FUNDED
ATHLETICS FIELDS COMPLEX
N

UW-Green Bay Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
GBY	Athletics Fields Complex	**$7,136,000**				$7,136,000

Athletics Fields Complex

This project will be constructed in two phases. The first phase constructs approximately 6,100 GSF of shared support space for the Athletics Fields Complex. The first building (4,000 GSF) will include restrooms, concessions, and dressing rooms for teams and officials. The second building (2,100 GSF) will house maintenance and equipment storage for the complex. The project will also construct competition soccer and softball stadiums. The soccer stadium will include a turf soccer field with a sub-drainage system and fixed elevated bleacher seating. The second phase, which will occur at a later date, constructs a softball stadium that will include a grass/sand field with a sub-drainage system and an irrigation system, fixed elevated bleacher seating, team dugouts, and an elevated press box. Both stadiums will have electronic score boards, an audio sound system, and lighting for night games. This project will not only provide quality facilities for Division I soccer and softball events, but will also address Title IX requirements, and the university's ongoing problem of poor field drainage.

UW-LA CROSSE

La Crosse, Wisconsin

Student Profile

Full Time Equivalent (FTE) Enrollment	9,868
Headcount Enrollment	10,502
Wisconsin Students	8,345
Out-of-State Students	2,157
Students in Campus Housing	3,300

Academic Profile

Majors and Degrees	88
Minor Programs	56
Concentration Areas	57
Certificate Programs	3
Graduates (Annual Average)	2,149

Physical Profile

Main Campus Acreage	110
Non-Contiguous Acreage	18
Total Buildings	34
Total Gross Square Feet	2,788,155
Total Parking Spaces	2,985

Background and History

UW-La Crosse was founded in 1909 as the La Crosse State Normal School. It opened in September of that year with 19 faculty members and 176 students. The institution evolved into a State Teachers College in 1927, the Wisconsin State College at La Crosse in 1951, Wisconsin State University-La Crosse in 1964, and became part of the new UW System in 1971.

Academic Description

UW-La Crosse is noted for programs in allied health and the sciences, international business, information systems, and education. As applications have increased each year, the university has implemented a Growth, Quality, and Access plan and has experienced a growth in enrollment.

Physical Description

The main campus is located in the east central part of La Crosse, surrounded by a residential neighborhood and includes both historic buildings and those of more contemporary style. The 2005 Campus Master Plan included architectural guidelines that set a desired style of Collegiate Gothic influences. The compact campus has green space that has been designed and maintained for maximum value and impact. An 18-acre parcel of land located approximately one-half mile north of campus houses physical plant facilities, and provides field space for athletics, physical education, and recreation. In addition, two residential properties, which are less than a mile from campus, are used to house visiting foreign scholars, instructors, and students.



Facility needs include renovation and repurposing of the historic Wittich Hall; additional physical education, athletic, and recreational space; renovation of residence halls and additional residential beds; and a second phase of science facility improvements.


N


GFSB FUNDED
NON-GFSB FUNDED
FIELDHOUSE
EAST CAMPUS UTILITY EXTENSION
WITTICH HALL RENOVATION
RECREATION EAGLE CENTER ADDITION
RESIDENCE HALL
N

UW-La Crosse Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
LAC	East Campus Utility Extension	**$3,793,000**	$1,088,000	$2,705,000		
LAC	Fieldhouse	**$30,407,000**		$20,000,000	$10,407,000	
LAC	Recreation Eagle Center Addition	**$8,616,000**		$8,616,000		
LAC	Residence Hall	**$30,557,000**		$26,557,000	$4,000,000	
LAC	Wittich Hall Renovation	**$24,618,000**			$24,618,000	
	TOTALS	**$97,991,000**	**$1,088,000**	**$57,878,000**	**$39,025,000**	

East Campus Utility Extension

This project constructs new steam, chilled water, and primary electric/signal utilities along Pine Street between East Avenue and the site of the new fieldhouse, which will be located just east of Roger Harring Stadium. Approximately 850 LF of steam and condensate lines will be installed from Steam Pit 1 to the site. This includes replacement of 280 LF of steam and condensate return lines serving Mitchell Hall. Approximately 250 LF of steam and condensate return lines will be replaced with larger piping from Steam Pit 1 to Steam Pit 2. Approximately 940 LF of chilled water supply and return piping will be installed from the campus chilled water plant to the fieldhouse site. A new chilled water lateral of approximately 60 LF will be installed from the new mains to Mitchell Hall. Approximately 720 LF of electrical/signal ductbank will be constructed from Electrical Pit 19/Signal Pit 19 to the site. A new power cable loop will be installed in the ductbank.

Fieldhouse

This project constructs a 124,000 GSF fieldhouse on an existing soccer field that is located east of the Roger Harring Stadium and across from Mitchell Hall. The project also constructs a 2,500 GSF soccer support facility that includes a press box, concessions area, restrooms, equipment storage area, and a sports medicine/training room located adjacent to the site of the relocated competition soccer field. The fieldhouse will include a 200-meter eight-lane NCAA competition indoor track that is suitable for track meet field events, baseball and softball practice, and intramural/club sporting activities such as soccer, volleyball, basketball, floor hockey, rugby, and lacrosse. The second level of the track area will have a 10,300 GSF walking/jogging track and provide access for academic lab work in the Exercise and Sports Fitness program at all times of the day.

The fieldhouse will also include a 26,000 GSF tennis court area with four indoor NCAA competition tennis courts that will be used for a variety of recreational activities. This project provides a way to keep pace with continued growth in the athletic and recreation programs and the Exercise and Sports Fitness academic program.

Recreation Eagle Center Addition

This project constructs a 29,800 GSF addition to the Recreation Eagle Center to provide additional space that will meet increasing student requests for the use of recreational space in the currently overcrowded facility and provide expanded opportunities for student engagement. The first floor of the two-story addition will include enlarged strength training space, large multipurpose recreation rooms, and related support spaces (locker rooms, rest rooms, etc.). The second floor will include a larger multi-use space to allow for activities that require larger space such as fitness classes. Additional HVAC support will be necessary and building code changes may require a fire sprinkler retrofit to all or part of the original building. The project also includes updates to the obsolete fire alarm system in the original 1997 building so it is able to communicate with the new addition's alarm system.

Residence Hall

This project provides additional residence hall space to alleviate the severely overcrowded housing situation and better accommodate the increased requests for student housing. The project constructs a four-story, 300 bed, semi-suite style 112,000 GSF residence hall on the northwest campus that will provide living units with double occupancy bedrooms; shared bathrooms; common spaces on each floor for lounges, kitchens, and study rooms; individual rooms for resident assistants; and telecom/data rooms. Other spaces include a hall director's apartment and office, a laundry room, a front desk and mail room, a central kitchen to serve the entire building, a multipurpose/TV room, collaborative learning rooms, a seminar room, custodial space, a vending area, and various storage areas. The increased housing capacity that results from this project will allow for the staggered renovations of eight outdated residence halls in future biennia.

Wittich Hall Renovation

This project completely renovates historic Wittich Hall, which was originally constructed in 1916 as the campus physical education building, to reclaim it from its advanced state of deterioration and create a new home for the College of Business Administration, including the Small Business Development Center. The college has outgrown its scattered space in Wimberly Hall and a lack of space hinders the delivery of its existing programs. The renovation of Wittich Hall will require the partial demolition and removal of some of the interior, non-load bearing walls and the reconstruction of interior wall systems. The project may also construct an additional intermediate floor level within the original building's gymnasium areas. The elevator will be replaced as well as all building mechanical, electrical, telecommunications, and plumbing systems and a new connection to the central campus chilled water utilities and central energy management system will be constructed. A new fire suppression system and emergency generator will be installed. All exterior windows will be restored or replaced in a manner compliant with historic requirements. The roofing system will be replaced and the skylights will be restored or replaced. The entryway exterior stairs will be reconstructed and the terrain adjacent to the building will be reconfigured to be complimentary to the renovated facility and consistent with the central campus mall.

UW-MADISON

Madison, Wisconsin

Student Profile

Full Time Equivalent (FTE) Enrollment	38,498
Headcount Enrollment	42,903
Wisconsin Students	24,211
Out-of-State Students	18,692
Students in Campus Housing (UG)	7,414

Academic Profile

Undergraduate Majors	132
Master's Degrees	148
Doctoral Programs	107
Professional Degree Programs	12
Graduates (Annual Average)	10,075

Physical Profile

Main Campus Acreage	936
Non-Contiguous Acreage	9,647
Total Buildings	405
Total Gross Square Feet	25,659,278
Total Parking Spaces	13,000

Background and History

UW-Madison was founded in 1848 by a clause in the Wisconsin Constitution that provided for "a State University, at or near the seat of state government". It is one of the nation's first land-grant universities and the first public university in Wisconsin. Later, UW-Madison was joined by three other institutions in the former University of Wisconsin System, and in 1971 it became the flagship institution in the merged University of Wisconsin System. It is one of two UW System doctoral institutions, classified as a RU/VH Research University (very high research activity).

Academic Description

As one of America's great universities, and the largest institution within UW System, UW-Madison maintains a strong research emphasis across a wide array of academic disciplines, receiving nearly $923 million of research awards in 2012-13.

Physical Description



Originally sited on the "second hill" and facing the state capitol on the "first hill," the main campus has grown to 936 acres on a spectacular setting with more than three miles of lakefront. Natural areas, historic landscapes and buildings, and public spaces create striking first impressions and lasting memories. Noncontiguous landholdings include a number of nature and conservancy areas, and agricultural research stations throughout the state. The University Research Park, a non-profit corporation, owns and operates three research park sites on the far west side of Madison and one site on the near east side.

Facility needs include improved chemistry teaching facilities, improvements and additional space for recreational facilities, improvements and additions to veterinary and engineering space, expansion of Police Department space, and updates to utilities. A master plan update will focus on improvements to exterior spaces and amenities.


N


702 W. JOHNSON ST. ACQUISITION
SERF REPLACEMENT
SOUTH CAMPUS UTILITY IMPROVEMENTS
CHEMISTRY BUILDING ADDITION & RENOVATION
ENGINEERING HALL STRUCTURES LAB ADDITION
POLICE AND SECURITY ADDITION
VETERINARY MEDICINE CLINICAL SKILLS LABORATORY RENOVATION
NEAR WEST FIELDS UPGRADE
WIMR WEST WEDGE ADDITION
GFSB FUNDED
NON-GFSB FUNDED
N

UW-Madison Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
MSN	Chemistry Building Addition & Renov.	**$107,760,000**	$107,760,000			
MSN	702 West Johnson Street Acquisition	**$6,700,000**			$6,700,000	
MSN	Engineering Hall Structures Lab Addn	**$1,615,000**				$1,615,000
MSN	Police & Security Facility Addition	**$4,800,000**			$4,800,000	
MSN	Near West Fields Upgrade	**$6,740,000**		$5,740,000	$1,000,000	
MSN	South East Recreational Facility	**$87,541,000**		$42,600,000	$1,041,000	$43,900,000
MSN	South Campus Utility Improvements	**$15,488,000**	$11,306,000	$4,182,000		
MSN	Veterinary Medicine Clinical Skills Lab Renovation	**$1,620,000**				$1,620,000
MSN	WIMR West Wedge Addition	**$18,148,000**				$18,148,000
	TOTALS	**$250,412,000**	**$119,066,000**	**$52,522,000**	**$13,541,000**	**$65,283,000**

Chemistry Building Addition & Renovation

This project constructs instructional laboratories and lecture rooms for the Department of Chemistry to address space needs deficits that can no longer be met in the existing chemistry buildings due to increased undergraduate enrollments in chemistry courses. The buildings cannot meet those requests for enrollment because they lack enough functional space and contain outdated mechanical infrastructure.

The project will demolish approximately 39,800 GSF of the northernmost portion of the Daniels Chemistry building, construct a seven-story approximately 170,000 GSF building addition, renovate approximately 55,000 GSF of space in the existing Daniels building, and replace/upgrade the mechanical systems in the Daniels and Matthews chemistry buildings. The new and remodeled space will house instructional laboratories for general, organic, and analytical chemistry, support spaces, offices, undergraduate support spaces, classrooms, lecture halls, and two floors of shell space that can eventually be



fitted out for future department needs.

702 West Johnson Street Acquisition

This request seeks enumeration of funds to purchase the 26,792 GSF Condominium Unit 6, which is located at 702 West Johnson Street, within the University Square Condominium Association. The unit is currently leased to UW-Madison to provide office space on two levels for the McBurney Disability Resource Center and the Office of Admissions and Recruitment. The leased space functions well for both those programs that require a prominent, easily identifiable and accessible location that is offered by the unit. The average of two recent appraisals identified the purchase price. After consideration of all relevant factors, it was determined that the purchase of Unit 6 would reduce the university's annual operating costs when compared to the cost of continuing to lease that space.

Engineering Hall Structures Lab Addition

This project will provide the opportunity to students, faculty, and industry to do large-scale testing of structural components in a multi-story structures laboratory addition to Engineering Hall. This project will construct a 2,200 GSF addition at the southwest corner of Engineering Hall for the Wisconsin Structures and Materials Testing Laboratory. The new lab room will provide a specially constructed high-strength floor and multi-story reaction wall, lifting equipment, and access to the exterior that will allow for testing of structural components up to 40 feet in length and 24 feet in height. There is adequate electrical and mechanical infrastructure to support this new space. New capabilities provided by this addition include the ability to test structures that include bridge and building components such as girders, beam-column frames, and shear walls; energy generation wind turbines; and underground infrastructure systems that include precast segmental linings and large-sized pipes/conduits.

Police & Security Facility Addition

This project constructs a 18,750 GSF addition to the UW-Madison Police Department's building, which is located at 1429 Monroe Street. The addition will provide private and open office space, conference and training rooms, as well as a secure entrance to the existing detainee unloading area. The space needs of the department have become acute since the 1989 construction of the original police facility due to the growth of emergency management and infrastructure security programs. This project will address those space needs and consolidate more police functions at one location. The $100,000 annual cost to lease space for the department will be eliminated by construction of this project.

Near West Fields Upgrade

This project is one in a series to renovate and expand the indoor and outdoor recreational facilities to better meet the physical requirements and programming interests of UW-Madison students. This project upgrades the drainage conditions of the outdoor playfields located to the west of the Natatorium on Observatory Drive by excavating, grading, and creating five synthetic turf flag football fields and one championship soccer field. Fencing of the fields and lighting improvements will also be included in the project. Thousands of students participate annually in Near West fields activities that total an average of 1,500 hours of use per year and include: Intramural Sports games; Sport Club practices and competitions; special events, general recreation, and Kinesiology classes.

South East Recreational Facility

This project constructs a four story building of approximately 250,800 GSF and demolishes the existing 191,200 GSF South East Recreational Facility (SERF) building. The facility will provide recreational sports program space and a competition natatorium at the same location as the existing SERF. The replacement building will house administrative areas; racquetball courts; fitness spaces, several multi-purpose rooms, a three- to four-lane walking/jogging track, and a nine court gymnasium for basketball and a variety of sports. The project will also include a 50-meter competition pool and a separate diving well that meet NCAA competition standards, and will be shared with the Division of Intercollegiate Athletics. There will be adjacent support spaces in the natatorium for diving training, pool storage, locker rooms, a classroom, and mechanical rooms, as well as room for more than 1,500 spectators.

South Campus Utility Improvements

This project will replace 1950s steam and condensate lines with new upgraded lines, and add new primary electrical and signal duct banks. These improvements will replace failed piping with larger lines to provide adequate capacity and additional system redundancy. Electrical improvements will allow for an additional feed to the Charter Street Heating Plant and allow load shifting between electrical substations.

Veterinary Medicine Clinical Skills Lab Renovation

This project constructs a new larger clinical skills laboratory to provide space for learning veterinary skills through the use of prosthetic and functional mannequin models. Use of the current laboratory has increased each semester and its space is only one third of what is required to meet the demand. This project remodels the 3,100 GSF storage room currently under the existing solar panels located on the south side of the School of Veterinary Medicine building to create a new clinical skills laboratory. The existing adjacent study area will be enlarged to create more group learning space and a small storage area. The project will remove the existing nonfunctional and leaking solar panels along with associated ductwork and the existing roofing system. Minor structural modifications will be made and a mechanical, electrical, and plumbing system will be provided to support the occupied spaces.

WIMR West Wedge Addition

This project builds two floors (32,400 GSF) of new office and laboratory space above the Surgical Pathology Department, which is currently being constructed by the University of Wisconsin Hospital and Clinics (UWHC), adjacent to the Wisconsin Institutes for Medical Research (WIMR) II tower. This additional "west wedge" space will be used to meet the growing demand for offices and laboratories on the clinical west campus. Construction of this project will allow an increase in the number of investigators who can relocate from outdated facilities to modern high-quality bio-medical research space, and will further the Medical School's goal of consolidating research on the west campus.

UW-MILWAUKEE
Milwaukee, Wisconsin

Student Profile

Full Time Equivalent (FTE) Enrollment	23,095
Headcount Enrollment	27,784
Wisconsin Students	24,214
Out-of-State Students	3,570
Students in Campus Housing	3,698

Academic Profile

Majors and Degrees	180
Minor Programs	89
Concentration Areas	29
Certificate Programs	104
Graduates (Annual Average)	5,547

Physical Profile

Main Campus Acreage	104
Non-Contiguous Acreage	570
Total Buildings	61
Total Gross Square Feet	6,842,604
Total Parking Spaces	2,569

Background and History

UW-Milwaukee began in 1885 as Milwaukee Normal School, moving to its present site in 1909. Later it became Milwaukee State Teachers College and the Wisconsin State College of Milwaukee. In 1956, it merged with University of Wisconsin to become the University of Wisconsin-Milwaukee and in 1971 was made part of the present University of Wisconsin System. In 1994, UWM was designated as a Research II University, and is now classified as a RU/H Research University (high research activity).

Academic Description

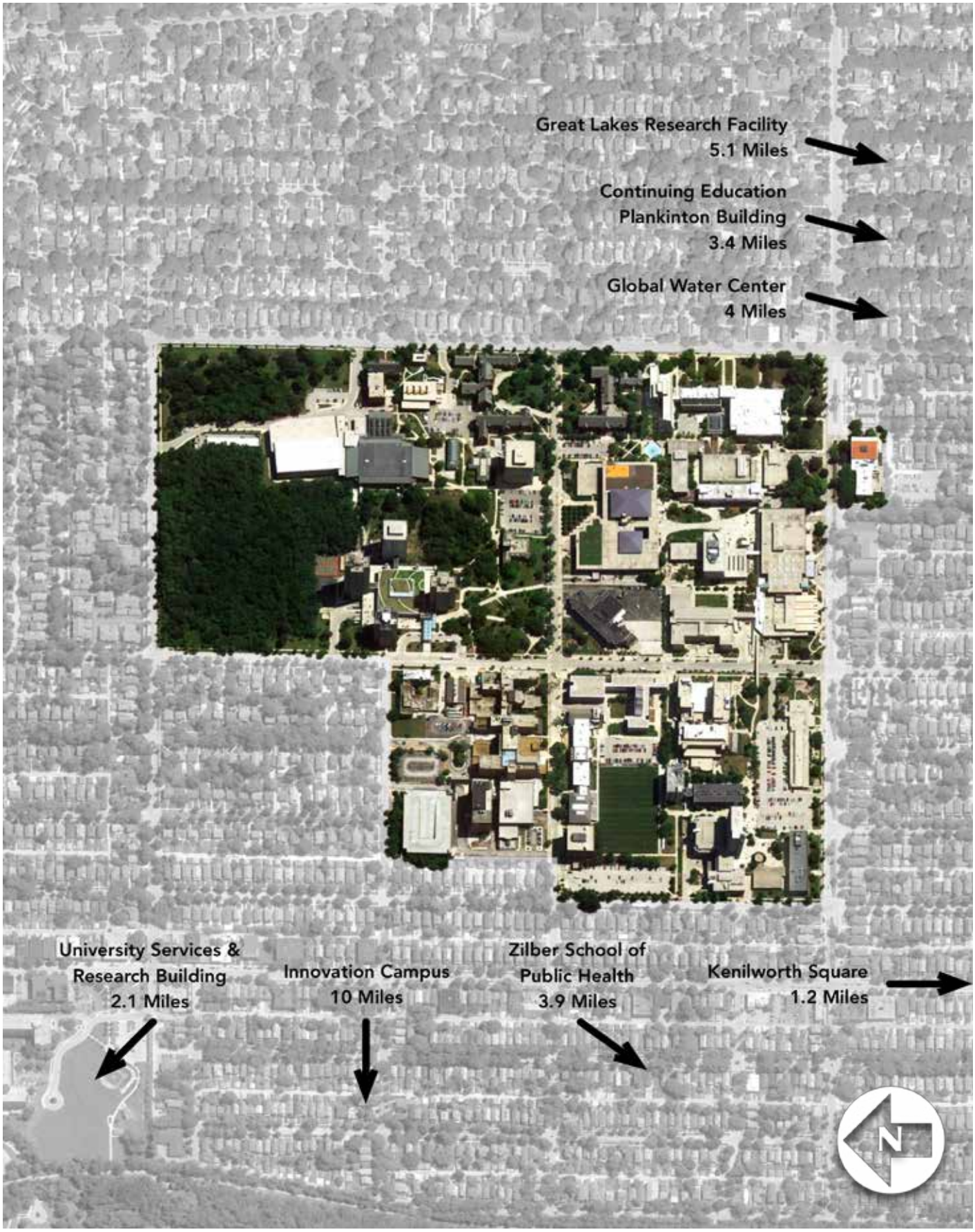
UW-Milwaukee is one of two doctoral campuses in the UW System, and is the second largest UW System institution. UWM currently has 14 schools and colleges with 94 undergraduate programs, and 32 doctoral degrees, with a university-wide focus on academic research, teaching, and community service.

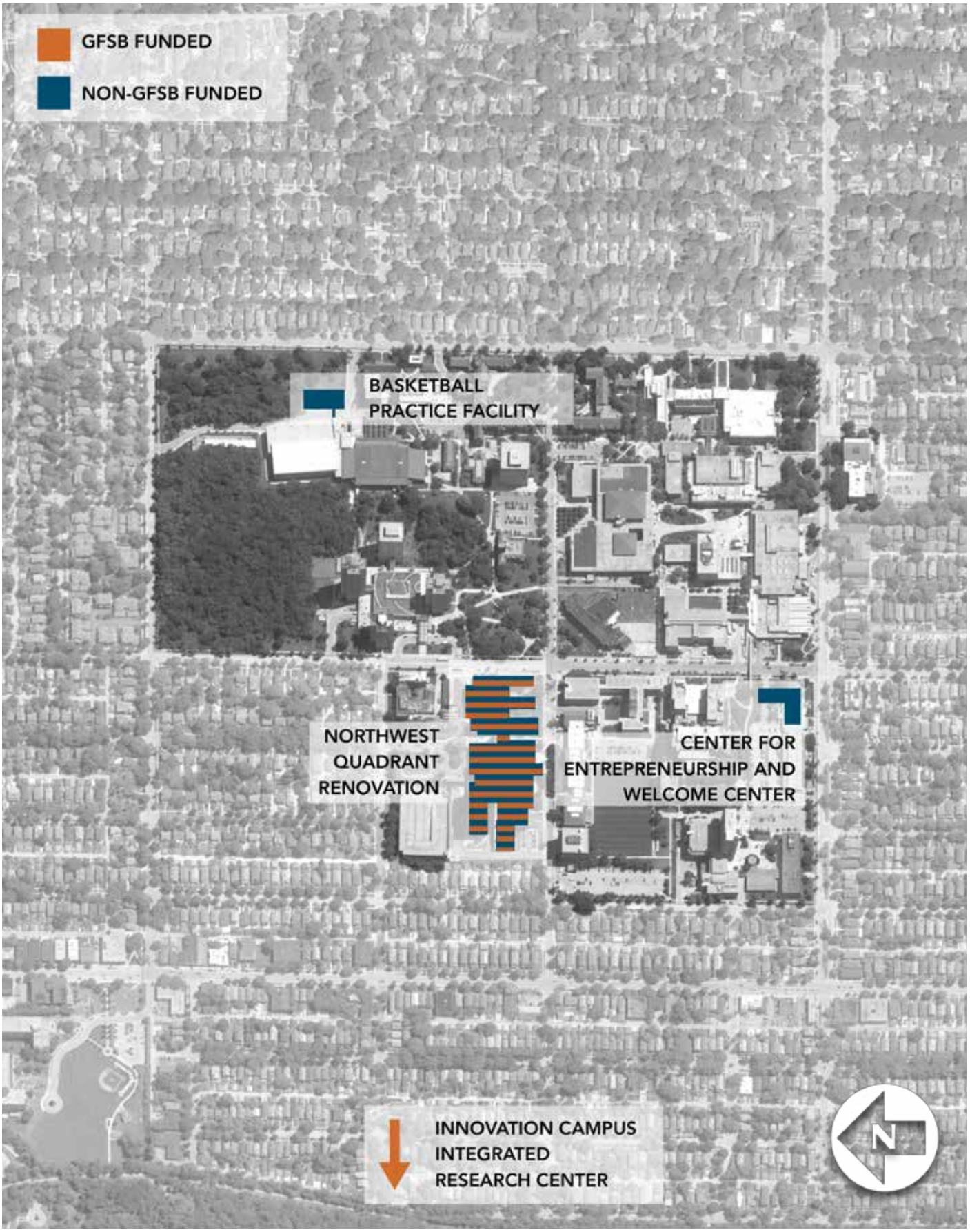
Campus Character

The 104-acre campus is located in a residential area on Milwaukee's upper East Side. The Kenwood Campus was assembled from land and buildings of five adjacent institutions. The nineteen-acre Downer Woods Natural Area is protected from development by state statute. Noncontiguous sites include properties on the east side, the University Services and Research Building northwest of campus, the University Center for Continuing Education and the Zilber School of Public Health downtown, the Great Lakes Research Facility on the south side, and a biology field station. In addition to on-campus housing, two residential facilities on the east side which are owned by the UWM Foundation, are operated by campus housing.



Facility needs include improvements to the Northwest Quadrant buildings, a basketball practice facility, additional research space, renovations/replacements for STEM facilities, and entrepreneurship and welcome center space.


Great Lakes Research Facility
5.1 Miles
Continuing Education
Plankinton Building
3.4 Miles
Global Water Center
4 Miles
University Services &
Research Building
2.1 Miles
Innovation Campus
10 Miles
Zilber School of
Public Health
3.9 Miles
Kenilworth Square
1.2 Miles
N


GFSB FUNDED
NON-GFSB FUNDED
BASKETBALL PRACTICE FACILITY
NORTHWEST QUADRANT RENOVATION
CENTER FOR ENTREPRENEURSHIP AND WELCOME CENTER
INNOVATION CAMPUS INTEGRATED RESEARCH CENTER
N

UW-Milwaukee Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
MIL	Basketball Practice Facility	**$11,800,000**		$11,800,000		
MIL	Innovation Campus Integrated Research Center	**$75,000,000**	$75,000,000			
MIL	Northwest Quadrant Renovation	**$60,240,000**	$39,100,000	$18,960,000		$2,180,000
MIL	Center for Entrepreneurship and Welcome Center	**$7,768,000**				$7,768.000
	TOTALS	**$154,808,000**	**$114,100,000**	**$30,760,000**		**$9,948,000**

Basketball Practice Facility



This project constructs a 30,600 GSF two-level facility for basketball that includes a practice court, strength and conditioning spaces, men's and women's team facilities, and coaching offices to provide increased recreational space and improved basketball facilities comparable to those of other Division I universities in the Horizon League. The Klotsche and Pavilion athletic facilities are available, but they are over-used, resulting in limitations on recreational offerings and late night athletic practices. The new structure will be located east of the Pavilion building, connected with an enclosed bridge for access to the existing training rooms and the Klotsche Center arena game location. The project also remodels 5,400 GSF of existing office and locker room space that will be affected by the new facility.

Innovation Campus Integrated Research Center

The university's research funding has doubled during the last decade but it lacks enough research laboratory space to keep pace with today's demand and projected growth estimates for the next decade. This project constructs the 150,000 GSF Innovation Campus Integrated Research Center in Wauwatosa, Wisconsin, close to the Milwaukee Regional Medical Center where many potential research partners are located. The building will include research and support space and provide a single location to collaboratively house those whose predominant focus is biomedical and rehabilitation research. The UW Milwaukee Real Estate Foundation will provide a no-cost ready-to-build lot. The improved site will include a parking lot, site work, utility connections to research park infrastructure and landscaping. Both the site and building will be designed to allow for a future Phase II building.

Northwest Quadrant Renovation

This project provides for the renovation of a portion of the Columbia St Mary's Hospital, which was purchased in 2010 to address the university's space needs of more than fifty departments. The change of space classification from hospital occupancy to business occupancy requires that the facility undergo significant renovation. Much of the facility's space is obsolete and its infrastructure systems are failing. This project renovates 138,600 GSF of the Northwest Quadrant to accommodate space needs for the College of Health Sciences and the College of Nursing, and 23,800 GSF for auxiliary food service and retail operations. This project will also renovate an additional 310,200 GSF to accommodate surge space needs that will serve as temporary accommodations for various departments as other major renovations on campus are being constructed. Critical life safety and building code related upgrades will be included in all renovated areas (472,800 GSF), including automatic fire sprinklers and fire protection systems; fire separations; egress lighting; elevator modifications; associated architectural, mechanical, electrical, and plumbing systems; asbestos abatement; and accessibility improvements. Project work will be phased to allow the relocation of occupants.

Center for Entrepreneurship and Welcome Center

This project constructs 28,000 GSF of a new stand-alone two-level building to house the Center for Entrepreneurship and the Welcome Center. The new building will be located at the northeast corner of the intersection of Kenwood Boulevard and Maryland Avenue. This corner, directly across from the Student Union, serves as the gateway to the campus. The Welcome Center will provide space to continue current programming as is found in Vogel Hall, with new enhancements made possible by increased and more flexible space provided in the new building. The Center for Entrepreneurship will provide the physical space needed to fill significant programmatic gaps for entrepreneurial activities on campus.

UW-OSHKOSH

Oshkosh, Wisconsin

UNIVERSITY OF WISCONSIN OSHKOSH

Student Profile

Full Time Equivalent (FTE) Enrollment	10,289
Headcount Enrollment	13,902
Wisconsin Students	13,284
Out-of-State Students	618
Students in Campus Housing	3,250

Academic Profile

Majors and Degrees	60
Minor Programs	16
Concentration Areas	130
Certificate Programs	5
Graduates (Annual Average)	2,172

Physical Profile

Main Campus Acreage	112
Non-Contiguous Acreage	70
Total Buildings	52
Total Gross Square Feet	3,283,145
Total Parking Spaces	3,295

Background and History

UW-Oshkosh was founded in 1871 as the Oshkosh State Normal School, and was housed in a single building located on a parcel of land donated by the City of Oshkosh. The institution evolved into a State Teachers College in 1927, the Wisconsin State College at Oshkosh in 1951, Wisconsin State University–Oshkosh in 1964, and in 1971 became part of the new UW System.

Academic Description

UW-Oshkosh is the largest of the comprehensive universities, and offers 60 undergraduate degrees, 17 graduate degrees, and one doctoral degree. The university has a particular focus on sustainability in the curriculum and in facilities.

Physical Description

The main campus consists of 112 acres located along the east side of the Fox River and bordering commercial and residential areas in the downtown area of Oshkosh. A 36-acre industrial parcel bordering the north edge of campus may offer potential for future purchase and campus expansion. Noncontiguous land includes the 37-acre Oshkosh Sports Complex, and two sites for facilities operations on the west side of the river, two other athletic/recreational fields located approximately one-third mile from campus, and a 12-acre nature preserve five miles from the city.



Facility needs include the Phase II renovation of Clow Hall and renovation of other academic buildings and residence halls.


Athletic Fields
.3 Miles
N


GFSB FUNDED
NON-GFSB FUNDED
FLETCHER HALL
RENOVATION
N

UW-Oshkosh Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
OSH	Fletcher Hall Renovation	**$23,500,000**		$23,500,000		

Fletcher Hall Renovation

Funding for this $23,500,000 project is provided by $5,873,000 2015-17 PRSB and $17,627,000 PRSB that was enumerated for this project in 2013-15.

This request increases the budget to complete the project originally enumerated in 2013-15, to provide for the necessary scope changes, which increased the additional space to allow for the same number of existing beds, and inflation, resulting from a two-year delayed schedule. The project renovates the 99,082 GSF Fletcher Residence Hall, providing programmatic and infrastructure upgrades that will improve functionality, efficiency, and building code compliance. The project also constructs a 13,265 GSF addition to accommodate a new accessible building entrance with an elevator, increased bath/shower rooms on each floor, additional double occupancy resident rooms, increased student programming space, and new central stairs.

UW-PARKSIDE

Kenosha, Wisconsin

UNIVERSITY OF WISCONSIN PARKSIDE

Student Profile

Full Time Equivalent (FTE) Enrollment	3,695
Headcount Enrollment	4,617
Wisconsin Students	3,941
Out-of-State Students	676
Students in Campus Housing	856

Academic Profile

Majors and Degrees	41
Minor Programs	40
Concentration Areas	38
Certificate Programs	25
Graduates (Annual Average)	722

Physical Profile

Main Campus Acreage	720
Non-Contiguous Acreage	487
Total Buildings	39
Total Gross Square Feet	1,494,880
Total Parking Spaces	2,897

Background and History

UW-Parkside began as a two-year center. In 1965, a new University of Wisconsin System campus at Parkside was authorized, and in 1969 the campus moved into newly constructed facilities at its present site. In 1971, UW-Parkside became part of the new UW System.

Academic Description

A regional liberal arts institution located in southeastern Wisconsin, UW-Parkside has a particularly diverse enrollment, with more than 25% of the student body being students of color, a high percentage of first generation students, and a strong base of non-traditional students.

Physical Description

The campus consists of a park-like natural setting, adjacent to Petrifying Springs County Park, with distinctive and visually cohesive buildings that were carefully sited within the 720-acre woods and meadow campus. The orthogonal and rectilinear buildings that make up the campus core are linked by a second-level concourse that boldly frames views from outside as well as from within. The consistent modern style provides a cohesiveness and design unity that is rare among university campuses. Noncontiguous properties include four natural/conservancy areas that are used by the biological sciences and geology departments.



Facility needs include renovation of academic space, with a particular focus on providing modern learning space and improved student support space within Wyllie Hall.


N


GFSB FUNDED
NON-GFSB FUNDED
WYLLIE HALL
RENOVATION, PHASE I
N

UW-Parkside Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
PKS	Wyllie Hall Renovation, Phase I	**$29,989,000**	$29,989,000			

Wyllie Hall Renovation, Phase I



This project renovates 101,900 GSF on levels D1 and L1 levels of Wyllie Hall, which was originally constructed in 1972. It combines updating the building's aging infrastructure with the creation of a fully integrated and accessible student services environment to support academic success. Academic success is a high priority goal in the university's strategic plan and includes a targeted array of initiatives that represent a deliberate strategy to focus on student persistence and completion. This renovation project is a pivotal component of the academic success plans because the establishment of a Learning Commons will provide a collaborative and integrated learning environment to accommodate the multiple learning needs of the institution's students. Student services spaces on the D1 level will be resized and reorganized to make the location of those services easier to find. The D1 and L1 levels will be organized to maximize the ease of wayfinding, accessibility, efficiency, and the effectiveness of critical student academic support services. The academic support units will be consolidated into one centralized location for better delivery of services to students and increased operational efficiencies. Modern technology infrastructure and equipment will be integrated throughout the two levels and updates will be made to their mechanical and electrical systems. Additional project work includes the replacement of a passenger elevator and updates to obsolete critical life safety systems. These renovations are designed to support the university's strategic focus on student persistence and completion.

UW-PLATTEVILLE

Platteville, Wisconsin

UNIVERSITY OF WISCONSIN PLATTEVILLE

Student Profile

Full Time Equivalent (FTE) Enrollment	7,764
Headcount Enrollment	8,717
Wisconsin Students	6,484
Out-of-State Students	2,235
Students in Campus Housing	3,735

Academic Profile

Majors and Degrees	42
Minor Programs	71
Concentration Areas	
Certificate Programs	
Graduates (Annual Average)	1,587

Physical Profile

Main Campus Acreage	300
Non-Contiguous Acreage	525
Total Buildings	30
Total Gross Square Feet	2,284,286
Total Parking Spaces	3,112

Background and History

UW-Platteville was founded as Platteville Normal School, in 1866, as the first state teacher preparation institution in Wisconsin. The university also has roots in the Wisconsin Mining Trade School, established in 1907 to train specialized technicians to work in the mining operations surrounding Platteville. The school became the Wisconsin Institute of Technology in 1939 and merged with the Platteville State Teachers College in 1959 to become the Wisconsin State College and Institute of Technology. In 1966, the name was changed to Wisconsin State University-Platteville, and it became part of the new UW System in 1971.

Academic Description

UW-Platteville is a comprehensive university that is STEM-focused, with more than half of all graduates earning a degree in a science, technology, engineering, mathematics, or agricultural field. The university has experienced strategic and sustained growth during the past decade, and increased enrollment by 48%.

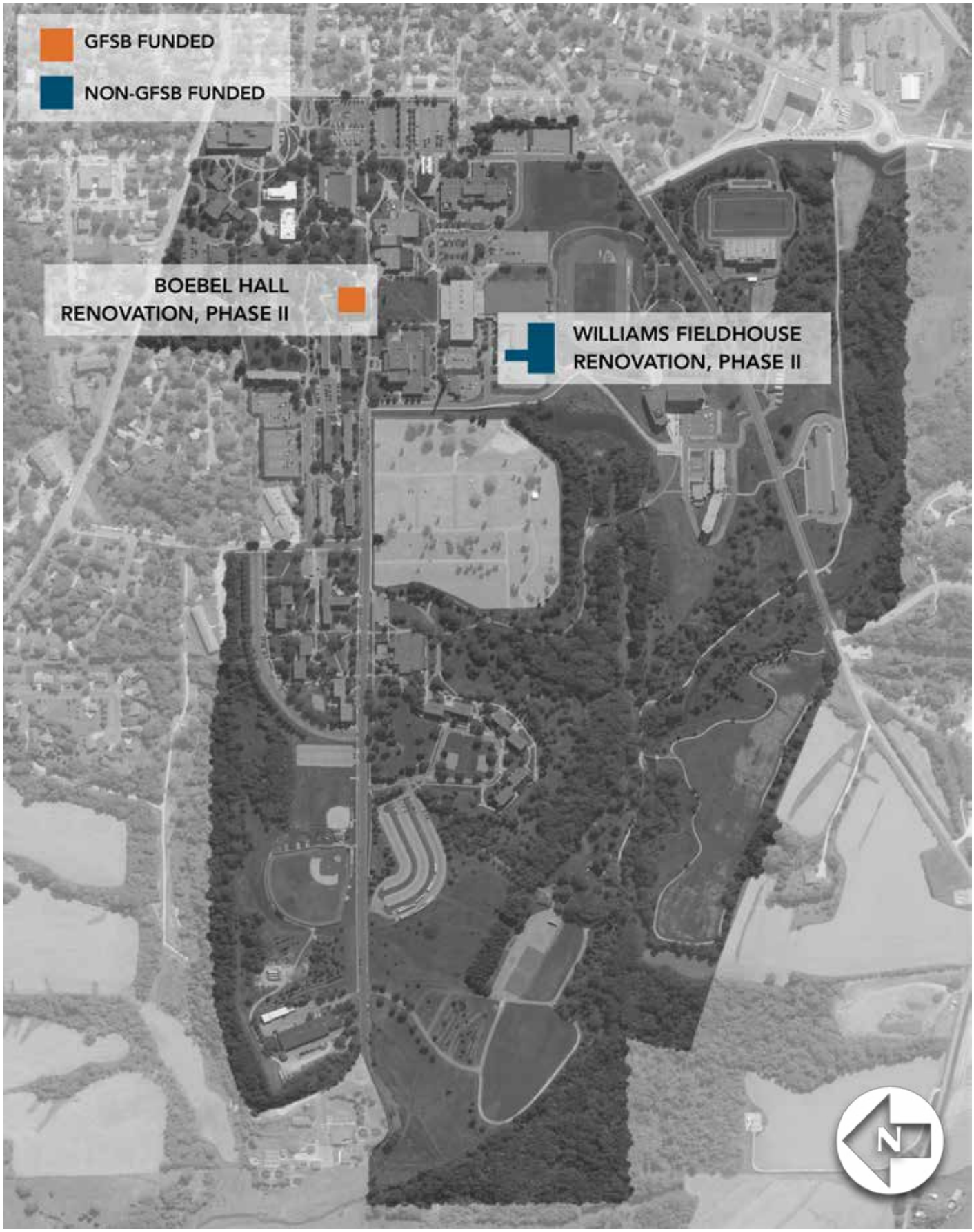
Physical Description



The main 300-acre campus is located on the southwest side of Platteville in a residential area characterized by gently rolling topography. The eastern campus zone contains administrative and academic functions, the central zone academic, athletic, and student union functions, and the west zone residence halls and additional green space. Noncontiguous land includes the 430-acre Pioneer Farm, which serves as a hands-on laboratory for students in the School of Agriculture, a 90-acre parcel that is used as a natural area/ science resource, and a five acre athletic practice field that is located two blocks north of campus.

Facility needs include additional academic and recreational space to accommodate growth in enrollments and renovation of academic buildings and residence halls.


Athletic Field
2 Blocks
Pioneer Farm
5.6 Miles
N


GFSB FUNDED
NON-GFSB FUNDED
BOEBEL HALL
RENOVATION, PHASE II
WILLIAMS FIELDHOUSE
RENOVATION, PHASE II
N

UW-Platteville Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
PLT	Boebel Hall Renovation, Phase II	**$19,703,000**	$19,703,000			
PLT	Williams Fieldhouse Addition, Phase II	**$15,272,000**		$15,272,000		
	TOTALS	**$34,975,000**	**$19,703,000**	**$15,272,000**		

Boebel Hall Renovation, Phase II

Funding for this $19,703,000 project is provided by $17,953,000 2015-17 GFSB and $1,750,000 GFSB that was previously enumerated for this project in 2013-15. This request increases the budget to complete the scope of the project originally enumerated in 2013-15, matching the current pre-design estimate and adjusting it for inflation resulting from a three year delayed schedule.

This renovation project is strongly driven by enrollment growth and the development of new science programs and minors. The number of biology majors has more than doubled since 2000, and there are now more than 440 majors. This Phase II will resolve laboratory and classroom quality and functionality concerns by reconfiguring, relocating, and renovating space as determined in the project's pre-design.

This project renovates a 46,315 GSF portion of the 67,274 GSF Boebel Hall science building for instructional laboratories, undergraduate research space for the Department of Biology, the Department of Social Sciences, and the Geography and the Geology programs. The project will also add a total of 2,920 GSF of infill space on the south side of the first floor and 580 GSF on the northeast corner of the second floor. It will also include the renovation of general-assignment classroom space. This project will compete the second and final phase of the Boebel Hall renovation. The renovated facility will support all the space needs for the departments of Biology and Social Sciences, Geography, and Geology.

Williams Fieldhouse Addition, Phase II

Funding for this $15,272,000 project is provided by $10,772,000 2015-17 PRSB and $4,500,000 PRSB that was previously enumerated for this project in 2009-11.

This project addresses a shortage of recreational space, which occurs especially for club sports, intramural sports, and open recreation that has resulted from increased enrollment growth since 2005. This project constructs a new 49,600 GSF addition on the west side of the Williams Fieldhouse complex to address an overall campus space need deficit related to wellness, fitness, and recreation. An outdoor multi-sport artificial turf field with sports lighting is also included in the scope of this project. The new space will support: student club sports, intramural sports and open recreation; Athletic Department varsity sports; and the Physical Education Department within the School of Education. This project is consistent with the recommendations of the 2012 Williams Fieldhouse Recreational Space Study and the 2011 Comprehensive Campus Master Plan.

UW-RIVER FALLS

River Falls, Wisconsin

Student Profile

Full Time Equivalent (FTE) Enrollment	5,503
Headcount Enrollment	6,167
Wisconsin Students	2,968
Out-of-State Students	3,203
Students in Campus Housing	2,335

Academic Profile

Majors and Degrees	62
Minor Programs	66
Concentration Areas	53
Certificate Programs	3
Graduates (Annual Average)	1,411

Physical Profile

Main Campus Acreage	303
Non-Contiguous Acreage	480
Total Buildings	106
Total Gross Square Feet	2,086,012
Total Parking Spaces	2,398

Background and History

UW-River Falls was founded in 1874 as the fourth Normal School in Wisconsin and the first in the northwestern part of the state. In 1912, an agriculture education department was added. The institution evolved into a State Teachers College in 1927, the Wisconsin State College at River Falls in 1951, Wisconsin State University–River Falls in 1964, and became part of the new UW System in 1971.

Academic Description

UW-River Falls is a regional university in a rural setting that is located at eastern edge of the rapidly growing Twin Cities metropolitan area. Notable program areas include teacher education and agriculture.

Physical Description

The UW-River Falls campus is located in a residential area at the edge of downtown River Falls, and consists of north campus and south campus areas that are separated by the South Fork Kinnickinnic River, which is a class-II trout stream and natural area designated by the Department of Natural Resources as an Outstanding Water Resource. The north campus is the original historical campus and houses most academic and student life functions. The south campus houses the Campus Lab Farm, most athletic functions, and athletic/recreational fields. Noncontiguous land includes the 480 acre Mann Valley Farm, which houses the dairy, beef, swine, and sheep agricultural programs.



Facility needs include renovation and repurposing of academic space, improvements to the lab farms, and improved science facilities.


Mann Valley Farm
2.5 Miles
N

UW-STEVENS POINT

Stevens Point, Wisconsin

University of Wisconsin Stevens Point

Student Profile

Full Time Equivalent (FTE) Enrollment	8,806
Headcount Enrollment	9,643
Wisconsin Students	8,483
Out-of-State Students	1,160
Students in Campus Housing	3,250

Academic Profile

Majors and Degrees	56
Minor Programs	78
Concentration Areas	8
Certificate Programs	14
Graduates (Annual Average)	1,800

Physical Profile

Main Campus Acreage	406
Non-Contiguous Acreage	214
Total Buildings	34
Total Gross Square Feet	2,788,247
Total Parking Spaces	3,328

Background and History

UW-Stevens Point was founded in 1894 as a Stevens Point Normal School. The institution evolved into a State Teachers College in 1927, the Wisconsin State College at Stevens Point in 1951, Wisconsin State University–Stevens Point in 1964, and became part of the new UW System in 1971.

Academic Description

UW-Stevens Point offers a diverse range of programs, including those in the largest undergraduate college of natural resources in the country, and offerings in education, biology, communication, fine arts and health sciences.

Physical Description

The main campus is bounded by commercial uses on the west, and residential areas on the other sides. The campus academic core is located to the south, with residential, athletic, recreational, and support uses to the north. The main campus includes the 282-acre Schmeeckle Reserve conservancy area on on the north portion of campus. Noncontiguous land holdings include the Treehaven Field Station and a forest land parcel. The university also leases 1,823 acres of nature/conservancy areas that support the College of Natural Resources programs.



Facility needs include improvements to STEM facilities; renovation of the library, residence halls, and food service facilities; and additional space for student recreation and wellness.


N


GFSB FUNDED
NON-GFSB FUNDED
STUDENT HEALTH AND RECREATION CENTER
MAY ROACH HALL/SMITH HALL RENOVATION
DEBOT DINING CENTER RENOVATION
N

UW-Stevens Point Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
STP	DeBot Dining Center Renovation	**$16,848,000**		$16,848,000		
STP	May Roach Hall/Smith Hall Renovation	**$17,377,000**		$17,377,000		
STP	Student Health and Recreation Center	**$41,126,000**	$1,105,900	$39,263,000	$757,100	
	TOTALS	**$75,351,000**	**$1,105,900**	**$73,488,000**	**$757,100**	

DeBot Dining Center Renovation

This project renovates the DeBot Dining Center, which is the primary dining facility for approximately 3,100 students living in twelve residence halls, to address building infrastructure, life safety, and programmatic issues. Because the mechanical system is obsolete, has inadequate capacity, and is difficult to service, it will be replaced and a new mechanical penthouse that has appropriate maintenance access provisions will be constructed. A new fire sprinkler system will be retrofitted throughout the building and both freight and passenger elevators will be replaced. The main entrance vestibule and secondary entrances will be replaced, the loading dock will be updated, and a staff locker room will be renovated. Improvements to programmatic space will be made to optimize the delivery of dining services and meet contemporary standards of food service equipment replacement.

May Roach Hall/Smith Hall Renovation

This project renovates the May Roach and Smith residence halls, which were constructed in 1964 and contain a combined total of 116,204 GSF and 612 beds, to address deteriorating conditions, obsolete infrastructure, and accessibility deficiencies. The project will upgrade resident rooms and corridors. Interior doors, lighting, and floor coverings will be replaced and thin-coat plaster will be applied to cover unattractive masonry block walls in the resident rooms and corridors. All exterior windows will be replaced with energy efficient frames and glazing. The front desk lobby area will be reconfigured and the lounge area will be updated. Fire sprinklers will be installed in the entire building and updates performed on the fire alarm system. The steam radiant heating system will be replaced with a four-pipe system to support both hot water heat and air conditioning. A variety of accessibility improvements will be made throughout the building including the addition of a new five-stop elevator in each hall. These two halls represent the ninth and tenth consecutive residence halls to be renovated at UW-Stevens Point.

Student Health and Recreation Center

This project constructs 133,100 GSF of shared activity space for the Student Health and Recreation Center to address inadequacies and deficiencies in existing recreation and wellness facilities as well as in space now occupied by the Student Health Service, the Counseling Center, and the University Child Learning and Care Center. The project's budget and scope are based on a feasibility study completed in 2014. The new space will include a four-court gymnasium with an indoor jogging track; fitness spaces including cardio, strength, and group fitness; locker rooms; offices for staffing; and support space for the Outdoor EdVentures program. The center will also include space for the Health, Promotion, and Wellness programs that will accommodate the Student Health Service, the Counseling Center, and the University Child Learning and Care Center. The new building's design will encourage student interaction and reflect the university's Healthy Communities Initiative that provides for the comprehensive health, wellness, and developmental needs of all students.

This project will also construct outdoor athletic and recreation fields for soccer, track, rugby, softball, and practice football. The soccer, rugby, and football practice fields will be artificial turf, while the others will be natural grass. The new outdoor running track and associated fields will comply with National Collegiate Athletic Association (NCAA) and International Association of Athletics Foundation (IAFF) regulations. The central campus utilities capacities are sufficient to provide heating and cooling to the new facility, however, underground utility extensions to the new facility will be required.

UW-STOUT

Menomonie, Wisconsin

Student Profile

Full Time Equivalent (FTE) Enrollment	7,591
Headcount Enrollment	9,286
Wisconsin Students	6,124
Out-of-State Students	3,162
Students in Campus Housing	3,100

Academic Profile

Majors and Degrees	69
Minor Programs	52
Concentration Areas	93
Certificate Programs	20
Graduates (Annual Average)	1,967

Physical Profile

Main Campus Acreage	124
Non-Contiguous Acreage	0
Total Buildings	66
Total Gross Square Feet	2,539,538
Total Parking Spaces	3,040

Background and History

UW-Stout began in 1891 as a private institution called the Stout Manual Training School. In 1911, the training school became a public institution named Stout Institute and received teacher-training accreditation in 1928 with programs centered on industrial arts and home economics. In 1932, Stout was accredited as a college and received Master's degree accreditation in 1948. The institution became Stout State College in 1955, Stout State University in 1964, and UW-Stout became part of the UW System in 1971.

Academic Description

In keeping with it's tradition as an institution with a limited number of highly-targeted technical programs in four colleges, in 2007, UW-Stout received the designation of Wisconsin's Polytechnic University.

Physical Description

UW-Stout's site is located in downtown Menomonie, and consists of a main campus, which accommodates most campus functions, and a north campus that is located four blocks from the main campus and contains several residence halls. The campus borders both commercial and residential areas. There are no noncontiguous land holdings. The Stout University Foundation owns 385 acres in the Stout Technology Park, which was created as a means to connect technology-oriented businesses with UW-Stout's areas of expertise.

Facility needs include renovation of academic buildings, residence halls, and food service facilities.




N


GFSB FUNDED
NON-GFSB FUNDED
BOWMAN HALL EXTERIOR ENVELOPE MAINTENANCE AND REPAIR
NORTH HALL ADDITION AND RENOVATION
PRICE COMMONS RENOVATION
N

UW-Stout Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
STO	Bowman Hall Exterior Envelope Maintenance and Repair	**$8,946,000**	$8,946,000			
STO	North Hall Addition and Renovation	**$17,744,000**		$17,744,000		
STO	Price Commons Renovation	**$6,744,000**		$6,744,000		
	TOTALS	**$33,434,000**	**$8,946,000**	**$24,488,000**		

Bowman Hall Exterior Envelope Maintenance and Repair

This project repairs the exterior masonry of the historically significant Bowman Hall building and its iconic clock tower, which has reached the stage of advanced deterioration and now requires extensive repair. This project repairs the exterior masonry envelope of Bowman Hall, which was originally constructed in 1897, and replaces the main building exterior doors, frames, hardware, and windows with historically appropriate products. Typical exterior repairs include cleaning and tuck pointing all exposed masonry surfaces; replacing sealants on stone elements and parapet caps; and soldering/sealing open joints or replacing the gutters and downspouts to improve drainage. The project also includes repair of the clock tower interior and exterior masonry envelope, the imbedded and exposed structural steel members, the roof structure and coverings; and the replacement of the tower's interior metal stairs, railings, and interior wood flooring. The building houses classroom space as well as the Advisement Office, Registration and Records, Student Services, and the Financial Aid Office.

North Hall Addition and Renovation

Funding for this $17,744,000 project is provided by $4,494,000 2015-17 PRSB and $13,250,000 PRSB that was enumerated for this project in 2013-15.

This request increases the budget to complete the project originally enumerated in 2013-15, to support needed scope changes and inflation resulting from a three year delayed schedule. The project renovates the 76,300 GSF North Residence Hall, providing programmatic and infrastructure upgrades that will improve functionality, efficiency, and building code compliance. It also constructs a 14,000 GSF addition to accommodate a new accessible building entrance, expanded bath/shower rooms on each floor, and new stairs.

Most of the original building heating and ventilation systems perform poorly and require constant maintenance to sustain operations. The HVAC equipment and piping is original and needs replacement. Portions of the mechanical and electrical infrastructure do not serve present needs and additional panel boards are required to provide adequate capacity to resident rooms. All electrical distribution equipment is obsolete and needs replacement. The medium voltage distribution system should be upgraded to a loop configuration. All electrical and telecommunications wiring is original and needs replacement, as do the plumbing fixtures, water piping and valves, water heaters, waste/vent piping, and roof drains. The water service is not adequate to supply a fire sprinkler system. The fire alarm system notification panels need to be upgraded to comply with code compliant notification requirements. Restrooms and shower rooms do not meet current standards for accessibility or building codes. The building entrance does not meet current standards for accessibility. The single elevator in the building was installed in 1997 and requires modernization to meet current standards for accessibility, improve operation, and reduce maintenance costs. Asbestos-containing materials will be abated to facilitate renovation work.

Price Commons Renovation

This extensive renovation addresses facilities maintenance, infrastructure, and programmatic deficiencies. Fire-safety improvements will be made throughout the building, including sprinklers, alarms, and fire-rated separations. Also, the elevators, air handling units, and HVAC control systems will be replaced. On the exterior, the plaza deck and north/south entrances will be replaced to stop water penetration. The project remodels 18,900 GSF of spaces on the first floor to accommodate housing, student life, dining, and administrative offices as well provide technologically-rich student collaboration areas. In 2009, the second floor dining servery and cafeteria areas were renovated.

UW-SUPERIOR

Superior, Wisconsin

Student Profile

Full Time Equivalent (FTE) Enrollment	2,202
Headcount Enrollment	2,656
Wisconsin Students	1,353
Out-of-State Students	1,303
Students in Campus Housing	735

Academic Profile

Majors and Degrees	33
Minor Programs	40
Concentration Areas	29
Certificate Programs	3
Graduates (Annual Average)	475

Physical Profile

Main Campus Acreage	124
Non-Contiguous Acreage	547
Total Buildings	35
Total Gross Square Feet	1,283,967
Total Parking Spaces	1,649

Background and History

UW-Superior was founded in 1893 as the Superior Normal School. The institution evolved into a State Teachers College in 1927, the Wisconsin State College at Superior in 1951, Wisconsin State University–Superior in 1964, and became part of the new UW System in 1971.

Academic Description

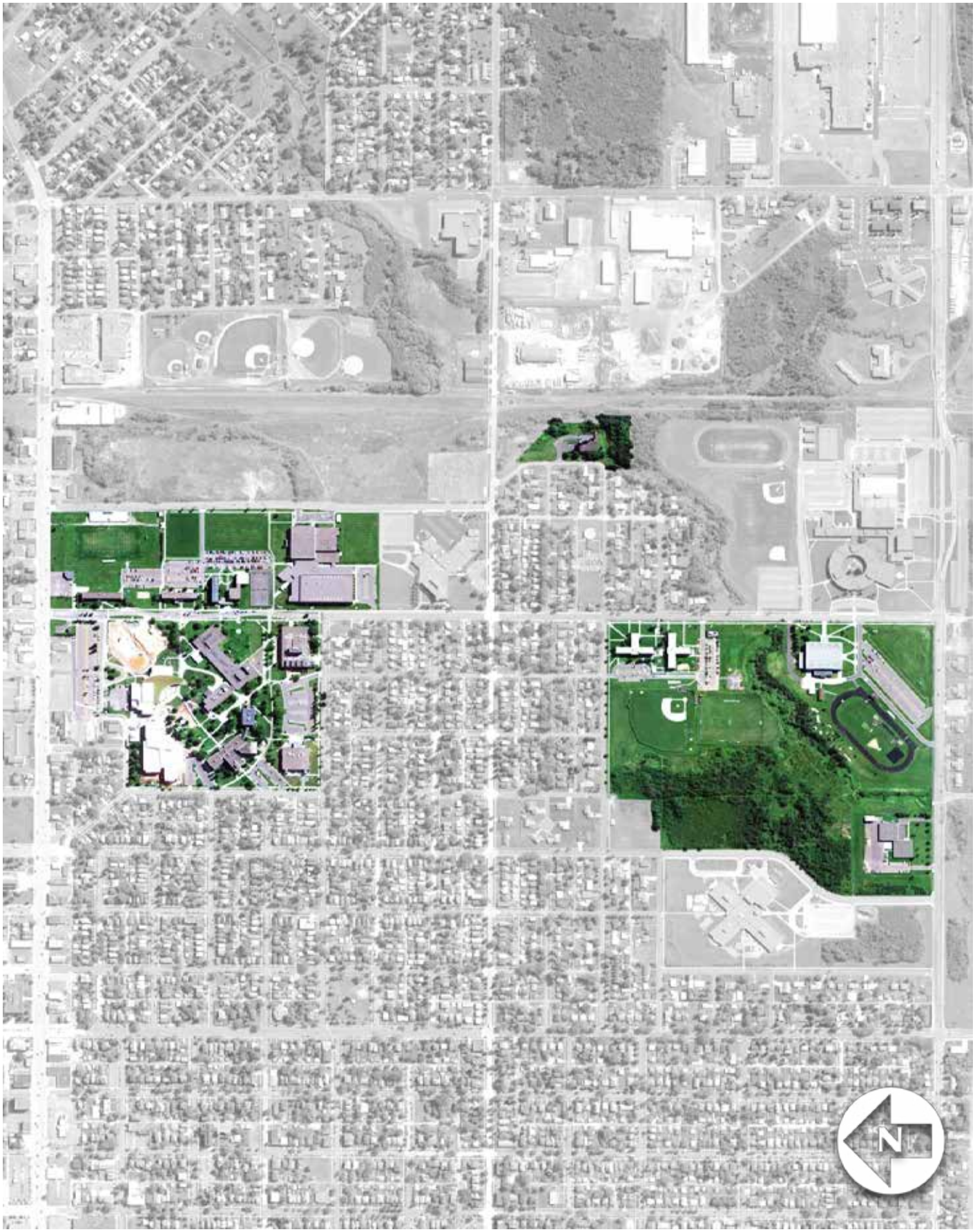
UW-Superior, the smallest of all UW System Institutions, serves the northwest region of Wisconsin. The university has been designated "Wisconsin's Public Liberal Arts College" by the Board of Regents.

Physical Description

The main site of 124 acres is divided into north and south campuses that are separated by five blocks of private residences. The north campus contains most campus functions. The south campus contains athletic and recreational facilities, additional residence halls, and facilities support functions. The heating plant is located on a site between and to the east of both campuses. Noncontiguous land holdings include the Nelson Outdoor Laboratory, which is a nature/conservancy area. In addition, the university uses and manages wetlands that were created by the Department of Transportation, and are owned by the UW-Superior Foundation.



Facility needs include improved athletic/recreational fields, and renovation of Old Main.


N

UW-WHITEWATER

Whitewater, Wisconsin

UNIVERSITY OF WISCONSIN WHITEWATER

Student Profile

Full Time Equivalent (FTE) Enrollment	10,737
Headcount Enrollment	12,015
Wisconsin Students	10,196
Out-of-State Students	1,819
Students in Campus Housing	4,269

Academic Profile

Majors and Degrees	72
Minor Programs	151
Concentration Areas	0
Certificate Programs	14
Graduates (Annual Average)	2,165

Physical Profile

Main Campus Acreage	400
Non-Contiguous Acreage	0
Total Buildings	53
Total Gross Square Feet	3,014,518
Total Parking Spaces	5,250

Background and History

UW-Whitewater began in 1868 as Whitewater Normal School, the second such school in the state. The institution evolved into Whitewater State Teachers College in 1927, the Wisconsin State College-Whitewater in 1951, Wisconsin State University–Whitewater in 1964, and became part of the new UW System in 1971.

Academic Description

UW-Whitewater is a regional university with a diverse offering of programs. In addition to historic strength in teacher education, UW-Whitewater is known for its College of Business and Economics. Since 1973, the university has had a particular mission of providing services to students with disabilities.

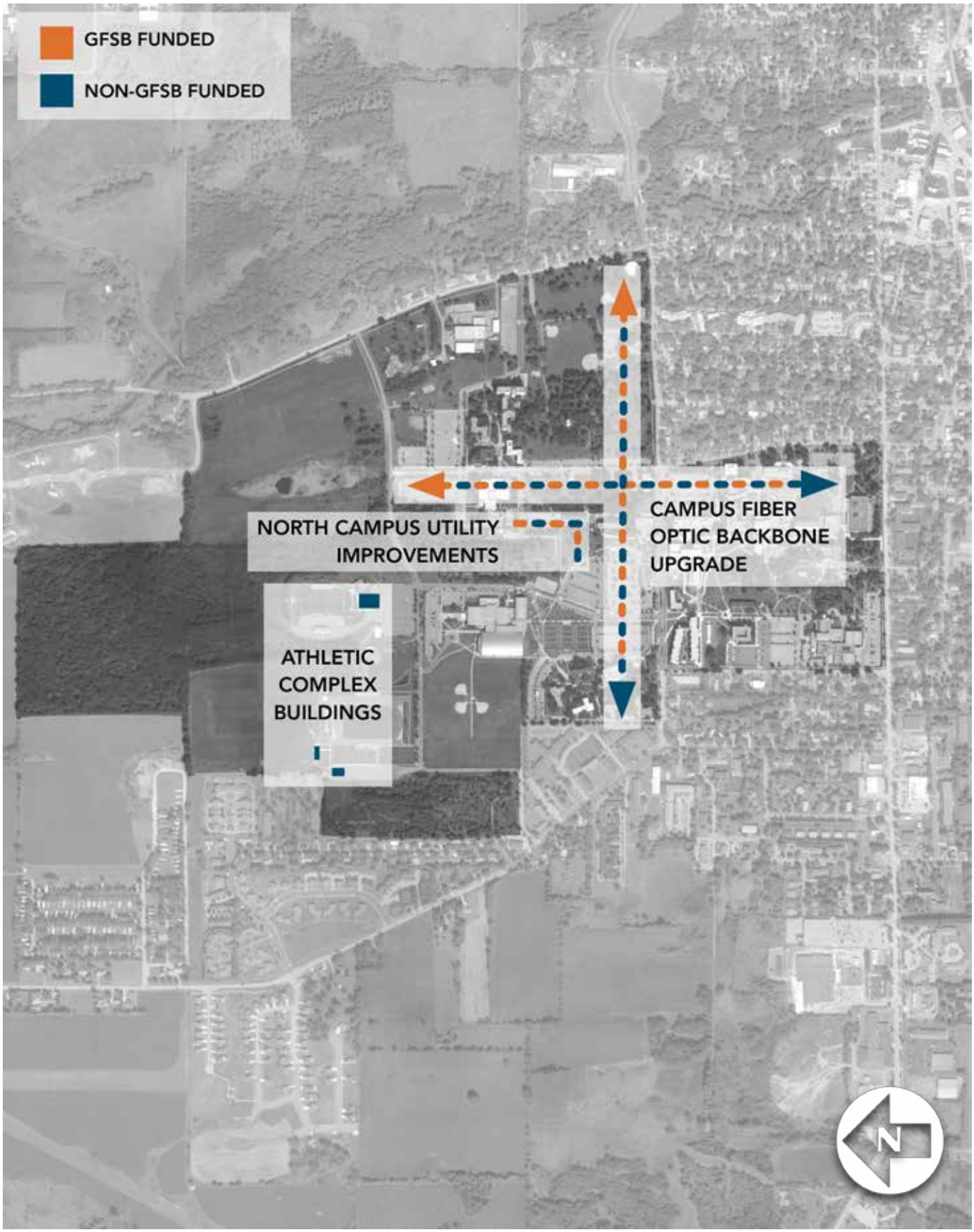
Physical Description

The UW-Whitewater campus has two portions: a south part that contains most academic, administrative, and student life functions; and a north portion that contains athletic and recreational functions, and the majority of residence hall space. The south portion is distinguished by a large glacial drumlin in the core, and four other drumlins are found on other parts of the campus. The campus is bounded on all sides by residential areas. There is no non-contiguous land.



Facility needs include central utility improvements, renovation of academic space, additional residential beds, and improvements to athletic/recreational facilities.


N


GFSB FUNDED
NON-GFSB FUNDED
NORTH CAMPUS UTILITY IMPROVEMENTS
CAMPUS FIBER OPTIC BACKBONE UPGRADE
ATHLETIC COMPLEX BUILDINGS
N

UW-Whitewater Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
WTW	Athletic Complex Buildings	**$4,236,000**		$1,403,000	$1,183,000	$1,650,000
WTW	Campus Fiber Optic Backbone Upgrade	**$5,783,000**	$3,296,000	$2,487,000		
WTW	North Campus Utility Improvements	**$6,187,000**	$3,022,000	$3,165,000		
	TOTALS	**$16,206,000**	**$6,318,000**	**$7,055,000**	**$1,183,000**	**$1,650,000**

Athletic Complex Buildings

This project renovates and constructs additions to the Baseball Services and Athletic Services Buildings and constructs a new Athletic Grounds Maintenance Building.

Athletic Grounds Maintenance Building: This new 1,400 GSF facility will provide space for a physical plant workshop, facility vehicle parking, tool storage, and associated office space.

Athletic Services Building: The 3,150 GSF new addition and 13,000 GSF of remodeled space includes larger locker rooms, meeting rooms, an expanded physical therapy/training area, storage area, and a ticket office.

Baseball Services Building: A 6,700 GSF new addition and 2,200 GSF of remodeled space will provide improved training, meeting, and locker rooms, accessible rest rooms and shower facilities, and administrative offices. Also included are accessible public restrooms, a new umpire locker room, an elevator, and a concessions area.

Campus Fiber Optic Backbone Upgrade

This project will replace the the current 1990's vintage fiber optic lines with new lines.

The existing fiber optic line technology is obsolete and the system lacks the capacity necessary to serve the instructional technology needs of the campus. In addition, the existing fiber has become brittle, is subject to breakage, and is difficult to repair. Replacement will provide adequate capacity using current technology.

North Campus Utility Improvements

This project will replace steam and condensate lines, extend new chilled water lines, and extend electrical and signal lines.

The campus master plan surveyed utility systems, recommended needed repairs, and identified sites for the construction of new residence halls. This project implements the first phase of work to replace steam and condensate lines that have reached the end of their useable lives, provide additional capacity and redundancy, and serve the new residence halls.

UW-EXTENSION

Statewide

University of Wisconsin-Extension

History

Nearly eight decades ago, University of Wisconsin President Charles Van Hise and Governor Robert LaFollette defined a third mission to be added to the teaching and research functions of the state university. The Wisconsin Idea – extending the university's boundaries to the corners of the state - was intended to extend the university's educational programs to address the relevant social, economic, environmental, and cultural issues of its citizens. This extension function of the University of Wisconsin was well established long before the creation of the University of Wisconsin-Extension as an institution; Wisconsin was one of the first states to institutionalize extension education.

In fulfillment of the Wisconsin Idea, the University of Wisconsin-Extension works in partnership with 26 UW System campuses, 72 Wisconsin counties, three tribal governments, and other public and private organizations to provide educational services to the citizens of the state.

Organization

UW-Extension is made up of four divisions:

Cooperative Extension works with individuals, families, farms, business, and communities by applying university knowledge and research to address issues in rural, suburban and urban settings. Locally-based Cooperative Extension staff collaborates with University of Wisconsin campus specialists to provide educational programming throughout Wisconsin. The Wisconsin Geological and Natural History Survey and Leadership Wisconsin are part of this division.

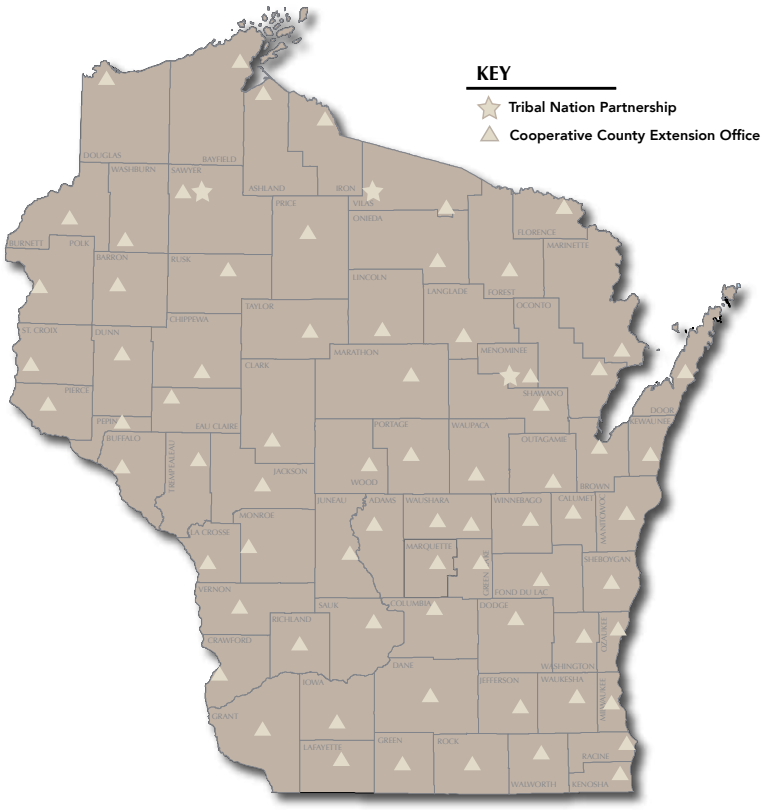
Continuing Education, Outreach and E-Learning provides continuing education services through all 26 UW System campuses, including these leading-edge new online degrees: bachelor of science degree in health and wellness, bachelor of science degree in health information management and technology, and bachelor of science degree in sustainable management.

Entrepreneurship and Economic Development supports the Broadband & E-Commerce Education Center, Center for Technology Commercialization, and the Wisconsin Small Business Development Center, with locations at the University of Wisconsin System four-year institutions.

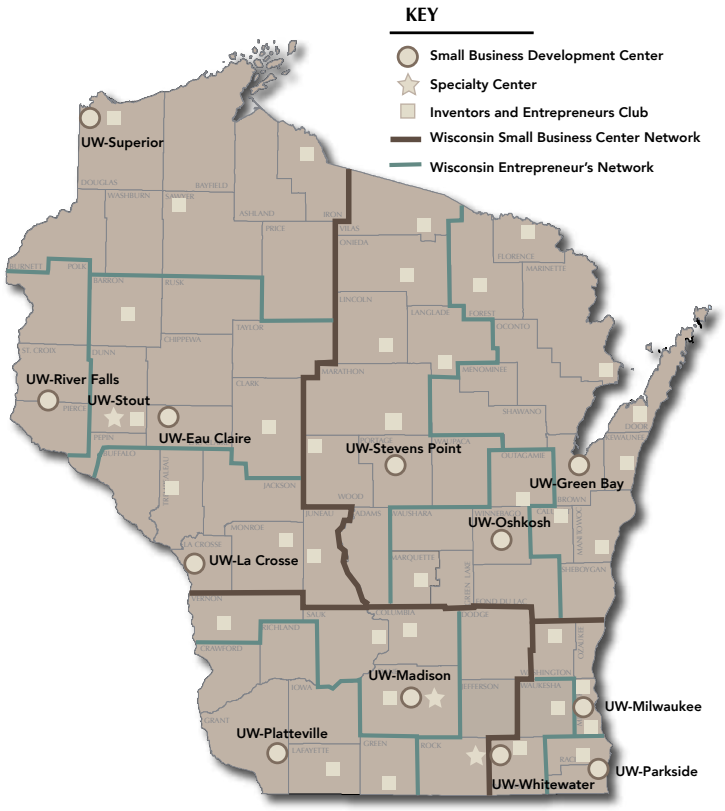
Broadcasting and Media Innovations is responsible for Wisconsin Public Radio and Wisconsin Public Television as well as distance learning and conferencing technology services.

Funding

Ongoing support for UW-Extension comes from state, county, tribal, and federal government sources. Fees, gifts, grants, and contracts from the public and private sectors provide additional revenue. UW-Extension allocates 42% of its expenditures to the 26 UW campuses. Supporting the UW System's public service mission, these funds are used for business and management education and continuing education courses, as well as research in agriculture, nutrition, economics, natural resources, human development, and other areas.



COOPERATIVE EXTENSION - COUNTY OFFICES AND TRIBAL NATION PARTNERSHIPS



SMALL BUSINESS DEVELOPMENT CENTERS AND SPECIALTY CENTERS

UW-Extension Major Projects

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
EXT	Continuing Education, Outreach, and E-Learning (CEOEL) Building Purchase	**$6,000,000**		$1,500,000	$4,500,000	
EXT	Lowell Hall South Wing HVAC Renovation	**$6,200,000**		$6,200,000		
	TOTALS	**$12,200,000**		**$7,700,000**	**$4,500,000**	

Continuing Education, Outreach, and E-Learning (CEOEL) Building Purchase

This request seeks enumeration of funds for the purchase of an office building to serve the UW-Extension Division of Continuing Education, Outreach, and E-Learning (CEOEL), which serves as the coordinator for continuing education at all 26 campuses, online, and in communities throughout the state. UW-Extension is in the process of issuing a Request for Proposals (RFP) for a lease of space for the division that includes an option to purchase. It is necessary to seek enumeration in this biennium in case an outright purchase would result in a better financial solution than a lease of space.

CEOEL partners with all 15 institutions to build online, multi-institutional collaborative degree programs, competency-based programs through the UW Flexible Option, and a broad array of credit and non-credit certificates to help students and adult learners meet their academic and professional development needs. These collaborative programs have doubled since 2009, their enrollments have grown more than 300 percent, and future plans include the addition of new programs during the next several years. The additional space is necessary because these enrollment increases require additional staff for instructional and student services, curriculum development, instructional design, registration, and advising.

Lowell Hall South Wing HVAC Renovation

This project constructs guest room HVAC renovations in Lowell Hall, which is a UW-Extension conference center, to replace south wing systems that are original to the 1960s building, well beyond their useful life, and plagued with maintenance and operational problems. New air handlers and exhaust systems will be installed. The project also constructs minor architectural renovations for south wing floors two through seven, eight guestrooms, and office/support areas such as the installation of new lighting, upgrading of interior finishes, the addition of some closets, and minor asbestos abatement of ceiling finishes. The project will include renovation of the south wing elevator lobbies to bring those spaces into compliance with ADA accessibility standards. These upgrades will provide consistent room quality and amenities throughout the facility.

UW System Categorical Enumeration Requests

Inst.	Project Title	Total	GFSB	PRSB	Cash	Gift/Grant
SYS	All Agency Projects Program	**$148,352,000**	$74,176,000	$74,176,000		
SYS	Instructional Projects Program	**$10,000,000**	$10,000,000			
	TOTALS	**$158,352,000**	**$84,176,000**	**$74,176,000**		

All Agency Projects Program

This request is for continued allocation of funding from the All Agency program. This funding will be used for limited scope maintenance projects that repair, renovate, replace, and upgrade building components and systems. These high-priority projects will address critical items that have failed or are near failure. Critical items are those that directly affect the ability to maintain continued operations and facility functions, require inordinate operational resources, pose health or safety hazards, or could result in more extensive future projects or increased operating costs, if not addressed in a timely way. All Agency projects range from projects that address only a single component or system, to those that address a number of components and systems in a comprehensive way. Small projects allow emergency and minor repairs to be done in an expedient and efficient way.

Instructional Projects Program

This program was initiated during the 1995-97 biennium, and for several biennia focused on comprehensive renovations to general access classrooms. Starting last biennium, the program was expanded to consider instructional laboratories at the discretion of each institution and its academic priorities.

This request provides funding to improve and renovate core instructional spaces at the 13 four-year institutions and at UW-Extension. Projects using the Instructional Projects Program funding will address physical condition issues and technology capabilities within classrooms and instructional laboratories. Typical project scope items include building infrastructure (mechanical, electrical power and lighting, telecommunications, plumbing systems) renovations, architectural finishes replacement, acoustical performance enhancements, room configuration and layout modifications, fixed and movable equipment and furnishings replacements, accessibility improvements, and compliance with building code requirements. The primary focus is to comprehensively maintain and update established core instructional spaces.

The service life of instructional technology ranges between six and ten years, and advancements in teaching and learning methodologies will continually require remodeling and/or technology revisions. Based upon the significant unmet need, it is critical that the program continue so that it can assist each institution's response to its highest priority needs for suitable learning environments.

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University of Wisconsin System Profile

Enrollment

Approximately 181,000 headcount
Approximately 153,000 full-time equivalent (FTE)

Faculty and Staff

Approximately 32,000 statewide

Institutions

Two doctoral institutions
- UW-Madison
- UW-Milwaukee

Eleven four-year comprehensive institutions
- UW-Eau Claire
- UW-Green Bay
- UW-La Crosse
- UW-Oshkosh
- UW-Parkside (Kenosha)
- UW-Platteville
- UW-River Falls
- UW-Stevens Point
- UW-Stout (Menomonie)
- UW-Superior
- UW-Whitewater

Thirteen two-year institutions (UW Colleges)
- UW-Baraboo/Sauk County
- UW-Barron County (Rice Lake)
- UW-Fond du Lac
- UW-Fox Valley (Menasha)
- UW-Manitowoc
- UW-Marathon County (Wausau)
- UW-Marinette
- UW-Marshfield/Wood County
- UW-Richland (Richland Center)
- UW-Rock County (Janesville)
- UW-Sheboygan
- UW-Washington County (West Bend)
- UW-Waukesha

UW-Extension statewide in each county

Degrees Conferred

2,011 Associate's degrees
26,178 Bachelor's degrees
5,757 Master's degrees
963 Doctorates - research/scholarship
799 Doctorates - professional practice

Annual Operating Budget

$5.9 billion total
$1.1 billion state funding

Facilities Portfolio

61,666,000 gross square feet/35,000,000 assignable square feet
More than 1,900 buildings and additions
Building replacement value in excess of $11 billion
More than 18,000 acres statewide

The counties and/or cities in which the UW Colleges are located own and maintain the facilities at those locations; the UW System is responsible for providing programs, for funding capital equipment, and for operating the facilities.

Additional UW System Information

Statistics from
University of Wisconsin System Fact Book 2012-13

UW System History

The University of Wisconsin System was created on October 11, 1971, by Chapter 100, Laws of 1971, which combined the two public university systems under a single board of regents. The merger was completed in July 9, 1974, when Senate Bill 2 created a new Chapter 36 (University of Wisconsin System) by combining the former Chapter 36 (University of Wisconsin), and former Chapter 37 (Wisconsin State Universities). Chapter 36 sets forth the mission and purpose of the University of Wisconsin System and describes: the responsibilities and powers of the Board of Regents, faculty, and student roles in shared governance, faculty appointment and tenure rights, academic staff appointments, and other aspects involved in the administration of the University of Wisconsin System.

The pre-merger University of Wisconsin System was created by state constitution and state law in 1848. At the time of the merger in 1971, the system consisted of the original land-grant university at Madison, and UW-Milwaukee, UW-Green Bay, UW-Parkside, ten two-year centers, and statewide Extension. Total enrollment in 1971 was 69,554. Governance was by the Regents of the University of Wisconsin, a board of 10 members: nine were appointed by the governor and confirmed by the senate for nine-year terms; the tenth member was the state Superintendent of Public Instruction, who served ex-officio.

The pre-merger Wisconsin State University System began in 1857 with a state law that created a Board of Regents of Normal Schools. The first of nine such institutions was opened at Platteville in 1866, and the last at Eau Claire in 1916. In 1927, the normal schools received authority to grant baccalaureate degrees and were renamed State Teachers Colleges. In 1951, liberal arts programs were added to the institutions, which were renamed Wisconsin State Colleges. In 1964, the Wisconsin State Colleges were designated Wisconsin State Universities. At the time of merger, the Wisconsin State University System had nine universities and four two-year centers with a total enrollment of 64,148. Governance was by the Board of Regents of

Board of Regents

the Wisconsin State University System, a board of 14 members: 13 were appointed by the governor and confirmed by the senate for five-year terms; the fourteenth member was the state Superintendent of Public Instruction.

The Board of Regents of the University of Wisconsin System consists of 18 members, 16 of whom are appointed by the Governor, and are subject to approval by the state Senate. Fourteen of these members serve staggered seven-year terms, and two of the members are current students who are appointed for two-year terms. Two ex-officio members are the state Superintendent of Public Instruction, and the president or a designee of the Wisconsin Technical College System Board.

Regents meet eight times per year and serve without pay. They are responsible for establishing policies and rules for governing the system, planning for future educational needs, setting admission standards and policies, reviewing and approving university budget requests, and establishing a regulatory framework that allows as great a degree of operational autonomy for each institution as possible. The regents also appoint the president of the university system, the chancellors of the 13 universities, the chancellor of UW Colleges and Extension, and the deans of each of the 13 two-year colleges.

University of Wisconsin Mission Statements

University of Wisconsin System Mission Statement

The mission of the system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

University of Wisconsin System Administration Mission Statement

With the Board of Regents, the UW System Administration leads and serves the UW System institutions, as a champion of higher education and a responsible steward of resources.

Under the direction of the UW System President, the UW System Administration helps to develop, and then implements, monitors, and evaluates policies enacted by the Board of Regents, aligning university programs with the current and future needs of the state and the nation.

In fulfilling this mission, the UW System Administration:

- Develops strategic plans, analyzing advances in teaching and learning, new technologies, and demographic trends.
- Acquires and manages the human, physical, and financial resources needed to advance public higher education in Wisconsin, advocating for UW System institutions, students, employees, and stakeholders.
- Ensures the effective and efficient use of resources, building trust with students, taxpayers, donors, and other funders.
- Measures, evaluates, and reports the UW System's progress toward strategic goals and operational objectives, demonstrating accountability and leadership.
- Cultivates the talent needed to fulfill the UW System mission, helping the institutions attract, reward, and retain faculty, academic staff, classified staff, and academic leaders,
- Models and leads organizational learning and transformation through inclusive excellence, equity, and diversity, by engaging with students, faculty, staff, and a wide variety of external stakeholders, whose diverse viewpoints and experiences enrich the university's impact.
- Facilitates close coordination and cooperation among the UW System institutions, building on existing capabilities and sharing expertise.
- Coordinates UW System activities and operations with appropriate local, state, and federal governmental agencies.
- Facilitates effective partnerships with other public and private educational institutions and systems, university governance groups, businesses, students, and others, to create shared solutions to emerging challenges.
- Interprets and applies laws, regulations, and business practices that govern the UW System, providing reliable guidance and oversight for the institutions.

The Core Mission of the Doctoral Cluster Institutions

As institutions in the Doctoral Cluster, the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee share the following core mission. Within the approved differentiation stated in their select missions, each university shall:

a. Offer degree programs at the baccalaureate, master's and doctoral levels.
b. Offer programs leading to professional degrees at the baccalaureate and post baccalaureate levels.
c. Conduct organized programs of research.
d. Promote the integration of the extension function, assist the University of Wisconsin Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
e. Encourage others in the University of Wisconsin System and in other state and national agencies to seek the benefit of the unique educational and research resources of the doctoral institutions.
f. Serve the needs of women, minority, disadvantaged, disabled and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
g. Support activities designed to promote the economic development of the state.

The Core Mission of the University Cluster Institutions

As institutions in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Eau Claire, the University of Wisconsin-Green Bay, the University of Wisconsin-La Crosse, the University of Wisconsin-Oshkosh, the University of Wisconsin-Parkside, the University of Wisconsin-Platteville, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, the University of Wisconsin-Stout, the University of Wisconsin-Superior and the University of Wisconsin-Whitewater share the following core mission. Within the approved differentiation stated in their select missions, each university in the cluster shall:

a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
b. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling and through university sponsored cultural, recreational and extra curricular programs.
c. Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
d. Offer a program of pre-professional curricular offerings consistent with the university's mission.
e. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.
f. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
g. Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
h. Serve the needs of women, minority, disadvantaged, disabled and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
i. Support activities designed to promote the economic development of the state.

Select Mission of the University of Wisconsin Colleges

In addition to the UW System mission, the University of Wisconsin Colleges has the following select mission (revised 2011):

The University of Wisconsin Colleges is a multi-campus institution committed to high quality educational programs, preparing students for success at the baccalaureate level of education, providing the first two years of a liberal arts general education that is accessible and affordable, providing a single baccalaureate degree that meets local and individual needs, and advancing the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses

Select Mission of the University of Wisconsin Extension

In addition to the UW System mission, the University of Wisconsin-Extension has the following select mission (revised 2004):

Through the University of Wisconsin-Extension, all Wisconsin people can access university resources and engage in lifelong learning, wherever they live and work.

Fundamental to this mission are UW-Extension's partnerships with the 26 UW campuses, the county and tribal governments, and other public and private organizations. Fulfilling the promise of the Wisconsin Idea, UW-Extension extends the boundaries of the university to the boundaries of the state and helps the university establish mutually beneficial connections with all its stakeholders.

For millions of Wisconsin individuals, families, businesses, and communities, UW-Extension is the doorway to their public university, enabling them to:

- Achieve personal growth, professional success, and organizational effectiveness through formal and informal learning;
- Address the changing needs of the state and society by applying relevant university research; and
- Gain greater access to educational, cultural, and civic resources through the use of technologies.

In addition, UW-Extension supports the University of Wisconsin System mission by:

- Providing strong leadership for the university's statewide public service mission;
- Integrating a scholarly approach to outreach across many academic disciplines; and
- Addressing the specific educational needs of under-served, disadvantaged and nontraditional students.

Physical Development Principles & Physical Asset Stewardship Goals

Physical Development Principles

Upon recommendation of the President of the University of Wisconsin System, the Board of Regents adopts the following principles to guide the physical development of the University of Wisconsin System campuses:

Planning, prioritization, and funding of physical development should occur using best practices of inclusion, integration, and transparency that include:

1. Physical development that is planned using an integrated planning model that incorporates programmatic concerns, physical concerns, and financial realities.
2. Involvement of stakeholders that provides a meaningful role for students where student funding and fees are involved.
3. Physical development that is planned within the context of UW System, institutional, and State of Wisconsin planning guidelines, policies, and funding parameters.
4. Cooperative planning with the city and county in which the institution is located.
5. Campus physical environments that promote optimal accessibility for people with disabilities.
6. Comprehensive campus master plans that are regularly updated and address:
   a) Space needs
   b) Image, identity, and aesthetics
   c) Multi-modal transportation access and circulation
   d) Parking
   e) Open space
   f) Building sites
   g) Infrastructure and utilities
   h) Sustainability
   i) Implementation;

   and physical development that is planned in accordance with those master plans.
7. Planning that includes student enrollment, faculty, and staff projections; applicable space allocation and utilization benchmarks; evidence-based decision making; and best planning practices.
8. Responsiveness to the needs of a diverse student body and the delivery of programs and services that meet those needs.

9. Sustainable design through:
   a) Optimal use and reuse of existing facilities
   b) Minimum construction of new facilities
   c) Optimal adaptability for future changes
   d) High-performance and energy efficient design
   e) Ease of long-term maintenance and operation
   f) Appropriate use of renewable energy
10. Accurate and defensible project programs, budgets, and schedules developed prior to enumeration.

History

Adopted by Resolution 7868, 3/5/1999; amended by Resolution 8431, 9-7-2001; amended by Resolution 10127, 10/5/2012

Physical Asset Stewardship Goals

Upon recommendation of the President of the University of Wisconsin System, the Board of Regents adopts the following goals to guide the care of physical assets of the University of Wisconsin System institutions:

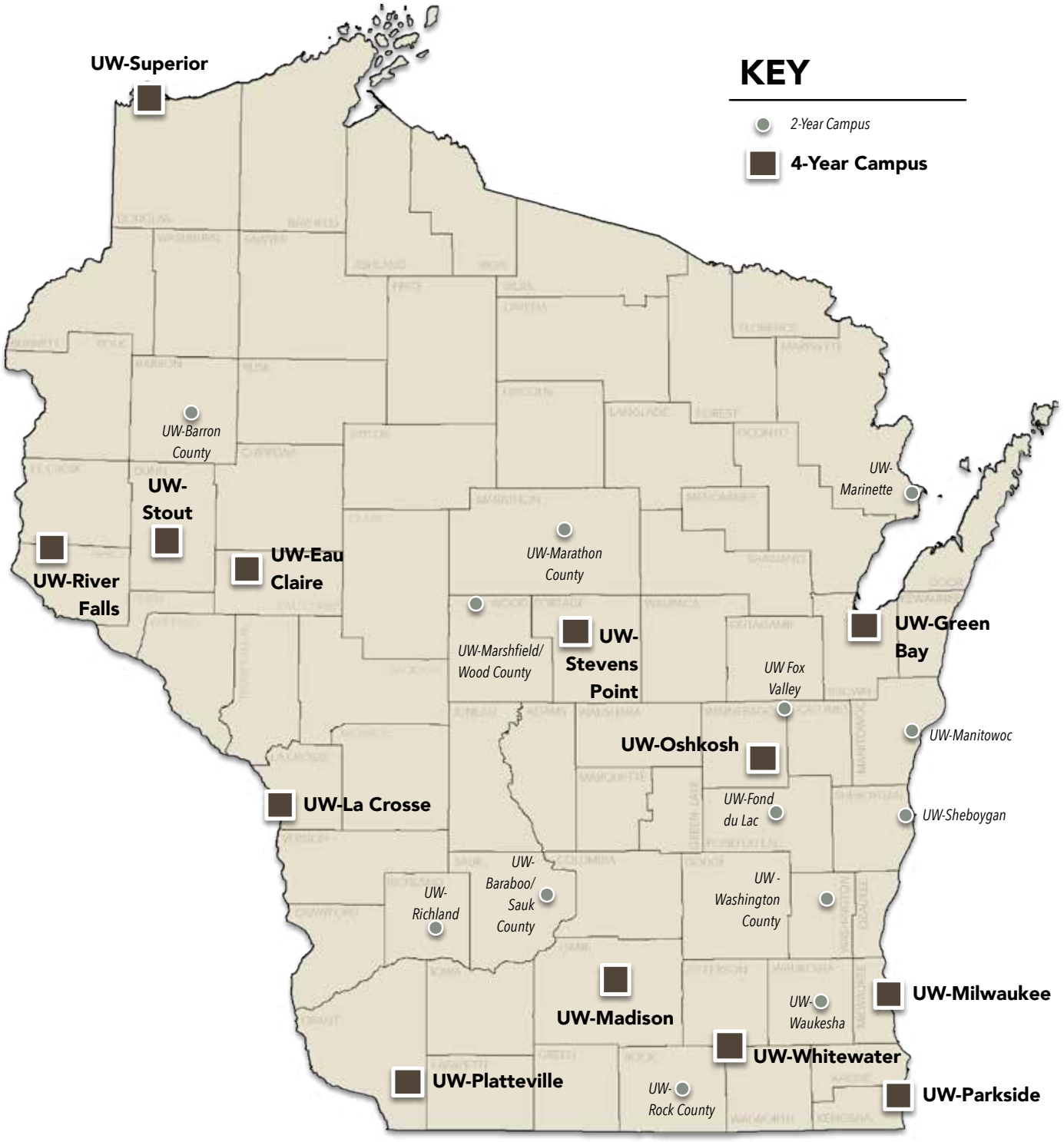
Appropriate stewardship of physical assets should occur using best practices that include:

1. An institutional commitment to assure that there are adequate resources, optimal use of resources, and adequate expertise to care for physical assets.
2. An accurate and current geographic information system (GIS) for all Board of Regents-owned land using a common UW systemwide format and minimum level of detail.
3. A comprehensive building space management function, accurate and current space inventory, and a comprehensive space use plan specific to each institution.
4. An accurate and current record of the physical condition and maintenance needs of all facilities.
5. Proper maintenance of all existing facilities so as to protect and extend the life of existing investments and ensure that facilities are usable for their intended purposes.
6. A commitment to Wisconsin's heritage through historic preservation of historic buildings and other historic cultural resources.

History

Adopted by Resolution 10127, 10/5/2012

Institution Location Map



Capital Planning Process

Planning Process Overview

Summary

University of Wisconsin System capital planning is based on the resolution of physical planning issues. The process begins at the institutions, with advice and guidance from University of Wisconsin System Administration staff. This staff works with institutions to document need and formulate capital project requests, evaluates and prioritizes those requests, and obtains Board of Regents approval for the University of Wisconsin System Capital Budget Request. The request, along with required documentation, is then forwarded to the Department of Administration, which initiates the legislative process for budget approval.

The capital planning process described above has been used for more than two decades, and replaced an earlier process that determined needs and project justification based on the application of planning formulas. It is used for the whole range of capital projects, from All Agency projects to Major Projects. This process is intended to be rigorous and flexible enough to respond to the unique and diverse facility needs at the institutions, by fully engaging the stakeholders at the institutions in identifying and resolving those needs. It is also intended to provide the Board of Regents, the Department of Administration, and the legislature with defensible capital plans that are based on robust investigation of issues and solutions.

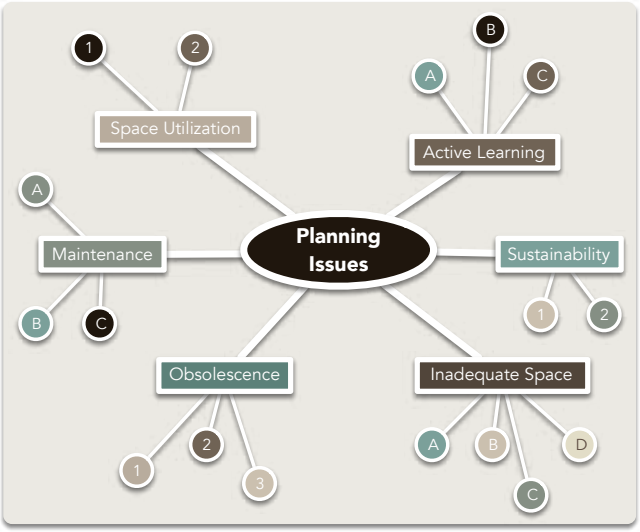
Typically, the various planning cycles and timelines do not align. Strategic planning is usually done on an as-needed basis. Academic planning often follows accreditation cycles. Master planning occurs at ten to twelve-year cycles. Capital planning occurs on biennial cycles, but covers six-year periods. In addition, shared governance at institutions have cycles of meetings. Therefore, the task of campus planners is to capture the most current information available during the issues development process.

The capital project request process for the next cycle, which is the 2017-19 biennium, will begin in September of 2015 and conclude with the passage of a state budget in June of 2017.

Step 1: Institutional Planning

Issues development is the first step in the capital planning process, and begins by identifying issues that could have a facilities impact. The term "issues" encompasses a broad variety of matters that includes problems, projected changes to programs, enrollment changes, opportunities, and institution initiatives. The process of identifying issues will vary by institution, depending on the governance protocols that were established for that institution. Identification of issues often starts at a departmental or unit level, and they are then are vetted by a dean or unit director. The usual institutional governance process results in issues being reviewed by the chancellor's cabinet and chancellor, who prioritizes the issues and initiatives.

Physical planning begins with an assessment of existing facilities: the physical condition, the functionality of spaces for their intended uses, the utilization level of space, the amount of space, and the ability of existing facilities to meet programmatic needs.



In addition to physical issues, there are strategic, academic, and financial plans to consider. The identified issues are integrated through the master planning process, which typically addresses issues at a high level, developing capital plans that respond to major long-term initiatives and high-priority physical needs. Biennial capital plans focus on the implementation of master plan directions, and on addressing shorter-term initiatives and issues. Biennial capital plans cover a three-biennium timeframe, so issues and proposed plans will continue to evolve from biennium to biennium, within the context of the master plan.

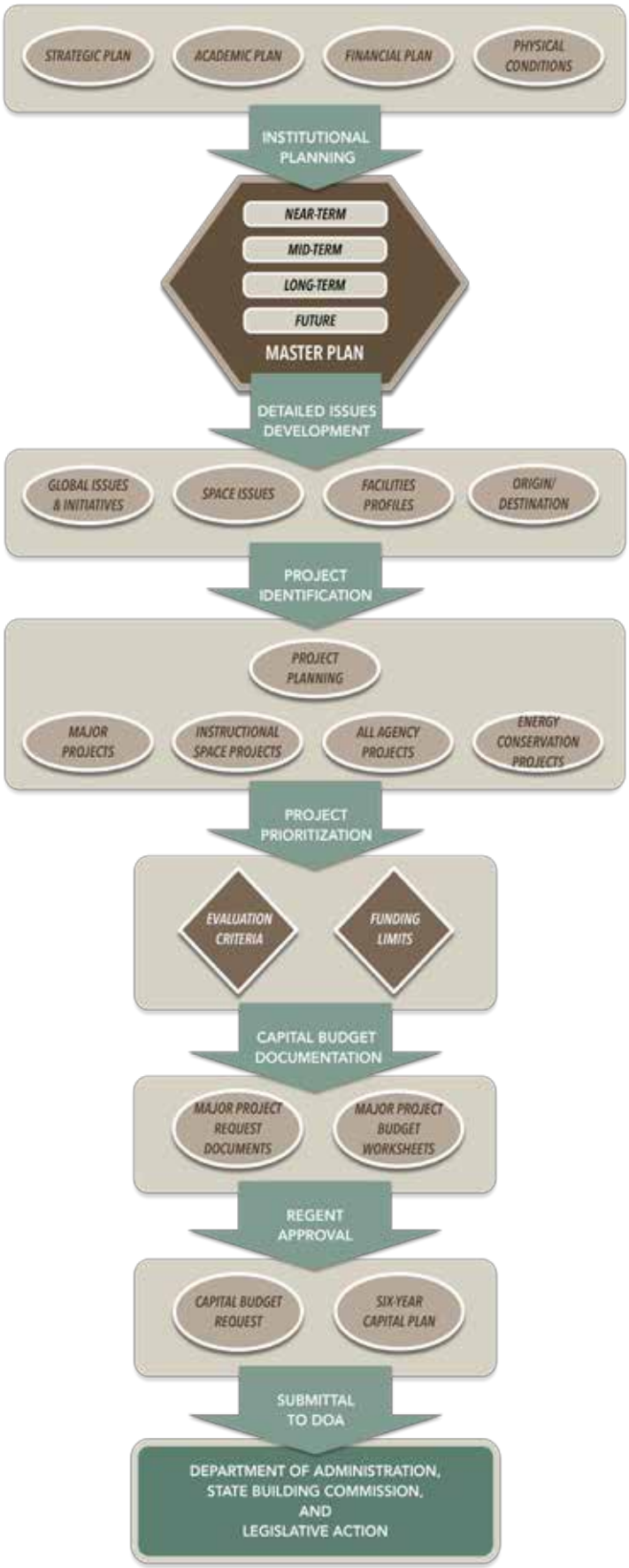
Step 2: Detailed Issues Development

The second step in the capital planning process is the detailed development of planning issues. As projects identified in the master plan are readied for implementation, the broad issues that informed those projects are further examined and documented in detail, as a means of determining the precise scope of the project, and as robust justification of the need for the project. Documentation deliverables include: building, site, and utility profiles; space needs summary; origin/destination charts; a global issues list; a list of institutional initiatives; and a summary of institutional planning processes. In addition to documenting the issues for the institution, the deliverables communicate to UW System Administration the issues that will inform the development of capital project solutions. *(Refer to the Planning Issue Themes section for a discussion of current and emerging themes for planning issues.)*

Step 3: Project Identification

The third step is the formulation of capital projects. This collaborative effort between the institutions and UW System Administration staff seeks to balance solutions to high priority needs with available funding and develop projects of optimal scopes that best utilize the categories of funding. Alternatives are investigated during this step. *(Refer to the Alternative Development section for a discussion on how alternatives are evaluated and selected.)* Typically this step, as well as the previous step, are informed by pre-designs developed by design

UW System Capital Planning Process



consultants. A pre-designs provides a means to assure that the project's scopes and budget are in alignment and responsive to the identified needs. The formulation of major projects typically involves shared governance at the institutions prior to being submitted to UW System Administration.

Step 4: Capital Project Evaluation

Project evaluation and prioritization is the fourth step. Major project request documents and budget worksheets are submitted to UW System Administration. All major projects requesting General Fund Supported Borrowing are evaluated by staff based on criteria approved by the Board of Regents and prioritized for funding. Projects that use funding from other sources are also evaluated based on different criteria, but are not prioritized. Project budgets for all projects are reviewed for appropriateness, completeness, and proper escalation. *(Refer to the Capital Project Request Evaluation section for a discussion of how projects are evaluated.)*

Step 5: Board of Regents Approval

In the fifth step, UW System Administration submits a list of requests to the Board of Regents, which reviews the biennial capital budget request at the August meeting of even-numbered years, and recommends a list of projects to be included in the official request to the Department of Administration.

Step 6: Submittal to DOA

The final step of the process includes UW System Administration submission of the recommended UW System capital budget request to the Department of Administration; the submittal includes major project request documents and budget worksheets. A six-year Capital Plan is also prepared and sent to the Department of Administration.

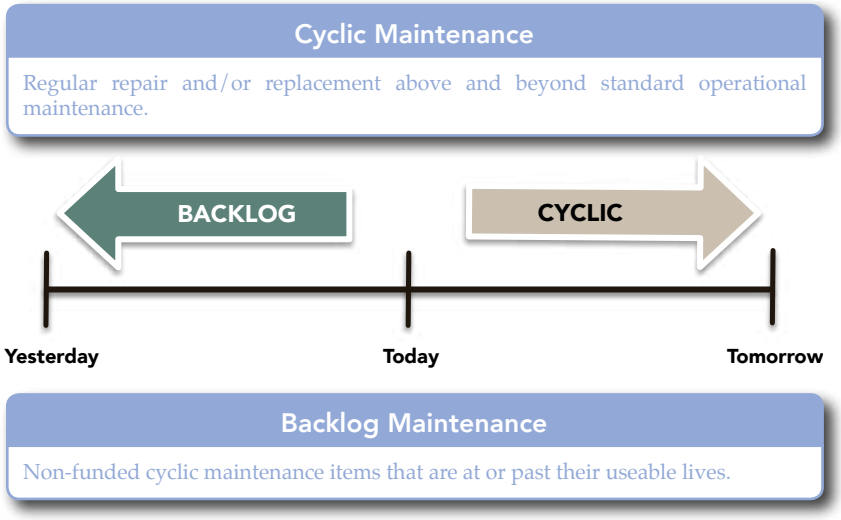
Major projects that are not recommended by the Department of Administration, the State Building Commission, or that are not enumerated by the legislature are typically included in the next biennial budget request as a high priority, provided the issues that informed these projects are still relevant, and the project continues to be a high priority for the institution.

Instructional Space Projects, All Agency projects, and Energy Conservation projects follow different processes for implementation, although these categories of projects are also evaluated for advancement prior to being sent to the Department of Administration for implementation.

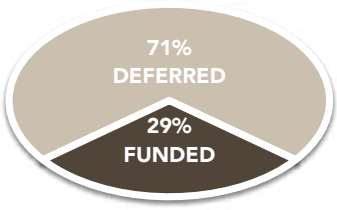
Current Planning Themes

Theme 1: Deferred Maintenance

Deferred maintenance includes building systems and components that have failed, are obsolete, or are no longer maintainable with normal operating maintenance procedures and budgets. Backlog maintenance includes building systems or components that are beyond their useable lives. Examples of failure issues include leaking roofs, deteriorated windows, leaking plumbing, an inoperable ventilation fans. Failed systems can negatively affect building occupants and typically lead to repairs that are more extensive and costly than those done proactively. Obsolete systems may result in an inability to make repairs or cause inefficient operation. Systems that are beyond their useful lives often result in inefficient operation, excessive repairs, or complete failure.



The pervasiveness of maintenance issues is not surprising given the age of most of the buildings in the UW System portfolio. Maintenance funding has not kept pace with the accumulation of backlog maintenance; a majority of proposed maintenance projects are deferred each biennium. Appropriately scoped maintenance projects often have a budget that exceeds the $3 million enumeration threshold, and therefore they must be incorporated into the lengthy capital budget cycle. New strategies are needed to better address backlog maintenance and assure that funding for maintenance is used in the most effective way.



Maintenance Projects

Facilities Renewal Program

In order to comprehensively address deferred maintenance and functional obsolescence, a new capital program, identified as a Facilities Renewal Program, was first proposed in the 2011-13 biennium. However, since this program was not funded at a level necessary to be successful, and provided very little gain in implementation flexibility, no projects are being requested under this designation this biennium. Instead, major renovation projects will be requested as individually enumerated projects. Despite this, Facilities Renewal remains an idea with potential for effectively addressing deferred maintenance.

Energy Conservation Performance Contracting

Although targeted towards energy conservation, the Energy Conservation Performance Contracting program also reduces deferred maintenance. Excessive energy consumption is often the result of poor operation caused by the deteriorated condition of equipment, or by outdated equipment that is not capable of energy-efficient performance, so replacement of equipment improves both energy use and physical condition.

Facility Condition Assessments

A component of planning for comprehensive maintenance projects is a thorough condition assessment of existing facilities. In many cases this assessment and documentation is completed by institution staff; in other cases the use of architectural and engineering consultants would be required. The assessment may be able to be performed as part of a maintenance project's pre-design, but separate facilities assessment services may also be

Facility Condition Assessments

A Facility Condition Assessment (FCA) is the systematic analysis and documentation of a building's functional and physical condition. Also known as a Building Inspection, Facility Audit, or Property Condition Assessment (PCA). The documentation combines the physical condition analysis (architectural, mechanical, electrical, fire protection, plumbing, telecommunications) with the functionality assessment (adaptive reuse, code analysis, energy conservation analysis), and combines a quantity analysis with a quality analysis. It is a planning tool that guides planning decisions, establishes the foundation for design decisions and solutions, and serves as a reference throughout the entire design process.

Ideally, the FCA would inform a decision on whether to pursue a project concept or not, including whether or not a building is worthy of additional investment, or should be demolished. Since an FCA is a snapshot in time, it can become outdated if a project takes many years to be advanced for funding. The most practical time to perform a condition assessment is during the project's pre-design phase. However, condition assessments can also be a useful tool prior to pre-design, as during master planning, in order to inform decisions about future capital projects. A goal would be for each building to have a current FCA that is routinely updated. However, lack of staff and resources usually makes this approach unattainable. Therefore, at a minimum any proposed project in an existing building should include a FCA as part of planning.

Each FCA should include an estimate of the degree of reinvestment required to return the facility to acceptable physical condition, code compliance, and functionality. This estimated investment cost can then be divided by the replacement cost, to arrive at a Facilities Quality Index. This number can help inform a decision on whether and to what extent reinvestment in a particular facility is warranted. To ensure the information obtained maximizes flexibility, portability, and scalability, the FCA documentation will be structured and coded using the UW System template, which is organized based on the Construction Specification Institute (CSI) UniFormat II 2010 Edition, and rated using the *Postsecondary Education Facilities Inventory and Classification Manual (FICM)* 2006 Edition.

required in order for institutions to prioritize likely maintenance projects. Pre-designs for recent major projects have included development of a Facility Condition Assessment Report. Precinct master planning has also included condition assessments for the buildings within the precinct. Facility condition assessments will serve as a factor in determining whether to reinvest in existing structures for continued long-term use, make minimal investments for continued short-term use, or demolish structures with very little remaining value and replace them with more suitable new buildings.



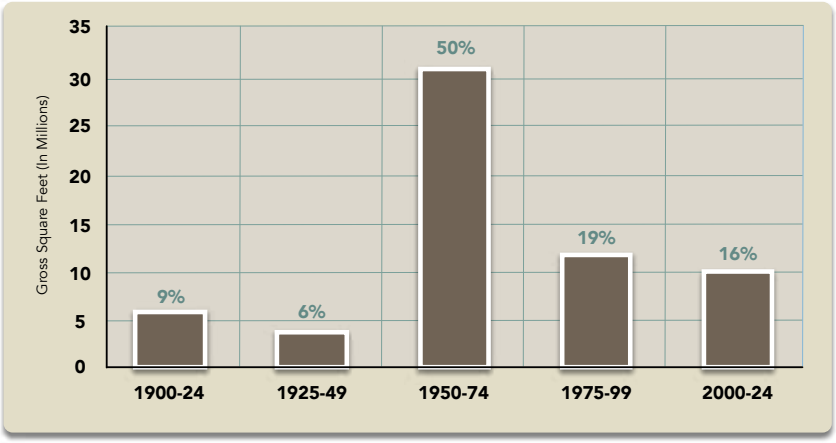
Pre-design for Maintenance Projects

In addition to being a standard for major projects, use of pre-design has also become common for maintenance projects that are funded through the All Agency program. Many maintenance projects have become so large and complex that developing accurate scopes and budgets is not possible with institutional resources and expertise. Therefore, use of architectural and engineering consultants is necessary in order to develop well-structured comprehensive maintenance projects.

While program revenue operations are able to use cash to fund planning, the ability to fund planning for General Fund Supported Borrowing (GFSB) projects from institutional operating funds is often very limited, necessitating the use of Building Trust Funds (BTF). UW System will continue to work with DFD in requesting BTF funding where appropriate, but may need to rely more heavily on institutional funds for planning. Given the limitations on all types of funding, and to prevent major projects from being pre-designed too far in advance of likely enumeration, only a limited number of GFSB funded major projects will be requested for pre-design each biennium.

Theme 2: Functional Obsolescence

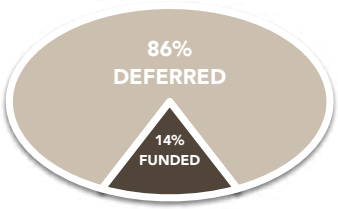
Functional obsolescence, which is the inability of existing space to support current programs, is ubiquitous across UW System. A majority of existing academic buildings were designed to different standards than exist today, for different instructional methods and different academic programs, and have never been comprehensively remodeled.



Building Construction Chronology

The All Agency program is primarily intended to address maintenance, so it has allocated only minor GFSB funding for programmatic remodeling. As a result, implementation of All Agency projects has often resulted in facilities with improved infrastructure but impaired programmatic functionality.

The limited GFSB remodeling funding in the All Agency program has also hampered the ability to implement even small remodeling projects that would improve functionality and optimize utilization. As projects are developed, an equal focus should be given to functionality as well as physical condition issues. New funding strategies are needed to assure that UW facilities remain functionally appropriate for university needs.



Small Remodeling Projects

Program revenue facilities such as residence halls also suffer from functional obsolescence. Older residence halls often lack the privacy and amenities expected by current students, and offer only the traditional style of housing. Food service, recreational, and student union facilities often no longer function well for contemporary delivery of services and programs accommodated in them. However, since remodeling or replacement of these facilities is funded through non-GFSB sources, it is usually easier to address functional obsolescence than it is in GFSB-funded buildings.

Theme 3: Space Utilization

It has been more than two decades since a formula-based methodology of identifying space needs was discontinued, largely due to the crudeness of such an approach in responding to what are often unique needs. However, most institutions need help to understand space utilization in existing facilities and to determine the amount of space necessary to fulfill their current and future needs. To provide this help, a space utilization and need analysis is included as a component of campus master planning, precinct or college master planning, or as a part of pre-design projects. Consultants with national expertise in higher education space utilization analysis and benchmarking perform these studies, using sophisticated analytical and modeling methods.

Where this analysis has been completed, it often shows that although there are some absolute deficits of space, there are also sub-optimal uses of existing space. There are usually multiple reasons for anomalies in utilization. Sometimes there are scheduling issues that can be resolved by better use of scheduling tools, by implementation of scheduling policies, or by refining program delivery strategies. Often, however, utilization is affected by the functional quality of available space. Spaces that are not configured properly for current programs may be inefficiently occupied or not occupied at all. For example, current section sizes may differ from what the space was originally designed to accommodate. Space that is dysfunctional may be underutilized, and cause an overuse of more functional space. Identifying and alleviating bottlenecks in scheduling and use of space is critical to the implementation of future program growth plans and other institutional initiatives.

Addressing limitations in both capital and operational funding will require that available space be well-utilized. Alternatives to traditional assignment and use of space will need to be investigated, in order to accommodate functional needs in ways that use space most effectively.

Space Needs Planning

Guidance on space planning has been provided to institution planners by UW System Administration in the *UW System Planning Guide*, which is available on the Capital Planning and Budget website.

Theme 4: Inadequate STEM Facilities



The preceding issues have manifested themselves in UW science buildings that were constructed a half-century ago and suffer from a deteriorating physical condition, poor functionality, and space shortages. Science has taken an increasingly important role in a wide variety of disciplines and enrollments in science courses, such as biology and chemistry, have increased. In addition there is a national focus on increasing the number of graduates in the Science, Technology, Engineering, and Math (STEM) disciplines, which puts additional pressure on science facilities. Existing buildings often have too few labs to meet scheduling demands, resulting in bottlenecks for students who are required to complete core science courses.

The methods of learning for STEM disciplines are changing. Research of effective ways to deliver undergraduate STEM education has influenced both the pedagogy and the design of instructional spaces. The traditional lecture-lab teaching model is shifting towards a "discovery" model in which lecture and lab are intermixed in a "studio" setting, and experiments are designed for longer-term observation, data collection, and analysis. This type of active learning is being used especially in introductory courses, where the heavy infrastructure of traditional instructional labs may be reduced as computer simulation and other learning methods evolve. However, most older labs are not configured properly for modern learning. As interdisciplinary science becomes more common, discipline-optimized labs will become less useful than instructional labs that can easily adapt to serve a wider variety of sciences. Larger and more flexible instructional labs, adequate support spaces, active learning spaces, and collaborative areas will all be required for state-of-the-art facilities.



Research space is in short supply in older science facilities that were designed for a time when research at non-doctoral universities was rare. Today student/faculty research is recognized as a valuable tool for enhancing learning as hands-on preparation for advanced degrees or a career, and as an essential component in faculty development. Research in aging facilities without dedicated research labs often occurs in converted support spaces or in instructional laboratories, which further increases the scheduling pressure on instructional spaces.



Given the high cost of constructing and operating STEM facilities, it will be necessary to make the maximum possible use of that space through optimal scheduling and only build the amount that is absolutely required. Careful space need analysis will be critical to assure that proposed facilities are right-sized for their intended use. Facilities will also need to be designed for long-term flexibility and adaptability so that replacement of functionally obsolete space can be avoided in the future.

Theme 5: High-Impact Educational Practices

High-impact educational practices, first identified as an emerging issue in the 2011-17 Agency Physical Development Plan, has now become a mainstream planning issue. Research and data on instructional effectiveness are influencing instructional methods, which are now based on what has been proven to be the most effective for learning.

One of these effective learning methods is active learning, in which there is high student engagement, and high student-to-student and student-to-professor interaction in a process whereby information is discovered, rather than presented. Active Learning requires that instructors be prepared to use this method, and that learning spaces be equipped to facilitate engagement and interaction.

These learning spaces require sophisticated computers, robust infrastructure and equipment, and adequate space to allow for group learning activities. Interestingly, it is possible to use spaces for active learning classrooms that may otherwise be sub-optimal for traditional classrooms, since greater use of electronic communication in these classrooms can overcome room limitations that compromise the use of these same rooms for traditional delivery. It is important that active learning classrooms be optimized for flexibility, since the concept is an evolving idea, and the cutting edge technology of today may rapidly change. A recent development in this concept is to schedule larger section capacities, which increases the need for rooms adequately sized to accommodate these sections.



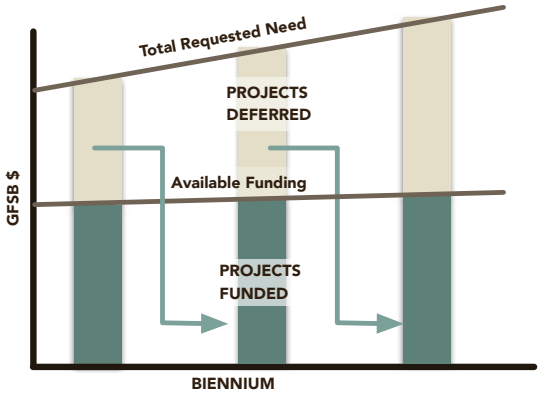


Another method for improving student success is to provide space where students can collaborate, access information and technology support, and engage with academic support services. Sometimes called a learning commons, this has evolved from the information commons, which was an electronic version of the library reference room. Learning commons are typically located within or adjacent to the library, an obvious academic campus hub. In addition, learning commons are now designed to acknowledge that the strict dichotomy between studying and socializing is false, and they now include amenities like comfortable furniture and coffee shops.

Theme 6: Funding Limitations

Based on projected economic conditions, General Fund Supported Borrowing (GFSB) will continue to be limited for the foreseeable future. In order for projects to be advanced for enumeration with GFSB funding, projects will need to meet multiple strategic goals, satisfy well-documented and defensible needs, and have clearly identified scopes and budgets. Similarly, since Program Revenue Supported Borrowing (PRSB) is also tied to total state debt, and since there is increasing sensitivity to the total cost of education, PRSB funded projects will also need to address similar indicators of integrated planning. In addition, use of Program Revenue Supported Borrowing is restricted to those uses permitted by regent policy. Typically, gift funding will be used to fund enhancements to core facilities, rather than as a replacement source for GFSB. As addressed below, there are several factors that could further complicate development of a plan for the allocation of GFSB over a six-year planning horizon.

In recent biennia, individual project scopes and budgets have increased substantially, for several reasons. First, project costs increase due to the normal cost escalation that occurs over the several biennia typically required for a project to be funded.



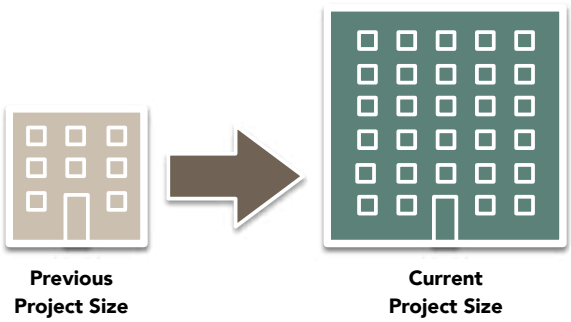
Project Deferral

Second, project design requirements do not remain static, but continue to evolve in response to academic changes, which may include higher allocations of space necessary to support current pedagogy than were historically required.

Third, since large capital projects are relatively infrequent at any given institution, projects are increasingly structured to resolve as many planning issues and eliminate as many deficiencies in quantity and quality of space as possible, which leads to large and complex projects.

Fourth, buildings being constructed today are more sophisticated than buildings constructed in the past, because they require higher levels of instructional technology, and more complex mechanical and control systems for energy management.

The combination of these factors has resulted in proposed projects with much larger budgets than were previously seen. In order to secure funding, it will be necessary to demonstrate that less-expensive alternatives have been carefully considered. Completely funding large projects in a single biennium, while still meeting other pressing capital needs, is increasingly difficult and requires that alternatives be developed. The alternatives may include phasing over multiple biennia; implementing smaller projects that meet the most critical needs now, while allowing a future phase; making temporary improvements until a permanent project can be funded; or temporarily implementing program delivery changes that reduce the need for facilities.



In order for projects to be advanced for enumeration they must have clearly identified scopes and budgets, and be congruent with campus master plans. Pre-design, which is performed by architectural and engineering consultants, will be used on most projects to develop program statements with credible project scopes and budgets. Given limitations on both GFSB and Building Trust Funds, and to prevent projects from being pre-designed too far in advance of likely enumeration, only projects that have a high likelihood of being funded in the next biennium will be advanced for pre-design in the current biennium. Campus master planning, as well as precinct master plans, will be necessary to assure comprehensive, integrated planning.

Emerging Planning Themes

Classroom Right-Sizing

Providing a mix of classroom sizes to match the scheduling demand and teaching/learning styles is a goal of facility planning. Institutions that have recently acquired new academic buildings are still faced with the challenge of right-sizing the remaining classroom stock. Active learning classrooms require spaces that are considerably larger than traditional classrooms to accommodate layouts and to respond to larger section sizes; finding suitable spaces for these rooms can present a challenge. In many cases, excess small classrooms should be converted into other uses rather than be operated and upgraded as low-utilization rooms. The repurposing of former classrooms allows universities to meet the demand of other needs such as offices or student collaborative spaces.

Collaboration Space



In the past collaboration space was often no more than an underutilized classroom, study areas carved out of circulation space, or other "left-over" building gross square footage. Ubiquitous communication technology has not replaced the need for face-to-face interaction, and collaboration space is now recognized as a critical component of academic buildings. Continuing research provides guidance on how these spaces should be located and designed to best support high-impact educational practices. Although design features such as atrium spaces may make pleasing and impressive architectural statements, they may not be optimal for encouraging interaction among building users. Instead, modern collaboration spaces, which are intended to allow for both structured and casual interchanges of ideas and knowledge, include such spaces as informal study areas, coffee areas, small-group work rooms, and conference rooms. Comfortable furniture, marker boards, bulletin boards, and state-of-the-art technology that permits internal and external collaboration are all essential characteristics of successful collaborative spaces.



Research Space at Comprehensive Universities

Although once limited to research universities, research is now a common activity in all disciplines at comprehensive universities. Research is now viewed both as a faculty activity that is necessary for professional growth, and a student activity that enhances student learning. It is often a component of capstone courses and projects. Therefore, it is necessary when planning capital projects to program space for research. Faculty research in many disciplines can occur in faculty offices, and student research in collaboration spaces. In science, technology, engineering, and the arts, however, dedicated lab and studio space is necessary to avoid the use of instructional space for

research and reduces the availability of space for instruction. When research lab space is programmed, it is based on user input and national benchmarks. Research labs should be designed to be modular, as flexible as possible, and adaptable to a wide variety of faculty/student research activities.

Design of Learning Space

The evolution of technology continues to change the design of learning spaces. Portable computing and bring-your-own technology continue to increase, active learning environments result in improved student learning outcomes, and the mix of virtual and in-person delivery continues to evolve. The evolution of learning space design is also influenced by an increasing amount of research on the effectiveness of teaching/learning techniques, and the types of spaces that will best facilitate optimal learning outcomes. Given that changes that are likely to continue in the foreseeable future, there is a compelling reason to provide instructional spaces that can easily, rapidly, and inexpensively flex and adapt to the changing conditions discussed above. As technology becomes more ubiquitous, distinctions between different levels of technology in different types of instructional spaces will become irrelevant, and learning spaces will become less discipline specific, and more interdisciplinary.



Private Office Tradition

The tradition of providing private offices for all faculty is being challenged in higher education. Technology affects the need for office space, as some face-to-face communication is replaced by instructional software that facilitates electronic faculty-student communication. Housing faculty in open office configurations is considered a way to encourage collaboration among faculty, as well as provide greater access to students who seek faculty help. Increasingly, an open office environment with conference rooms for confidential work will need to be considered as a less-expensive officing option for some faculty, limiting private offices to those who use their office as a research environment. For adjunct and emeriti faculty the concept of "hoteling," with areas for private meetings, may be appropriate. Alternatives to individual private offices should provide an appropriate balance of openness and privacy. Institutions are finding that policies concerning the assignment and use of office space are necessary to manage that resource.

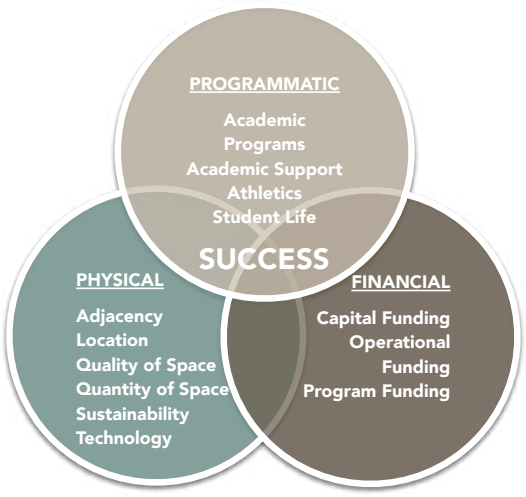
Data-Based & Evidence-Based Planning

A component of integrated planning is the use of reliable data to inform planning decisions. Searchable databases can be valuable tools during planning, with information on space attributes and use levels, linked to digital building plans; land holdings, linked to Geographic Information Systems (GIS); energy data; replacement cost data; and operating cost data. Although some universities and university systems have at least some records noted above in databases, at present no such comprehensive databases exist in the UW System or the Department of Administration. Existing information is found in a variety of paper and digital formats, with a wide range of accuracy and accessibility. The UW System has begun to develop an enterprise-wide GIS system that will provide an integrated and coordinated land and building resource for all UW institutions.

Resolving Planning Issues

Comprehensive Integrated Planning

An optimal resolution of planning issues requires both integrated and comprehensive planning. Integrated planning includes consideration of physical, programmatic, and financial impacts. Comprehensive planning takes a holistic approach that resolves multiple building-wide or campuswide issues. For example, renovation should encompass not just the replacement and repair of deferred maintenance items, but also programmatic remodeling and the upgrade of systems and components to current state-of-the-art condition. Integrated planning always includes investigation of alternatives, to determine which alternative is the best solution to meet programmatic need while balancing other factors such as schedule and cost-effectiveness.



Integrated planning also takes into account project sequencing. This may mean that a project that solves the highest priority needs at a given institution cannot occur without a lower priority project being first implemented. For example, a PRSB-funded project, such as the construction of a new residence hall, may need to occur to clear a site for the construction of a GFSB-funded project. Integrated planning also accounts for project phasing, which may be necessary to allow for the continuation of programs, services, and operations.

Finally, integrated planning should consider the availability of funding. For example, PRSB projects must balance the needs with BOR-approved levels of student fees, student support of segregated fee increases, or necessary room and board rates. The availability of GFSB and BTF funds will determine the pace at which general fund projects can be planned and constructed.

Campus Master Planning

Campus master planning uses a highly-interactive process to engage stakeholders and develop a pragmatic set of planning tools that integrate institutional initiatives, space usage, and land-use, transportation, and utility planning into a resulting comprehensive document that will guide future physical development. Master planning has also become a process through which institutional sustainability is better understood, strategies for broad energy needs and use are developed, and high-performance building goals are made. Although master plans typically extend to a 20-year planning horizon, while looking even further into the future, they need updating at ten to twelve year intervals to continue as useful guides for development. Prior to 2003, master planning was not a normal activity within UW System, and had not occurred at most institutions for 30 or more years. The master planning that has occurred since that time has served as a useful guide to implementation of capital projects by providing a rigorous, logical, and flexible framework for development. The content and breadth of issues included in master plans continue to change, with a trend towards the inclusion of more planning factors, many of which were not addressed in a detailed way in earlier plans. For example, master planning now includes utility planning and an extensive space use analysis of all campus space.

Master Plan Status

INSTITUTION	STATUS
UW-Eau Claire	Completed 2011
UW-Green Bay	Completed 2006
UW-La Crosse	Completed 2003
UW-Madison	Update scheduled for 2015
UW-Milwaukee	Completed 2010
UW-Oshkosh	Updated 2010
UW-Parkside	Updated 2014
UW-Platteville	Completed 2012
UW-River Falls	Completed 2012
UW-Stevens Point	Completed 2007
UW-Stout	Completed 2009
UW-Superior	Updated 2014
UW-Whitewater	Updated 2014

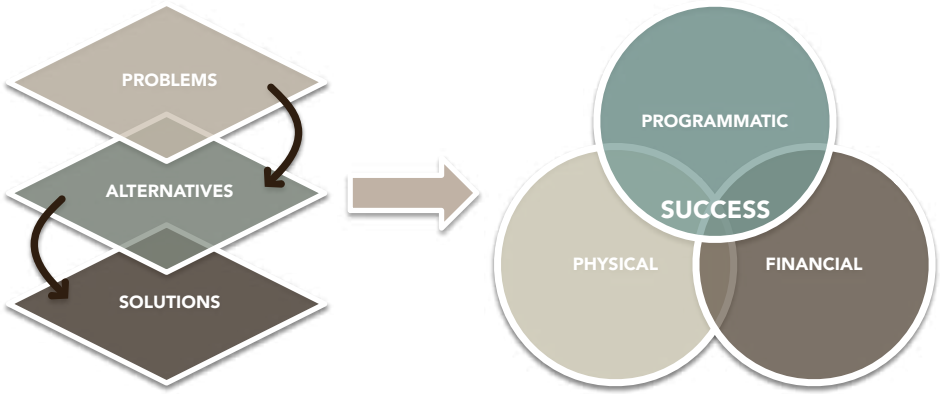
Precinct Master Planning

Some institutions have found it helpful to develop focused master plans for precincts of their campus or specific colleges. Such master plans provide greater depth and detail to the recommendations contained in the broader campus master plans, and can be useful in scoping and prioritizing future capital projects. These focused master plans may also include feasibility studies or pre-designs for the first anticipated projects that are identified in master plans.

Alternative Development

Alternatives Through Integrated Planning

The investigation of alternatives is a typical step in the capital budget process. At one time, the development of projects used a problem-alternatives-solution method of planning in which projects typically provided a solution to a single or limited number of problems. In this method, the analysis of alternatives was straightforward but simplistic. Current planning methods use an integrated planning model in which a project is typically a response to a wider variety of needs and strategic program directions, which makes analysis of alternatives a more complex task. Due to the extremely high level of need as compared to available resources, alternatives are investigated early in the planning process and when the capital budget requests are advanced for approval, alternatives have usually been exhausted.



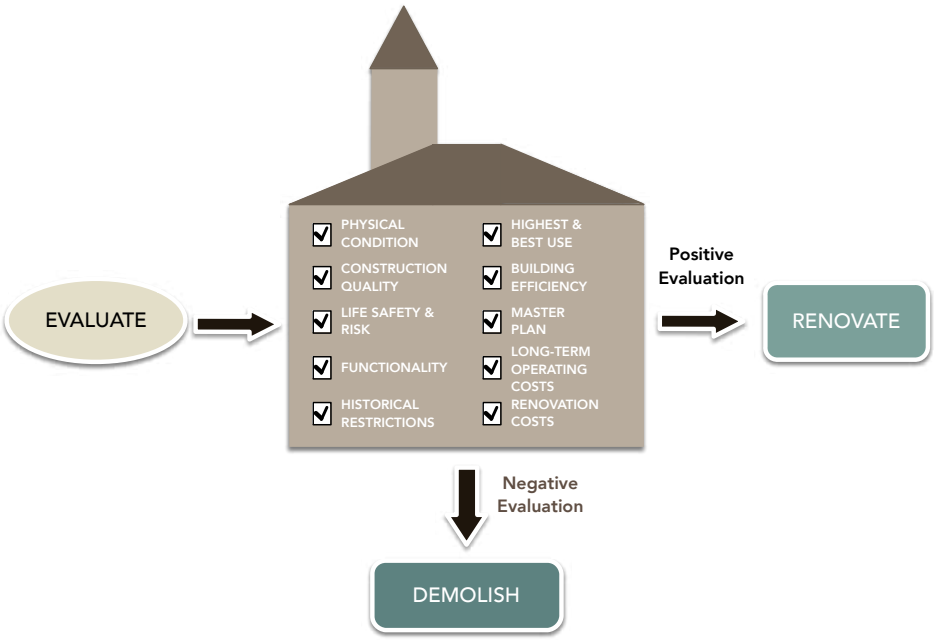
Previous Method **Current Method**

Consequently, the selection of a different alternative at the time of enumeration would require the re-initiation of planning and a significant expenditure of additional resources. The number of alternatives to investigate depends on the planning circumstances, but alternatives that would fail to meet identified needs satisfactorily, or would have other unacceptable outcomes, are typically not investigated to any depth.

Building Reuse Analysis

When a master plan is in development, the analysis of space needs is typically completed as part of the master planning exercise, and includes the investigation of broad-based solutions to identified needs. Part of the investigation involves an assessment of existing buildings for long-term reuse or re-purposing. In many cases, however, the functional obsolescence of an existing facility makes it a poor candidate for renovation and continued use for the same function, and necessitates construction of replacement

space. Frequently, an older building lacks the structural bay sizes, floor-to-floor heights, or structural loading capacities necessary to accommodate contemporary instructional space functionality and infrastructure. If no suitable or cost-effective reuse can be determined for an existing building, demolition is typically proposed as a cost-effective way to eliminate backlog maintenance, reduce continued operating costs, and provide a site for a potential future project.



In addition to functional analysis, considerations for reuse include the building's physical condition, compatibility of the proposed use with the functions of the campus precinct in which the building is located, and overall fit of the building with the intentions of the campus or precinct master plan. For example, if a building is only suitable for reuse as an office facility, but office space is not a high-priority need, demolition may be the only suitable option for the building. A building may also be located on a site that would be more suitable for another building project, or would be better developed to a greater density of use.

The reinvestment cost necessary to return a building to a useable condition is also assessed. In general, if renovation/renewal costs exceed 75% of the value of new replacement space, the compromises inherent in reuse of existing buildings make demolition and construction of replacement space a preferable option. In the case of historic structures, cost and functional considerations may be tempered by the need to preserve a historic structure. In order to fully understand the physical and functional conditions of a building, a facilities condition assessment should be completed.

New Construction Analysis

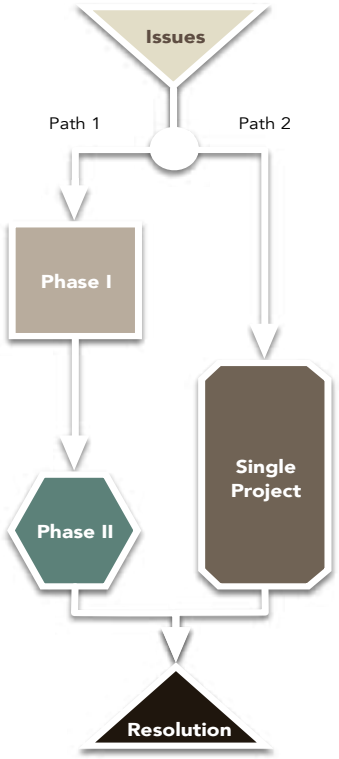
Construction of new space is only proposed when other alternatives have been exhausted, or it is necessary to address verified shortages of space. Most existing facilities were built to accommodate much smaller enrollments and numbers of majors than exist today and some program enrollments have grown at a faster pace than the institution as a whole. More space

is often needed to address changing standards. For example, faculty and student research is typical in Science, Technology, Engineering, and Math (STEM) disciplines today, which was not the case when existing facilities were constructed. Therefore there may be a lack of space for that type of research. Classrooms and labs also need to be larger today to accommodate active learning pedagogies and technology that didn't exist decades ago.

At most institutions, there is little if any underutilized space that can be repurposed to address the need for more space. While new instructional delivery methods such as on-line learning can sometimes reduce the need to construct space, use of these instructional methods is driven by desired pedagogies and effective learning outcomes rather than an attempt to reduce capital expenditures. Planning documentation should always provide justification for the construction of new space since the capital project evaluation process used for projects seeking General Fund Supported Borrowing uses this information to assess need.

Phasing Alternatives

An alternative that is sometimes considered is the phasing of projects. However, phasing is only proposed when it suits the needs of the project and will not result in unacceptable compromises to the project or to campus operations. In the past, phasing that was proposed only for funding reasons sometimes resulted in projects that did not adequately address needs or created more problems than were solved. Today projects are considered for phasing when any of the following conditions exist: (1) projects cannot be built in a single phase because of the need to preserve existing space until replacement space is constructed; (2) projects are of such a size or complexity that they cannot be designed and constructed in a single biennium, and for which funding over multiple biennia better matches the project schedule; or (3) projects are of such a large scope and budget that a first phase project of appropriate size and scope can still meet the most critical needs while preserving funding for other high-priority needs.



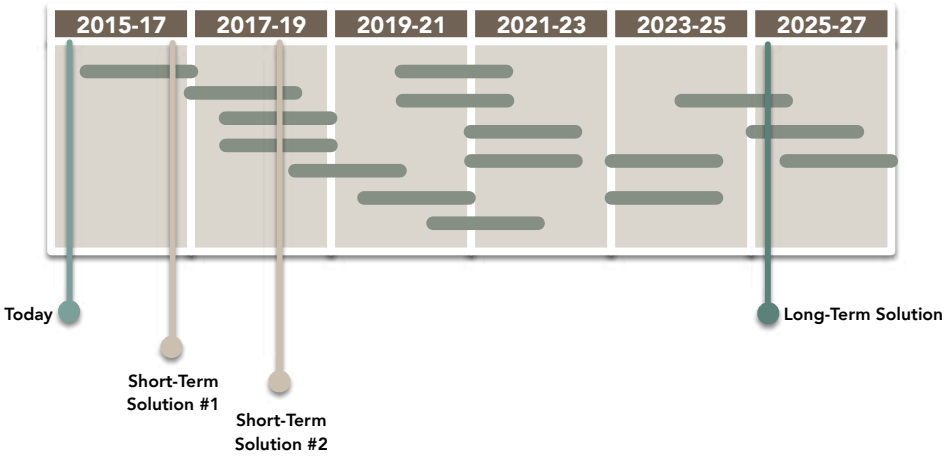
Funding Alternatives

Once project scopes have been developed, it is necessary to analyze funding alternatives for the systemwide capital budget request. Since it is unlikely that capital budgets will fund all worthy major projects, funding options are analyzed. Considerations include: (1) readiness of projects for implementation based on completed pre-designs and well-developed scopes and budgets; (2) ability of institutions to implement projects based on current capital project workloads; (3) gift and grant funding stipulations; (4) optimal split between new construction and renovation; and (5) optimal split between major project funding and other capital funding such as Utility, All Agency, and Instructional Space Improvement projects.

After these considerations are evaluated, a six-year plan is developed and major projects slotted for funding in an appropriate biennium.

Short-Term Alternatives

Since it is unavoidable that some projects will be deferred even beyond a six-year horizon, it may be necessary for each such project to consider a short-term alternative that addresses critical problems and allow for the continued use of the facility until a permanent solution can be implemented. For example, a leaking roof, overloaded electrical panels, or a non-functioning mechanical system must be corrected even for a building that does not have long-term viability. This short-term plan may include limited-scope projects funded through small projects, All Agency, or the institution. A key to developing these alternatives is to invest only what is required to solve the critical problems, and to leave the path open for the planned future of the building. It is also important that temporary and short-term alternatives be well articulated and carefully documented so that assumptions and expectations are understood by all of the stakeholders.

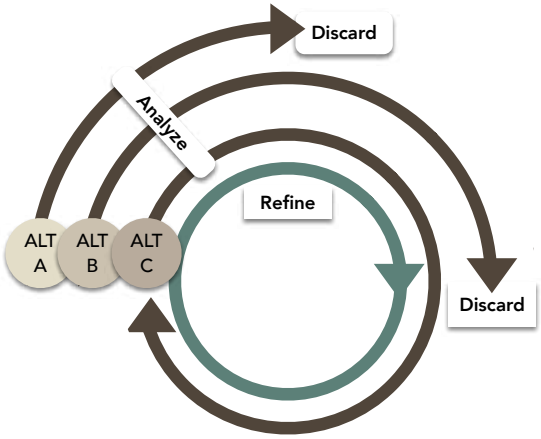


Delivery Alternatives

Although the project delivery bidding method was recently changed to a hybrid single-prime method, there will still be instances when another delivery method would be a better choice, and waivers to allow such methods will continue to be necessary. For any projects with very complicated phasing, an extremely tight site, complex design, or the need to coordinate work with multiple biennial funding, a construction manager at-risk will be requested as the desired project delivery alternative. Finally, for a simple project, design-build may be requested as a more efficient alternative than the traditional design-bid-build method.

Iterative Alternative Development

The development and analysis of alternatives, like the planning process in general, is an iterative process in which a broad range of alternatives is initially considered and analyzed in relation to needs, constraints, and opportunities. A narrower range of alternatives is then selected for further analysis; a final alternative is selected; and that alternative is developed in greater detail.

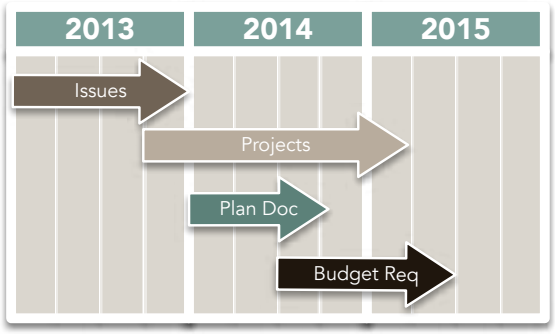


Capital Project Request Evaluation

Background

Development & the Planning Cycle

The UW System capital planning effort is a continual and incremental process of identifying and evaluating issues, analyzing alternatives, and developing appropriate solutions. Each planning cycle resolves a select set of needs through the development of specific capital projects. During each biennial planning cycle UW System Administration develops evaluation criteria for prioritizing capital budget project requests that utilize General Fund Supported Borrowing. These criteria are modified based on special initiatives, programmatic directions, and specific needs identified by the institutions. Historically, the broad scope of evaluation criteria has been consistent, with minor changes in importance or focus responding to priority initiatives, national trends, and other evolutionary conditions. The evaluation criteria are reviewed and approved by the Board of Regents.



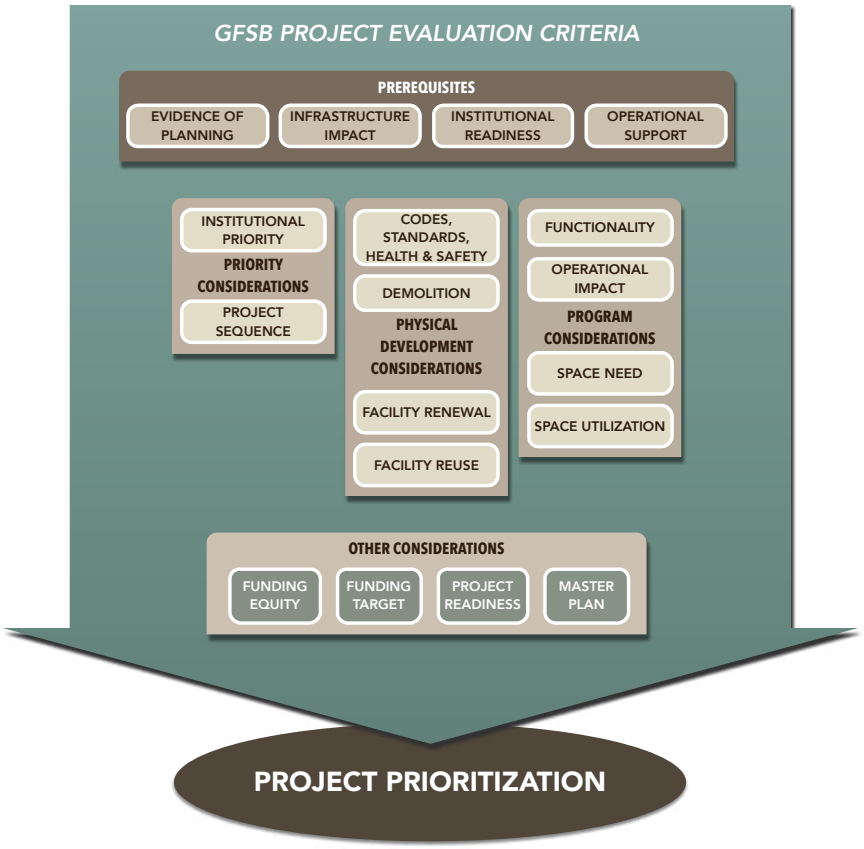
Board of Regents Role

In addition to approving priorities for project evaluation, the Board of Regents, in August of even-numbered years, reviews the biennial capital budget request prepared by UW System Administration staff, and recommends the list of projects to be included in the UW System capital budget request sent to the Department of Administration.

General Fund Supported Borrowing Project Evaluation

Evaluation Process

Requests for Major projects that require any General Fund Supported Borrowing (GFSB) funding are evaluated by the UW System Administration Capital Planning and Budget (CPB) office for potential inclusion in the capital budget request. Using the criteria, CPB assesses each project for its relative merits and additional factors that include project readiness, conformity to the campus master plan, funding equity systemwide, and the anticipated amount of the capital budget. Projects are then recommended for inclusion in the current biennial capital budget request, are included in future biennia in the six-year capital budget plan, or are deferred for consideration in a future biennium.



Evaluation of project merit and readiness are based on demonstration and documentation of the following criteria:

Prerequisites

Evidence of Planning

Project intent and scope have been previously documented in any of the following: campus master plan, campus physical development plan, feasibility study, origin/destination chart, project sequence chart, pre-design, or space use study.

Institutional Readiness

The institution has the capacity to execute and manage the proposed project in the proposed biennium as evidenced by having identified impacts to other facilities, and/or developed temporary relocation plans, and/or made provisions for surge space.

Infrastructure Impact

Site and utility infrastructure impacts for this project have been assessed, and projects necessary to support this project have been identified, requested, or implemented in time to support the project.

Operational Support

Additional or re-allocated operational funding resources and staffing will be provided to operate and maintain the resulting capital asset(s).

Priority Considerations

Institutional Priority
For how many biennia has the institution ranked the project as their highest priority?

Project Sequence
The project must be completed prior to other projects identified in the development plan in order for those projects to be implemented.

Physical Development Considerations

Codes, Standards, Health and Safety
The project resolves documented building code or regulatory non-compliance, and/or accreditation/certification standards non-compliance, and/or health, safety, or environmental deficiencies.

Demolition
The project eliminates documented capital maintenance or avoids anticipated future capital maintenance through demolition of space that is not worthy of reinvestment due to amount of deterioration, obsolescence, or lack of functional suitability for reuse.

Facility Renewal
The project addresses deferred capital maintenance and/or anticipated future capital maintenance through renovation.

Facility Reuse
The project utilizes existing space that is adequate and appropriate for renovation and the intended use. The project will not require construction of additional assignable square footage but may include addition of gross square footage space such as elevators, mechanical rooms, stairwells, etc. necessary for building support.

Program Considerations

Functionality
The project provides new and/or improved functionality that corrects functional obsolescence, improves delivery of education and services to students, and/or improves operation of academic, administrative, or support units.

Operational Impact
The project reduces operational costs and/or improves operational efficiencies through consolidation, reorganization, and/or relocation.

Space Need
The project resolves a shortage of space that has been documented in a master plan, space study, or pre-design/programming.

Space Utilization
The project increases utilization of underutilized/un-utilized space through remodeling, renovation, or reallocation.

Other Considerations

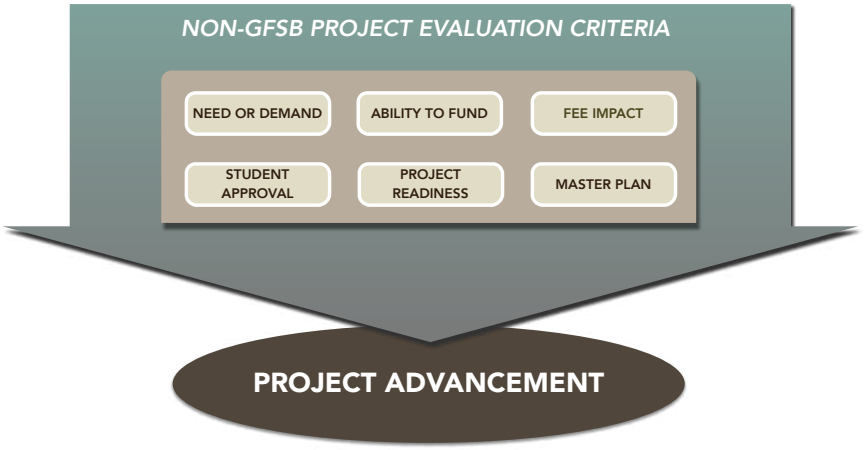
Funding Equity
In consideration of the total needs systemwide, funding the project would fairly and equitably allocate resources to the institution's needs.

Funding Target
Along with other projects, the project fits into the likely total GFSB funding for the biennium.

Project Readiness
The project has advanced in planning to the point where scope and budget are sufficiently understood to advance the project for funding and implementation. The institution also has staff and other resources available to fulfill the institutional responsibilities required to implement the project.

Master Plan
The project is consistent with the existing master plan in terms of land use, building location, massing, circulation, traffic, and infrastructure.

Non-General Fund Supported Borrowing Project Evaluation



Evaluation Process

Although major projects that are funded with non-GFSB funding such as Program Revenue Supported Borrowing (PRSB) do not compete for funding in the same way as GFSB funded projects, they are evaluated for advancement, based on a different set of criteria than are used for GFSB projects. The criteria include:

Evaluation Considerations

Need or Demand
The project has a demonstrated need such as shortage of space, shortage of beds, physical condition of building, etc.

Ability to Fund

The debt service for the project and operating costs are able to be funded through rates, revenue, or segregated fee support.

Fee Impact

The amount of rate or fee increase necessary to fund the project is well understood and acceptable to the Board of Regents.

Student Approval

If the project is supported by student segregated fees, students have given approval through the appropriate student governance process.

Project Readiness

The project has advanced in planning to the point where scope and budget are sufficiently understood to advance the project for funding and implementation.

Master Plan

The project is consistent with the existing master plan in terms of land use, building location, massing, circulation, traffic, and infrastructure.



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