

STRATEGIC CAPITAL PLAN 3.0

I. Introduction

In February of 2007, after reviewing Strategic Capital Plan 2.0 (SCP 2.0)—which revised SCP 1.0 (November 2006) by moving some important projects beyond the ten-year planning horizon and by unpacking the frontloaded projects of SCP 1.0 to distribute them more evenly over the planning period—the Board asked the Administration to refine the capital plan and to demonstrate the logic behind the grouping and prioritization of capital projects. The aim was to achieve full transparency in this important process for the benefit of the Board, the administration, and the broader campus community.

In response to the Board's request, the President charged Provost John Hughes, Vice President Michael Gower, and Associate Professor Thomas Visser (chair of the Faculty Senate Committee on Physical and Financial Resources) with developing a methodology that could be used consistently to rank and phase capital projects and to employ it to create an initial ranking of the projects currently in the SCP. Assisting the group was a group of MBA students from the BSAD strategic planning class held in May/June. We are grateful to the students and to Dr. Susan Hughes for their invaluable work, which was presented by a representative of the student group, Geoff Robertson, to the Educational Policy and Institutional Resources Committee of the Board at its meeting of July 26.

The MBA students' executive summary of the "UVM Capital Project Model Proposal" is included in Appendix A-1. This document shows the background and process for the project as well as the group's recommendations. It also includes a "User's Guide" to the Capital Project Model. This guide contains the criteria used by the review group. Importantly, it includes a series of questions to consider when scoring a particular project. Please see Appendix A-2 for background on the Strategic Capital Plan, a detailed description of the process used, and a thumbnail sketch of each project reviewed. Included in Appendix B are 1) a sample form for "Project Champions" when initiating a proposed project; and 2) a sample form for use by the review group. The criteria, as developed by the students and as refined by the administration, are as follows:

- University Vision and Mission
- University Image and Public Perception
- Student: *Impact on Recruitment, Retention, and Development of Excellent Students*
- Faculty: *Impact on Recruitment, Retention, and Development of Excellent Faculty*
- Leadership Impact: *Impact on Attracting and Retaining Quality Senior Leaders*
- Research/Scholarship: *Support for Scholarly and Creative Activity*
- Instruction: *Ability to Strengthen and Focus Academic Programs*
- Service/Outreach: *Ability to Strengthen and Focus Service/Outreach Programs*
- Sequencing: *Feasibility of Means of Financing and/or Phasing in Relation to Other Projects*
- Financial: *Impact on the Financial Position of the University*

- Operations: *Impact on the Ability to Carry Out the University’s Daily Objectives*
- Non-critical Health and Safety: *Impact of a Project on the Health and Safety of Faculty, Staff, Students, and Visitors (no imminent danger)*
- Immediate Need

The scoring scale for each criterion was as follows: 0 = No Impact; 1 = Low Impact; 2 = Medium Impact; 3= High Impact. The review team recommended equal weighting for each criterion; the President agreed with this recommendation.

II. Results

In Appendix C-1, you will find a chart with the rankings and general sequencing. This assumes that the “Annual Initiatives” for deferred maintenance, classrooms, energy improvements, and research equipment are “taken off the top” each year. The chart is color-coded to identify: 1) primarily academic projects; 2) primarily student life ones; and 3) ones related to infrastructure or administrative/support functions. Without considering financing capacity, but with consideration of sequencing and dependencies, the project order based on the rankings would be:

”Independent” Projects	Rank	”Dependent” Projects	Rank
Plant Science Facility	1	Cook Phase 1 – Expansion	4
Colchester Research Facility	6	Cook Phase 2 – Renovation	4
Given Courtyard and Mechanical Systems	1	Hills Renovation and Addition	7
Aiken Renovation and DM	8	Plant Science Impacts – Terrill and MLS Renovation	10
McAuley Hall Renovation	9	Billings Renovation – Phase 2	13
Plant Science Impacts – Terrill Air Quality	10	Tri-Gen Utility Infrastructure	15
Billings Renovation – Phase 1	11		
Arts Improvement – Davis Center Theater	12		
Waterman Internal Realignment	14		
Simpson Dining Hall	16		
Daycare Program and Center	17		
Public Safety and Physical Plant Facility	18		

Appendix C-2 is the report from the actual model created by the BSAD student workgroup.

When time and dependency considerations are taken into account, the raw rankings are modified to the above sequencing. For example, Given “outranks” the Colchester Research Facility; however, because the Given design is not complete and CRF’s is, it makes sense to proceed with CRF as it also fulfills essential needs for the research program and both projects are among those of highest priority. Cook may outrank the Aiken renovation, but the definition and design process for Cook is just beginning

whereas Aiken's is nearly complete; Cook is also a significantly bigger project than Aiken, and it is not advisable to begin that project while the Plant Science Facility is under construction. That does not mean that all of the projects in the "independent" column will precede all of those in the "dependent" one; instead it means that none of those projects are dependent on other projects being completed first.

III. Conclusions

The criteria-based scoring process as devised by the BSAD student group worked well in a review of major capital projects. The fact that its results closely followed the order of projects previously assumed confirms that the thought-process behind original priority-setting was sound; however, this process is clearly more transparent and makes the results easier to explain and more defensible. It should prove quite useful in "fitting in" projects coming out of study efforts such as the Athletics renovations and the Center for Health and Wellbeing.

The process lends itself to considering newly-proposed, modified, or unexpected projects. A project champion (Dean, Director, or VP) would complete a project description and provide an initial impact assessment using the Project Champion form; the review group would consider this information and any other relevant material and prepare its own "score" for the proposal. The model would show how that proposal would fit into the overall priority list. At least annually, the review group will meet to consider project scores and meet with the President. This exercise will form the annual update of the SCP for presentation to the Board and for a realistic capital cash flow model to be used for the annual update of the Strategic Financial Plan; it will allow for assessing options within the University's financial capacity and debt ratios as set by the Board.

Moving forward, the Board and the community will understand the process for the initiation and prioritization of capital projects brought before the Board. It will allow for informed discussions on financing models and options. Any revisions to individual criterion or the weighting of criteria would occur only as a result of consultation with the Board of Trustees.

Executive Summary

Background:

The University of Vermont currently has a list of large capital projects that would benefit the campus in one form or another; however, like most organizations, there is a finite amount of resources that can be invested into these projects before the university incurs a potentially crippling debt load. As a result, UVM must prioritize and choose which projects would most benefit the organization based on strategic fit to the university's vision, mission and strategic goals.

It is the role of UVM's senior management team to compile a list of projects and all of the supplemental information, and then prioritize the projects based on their merit in enhancing the university. Senior management then presents their recommendations to the board of trustees for review and ultimate approval. Recently, some board members have expressed their desire for more clarity on how the capital projects are ranked. Consequently, these members of the board have asked senior management to develop a transparent and standardized priority ranking system to give the board a greater understanding of the merit of each project. To this end, a team of six MBA students of the university (under the supervision of Professor Susan Hughes) were asked by senior management to help in developing such a system.

Information Gathering:

The MBA team gathered information about the capital budgeting process by interviewing key members in the decision process. This included members of senior management (John Hughes, Provost; Mike Gower, Vice President for Finance and Administration; Robert Vaughan, Director of Capital Planning and Management, trustees (Susan Hudson Wilson, Debbie McAneny), and other select members of the UVM community (Tom Visser, Jane Knodell).

The defining questions used to score this category were developed based on information gathered from several sources, including interviews with members of the management team and Board of Trustees.

The team also conducted independent research by analyzing:

- UVM data (such as admission surveys and vision statement),
- Market trends affecting the industry,
- Tools other organizations are using to prioritize capital projects.

Developing a Transparent System:

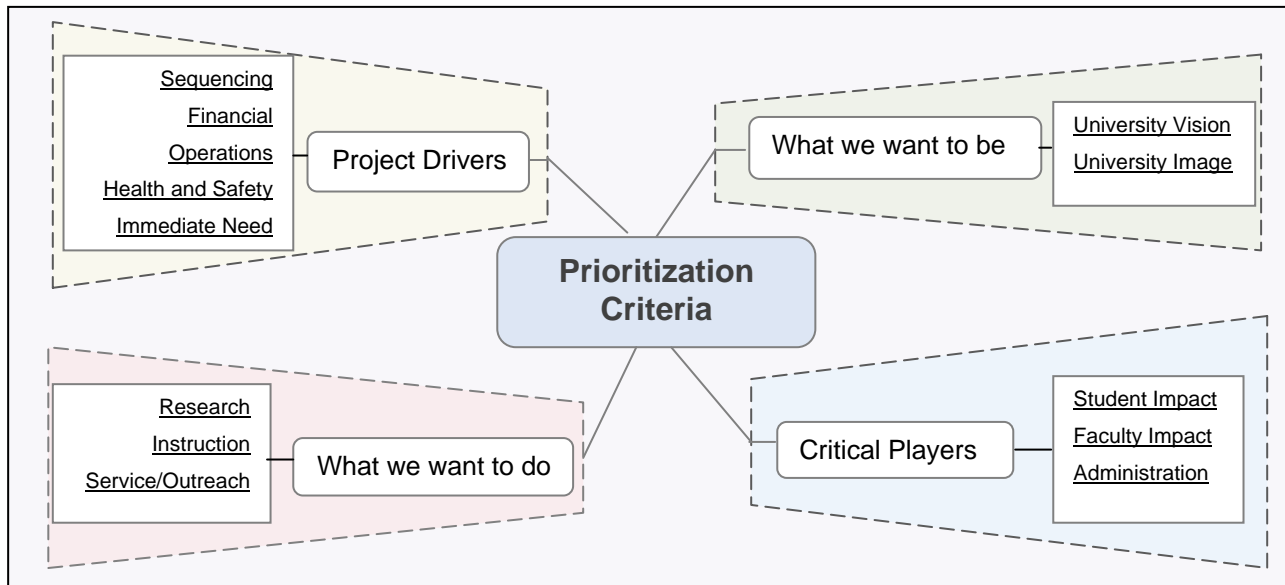
Using the information gathered through both interviews with key decision makers and independent research, the MBA team then developed a draft set of *weighted criteria*. In developing the system, the MBA team identified and had to overcome three main challenges:

1. Ease of use. First, the system must be relatively easy to use and read. To this end, the final draft includes only 13 criteria to be scored by senior management.
2. Preventing Variance. The second challenge in developing weighted criteria is preventing the criteria from being too open for interpretation. This can lead to a large variance in the scores of a project and this in turn can decrease the legitimacy of the system. To overcome this challenge, the MBA team has clearly defined the criteria. Each criterion has a set of questions that senior managers can ask while scoring a project's merit. The criteria also use a well defined 0-3 scale to promote clarity in the scoring.

3. Ease of Editing. Lastly, the system must be easy to edit. An organization's strategy changes over time, and it is important that a system prioritizing long term projects can adapt to reflect those changes.

12 Criteria:

Using the information gathered through interviews and independent research, and considering the goals of a transparent system, the MBA Team developed a list of thirteen criteria to be used to score a capital project. The criteria are broken down into four categories:



A thorough definition of each of the criterion can be found starting within this document.

Deliverables:

After developing the list of criteria, the team then created the following deliverables for review and consideration:

- Weighted Criteria Model in Excel
- Capital Project Scoring Form for Project Champion
- Capital Project Scoring Form for Executive Team
- UVM Capital Project Criteria Ranking Sheet

Recommendations: Senior Management Review and Testing

It is up to the senior management team to determine the respective weights of each of the criterion, a process which will most likely require an iterative approach to scoring and weighting. Some of the MBA Team members have expressed interest in continuing with the project and would be willing to help with this experimentation. After the weights have been established, senior management will then have to go back and rank all of the existing projects in the model.

Table of Contents

User’s Guide to the Capital Project Model.....	4
Capital Project Model Criteria Definitions.....	5-12
Resources Consulted.....	13
UVM Capital Project Criteria Ranking Sheet.....	Appendix A
Capital Project Ranking Form – Project Champion.....	Appendix B
Capital Project Ranking Form – Executive Team.....	Appendix C
UVM Capital Project Presentation.....	Appendix D

User's Guide to the Capital Project Model

The Capital Project Model is provided in Excel and should be maintained at the office of a senior management member (President, Provost, or CFO). An individual at the selected office would have the responsibility for entering information into the model as instructed by senior management.

1.) Enter Projects:

Open the model in Excel. Use the *Input – Project Info* sheet to enter the projects into the model that will be considered for ranking. Please note the model is structured to accommodate 50 projects for ranking (indicated by the outlined cells). To rank more than 50 projects, the file will need to be modified.

2.) Enter Criterion Weighting:

Senior management must assign relative values to the 13 criteria of the model. A designated team (Provost, Vice President for Finance and Administration, Faculty Representative) will produce a draft rank in order to discuss it with the President. After any necessary revisions, the team will finalize its recommendations and ranking to the President; the President may accept or modify these rankings before reviewing the rankings and any modifications with the Board.

3.) Enter Individual Project Scoring:

Each member of the designated team is asked to rank each project in terms of the 12 criteria using the *Capital Project Ranking Form for Executive Team*. This is done on a scale from zero to three, with a three signifying high impact of the project on a criterion, a two signifying an average impact of the project on a criterion, a one signifying a low impact of the project on a criterion, and a zero signifying no impact of the project on a criterion. The forms from each senior management member are then entered into the model under their respective scoring sheets as stated below:

Provost: *Input – Provost Scoring*

VP – Fin/Admin.: *Input – CFO Scoring*

Faculty Representative: *Input – Fac Rep Scoring*

An *Individual Project Score* is generated for each project for each member above. The *Individual Project Scores* can be viewed on the sheets above along with the *Calculations* sheet. These scores are generated based upon the weightings given to each criterion in step #2.

4.) View Total Project Scores and Ranking:

The *Individual Project Scores* for each member and project are compiled on the *Calculations* sheet. The *Individual Project Scores* are averaged to determine the *Total Project Score*. The model automatically compares the *Total Project Scores* of each project to determine the *Calculated Rank* on the *Calculations* sheet. The *Final Output – Project Rankings* provides a list of the projects in rank order and is a report formatted for printing.

Capital Project Model Criteria Definitions

Vision

To be the nation's premier small public research university, preeminent in liberal education and the study of the environment and health, and dedicated to providing students with extraordinary opportunities for learning and personal development and to enhancing the cultural, social, and economic life of Vermont, the nation and the world

Mission

To prepare students to lead productive, responsible, creative lives, and to create, interpret, and share knowledge, applying it for the benefit of Vermont and society as a whole.

Through our efforts the University of Vermont will have a superior national reputation:

- As a university combining outstanding teaching with the research focus, faculty excellence, programmatic range and depth, and societal mission of a research university;
- As a vibrant, diverse, and intellectually engaged community on a human scale;
- As a place that emphasizes academic excellence and provides an exceptional student-centered experience extending beyond the classroom; and
- As a leader in liberal education and in the study of the environment and of health.

Strategic Goals

To fulfill the university mission and vision, the university focuses on seven goals, which in their totality will enrich the university, its intellectual climate, and curricula:

- Create a diverse community
- Create an outstanding student experience that promotes personal and intellectual development
- Focus the human, fiscal, environmental, technological and physical resources of the University on institutional values and priorities
- Recruit and retain excellent students, faculty and staff
- Strengthen and focus academic programs, emphasizing liberal education, health and the environment
- Strengthen financial resources
- Strengthen research, scholarship and the creative arts

University Vision & Mission

This category focuses on the factors of the project which contribute to the pursuit of the goals identified in the university's vision and mission. This category consists of the following points:

Consider:

- 1) Does the project align with the University's vision and mission? The project should score highly if it contributes to pursuing the university's vision and/or mission, as listed above.
- 2) Does the project address a competitive threat? High scores in this category would go to projects that counter a threat to the competitiveness of the university. For example, a project bringing the university on par with peer universities regarding facility offerings would receive a high score.
- 3) Does the project provide a competitive advantage? Projects that enhance the university's competitiveness should score highly in this category.

- 4) Does the project promote increased diversity at the university?
- 5) Does the project contribute to the long-term viability of the university?

Sources Consulted:

- UVM Office of Institutions
- UVM Sourcebook

University Image & Public Perception

This category addresses the importance of the university image in attracting and retaining quality students, faculty and staff. The seven strategic goals are defined in alignment with the mission and vision, and the achievement of these goals complements the overall image of the university. Scoring for this category should consider issues such as those emphasized by the following questions:

Consider:

- 1) Does the project have the ability to enhance university image? Projects that score well in this category would positively contribute to the seven goals listed above.
- 2) Does the project contribute to improving the university's national competitive position in education (undergraduate, graduate, professional), research/scholarly activity, or service/outreach? In this category, consider key quantifiable measures used to measure performance of institutions of higher education in national rankings and assessments. Higher scores should go towards those projects that contribute to an improvement in a performance measure important to the university's position.
- 3) Does the project promote the perception of the university as environmentally responsible? With environmental responsibility as a highly recognized component of the university's image, any project that contributes to this perception would be scored highly. Conversely, any project that might detract from the university's image of environmental responsibility should receive low marks.
- 4) Does the project promote the perception of the university as a health oriented institution? With health being a highly recognized component of the university's image, any project that contributes to this perception would be scored highly. Conversely, any project that might detract from the university's image of being focused on health should receive low marks.
- 5) Does the project improve academic quality? Projects that improve the university's academic quality should receive high marks in this category.

Resources Consulted:

- UVM Survey of 2005 Graduates
- UVM Office of Admissions 2005 Admitted Student Questionnaire
- U.S. News & World Report annual rankings (weighting model)
- Princeton Review annual rankings

Student Impact

UVM is dedicated to recruiting and retaining excellent students and promoting personal and intellectual development. When scoring a project, the following questions should be considered regarding student impact:

Consider:

- 1) Does the project promote wellness? The projects that score high in this category enable students to participate in a physically active, nutritionally healthy and intellectually stimulating academic and social environment.
- 2) Does the project impact a large number of a relevant cohort of students (10% or more)?
- 3) Does the project enhance learning opportunities? Will the project give students additional tools and opportunities to efficiently and successfully complete their academic endeavor in a fulfilling manner (for example additional labs, state of the art class rooms, guest speakers, additional classes/majors)?
- 4) Does the project enhance lifestyle/social environment? Will it give students increased access to common areas, athletic facilities, the performing arts, dining areas and group meeting areas?
- 5) Does the project enhance ability to recruit/retain students? Projects which offer students improved living facilities, improved academic facilities, improved athletic facilities and improved common/social areas will score better in this category.
- 6) Does the project increase the marketability of graduates? A project that facilitates an expansion of career counseling services, allow for increased course variety, attract high quality faculty, and facilitates experiential learning, as examples, will receive a higher score.

Resources Consulted:

- UVM Survey of 2005 Graduates
- UVM Office of Admissions 2005 Admitted Student Questionnaire
- “Paulien Growth Study”
- UVM Sourcebook: Student Information (Section 1)
- UVM Sourcebook: Financial Information (Section 3)
- U.S. News & World Report annual rankings (weighting model)
- Princeton Review annual rankings

Faculty Impact

UVM is dedicated to recruiting and retaining excellent faculty. When scoring a project, the following questions should be considered regarding faculty impact:

Consider:

- 1) Does the project impact a large number of a relevant cohort (10% or more) of the faculty?
- 2) Does the project enhance the ability to recruit/retain faculty; facilitate child care; enable spouses to be productive; promote intellectually stimulating and collaborative environment; increase quality office space; increase state of the art research facilities?
- 3) Does the project support faculty collaboration? Does it increase common areas for collaboration between faculty, staff, and students? Does it allow for open research facilities where faculty/researchers can collaborate while working and/or allow for faculty/researcher offices to be located in central area with common space to promote collaboration?

Based Upon:

- Women and Minority Faculty in the Academic Workplace: Recruitment, Retention and Academic Culture
- “Paulien Growth Study”
- Tabakoff, Boris. Personal Interview.
- UVM Sourcebook: Financial Information (Section 3)

- U.S. News & World Report annual rankings (weighting model)
- Princeton Review annual rankings

Leadership

Along with faculty and students, UVM also has an interest in attracting quality senior leaders to its organization.

Consider:

- 1) Does the project enhance the ability to recruit and retain Deans? Would a proposed renovation positively affect UVM's ability to recruit or retain certain leaders?
- 2) Does the project fulfill promises or commitments? Occasionally, during the hiring process, a promise to renovate or expand a building is made (either formally in writing or informally) as part of the overall recruitment package. A project could score high if a key member of staff was promised a renovation.

Sources Consulted:

- Hughes, John. Personal Interview.
- "Paulien Growth Study"

Research / Scholarship / Creative Activity

UVM prides itself in being a research university that contributes to the overall knowledge base of the educational community and the general public. Investments in research facilities and technology help in two competitive arenas: securing grant funding, and recruiting and retaining researchers. In addition, the University values its tradition of scholarship and creative activity. Projects that support and enhance the scholarly and creative activity of its faculty and students would score higher.

Consider:

- 1) Does the project reduce research space deficit? At times, there may be a scarcity in the amount of space available for faculty and staff to conduct research. A project would rank high if it met a substantial need for increasing space.
- 2) Does the project have a strong potential to bring in significant grant revenue? Some types of research have more potential to attract funding than others. In other words, what is the project's ROI in terms of grant funding for the project?
- 3) Does the project help recruit and retain high quality researchers and scholars? This acknowledges that there is a great demand by universities and for-profit industries for high quality researchers and scholars. A project would rank high if it addresses a high demand / competitive area of research/scholarship as it pertains to recruitment.
- 4) Does the project improve the perception of UVM being a premier research university? Some projects, by their nature, will have more value in promoting UVM's image as a premier research university.
- 5) Will the project support and enhance the tradition of scholarly and creative activity at the University?

Sources Consulted:

- UVM Sourcebook: Financial Information (Section 3)
- “Paulien Growth Study”

Instruction

One of UVM’s strategic goals is to strengthen and focus academic programs, and UVM’s mission emphasizes academic excellence. This criterion allows a project to be scored on its ability to positively affect the quality of instruction at UVM.

Consider:

- 1) Does the project respond to a programmatic urgency? Some departments at the university are not fully equipped to compete with peer institutions. (ex. The art department in Williams)
- 2) Does the project offer tools that students and faculty can use to improve the quality of instruction? For example, many class rooms/labs within the university are out-of-date and would improve the quality of instruction if they were updated.
- 3) Does the project enhance the study of the environment? Study of the environment is extremely important to the university as evidenced by its mention in the mission, vision and strategic goals. Any project that will have a significant positive effect on this area of study should receive a high score.
- 4) Does the project enhance study of health? Study of health is extremely important to the university as evidenced by its mention in the mission, vision and strategic goals. Any project that will have a significant positive effect on this area of study should receive a high score.
- 5) Does the project enhance the university’s commitment to liberal education? Any project that will have a significant positive effect on this area of study should receive a high score.

Sources Consulted:

- “Paulien Growth Study”
- Gower, Michael. Personal Interview
- Hughes, John. Personal Interview

Service / Outreach

As a land-grant institution, the University is committed to service and outreach to the citizens of Vermont and to society as a whole. This criterion allows a project to be scored on its ability to affect positively the service/outreach mission of UVM.

Consider:

- 1) Does the project extend capabilities to fulfill the university’s commitments to service in and for Vermont?
- 2) Does the project enable contributions to the economic development of Vermont, to the educational, cultural, and social well-being of the state, and to the physical health of its citizens?
- 3) Does the project support the University’s mission of service to society as a whole, including the nation and the world?

Sequencing

This criterion accounts for the fact that capital projects are sometimes connected to an external variable and that this variable can have a significant effect on the project's overall priority.

Consider:

- 1) Does the project enable another high-value project? Sometimes, in order for a high-value project to begin, a lower value project must be completed before it. For example, a high value project involves expanding / renovating a department or educational program; however, this means another group will be displaced first, and this requires constructing a new building. Though this new building may be a lower priority on its own merit, it is required in order for the high-value project to begin.
- 2) Does the project close the time horizon on a significant contingent gift for the project? Some large financial donations are contingent on a building being constructed by a certain date. For example, if a contingent gift was to expire in two years and the proposed time to complete a project was 18 months, then the project could rank much higher than it would on its own merit.
- 3) Does the project fulfill a good-faith or legal commitment made by the university? This could include non-contingent gifts towards a particular project and/or state/federal appropriations,
- 4) Will the project operate within the current capacity of University resources? Some projects may incur secondary costs or significant liabilities (e.g. requiring a new boiler to support a facility), in which case the project must wait for dependencies to be completed. Is there a plan for accommodating these?

Sources Consulted:

- Gower, Michael. Personal Interview
- Hughes, John. Personal Interview
- Vaughan, Robert. Personal Interview
- Schubauer, James. Personal Interview

Financial

This category focuses on the factors of the project which impact the income statement for the University. This category consists of the following points:

Consider:

- 1) Does the project have the ability to increase significantly tuition/grant revenue to the University? This question attempts to address projects which can increase direct revenue to the university from tuition and/or grants.
- 2) Does the project have a positive impact on cash flows? Attempting to calculate a project's net present value (NPV) is often difficult in a non-profit setting; however value should be given to projects which do appear to affect positively University net revenue in a substantial way.
- 3) Does the project have a small impact on debt load relative to other projects? Similar to cash flows, assessing the project's impact on the debt load of the university is strategically important. This assessment should especially consider the effect on the current debt ratio, and how the future target ratio may be impacted. In addition, when considering future debt ratios, an evaluation of long term interest rates may be appropriate to assure that a change in the cost of capital will not change the priority of the project.

- 4) Does the project have a contingent gift attached? If the project has a contingent gift associated with it, then this project could be given a higher score. A gift will not only reduce the overall cost of the project, but should also be looked at as a mechanism for reducing the debt load, by offsetting debt through investing the gift. An example of this is that if a \$20m gift is possible, then the University can choose to finance the project with 100% debt, say at 5%, and invest the gift money at a return of 8%. This has a positive net impact on the debt load of the university in the long run.
- 5) Does the project have a strong potential to attract gifts? If there is a belief that a particular project idea has a high potential for attracting gifts, then it should be given a higher score.

Sources Consulted:

- UVM Sourcebook: Financial Information (Section 3)
- “Paulien Growth Study”
- Gower, Michael. Personal Interview

Operations

The Operations category addresses the need to carry out the University’s daily objectives. This category can be seen as the underpinning infrastructure which makes the rest of the University’s functions possible. This category consists of the following questions:

Consider:

- 1) Does the project improve operational efficiency? Clearly a project that can minimize the time or money spent on its targeted outcome should be one which is scored higher than a project which has no impact on efficiencies. While a net present value calculation would be nice here, what should suffice is to consider a general assessment of the projects impact on operations with respect to efficiencies.
- 2) Does the project improve the technological infrastructure? Technology has become an academic necessity. New students will have higher and higher expectations for their college’s technological capabilities, as will faculty, staff and research participants.
- 3) Does the project represent an operational/physical plant requirement? This category represents requirements that generally affect the operations of the entire university such as an upgrade to a utilities/physical plant facility.
- 4) Does this project have the potential to reduce deferred maintenance significantly? The project must have a substantial impact on reducing the University’s outstanding deferred maintenance. Typically this impact is made by the project replacing another facility which has deferred maintenance attached to it.
- 5) Does this project replace or repair an existing facility near the end of its useful life? This category notes that a project becomes more necessary if it is intended to come online as the building being replaced or repaired nears the end of its useful life.
- 6) Is the project a quick win? This category is defined to ensure that the total cost and estimated time to completion are considered, especially as they compare to other projects being assessed.
- 7) Will the project be sustainable in construction and operations?

Sources Consulted:

- “Paulien Growth Study”
- Visser, Thomas. Personal Interview

Non-Critical Health and Safety

Health and Safety addresses the impact a project might have on the University's most important asset of all, its people. "Health" refers to the conditions in which the students, faculty and staff are operating in. "Safety" is a broad category of potential items which address the requirements of the University to protect its people. This category does not address projects which present an imminent danger to University students, faculty, staff, facilities, or essential operations. Projects which are deemed "critical" should receive a high score in the "Immediate Need" criterion.

Consider:

- 1) Does the project affect Health/Safety? If this project can be considered one which addresses a growing health or safety hazard, it should receive a high score. (ex. Increasing mold problem or deteriorating infrastructure creating a future hazard)

Sources Consulted:

- "Paulien Growth Study"
- Gower, Michael. Personal Interview

Immediate Need

Consider:

This criterion acknowledges that some projects fulfill an immediate need and must be ranked higher than they would be under the standard criteria. The university executives can use this criterion to accelerate the ranking of a particular project in the event that external forces create the need to do so.

Sources Consulted:

Gower, Michael. Personal Interview

Resources Consulted

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Excerpts from “Paulien Growth Study”. Knodell, Jane E. *Board of Trustees Educational Policies and Institutional Resources Committee*. November 10, 2006.

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University & College Rank Weightings 2006. *U.S. News & World Report*. Retrieved June 5, 2007 from http://www.usnews.com/usnews/edu/college/rankings/about/weight_brief.php

Background

The Strategic Capital Plan (SCP) was created in November, 2006 as a companion document to the Strategic Financial Plan (SFP). Earlier versions of the SFP included detailed short-term capital projects that were known at the time, but for outer years of the ten-year plan, it included lump sums as a placeholder for capital needs. It was clear that in order to do reliable capital and capacity planning, we would have to develop a greater level of detail in regard to the cost and timing of projects in the SFP period.

Thus began an exercise that involved several units across the University: the Office of the Provost, the Office of the Vice President for Finance and Administration, Capital Planning and Management, Physical Plant Operations, Enterprise Technology Services, Budget and Resource Management, the Deans' offices in the Colleges and Schools, several consultants/designers/architects, and Dr. Jane Knodell from the Department of Economics. Dr. Knodell played a key role on a special assignment from the Provost to identify the critical academic space needs – identified in external space studies and through internal project proposals – to give perspective to the number of capital project ideas that had arisen. As noted in the preamble to SCP 1.0:

It is the intention of the Office of the Provost that academic building projects will not come to the Board of Trustees on an *ad hoc* basis, but that reports such as this will provide 1) a *long-term* Capital Plan that will inform Trustees of the current best estimates of projects that will require discussion over the period of several years, and 2) a *short-term* Capital Plan that will bring projects to the attention of the Trustees that are more immediately on the horizon.

SCP 1.0 *was* a detailed plan, but experience has taught us not to get too rigid. The magnitude of the capital need was daunting, and the Administration undertook to lengthen the time horizon for some important projects. We also stretched out the timeline within the ten-year period to lessen the “frontloading” in 1.0. The results were SCP 2.0, and that model was used to estimate the “gap” in debt capacity that might exist assuming various versions of the Strategic Financial Plan (SFP) 5.0 – in particular, different rates of tuition increase, impacts on the key debt ratios, and timing of cash flows.

In February, the Board asked the Administration to refine the capital plan and to demonstrate the process behind the grouping and prioritization of capital projects. The intent was for the Board to understand the thinking behind the order and timing of projects being brought before that body. The Administration took the following steps to address this request:

1. Estimate the annual need for “smaller” deferred maintenance projects for academic buildings, residential facilities, classrooms, energy projects, and research equipment.
These are projects that do not amount to full-scale renovations but instead comprise efforts that can typically be accomplished in a summer building season. The working assumption is that funds for these projects would “come off the top” of the capital plan at a steady level so that these can be planned sufficiently in advance.

2. Clarify the criteria for review and prioritization of larger capital projects.

The Administration identified key criteria for the assessing priorities between competing initiatives. These included impact on students, impact on instruction, impact on faculty, impact on research, and others. It proved difficult to interpret impact from various perspectives and establish a consistency in assessing it. This element of work would continue through to the work described in this document.

3. Review the major projects

Each project from SCP 2.0 was reviewed. Those with completed designs or immediate needs were put in the front and fully estimated out. We also clarified the sequencing/dependency of remaining projects involving new construction, renovations, or infrastructure. For instance, was there a point at which new construction triggers a “tipping point” at which additional infrastructure is needed? Finally, we updated and tested the cost estimates on the longer-term projects on the list, based on the best information available at the time.

As noted above, the first attempts to assign impact “scores” for individual projects turned out to be more difficult than expected. Different “scorers” had different understandings of each project, different interpretations of impact, and were generally uncertain as to how to handle intangible factors (such as political, fundraising, etc.). We concluded the following:

- The review group must be small
- Each reviewer must have a *full* understanding of the qualities of each project, and all criteria must be considered and valued
- Characteristics may vary from project to project:
 - There may be different aspects of “student impact” (such as undergraduate vs. graduate)
 - Sequencing of projects (dependencies) may “trump” other factors
 - Weightings of categories are critical in “scoring”
- Timing, cost, and intangibles must be factored into review
- Certain projects were clear priorities. These:
 - Had a demonstrated need or had been in planning for some time
 - Were in-progress or addressed emergent issues
 - Had a vital time-dependency
 - Were impacted by external considerations

At the May meeting of the Board of Trustees, we identified these priority projects. Two (Plant Science Building and the Colchester Research Facility renovations) went through a 1st stage review at the Educational Policy and Institutional Resources (EPIR) Committee. The remaining priority projects – in-progress, urgent, or opportunistic – were approved by the Board after review by the Business, Finance, and Investment (BFI) Committee.

Process

The review group met on Tuesday, August 7 to perform the first round of reviews. The group reviewed eighteen future projects plus the Plant Science Facility and the renovations to the Colchester Research Facility (the latter two have “Phase 1” approval from the EPIR Committee). Two items shown on previous lists, “Athletics – Renovation of PFG...” and “Center for Health and Wellbeing,” were not reviewed as they are the subjects of the study by the Campus Life Task Force II; the review group will “fold in” facility recommendations from that process to the priority list when better defined.

The initial review demonstrated that the criteria and sub-criteria developed by the student group were effective and worked well for our conversations. There was general – though not unanimous – agreement among the three reviewers. Each project was scored for each criterion, and the results tallied. The initial tally with unit-weighting (each criterion having equal weight) showed a reasonable result in the rankings.

The group met the next day with President Fogel to go over our thinking and the preliminary rankings. We discussed criterion in detail for each project, and in several cases clarified with the President our thinking as to the sub-criteria. As a result of this meeting, the group reconsidered a few criteria on a small number of projects, and we re-ranked the list. We then considered the question of sequencing. For instance, the Cook Expansion/Renovation is only in the beginning stages of planning/design. With its large scope and likely cost, it makes sense for that to be sequenced in a 2nd round of projects. Likewise, the Hills Renovation and Addition (for Psychology to move from Dewey) is dependent on the construction of the Plant Science Facility before the Hills Building can be touched. Two infrastructure projects, relating to the steam capacity, are dependent on “tipping points” from steam and/or chilled water demands. In other words, the timing of these are dependent on which other projects are done and when. We will devise a likely scenario for these utility projects, but the timing is also impacted by our relative efficiency of operating the central heating plant – e.g. we have been able to heat/cool more square footage with the same capacity because of improvements in the utility infrastructure overall.

An interesting outcome of the review group’s work was confirming that unit-weighting was appropriate for the ranking process. In both qualitative and quantitative terms, we concluded that – at this time – each of the criteria had roughly equal relative importance. This excludes, of course, a project that addresses an “immediate need.”

Below are brief summaries for each project as currently defined (in alphabetical order):

- ***Aiken Renovation and Deferred Maintenance*** – (36,789 GSF, Built 1981)
Estimated Cost - \$13,000,000

The priority of this project is to correct the deferred maintenance in the building completely in a manner to also achieve a minimum of “Silver” level LEED certification. Renovation scenarios were developed by the architect and the Dean’s Office has reviewed and endorsed a specific approach, which includes new air conditioning and air handlers, replacement windows and roof, and the addition of 3,000 GSF of new space.

- **Arts Improvements – Davis Center Theatre** – (35,327 GSF, New Construction)
Estimated Cost - \$15,000,000

The construction of the second phase of the Dudley H. Davis Center would include a two-level, 600-seat theatre with a bridge connection to the second floor of Bailey-Howe Library

- **Athletics, Renovation of PFG (or Univ. portion of Arena & Backfill)** – (210,005 GSF, Built 1961 – Patrick Gym), (132,840 GSF, Built 1961 – Gutterson Field House), (16,613 GSF, Built 1999 - Gucciardi Fitness Center)
Estimated Cost - \$30,000,000

This is an undefined scope of work to renovate the Athletic Complex to meet current program requirements with the addition of 2,000 new students. This allowance may also cover approximately 40% of the cost of a new arena and PFG backfill needs.

Note: The scope of this project should be defined by the Campus Life Task Force II.

- **Billings Renovation Phase I (Holocaust Studies)** – (12,714 NSF – 3rd and 4th levels only, Built 1883)
Estimated Cost - \$5,000,000

The feasibility study to provide a renovated Billings for Holocaust Studies, Center for Research on Vermont, Special Collections, the Wilbur and Marsh Collections and Rare Books was finalized into two phases. This phase would only address the areas on the third and fourth levels of the original historic structure with the Main Green entrance and house the Holocaust Studies, the Marsh and Wilbur Collections and the Center for Research on Vermont, and possibly the Center for Digital Initiatives in the former Round Room. This phase will require the development of chilled water supply lines to the complex. It will also require the schematic and design development documents from the architect for both phases of this project.

- **Billings Renovation Phase II (Special Collections)** – (35,336 NSF - 1st and 2nd levels only, Built 1984)
Estimated Cost - \$9,000,000

The second phase to this renovation will include the University Archives, Manuscripts, Rare Books, Maps and Files and oversize materials on levels one and two of the 1984 addition to Billings. This phase will be designed through the schematic and design development documents together with the first phase. The construction documents will be delayed until the approval is provided to move forward. It is anticipated that this space will be utilized in the short-term as much needed swing/growth space for areas with greatest need, such as the College of Engineering and Mathematics.

- **Center for Health & Wellbeing** – (51,702 GSF, New Construction)
Estimated Cost - \$12,000,000

The construction of a centralized consolidated facility for the Center of Health and Wellbeing (CHWB) to fulfill the need to meet our expanded student population as well as co-locate the multiple programs currently dispersed in four different locations on campus. The student health services and programs provided by the CHWB include alcohol and other drug services, mental health counseling, psychiatry,

medical clinic, women's clinic, crisis intervention, health promotion and education, medical laboratory, nutrition counseling, travel and immunization clinic, outreach and referral, athletic medicine, physical therapy, employee health (OSHA) and student health insurance. The current site under consideration is south of 617 Main Street on University Heights Road.

Note: The scope of this project should be defined by the Campus Life Task Force II.

- **Central Heating Plant Boiler** – (Misc. upgrades)
Estimated Cost - \$3,000,000

Several additional elements in the Central Heat Plant are required in the efforts to license the use of the fifth boiler for our growing thermal needs. The installation of a second header and a second deaerator tank to eliminate the "single point of failure", operating equipment such as boiler feed water pumps within the plant to simultaneously run five boilers, new steam/chilled water lines to other facilities such as Williams Hall and the administrative/consultant costs associated with the State application are among those items within this project.

- **Cook Expansion (Engineering & Physical Sciences) – Phase I** – (101,000 GSF, New Construction)
Estimated Cost - \$47,000,000

Based on the Paulien & Associates study, "Comprehensive Program and Facilities Review for Research in the Sciences and Engineering" of September 2005, a new building is needed to house the assignable square foot requirement for Engineering (35,000), Chemistry (11,331), Physics (1,794) and VACC (5,000). A space needs analysis and cost study is required to fully identify the specific elements of the project.

- **Cook Renovation – Phase II** - (117,494 GSF, Built 1969)
Estimated Cost - \$10,000,000

The HVAC system in the existing Cook Science Building is totally inadequate. The premise to this second phase project is to relocate the existing functions into the newly constructed Phase I facility to empty the 1969 structure for a complete replacement of the HVAC system and other upgrades not yet defined.

- **Daycare Program (CESS) and Center** - (18,526 GSF, Built 1958)
Estimated Cost - \$5,000,000

The renovation of the Ira Allen School at the Trinity Campus is the current plan to consolidate the childcare unit of CESS from the Living and Learning Complex with the childcare center currently leasing space at Ira Allen.

- **Given Courtyard** – (32,546 GSF, New Construction)
Estimated Cost - \$12,500,000

The construction of three additional levels of administrative space in the existing courtyard space will create new space for the proposed Clinical Translational Science Award (CTSA) and the housing of several existing offices from the Given Building. This project will allow for the return of much needed laboratory space within the Given Building spaces.

- **Given Mechanical Systems** - (226,874 GSF, Built 1963)
Estimated Cost - \$6,000,000

The mechanical systems within the Given Building are reaching the end of their useful life. This allowance will be allocated in phases to replace critical systems (i.e. - HVAC) throughout the building as other work is performed to upgrade this research facility for the College of Medicine.

- **Hill's Renovation & Addition (Psychology)** - (42,568 GSF, Built 1950)
Estimated Cost - \$34,000,000

Based on the Paulien & Associates study, "Comprehensive Program and Facilities Review for Research in the Sciences and Engineering" of September 2005, the recommendation is to either renovate or replace the current Hill's Agricultural Science Building for the Psychology Department currently located in Dewey Hall. An additional study by the architect firm, the SLAM Collaborative, identified an additional space need of 20,003 GSF over and above that amount in the existing Hill's Building. This project would create appropriate research facilities for the animal-based studies now housed in Dewey.

- **McAuley Hall Renovation (inclusive of relocations of T&PS, Risk Mgmt)** – (44,738 GSF, Built 1959)
Estimated Cost - \$9,700,000

Based on a Space Needs Analysis study by the architect firm, the SLAM Collaborative, the renovation of the McAuley Hall on the Trinity Campus can accommodate the administrative functions of the College of Education and Social Services from the Waterman Building.

- **Plant Science Impacts – Terrill and Marsh Life Science Renovations** – (31,509 GSF in Terrill, Built 1950; 90,900 GSF in Marsh Life Science, Built in 1965)
Estimated Cost - \$6,000,000 – Two Phases (HVAC and Other)

The Terrill Building requires HVAC renovations to address existing air quality issues (\$2M). Following the completion of the Plant Science project, the balance of renovations will be required in Terrill Building and in Marsh Life Science (\$4M). The sequencing of these two renovations requires that the work in Marsh Life Science occur first in the order prior to the relocation of the Nutrition unit from Terrill to consolidate the functions of Nutrition and Food Science. The renovation of Terrill can then occur prior to the decompression activities within the building for Animal Science functions.

- **Public Safety and Physical Plant Facility** (Current 284 East Avenue Facility is 22,411 GSF, Built in 1957, Proposed New Construction)
Estimated Cost - \$10,000,000

The construction of a new facility will house the Police Department, Rescue, and Physical Plant Department in the area around 284 East Avenue.

- **Simpson Dining Hall** - (16,890 SF, Built in 1956)
Estimated Cost - \$5,175,000

STRATEGIC CAPITAL PLAN 3.0

Appendix A-2

The renovation of the Simpson Dining Hall is required to upgrade the facility in line with the systematic upgrades which has been underway for several years with all of the campus dining facilities.

- **Tri-Gen Utility Infrastructure** - (New Construction)
Estimated Cost - \$32,000,000

The installation of a steam generator as an addition to the Central Heat Plant will produce 4.5 MW of electricity and additional thermal supply equivalent to a 6th boiler for the increased needs of the campus.

- **Waterman Internal Realignment & Admin. Relocation** – (187,753 GSF, Built in 1941)
Estimated Cost - \$9,000,000

With the objective of developing Waterman as an academic center and student services location, the relocation of CESS and central administration functions out of Waterman are required. CESS is planned to relocate into a newly renovated McAuley Hall on the Trinity Campus, and the administrative functions are being reviewed for possible off campus and/or third-party campus options. The Waterman renovation will address deferred maintenance and life safety issues as the priority issues.

Capital Project Ranking Form – Project Champion

Project Type **Academic** **Non Academic** **Submission Date** _____

Project Name	_____	Cost	_____
Champion	_____	Time to Build	_____
Department	_____	Sequencing	_____
Phone	_____	# Students Grad	_____
Email	_____	# Students U/grad	_____
		# Majors	_____
		Lab/Research SF	_____
		Instructional SF	_____
		Grant \$ Past 3 FY	_____

Please use this form to score your proposed capital project according to the following criteria. There are 13 criteria below with definitions listed for further clarification.

Please rank the impact of the project on the criteria based on a scale of 0 (no impact) to 3 (high).

0=No Impact 1=Low 2=Medium 3=High

1.) University Vision / Mission

Does the project...

- | | 0 | 1 | 2 | 3 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Align with the University vision and mission? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Address a competitive threat? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Provide a competitive advantage? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Promote diversity? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Contribute to the long-term viability of the university? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional information: _____

2.) University Image & Public Perception

Does the project...

- | | 0 | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Enhance university image? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Have the ability to improve national ranking? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Promote perception of environmental responsibility? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Promote the perception of UVM as health oriented? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Improve academic quality? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional information: _____

3.) Student

Does the project...

- | | 0 | 1 | 2 | 3 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Promote wellness? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Impact a large number of students in a cohort | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Enhance learning opportunities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Enhance lifestyle/social environment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Enhance ability to recruit/retain students? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Increase the marketability of graduates? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Capital Project Ranking Form – Project Champion

Please continue to rank the impact of the project on the following criteria.

0=No Impact 1=Low 2=Medium 3=High

Additional information: _____

4.) Faculty

Does the project...

- a. Impact a large number of faculty in a cohort
- b. Enhance the ability to recruit/retain faculty?
- c. Support faculty collaboration?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information: _____

5.) Leadership

Does the project...

- a. Enhance ability to recruit and retain Deans?
- b. Fulfill promises or commitment?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information: _____

6.) Research / Scholarship

Does the project...

- a. Reduce research space deficit?
- b. Have a strong potential to bring in significant grant revenue?
- c. Help recruit and retain high quality researchers?
- d. Improve perception as a research university?
- e. Enhance the tradition of scholarly activity at the University?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information: _____

7.) Instruction

Does the project...

- a. Respond to a programmatic urgency?
- b. Offer students/faculty tools to increase quality of instruction?
- c. Enhance study of the environment?
- d. Enhance study of health?
- e. Enhance commitment to liberal education?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information: _____

Capital Project Ranking Form – Project Champion

Please continue to rank the impact of the project on the following criteria.

	0=No Impact	1=Low	2=Medium	3=High
8.) Service / Outreach	0	1	2	3
Does the project...				
a. Extend capabilities for service to Vermont?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Enable contributions to economic development and social well-being?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information: _____

	0	1	2	3
9.) Sequencing	0	1	2	3
Does the project...				
a. Enable another high value project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Close time horizon on significant contingent gift for project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Fulfill good-faith or legal commitment made by UVM?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Operate within the current capacity of UVM resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information: _____

	0	1	2	3
10.) Financial	0	1	2	3
Does the project...				
a. Have the ability to increase tuition/grant revenue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Positively impact cash flows?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Have a small impact on debt load relative to other projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Have a contingent gift attached?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Have a strong potential to attract gifts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information: _____

	0	1	2	3
11.) Operations	0	1	2	3
Does the project...				
a. Increase operational efficiency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Improve technological infrastructure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Represent an operational/physical plant requirement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reduce deferred maintenance significantly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Replace/Repair existing facility nearing the end of useful life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Seem to be a quick win?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Appear to be sustainable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information: _____

Capital Project Ranking Form – Project Champion

Please continue to rank the impact of the project on the following criteria.

	0=No Impact	1=Low	2=Medium	3=High
12.) Health, Safety, and Code	0	1	2	3
Does the project...				
a. Affect health/safety?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information: _____

	0	1	2	3
13.) Immediate Need	0	1	2	3
Does the project...				
a. Require immediate attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional information: _____

Additional information regarding this proposed capital project:

Capital Project Ranking Form – Review Group

Project Type	Academic <input type="checkbox"/>	Non Academic <input type="checkbox"/>	Submission Date _____
Project Name	_____		Cost _____
Reviewed By	_____		Time to Build _____
			Sequencing _____
			# Students Grad _____
			# Students U/grad _____
			# Majors _____
			Lab/Research SF _____
			Instructional SF _____
			Grant \$ Past 3 FY _____

Please use this form to score the proposed capital project according to the following criteria. There are 12 criteria below with definitions on what the criteria means.

Please rank the impact of the project on the criteria based on a scale of 0 (no impact) to 3 (high).

0=No Impact 1=Low 2=Medium 3=High

1.) University Vision & Mission

Does the project...

- a. Align with the University vision and mission?
- b. Address a competitive threat?
- c. Provide a competitive advantage?
- d. Promote diversity?
- e. Contribute to the long-term viability of the university?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.) University Image & Public Perception

Does the project...

- a. Enhance university image?
- b. Have the ability to improve national competitive position?
- c. Promote perception of environment responsibility?
- d. Promote perception of UVM as health-oriented?
- e. Improve academic quality?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.) Student

Does the project...

- a. Promote wellness?
- b. Impact a large number of students in a cohort?
- c. Enhance learning opportunities?
- d. Enhance lifestyle/social environment?
- e. Enhance ability to recruit/retain students?
- f. Increase the marketability of graduates?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.) Faculty

Does the project...

- a. Impact a large number of faculty in a cohort?
- b. Enhance the ability to recruit/retain faculty?
- c. Support faculty collaboration?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Please continue to rank the impact of the project on the following criteria.

0=No Impact 1=Low 2=Medium 3=High

5.) Leadership

Does the project...

- a. Enhance ability to recruit and retain Deans?
- b. Fulfill promises or commitment?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.) Research/ Scholarship

Does the project...

- a. Reduce research space deficit?
- b. Have a strong potential to bring in significant grant revenue?
- c. Help recruit and retain high quality researchers?
- d. Improve the perception as a research university?
- e. Enhance the tradition of scholarly activity at the University?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.) Instruction

Does the project...

- a. Respond to a programmatic urgency?
- b. Offer students/faculty tools to increase quality of instruction?
- c. Enhance study of the environment?
- d. Enhance study of health?
- e. Enhance commitment to liberal education?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.) Service / Outreach

Does the project...

- a. Extend capabilities for service to Vermont?
- b. Enable contributions to economic development and social well-being?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.) Sequencing

Does the project...

- a. Enable another high value project?
- b. Close time horizon on significant contingent gift for project?
- c. Fulfill good-faith or legal commitment made by UVM?
- d. Operate within the current capacity of UVM resources?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10.) Financial

Does the project...

- a. Have the ability to increase tuition/grant revenue?
- b. Positively impact cash flows / net revenue?
- c. Have a small impact on debt load relative to other projects?
- d. Have a contingent gift attached?
- e. Have a strong potential to attract gifts?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Please continue to rank the impact of the project on the following criteria.

0=No Impact 1=Low 2=Medium 3=High

11.) Operations

Does the project...

- a. Increase operational efficiency?
- b. Improve technological infrastructure?
- c. Represent an operational/physical plant requirement?
- d. Reduce deferred maintenance significantly?
- e. Replace/Repair existing facility nearing the end of useful life?
- f. Seem to be a quick win?
- g. Appear to be sustainable?

0 **1** **2** **3**

12.) Non-Critical Health and Safety

Does the project...

- a. Affect health/safety?

0 **1** **2** **3**

13.) Immediate Need

Does the project...

- a. Require immediate attention?

0 **1** **2** **3**

Strategic Capital Plan 3.0 -- Capital Project Prioritization

Project Name	Project Cost	Project Category	Oper Unit	Rank	Deferred Maint. *
Plant Science & Chilled Water/Steam	55,700,000	New Construction	CALS	1	635,740
Colchester Research Facility - Space renovation	5,500,000	Major Renovations	COM	6	
Subtotal: Current Priorities	61,200,000				635,740
Given Courtyard	12,500,000	New Construction	COM	1	
Given Mechanical Systems	6,000,000	Deferred Maintenance	COM	1	6,000,000
Aiken Renovation and Deferred Maintenance	13,000,000	Major Renovations	RSENR	8	2,880,007
McAuley Hall Renovation (inclusive of Relocations of T&PS, Risk Mgmt)	9,700,000	Major Renovations	CESS	9	1,344,428
Plant Science Impacts - Terrill Air Quality	2,000,000	Deferred Maintenance	CALS	10	2,000,000
Billings Renovation Phase I (Holocaust Studies)	5,000,000	Major Renovations	CAS	11	584,855
Arts Improvements - Davis Center Theater	15,000,000	New Construction	CAS/Other	12	
Billings Renovation Phase II (Special Collections)	9,000,000	Major Renovations	Library	13	1,052,739
Waterman Internal Realignment and Admin. Relocation	9,000,000	Major Renovations	CAS	14	1,601,003
Simpson Dining Hall	5,175,000	Minor Renovations	Student Svcs	16	362,150
Daycare Program (CESS) and Center	5,000,000	Major Renovations	CESS/Other	17	562,801
Public Safety and Physical Plant Facility	10,000,000	New Construction	Infrastructure	18	
Subtotal: Future Priorities - Independent Projects	101,375,000				16,387,983
Cook Expansion (Engineering & Physical Sciences) - Phase I	47,000,000	New Construction	CESS/CAS	4	
Cook Renovation - Phase II	10,000,000	Major Renovations	CAS	4	8,914,449
Hills Renovation & Addition (Psychology - Depts)	34,000,000	New Construction	CAS	7	3,291,763
Plant Science Impacts - Terrill and Marsh Life Sciences Renovations	4,000,000	Major Renovations	CALS	10	397,075
Tri-Gen Utility Infrastructure	32,000,000	Utilities	Infrastructure	15	
Subtotal: Future Priorities - Dependent Projects	127,000,000				12,603,287



Project Name	Project Cost	Project Category	Oper Unit	Rank	Deferred Maint. *
Athletics - Renovation of PFG or Univ. portion of arena and backfill	30,000,000	New Construction	Athletics		9,828,485
Center for Health & Wellbeing	12,000,000	New Construction	Student Svcs		
Subtotal: Placeholders - Awaiting Task Force Recommendations	42,000,000				9,828,485
Total: Future Priorities	270,375,000				38,819,755
Annual Initiatives - \$11.5 m/yr					
Classrooms Phase II - \$500K/yr	5,000,000	Deferred Maintenance			5,000,000
Campus Deferred Maintenance - \$5m/yr	50,000,000	Deferred Maintenance			50,000,000
Energy Projects - \$1m/yr	10,000,000	Utilities			10,000,000
Residential Life DM - \$4m/yr	40,000,000	Deferred Maintenance			40,000,000
Strategic Research Equipment Fund - \$1m/yr	10,000,000	Research			
Subtotal: Annual Initiatives	115,000,000				105,000,000
"Opportunistic Projects"					
Laboratory Interim Renovations	3,000,000	Minor Renovations	Various		
Master Plan -- Strategic Acquisitions	5,000,000	Properties	Other		
Central Heating Plant Boiler	3,000,000	Utilities	Infrastructure		
Subtotal: "Opportunistic" Projects	11,000,000				0
Contingency	19,818,750				7,190,988
Projects Total	477,393,750				151,646,483

Academic: 
Student Life: 
Infrastructure: 



The
UNIVERSITY
of VERMONT

Capital Project Prioritization

Appendix C-2

Project Rank	Building/Project Name	Project Cost (Millions)	Project Category	Total Project Score
1	Given Mechanical Systems	\$6,000,000	Deferred Maintenance	269.23
1	Plant Science & Chilled Water/Steam	\$55,700,000	New Construction	269.23
1	Given Courtyard	\$12,500,000	New Construction	269.23
4	Cook Renovation - Phase II	\$10,000,000	Major Renovation	243.59
4	Cook Expansion (Engineering & Physical Sciences) - Phase I	\$47,000,000	New Construction	243.59
6	Colchester Research Facility - Space Renovation	\$5,500,000	Major Renovation	235.90
7	Hills Renovation & Addition (Psychology - Depts)	\$34,000,000	New Construction	230.77
8	Aiken Renovation and Deferred Maintenance	\$13,000,000	Major Renovation	223.08
9	McAuley Hall Renovation (inclusive of Relocations of T&PS, Risk Mgmt)	\$9,700,000	Major Renovation	210.26
10	Plant Science Impacts - Terrill and Marsh Life Sciences Renovations	\$6,000,000	Major Renovation	202.56
11	Billings Renovation Phase I (Holocaust Studies)	\$5,000,000	Major Renovation	194.87
12	Arts Improvements - Davis Center Theater	\$15,000,000	New Construction	189.74
13	Billings Renovation Phase II (Special Collections)	\$9,000,000	Major Renovation	187.18
14	Waterman Internal Realignment and Admin. Relocation	\$9,000,000	Major Renovation	179.49
15	Tri-Gen Utility Infrastructure	\$32,000,000	Infrastructure	125.64
16	Simpson Dining Hall	\$5,175,000	Minor Renovations	117.95
17	Daycare Program (CESS) and Center	\$5,000,000	Major Renovation	110.26
18	Public Safety and Physical Plant Facility	\$10,000,000	New Construction	105.13

Academic 
 Student Life 
 Infrastructure 