

2025-27

**CAPITAL PROJECT
REQUEST**



OFFICE OF THE PRESIDENT

April 2024

Sandy Rowe, Chair
Ben Cannon, Executive Director
Higher Education Coordinating Commission
3225 25th Street SE
Salem, Oregon 97302

Dear Chair Rowe and Executive Director Cannon,

This letter accompanies Southern Oregon University's capital funding request for consideration by the Higher Education Coordinating Commission (HECC) for funding in the 2025-27 biennium.

This proposal is reflective of SOU's values of innovation, leadership and culture. It represents the next step in SOU's expanded engagement with our community by responding to the future business and workforce needs of the region and state. We are excited to offer you this particular project, which aligns closely with the HECC's strategic roadmap in support of:

"...a future where innovative public and private colleges, universities, and training providers help Oregonians to reach their highest potentials, build trajectories to family-wage careers, foster a more just society, and break patterns of intergenerational poverty."

The Creative Industries/Student Success and Leadership Center supports a reimagined academic program integration, which will enhance our collaboration with the local community and serve students throughout their educational and pre-career journey.

Southern Oregon University appreciates the opportunity to provide this capital project information to the HECC and the Commission for consideration. We also continue to appreciate the HECC's support to reduce our deferred maintenance backlog, look for opportunities to demolish facilities at the end of life, and engage with public-private partnerships.

Please contact Director of Government Relations Marc Overbeck with questions about the information provided within our submittal, or if any additional information about this project is required.

We are energized by the opportunity to repurpose that which has become functionally unworkable into spaces that allow for new and innovative programs that meet the future needs of our students, our region, our economy, and Oregon's future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Richard J. Bailey, Jr.'.

Richard J. Bailey, Jr., Ph.D.
President

Section 1. SOU CAPITAL PLAN INFORMATION

Identify whether the institution has a master facilities plan and, if so, the date on which it was adopted and/or last amended.

Southern Oregon University (SOU) is currently utilizing a Master Plan from 2010-2020, which was adopted by the city of Ashland in 2010. The city uses the plan to streamline land-use planning for the “Southern Oregon” district. Siskiyou Boulevard bisects the 164-acre campus roughly in half. The southern portion [South Campus, 70 acres] represents the heart of the campus, housing virtually all academic spaces and some residential and student life activities. The northern area [North Campus, 94 acres] includes athletic facilities and fields and a majority of student residential housing.

In addition, SOU is working with the city to develop a “University District” and is actively exploring three Public Private Partnerships (P3) to leverage resources in support of the SOU mission, while strengthening ties to local businesses and the Chamber of Commerce (focused on affordable housing, community medical care and retail opportunities). Coupled with the [SOU strategic plan](#), our efforts are in lock-step with the HECC strategic roadmap “...to meet the needs of Oregon’s increasingly diverse population, higher education must focus resources, including wrap-around services and other supports, on traditionally underserved groups.”

Provide a description of the institution’s plan for managing facilities, reducing any deferred maintenance backlog and addressing future deferred maintenance needs.

SOU uses its shared governance system and industry best practices to support asset management principles and facility management.

SHARED GOVERNANCE. In 2021, the university created a Facility Planning and Utilization Committee (FPUC). FPUC committee members focus on space utilization and review facility priorities to ensure relevance to the SOU vision and mission. The FPUC provides transparency related to both process and outcomes for the campus community.

INDUSTRY BEST PRACTICES AND ASSET MANAGEMENT. The Facility Management and Planning (FMP) department's expertise and mission support student success through service excellence and broad technical perspectives. For example, FMP leveraged the most recent *Sightlines* report (May 2019) to inform leadership of facility conditions and enable consideration and integration of academic program requirements with opportunities for growth, development or reutilization. Then, FPUC chairpersons presented recommendations to the President and Board of Trustees for approval. Decision criteria included (but were not limited to): life safety, facility condition, accessibility, operational needs, space utilization, finance, student success, quality of life, and collaboration (sources of funding, branding, community impacts, etc.).

The university's facility planners work in close connection with City of Ashland planners; both current operations and future development are collaborative and integrated with the city's overall plans. This enables economic development and promotes ties to the local workforce.

SOU appreciates state funding support for deferred maintenance. The university does not rely on this funding alone, augmenting it by collecting a nominal student fee for building maintenance (centrally managed as a plant fund) and ensuring effective reimbursement from auxiliaries to plant of E&G funds. FMP also conducts an annual internal assessment of all facilities. From this assessment, the *Sightlines* data is updated. The *Sightlines* space and capital analysis is focused on: use of building inventory and capital investments, specifically reviewing asset reinvestment, annual stewardship and space usage. A key factor of this analysis is a review of our maintenance database to assess preventative maintenance spending compared to reactive spending per building. All buildings are assessed on total cost of ownership over the life of the project and, more importantly, total investment required to bring the facility up to current standards as well as future dollars required to continue to meet best those standards. SOU prioritizes renovation and space re-utilization over new construction; and will add square footage to an existing building only as a last resort.

[Provide an estimate of the institution's deferred maintenance backlog for education and general service facilities.](#)

According to the most recent *Sightlines* capital review, SOU's deferred maintenance backlog for education and general service facilities is estimated at \$114 million. With \$3.5 million provided during the 2020 legislative session, demolition of the Cascades Complex is scheduled to begin in Spring 2024. Once Cascades is razed, the deferred maintenance backlog will correspondingly be reduced by \$20 million.

Provide an estimate of the institution's seismic upgrade needs for educational and general service facilities.

SOU has completed seismic upgrades on several campus buildings in recent years. A seismic upgrade for Central Hall is substantially complete as part of Phase 2 work. The remaining E&G facilities requiring seismic upgrade are: Music Building, Susanne Homes Hall, Taylor Hall, and the Education/Psychology building.

Identify any bond-funded projects that were authorized in prior biennia that will require reauthorization by the legislature. Include the name of the project, when it was authorized, the amount that needs to be reauthorized, and a description of any changes to the project since it was originally authorized (include changes in project cost and funding).

SOU will not need to reauthorize any bond-funded projects from prior biennia.

The SCDP recommends embracing a broader definition of capital assets including those that are not bondable (SCDP, p. 19, 2019). If funding were available, would you be interested in demolishing any facilities? If so, please indicate which facilities and why.

SOU was allocated \$3.5 million to demolish the Cascade Complex, an old dormitory complex located at 1450 Madrone Street, constructed between 1961 and 1967 and used primarily for storage and flex space. It is at the end of its useful life and located on the edge of campus. Demolition is expected to be completed by December 2026.

Once the Cascade demolition is complete, this investment will reduce future operating costs and lay the foundation for a cost-effective Public Private Partnership (P3) project on that site. The P3 project being considered is a

retirement community, potentially offering the university a revenue stream that would support Education and General Fund financial sustainability.

The next demolition project envisioned is coupled with the renovation of Susanne Holmes Hall. This facility had significant infrastructure failure in winter 2018, forcing the short-term relocation of the Honors College, ROTC, and a number of administrative offices. Susanne Holmes is composed of two sections, with the 1946 original hall having some historic value (and high-quality construction), whereas the annex (second section) is of much lower quality construction and is in disrepair. Demolishing the lower-quality section, and renovating the historic section would be a value-add proposition by reducing operating costs and condition-related infrastructure risks. In this case, selective demolition is a form of risk mitigation.

Section 2: PROJECT SUMMARY

The priority project from SOU is a Creative Industries/Student Success and Leadership Center (CI/SSLC).

Creative Industries / Student Success and Leadership Center

1.0 Project Data

1.1 Short working title for the project:
Creative Industries/Student Success and Leadership Center

1.2. Project location address or campus location:

SOU Music Building and Digital Media Center
1250 Siskiyou Blvd.
Ashland, OR 97520



*Location of Creative Industries/Student
Success and Leadership Center*

1.3 Academic programs served

PHASE I: CREATIVE INDUSTRIES

This phase creates the infrastructure necessary to adapt existing facilities into state-of-the-art shared spaces to create a collaborative learning environment—providing students with professional-grade facilities and tools to acquire skills that will allow them to compete successfully in the Creative Industries economy.

The Creative Industries, as an economic and occupational sub-sector, encompass a diverse array of economic activities centered around the production and dissemination of culture, entertainment, arts, and information. In the United States alone, this sector boasts over 4.9 million jobs, making a significant contribution to the nation's economy, totaling \$1 trillion in 2021 and representing 4.4% of the GDP (U.S. Bureau of Economic Analysis). **In Oregon, the Creative Industries contribute \$9.3 billion to the economy and 62,725 jobs statewide.**

The concept of Creative Industries serves as an inclusive framework that integrates creativity and innovation into the educational journeys and career pathways of SOU students

At Southern Oregon University (SOU), the concept of Creative Industries serves as an inclusive framework that integrates creativity and innovation into the educational journeys and career pathways of our students. Strategically located on the transportation corridor connecting Seattle, Portland, San Francisco and Los Angeles, SOU is pivotal to the training and education of future employees in vibrant and growing industries all along the West Coast. Through academic disciplines such as Art, Communication, Design, Cinema Production, Media Innovation, Creative Writing, Emerging Media, eSports Management, Innovation & Leadership, Music Industry & Production, and Theatre, our learners are equipped to



conceptualize bold ideas, leverage technology to manifest their creativity, and collaborate effectively across disciplines to achieve ambitious objectives in various career paths and industries.

Instruction within the Creative Industries framework at SOU emphasizes STEM skills and competencies and prioritizes creative production and storytelling. Our curriculum prepares students for careers spanning music, performing arts, film and video, digital media, art and craft, design, software development, television, radio, videogaming and eSports, virtual and augmented reality, product design, fashion, architecture, advertising, strategic communication, entertainment, publishing, and journalism. Importantly, the skills cultivated through our programs are applicable across diverse sectors of the economy, reflecting the versatility and adaptability of creative development and production.

The economy of the Southern Oregon region is uniquely tied to Creative Industries. According to the recently released Arts & Economic Prosperity 6 (AEP6) study, non-profit arts and culture activities contributed \$21.8 million in total economic activity the Ashland/Talent/Jacksonville region in 2022 (note: due to a quirk of methodology, Medford and Grants Pass were not measured in this report, but a similar 2019 study found the figure for the larger region to be \$100.6 million). The region is home to nationally known cultural institutions such as the Oregon Shakespeare Festival and the Britt Music & Arts Festival and a thriving network of theatres, galleries, performing groups, and other cultural institutions, including the Music Recital Hall at SOU's own Oregon Center for the Arts (OCA), the site of the proposed Creative Industries project.

The OCA produces original plays and concerts and also hosts performances from major community partners like the Rogue Valley Symphony and the Southern Oregon Repertory Singers, making the SOU Music Recital Hall an essential cultural resource for the region. The AEP6 study measured the social impact of eight Southern Oregon venues, including the OCA, and by large majorities, audiences found these local venues to be essential to their community's well-being.

“This venue or facility is an important pillar for me within my community.”	85.7%
“I would feel a great sense of loss if this activity or venue were no longer available.”	91.7%
“This activity or venue is inspiring a sense of pride in this neighborhood or community.”	92.3%
“My attendance is my way of ensuring that this activity or venue is preserved for future generations”	88.1%

SOU’s Digital Media Center (DMC) is another important site in Southern Oregon for Creative Industries development and regional media literacy education. The DMC houses several production resources unrivaled in the region, including a sound recording booth, equipment check-out facility, and a 1,000 square foot multi-cam studio with an LED lighting grid and green screen, which has made it an important partner for local news organizations, K-12 media educators, and Southern Oregon PBS (SOPBS).

“Having creative industry and media organizations in close proximity to each other creates opportunities for college students to not only learn within their major, but also to explore other disciplines that would not normally be part of their academic coursework. It also allows those organizations to partner on projects and initiatives that serve the greater area off campus.”

- Phillip W. Meyer,
President & CEO, Southern Oregon PBS

The DMC also houses Rogue Valley Community Television and employs student creative producers to provide client media production services to small businesses, non-profits, and local

governments. However, the production demands made of the DMC have exceeded its capacity for support. In 2019 it served roughly 50 students majoring in Digital Cinema, as well as students studying other disciplines. It now serves approximately 80 Digital Cinema students, with more growth projected. A new Creative Industries complex will expand this capacity—to serve students, the community, and our important regional partners.

The AEP6 study did not measure for-profit creative enterprises, but these also contribute heavily to the Southern Oregon economy. In the wake of the global pandemic, the Creative Industries have become highly decentralized. Many creative workers are able to live and work wherever they like, and the beauty and lifestyle of Southern Oregon has been a significant draw to these creatives.



Media production services also support many other industry sectors, producing marketing content and training materials for small business entrepreneurs and major corporations in the health, agriculture, hospitality, and tourism industries.

Media production and game design have been growing sectors of the local economy, and *MovieMaker Magazine* has ranked Ashland, Oregon, as a “best place to live and work as a moviemaker” every year between 2014-2023. Filmmaker Gary Kout, a member of the Director’s Guild of America and founder of the industry advocacy organization Film Southern Oregon, produces film and television all over the globe but has called Southern Oregon home for 20 years.

During those 20 years, Kout has produced numerous Southern Oregon-based projects including over a dozen feature and short narrative films, a nationally streamed reality TV show, multiple national commercials and documentaries. “Southern Oregon is an ideal filming location in so many ways,” says Kout. “It has geographic diversity, with stunning urban and rural backdrops. It has a strong acting pool bolstered by the region’s thriving live theatre industry. It has a talented and experienced crew base, which is constantly receiving new entrants thanks to the presence and quality of Southern Oregon University’s Digital Cinema program. Continued civic, human and financial investment in all of the above will have a profound effect on the bright economic potential of Southern Oregon’s creative economy.”

“My business has flourished and grown to be one of the most relevant media companies in Southern Oregon, and we are proud to stay local. We are never short of beautiful backdrops, quality actors, and experienced film crew. And most importantly, we have had continuous support from the Rogue Valley business community who partners with us in our success. Of course, all of this would not be possible without my direct connection to SOU and the education and networking they provided me. SOU’s proposal for a new Creative Industries complex will be a significant contribution to the creative community and directly impact the Rogue Valley’s economic growth.”

Nick Alexander,
Founder, Nick Alexander Films



Media production services also support many other industry sectors, producing marketing content and training materials for small business entrepreneurs and major corporations in the health, agriculture, hospitality, and tourism industries. Nick Alexander, a 2016 graduate of SOU's Emerging Media & Digital Arts program, owns and operates Nick Alexander Films, a Southern Oregon-based small business that employs a full-time team of five, including two recent graduates of SOU's Digital Cinema program. Alexander's company produces media for clients in Oregon, Washington, and California and recently opened a new studio and post-production facility in downtown Medford.

SOU already provides excellent skill training, guidance, and career pathway for students in all aspects of Creative Industries, and the proposed Creative Industries/Student Success and Leadership Center will take what SOU already does exceptionally well and build upon it. This new dynamic and integrated program brings together

the Music Program and the Digital Media Center to create a robust hands-on teaching and learning center where students will have access to the most technologically advanced facilities and equipment to prepare for cutting-edge careers

- 1.3.1 SOU has a *Creative Campus* initiative whereby the campus is co-locating academic majors and programs where there is high potential for interdisciplinary collaboration. As such, the current Music Building will be reimagined as the new Creative Industries Complex, relocating the Digital Media Center from its current location into a new wing to be constructed on the 1970s-era Music Building. The facility will support a range of academic programs, creative and cultural activities, and community events and services.

Moving toward a more interdisciplinary structure among the various components of Creative Industries, the project will create a broader range of spaces for student and faculty use, support students in new ways, and enable collaborative partnerships between a variety of fields of study and community partners.

Examples of such collaboration could include:

- A semi-permanent stage scenery could be built and used collaboratively between Theatre Arts and Digital Cinema classes.
- Music students and Digital Media students could collaborate on album recording for a hybrid class.
- A motion capture class with Digital Cinema, EMDA and Theatre Arts students could focus on their area of study, performances and presentations in a sponsored lecture series featuring major contributors in film, game design, music and theatre.
- The relocation of the DMC across the street from Ashland High School creates opportunities to partner with the district to offer early college credit media literacy and digital skills classes to high school students.

This new Complex will provide resources for SOU students, faculty and staff to prepare and engage in the creative economy.

Historically, the Music Building has primarily served the Music Program and as a performance venue available to the university and local communities.

The proposed expansion will enable even more collaboration with the local community and create synergize among the university's academic programs. Education within the Creative Industries includes work toward both undergraduate and graduate degrees. Equally important, as industry pivots to a greater focus on credentials and skills and talent development, SOU already offers micro-credentials through these programs. A micro-credential is a recognition of an individual's competency in a specific area, with competency defined as critical knowledge, skills and dispositions required to understand and apply the learning.

Each micro-credential allows learners to demonstrate their proficiency in a set of key competencies. Unlike a traditional degree where the learning process is linear and time-based, the micro-credential learning process is a unique and "stackable" experience, in which learners achieve sets of discrete and demonstrable learning goals.

Opportunities for students include:

Creative Industries majors:

- Art BA/BS/BFA
- Business Administration BA/BS - Film Business Concentration
- Communication BA/BS
- Creative Writing BFA
- Digital Cinema BA/BS
- Digital Cinema Production Arts BFA



This project will enhance interdisciplinary learning among the various creative industries faculty members and students, expand collaboration, and foster an innovative and fully realized academic experience for a new generation of students.

- Emerging Media & Digital Arts BA/BS
- Innovation & Leadership BA/BS
- Media Innovation BA/BS
- Music BA/BS
- Music Industry and Production Studies BA/BS
- Theatre BFA

Creative Industries graduate degrees:

- Master of Business Administration in Arts Management
- Master of Theatre Studies in Production and Design

Creative Industries minors and certificates:

- Certificate in Animation & Motion Design
- Certificate in Art History
- Certificate in Character and Costume Design
- Certificate in Cinematography & Production Technology
- Certificate in Conducting
- Certificate in Creative Writing
- Certificate in Directing and Devising for Theatre
- Certificate in Directing for the Screen
- Certificate in Documentary Production
- Certificate in Emerging Media & Digital Arts
- Certificate in Environmental Communication
- Certificate in Game Design
- Certificate in Graphic Design
- Certificate in Internet Marketing and E-Commerce
- Certificate in Lighting Design and Technology
- Certificate in Media Post-Production
- Certificate in Musical Theatre
- Certificate in Music Industry & Production
- Certificate in Music Performance
- Certificate in Music Theory & History
- Certificate in Nonprofit Management
- Certificate in Popular Music
- Certificate in Producing & Production Management
- Certificate in Production Fabrication
- Certificate in Professional Social Media

- Certificate in Scenic and Environment Design
- Certificate in Screenwriting & Story Development
- Certificate in Shakespeare Studies
- Certificate in Sound Design
- Certificate in Studio Art
- Certificate in Theatre and Arts Management
- Digital Cinema Minor
- Digital Journalism Minor
- eSports Management Minor

Creative Industries micro-credentials:

- Broadcast News Production
- Cinema Production Technology
- Comic Studies
- Contemporary Music Education
- Data Visualization
- Design Thinking and Lean Entrepreneurship
- Film Business and Management
- Multimedia Journalism
- Music Education Pedagogy
- Set Skills for Cinema Production
- Social Media Strategy
- Story Development for Screenwriting
- Visual Storytelling

The Creative Industries Complex is adjacent to the renovated Theatre Building and JPR, providing natural synergy.



In addition to supporting academic programming that reflects new innovations in technology and music delivery systems, emerging media, and entrepreneurship, this project will enhance interdisciplinary learning among the various creative industries faculty members and students, expand collaboration, and foster an innovative and fully realized academic experience for a new generation of students. As technology has changed so too has the nature of the entertainment industry, with remote work, file sharing, online distribution platforms and digital content. SOU is responding to dynamic industry standards which require modernization to support instructional, performance, administrative, and infrastructural demands across all of its Creative Industries disciplines.

Broadening the scope of the facility and developing state-of-the-art shared spaces will create a collaborative environment, providing students with professional-grade facilities and tools to acquire skills that will allow them to compete successfully in the creative industries economy. The Creative Industries Complex is adjacent to the studios of Jefferson Public Radio and the recently renovated Theatre Building with performance and design studios—providing natural synergy.

1.3.2 Community Support and Performances

The Music Building serves as the heart of community outreach for the Oregon Center for the Arts, a regional visual, performing, and media arts center housed in SOU's School of Arts & Communication. As the OCA's largest performance venue and one of the largest publicly-held venues in the region, the facility is an indispensable resource for regional arts organizations.

The Music Recital Hall hosts roughly 200 performances and events annually and serves more than 30 local community organizations. It is home to the following SOU-sponsored concert series/events, which sell roughly 2,000 tickets per year:

- Chamber Music Concerts

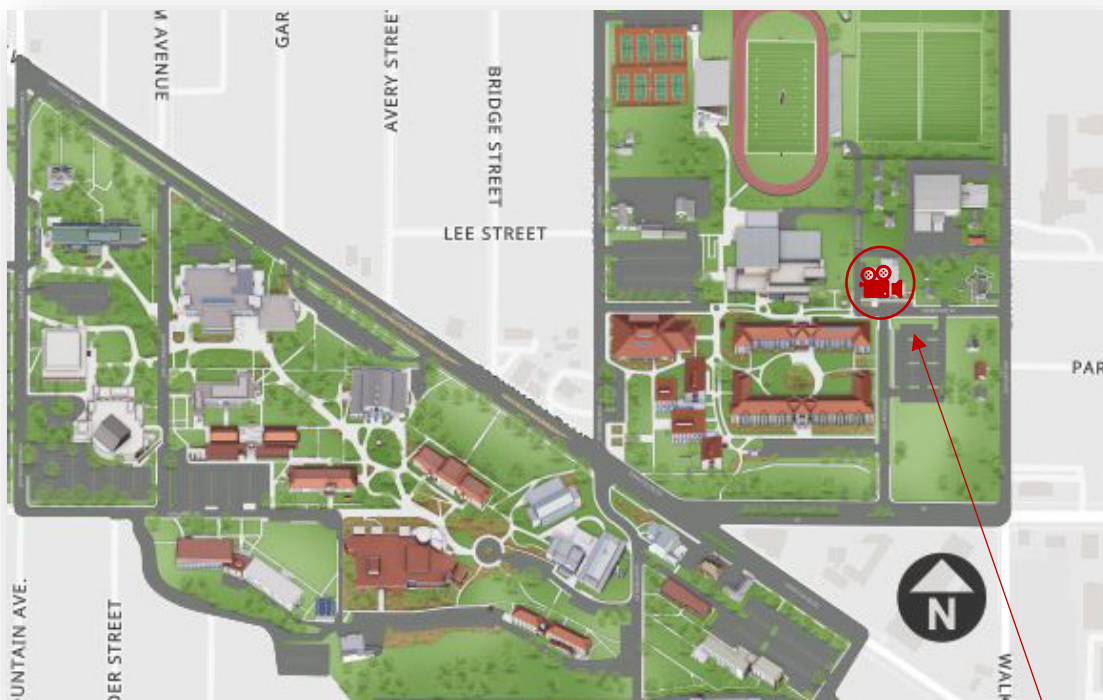
- Tutunov Piano Series
- Rogue Valley High School Honor Band
- High School Choral Invitational
- Ashland Summer Chamber Music Workshop
- One World Series in collaboration with JPR

The Music Building is in high demand by community groups throughout the region who rent the space for their performances. More than 200 performances and events are held in the building each year. Some of the groups include:

- Siskiyou Singers
- Aminu Mundi Presents (formerly known as Rogue Opera)
- Southern Oregon Repertory Singers
- Rogue Valley Symphony
- Rogue Valley Symphonic Band
- Rogue World Music
- Ashland New Plays Festival
- Ashland Independent Film Festival
- Oregon Shakespeare Festival
- Youth Symphony of Southern Oregon
- Oregon Fringe Festival
- Guitar Society of Southern Oregon
- NACUSA
- Ashland Folk Collective

The Music Building is the venue for more than 200 performances and events each year and serves more than 30 local community organizations, including the Rogue Valley Symphony.





Current location of
Digital Media Center

1.3.3 PHASE 2: STUDENT SUCCESS AND LEADERSHIP CENTER

This portion of the project renovates the Digital Media Center (DMC) to create permanent space for the Reserve Officer Training Corps (ROTC) and physical education classes, while integrating active learning spaces that support academic advising, coaching and leadership development.

The current DMC building is adjacent to the academic programs of Health, Physical Education, Outdoor Leadership, as well as the Department of Intercollegiate Athletics.

The project includes a 4,000+ square-foot mat room necessary for the instruction of Physical Education Activity (PEA) courses which have been without a physical home since the razing of McNeal Hall in 2015. These courses include wrestling, judo, aikido, yoga and hot yoga, meditation, tai chi, women's self-defense, karate, theatre arts LARP (Live Action Role Play), and

mixed martial arts. ROTC—which has a corps of 35-50 students—will utilize the facility to instruct military self-defense and cadet fitness testing and house offices.

The project creates a permanent home for ROTC, which has been displaced several times due to SOU's aging facilities.

The remainder of the facility will be utilized by intercollegiate athletics. SOU athletic teams have the highest retention rates on campus, in part due to the team-building and leadership focus provided by faculty and coaches. Within this renovated space will be an integrated Student-Athlete Academic Success and Advising Center, which will provide traditional classroom spaces (to complement the active learning) and will serve as instructional venues for the previously courses listed.



SOU athletic teams have the highest retention rates on campus.

Two existing classrooms and an adjacent faculty office suite will be converted to house an academic study skills and study table area serving all of 400+ student-athletes. The Athletic Eligibility Coordinator and Academic Adviser will be located in the office area, which will be utilized for individual advising sessions with student-athletes.

- 1.4 Total Project Cost: **\$ 43 Million**
See: Project Budget Detail for detailed cost estimates from each phase, including assumptions for cost escalation.
- 1.5 State funding: **XIQ Bonds in the amount of \$ 40.1 million**
- 1.6 Committed university and external funds: **\$ 2.45 million**

- 1.6.1. Gift amount: **\$300,000 in hand** with a fundraising campaign to process to support program and equipment enhancements.
 - 1.6.2. Plant funds (fund #851002 / DSSFPS): **\$2.15 million** in hand.
 - 1.7. Total gross square feet:

Phase 1: 55,461 GSF
(Music: 45,461 GSF renovation, 10,000 GSF addition)

Phase 2: 10,785 GSF
(DMC: 8,385 GSF renovation, 2400 GSF addition)
 - 1.8. Total net square feet

Phase 1: existing Music Building is 38,739

Phase 2: existing DMC is 6,700 (approx.)
 - 1.9. Identify the project start and completion dates:

Start in 2025 and conclude in 2028 or 2029
- 2.0 Complete the appropriate DAS required bond Forms 107BF11a and/or 107BF12 for each project. (See Appendix A)
- 3.0 Describe how this project will address the following:
 - 3.1 Resolve an unmet capacity need

PHASE 1. The existing Music Building has inadequate capacity needs in terms of both space and function. The project will align the Music Program's instructional and performance spaces with current technologies, industry standards, and pedagogical practices.

The current space has dangerous acoustics and lacks adequate

personal recording studios, performance spaces with recording capabilities, facilities to digitally adapt the sound for many kinds of performance venues and learning suites that provide students access to manipulate and create sound design.



The 1971 Music Building was designed to accommodate 50 music majors. There are more than 100 today. The Music Building is an example of what is described in the SCDP as an older facility with both code non-compliance and a configuration that doesn't meet current campus needs.



The 1971 Music Building was designed to accommodate 50 music majors. There are more than 100 today.

The demand for the Digital Media Center (DMC) in its current facility has exceeded its maximum capacity and has limited capabilities due to age, condition, and configuration. The DMC will need to expand in order to support the increasing number of SOU students enrolled in the Digital Cinema and Digital Cinema Production Arts majors, as well as students studying broadcast television, interactive digital media, and digital photography. It is anticipated that incorporating active and collaborative learning spaces into the facility will improve student engagement and success.

Designed more than 50 years ago for musical ensemble performances as well as lectures, film screenings, and classes, the Music Building was intended to accommodate about 50 traditional Music majors. While enrollment has remained stable in the Music major, enrollment in the Music Industry & Production major has shown rapid growth and may surpass Music enrollment by 2025. The Music building does not have the high-tech lab spaces required to support this growth, and faculty have been forced to create make-shift lab spaces in storage rooms.

The Percussion Studio is one of Music's most prestigious areas of study both at the undergraduate level and it does not have enough space to accommodate the number of instruments and the number of students developing their expertise on those instruments.

Meanwhile, the National Association of Schools of Music (NASM), the Music Department's accreditor, has identified several shortcomings in the Music Building's design that threatens the department's NASM accreditation. Performance, practice, and rehearsal spaces have poor sound-proofing, and the resulting sound-bleed is cacophonous throughout the entire building. Several offices or classrooms are entirely uninhabitable when students are practicing nearby due to the sound bleed. Rectifying this will require sound-proofing walls, floors, and ceilings.

More seriously, decibel levels in several rehearsal spaces have been measured at levels deemed unsafe by OSHA. These spaces will need to be redesigned with an acoustical engineer.



Percussion is one of the music program's most prestigious areas of study, and its studio space is insufficient for the international caliber of the faculty and the students who study and hone their craft.

PHASE 2. The ROTC program was located in Susanne Homes Hall prior to the 2018 infrastructure failure forced relocation to the Cascades Complex. Relocating administrative, classroom, lab and support spaces to a prominent (and visible) section of campus will support ROTC recruitment and align its needs with the programs and services that lead to high rates of student success.

3.2 Raise facility quality

Students attending SOU deserve state-of-the-art facilities that match its innovative curriculum and hands-on learning experiences. A relevant education that provides an opportunity for skill development ensures a competitive advantage when students enter the workforce. A renovated and repurposed Music Building will better prepare students for a dramatically different music program than was originally conceived in the 1970s when the building was first constructed. The building has become out-of-date and does not comply with industry standards. In addition, ADA compliance, heating and cooling and limited space negatively affect the student experience. Percussion is one of the music program's most prestigious areas of study, and its studio space is insufficient for the international caliber of the faculty and the students who study and hone their craft.

Music Building renovation requirements:

- Correct acoustical inadequacy. (Specifically, upgrade



ROTC—which has a corps of 35-50 students—will utilize the facility to instruct military self-defense and cadet fitness testing and house offices.

sound-proofing in walls, floors and ceilings for studios, classrooms and performance spaces).

- Asbestos abatement.
- Upgrade to the existing Music Recital Hall with new acoustical moving panels, backstage artist holding spaces, storage spaces, control booth and recording/broadcasting technology and finishes that meet public standards for safety, comfort and aesthetics.
- Reconfiguration of existing rehearsal rooms (band and choral suites) to meet industry standards for performance works as well as sound technology.
- Renovation of the main public entrance into the building to improve safety, including lighting, ADA compliant ramps, non-skid surfaces and inclement weather protection.
- Expansion and enhancement of the lobby area to accommodate an increasing number of people attending performances in the Music Recital Hall and in other performance spaces and to enhance the aesthetic of the space, including carpeting, to minimize sound reflection.
- Upgrade and increase the size of the public restrooms to accommodate the number of patrons and for ADA compliance.
- Upgrade and expand studio spaces for students and faculty to accommodate current demand and projected growth, especially in the Music Industry and Production major.
- Expansion of existing instructional spaces to address capacity needs and support instructional demand, including adequate music library storage for band and choral programs.
- Additional storage for instruments and student lockers.

- Upgrade HVAC and improve regulation of air temperatures to accommodate the size of the building and to provide better internal air quality and improve sound blocking.
- Upgrade lighting throughout the building for increased efficacy and safety
- Upgrade network capabilities.
- Upgrade building security to prevent theft.
- Reconfigure administrative office spaces to improve student success and enhance internal and external agency customer service.
- Configure administrative and public space to support local community collaboration (local and regional business partners), including public receptions and events.
- Upgrade the exterior courtyard to fix crumbling concrete walkways and provide an exterior performance and instructional space to support active learning and team learning opportunities.
- Upgrade the exterior courtyard to fix crumbling concrete walkways and provide an exterior performance and instructional space to support active learning and team learning opportunities.

Creative Industries and Student Success and Leadership Center will provide students access to a broad range of sophisticated equipment and collaborative learning spaces.



- Restore / upgrade exterior finishes of the building, which are deteriorating and not compatible with adjacent facilities.
- Replace exterior windows for better thermal performance and efficiency.

The Digital Media Center is currently strained due to the heavy use of the facility by both SOU programs and regional non-profit agencies (e.g., Rogue Valley Community Television) and are insufficient to meet current and projected capacity for student, staff, faculty and regional collaboration needs.

The facility has just two small studio spaces for television and digital media production and several other support rooms that house computer and television transmission equipment. Students have access to 20 workstations in the digital media lab along with an editing room with limited capacity. A multi-purpose classroom has the capacity for 40 individuals.



The creation of the Creative Industries and Student Success and Leadership Center will provide students access to a broad range of sophisticated equipment and collaborative learning spaces, including:

- Expansion of the digital media lab space.
- Addition of a multi-functional, 100-seat presentation space optimized for cinema screenings, lectures, and music performances that require the use of grand pianos.
- Expanded sound stage studio.
- Dedicated live TV studio.

Digital Cinema is one of the university's fastest growing majors. The Creative Industries Complex will provide access to a broad range of sophisticated equipment and collaborative learning

- Additional studio space for emerging technologies (virtual reality and motion capture).

Digital Cinema is one of the university's fastest growing majors. The Creative Industries Complex will provide access to a broad range of sophisticated equipment and collaborative learning spaces.

- Dedicated sound recording studio.
- 3-5 private workspaces for digital media post-production/editing.
- Expanded space for checkout office and equipment closet areas which are critical for student use.

The Music Building's mechanical systems are a half-century old and require replacement to ensure safety and security.

Finally, there is insufficient lab space to support ROTC, forcing temporary use of common areas in the Student Recreation Center and limiting indoor exercise (PE and testing) during the summer. In the last three years, summer wildfire smoke has negatively impacted training; so indoor training is required.

3.3 Improve campus infrastructure

HVAC systems

Existing equipment in the Music building is not energy efficient, as would be expected for equipment that is now a half-century old. The



HVAC systems fall far short of current code standards for cooling capacity and for adequate ventilation (fresh) air. The air system is supplied by two very large air handlers located in the basement. The equipment is original to the building construction. SOU has commissioned two mechanical engineering firms to evaluate the HVAC systems (*reports attached*). **Both studies concluded existing systems are beyond their useful life and are due for replacement.** The design of the existing ducting system does not allow for the proper distribution of airflow to the various spaces resulting “stuffy” rooms and insufficient summer cooling in the recital hall and rehearsal rooms.

Existing HVAC systems in the Music Building are 50 years old and beyond their useful life. Patrons who attend concerts in the summer months are often subject to an unreasonably stuffy and potentially unsafe room.

The Music Building was designed before seismic codes were adopted in Oregon. Given the design of the structure (cast-in-place concrete, concrete block and masonry veneer) we anticipate the structure will require seismic retrofits to bring it up to a “Life Safety” level of performance in the event of a significant earthquake. Our recent experience on campus with retrofitting “large mass” concrete structures like Music is that the structure will likely require shear wall work, bracing, structural joint stiffening, and wall/floor diaphragm ties.



Electrical Systems

The entire Music electrical system is original 1971 construction. Electrical panels and circuit breakers are either becoming obsolete or are already obsolete.

Mechanical Systems

The Music Building's mechanical systems are a half-century old and require replacement to ensure safety and security.

Life Safety Deficiencies

Sound

Among the most pressing issues in the building is a significant concern about the level of noise that bleeds between music practice rooms. Several offices or classrooms are entirely uninhabitable when students are practicing nearby due to sound bleed. Since 1997, the National Association of Schools of Music has expressed significant concerns in its accreditation reports about the high decibel levels in several rehearsal rooms, which have been measured at levels deemed unsafe by OSHA.

Fire Alarm System and Fire Suppression Systems

Music has no fire sprinkler system. The building was constructed before fire sprinkler systems were required by Code. Complete demolition of all ceilings throughout the building will be required to correct this serious deficiency.

Music also has an older, non-addressable fire alarm system. Complete replacement of the system will be required.

Building Security

A few exterior doors have been upgraded with electronic access control. This project would include access control for all the perimeter doors, allowing Campus Public Safety to lock down the building remotely in the event of an emergency. Interior

building security improvements are also part of this project.

ADA Deficiencies

Toilet Rooms

One of the major deficiencies in the Music Building is lack of ADA compliant toilet facilities. Fifty years ago, when Music was designed and constructed there were no accessibility requirements in the building codes.

The toilet room fixture count in Music is far below today's standards. For example, the Women's first floor toilet room has three stalls and it serves a 436-seat Recital Hall.

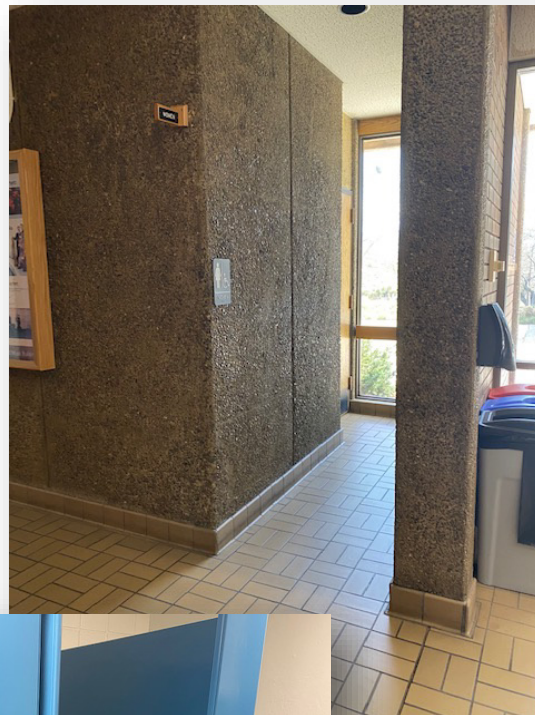
Intermissions

are not long enough for all patrons to use the facilities.

The first-floor toilet rooms have concrete walls that will have to be removed and replaced. In all existing toilet rooms, many of the accessible routes, door clearances, fixture heights and grab bar placements are not ADA compliant.

Elevator

The elevator is original 1971 construction and will have to be rebuilt and brought into ADA compliance as part of this project.



Music Building restrooms on the major floor are inadequate for a venue that holds 200 performances annually.

Doors and Door Hardware

Many doors in the building will have to be modified to comply with current emergency egress requirements and ADA clearances. Most of the door hardware will have to be replaced to meet current codes.

Sustainability Improvements

Energy and Climate Change (mitigation and adaptation)

LEED Certification

SOU is committed to being the first public university in the country to generate its own daytime electricity. The campus currently has nine structures that house solar arrays to create energy savings. Recent funding totaling \$4 million is enabling the installation of solar-covered parking lots as well as continued rooftop installations of solar arrays on all campus buildings. The Music Building has an ideal orientation for solar panels and would move the campus toward its goal.



SOU's commitment to sustainability began more than a decade ago. Recent investments will enable the university to generate 1.23MW toward its goal of 7.2MW

SOU Sustainability and Equity Purchasing Policy and associated procedure commits that all new buildings and major renovation projects shall be designed to achieve the U.S. Green Building Council's LEED Silver Certification or equivalent, at a minimum. New buildings shall target LEED Gold or Platinum Certification, Three Green Globes or higher certification, Living Building Challenge certification, or certification by another sustainable building standard. Green building concepts shall be integrated into architectural designs, construction documents, and the construction of and renovations to all SOU buildings.

HVAC Systems Equipment

Most of the HVAC equipment is 50 years old and well beyond its useful life. Replacement of old equipment with high efficiency air handlers and premium-efficient motors will lower energy costs. Metering of all utilities (low-pressure steam, condensate, electricity, water) at the building will allow for continuous monitoring of energy consumption at the building. Real time energy monitoring will permit quick identification of abnormal consumption and enable a quick response by SOU Facilities staff.

Building Automation Systems (BAS) controls

While SOU has upgraded some Music Building HVAC controls over the years, some of the original pneumatic controls remain in use today. SOU contracted with Johnson Controls about 20 years ago to install a partial Direct Digital Controls (DDC) system. The proposed project will include a full HVAC DDC upgrade so that all HVAC operations can be monitored and controlled remotely and in real time.

On-site Chillers

Chilled water for HVAC cooling is currently supplied from the 800- ton chiller located in the SOU Central Plant. The Music Building Recital Hall is regularly used in the summer for performances by both SOU and community groups. At times during campus summer shutdowns, the Recital Hall is the only facility requiring cooling, and we will have to run the 800T

campus chiller to cool a single room (recital hall); it is very inefficient. As a part of this project we plan to add a much smaller chiller at Music to ensure cooling for the summer performances. Operational and energy savings will be significant, especially given the changing climate trends of hotter and longer summers.

Plumbing Fixture Replacement

All of the toilets in the building are original 1971 models that require 3+ gallons per flush. All toilets and sinks will be replaced with low-flow models that exceed energy code requirements.

Interior Lighting Replacement

Most of the current lighting fixtures are fluorescent fixtures-25 years old or older. Plans call for complete replacement with LED fixtures and automatic lighting controls. Energy savings from a lighting retrofit will be significant

Sustainable Procurement

SOU's Sustainability and Equity in Purchasing Policy reflects the university's values of equity and sustainability and ensures that SOU uses its purchasing power to support the local economy, drive innovation, promote social equity, and reduce greenhouse gas emissions. The purpose of the policy is to align SOU's purchasing decisions with its vision, mission, and values for sustainability as well as equity, diversity, and inclusion. The products and services used on a daily basis on campus have an



Among the most critical items being addressed is bringing the Music Building into full compliance with ADA.

impact on the environment, community, and economy across their entire life cycle—from manufacture and design to end of life.

Among the most critical items being addressed in the renovation project is bringing the Music Building into full compliance with the Americans with Disabilities Act. These improvements are also intended to enhance safety and well-being for these students.

The current DMC is located in the campus' quadrant dedicated to athletics and resident housing and not within the academic core of university. Relocating and upgrading DMC facilities will enhance student access to equipment, instructional and creative facilities and will also address an increasingly frequent concern regarding demand for its resources.

The DMC's current location is subject to an inordinate amount of environmental noise due to its proximity to shipping and receiving, athletic facilities, and other storage spaces which require a great deal of bus, truck, and other heavy-duty vehicle loading and unloading. This is not conducive to filmmaking, music mixing, or television production and creates barriers for students and other users. Co-location with other creative programs would encourage collaboration, interdisciplinary teaching and creative production. However, the DMC location is ideal for ROTC and PEA programs.



The Digital Media Center is home to RVTV, which has 46,000 subscribers in Jackson County.

The existing DMC program (and facility) also serves the greater community as it houses production and distribution facilities for Rogue Valley Community Television, which operates as the service provider of televised public meetings and information for the cities of Ashland, Grants Pass and Medford as well as Jackson County. RVTV is available to over 46,000 cable subscribers in Jackson & Josephine Counties. (U.S. Census, Nielsen, 2020)

All RVTV channels stream live, and public, educational, and government content is available on demand to anyone, anywhere, with internet access.

3.4 Fulfill special needs

The project fulfills special needs of the institution by providing another vehicle to enable SOU's Strategic Directions outlined in the [strategic plan](#) for the university. In particular, the project supports Strategic Direction #1 (Pedagogical and Curricular Transformations); #3 (Sustainability); #6 (Development of Physical and Virtual Learning Environments); and #7 (Local, national and global partnerships and collaboration to enhance economic vitality, civic engagement and cultural enrichment).

The Creative Industries create and expand existing pathways from high school to higher education. Historically, Southern Oregon University has been recognized for its academic offerings in the visual and performing arts. It has been the source of community cultural enrichment as well as entertainment. Students from throughout Oregon, the western United States and the Pacific Islands have been attracted to SOU due, in great part, to its artistic programs. The university thrives in a region where arts and entertainment draw hundreds of thousands of visitors each year, and it maintains relationships with some of the largest cultural producers in the region, including the Oregon Shakespeare Festival and Jefferson Public Radio. As SOU moves forward, creativity and innovation will continue to rank among its highest, most meaningful and significant attributes.

- 4.0 Complete HECC Capital Project Cost Summary form (Appendix C)
- 5.0 Optional – photo or graphic, or additional text if needed
- 6.0 Appendix Document List
- 7.0 Executive Summary of the Proposed Project
 - 7.1 Provide a brief description of the project

PHASE 1: CREATIVE INDUSTRIES COMPLEX

The project will renovate and enhance the SOU Music Building and add a new wing for the Digital Media Center.

The Music Building was designed for the needs of students and the music industry in the 1970s and requires updates to support instructional, performance, administrative and infrastructural demands and NASM accreditation criteria. Existing deficiencies in HVAC capacity and efficiency will be eliminated, and restroom facilities will come into compliance with ADA requirements. Life-safety code non-compliance will be corrected.

Qualitatively, the project will allow SOU's Music Department to respond to current and future industry standards in music performance, recording, and production, and broadens the scope of the facility to an integrative and collaborative Creative Industries function. Demand for space and capacity in the Digital Media Center at SOU continues to increase and, with the demonstrated growth in the 5-year-old Digital Cinema program, will exceed the legacy facility's current capacity. The renovated facility will expand its access and utility for several academic programs and services, enable new academic programs to be



The project utilizes existing space in the Music Building to repurpose and update its capacity to meet industry needs and student access.

developed to train students for roles in creative sectors, and foster collaborations between academic programs and between the university and local, regional and international partners. It will also increase the facility's capacity to support the region's arts and culture economy.

PHASE 2: STUDENT SUCCESS AND LEADERSHIP CENTER

This phase renovates the existing DMC facility, and provides an addition to house ROTC and the Physical Education Activity programs.

Classroom

Along with the Student-Athlete Academic Success and Advising Center, the current facility has one large classroom as well as an attached faculty office that will be retained and converted. This area will be utilized as an academic study skills and study table area serving all of our 400+ student-athletes.

Activity Courses and Wrestling Mat Room

With minor additions and remodel, the current DMC building will satisfy three important university priorities: a mat room necessary to accommodate matches for the nationally recognized men's and women's wrestling programs into compliance with Title IX); space for the instruction of Physical Education Activity (PEA) courses that have been without a home



*ROTC Leadership
Philosophy: Those
who desire to hone
their leadership
skills and become
leaders of their
communities,
regions, states and
our great nation
are those whom we
seek to train.*

since the razing of McNeal hall in 2015; and create a permanent home for ROTC where it can instruct military self-defense and cadet fitness testing.

Multi-purpose Space

Space that can be utilized for demonstration, group meetings, instruction, stretching, weight training, or small group work will be incorporated.

Advising/Academic Success Center

An area will be dedicated as a student-athlete advising area, equipped with study tables and computers.

- 7.2. Summarize how the project supports HECC Strategic or State Goals

The Roadmap states: “To meet the needs of Oregon’s increasingly diverse population, higher education must focus resources, including wrap-around services and other supports, on traditionally underserved groups.”

Different parts of the state have different needs based on their cultural, geographic, and industry-related uniqueness. While a strategic plan should look holistically, it must contain enough flexibility to respond to unique needs, trends, and opportunities at the regional level with tailored solutions.”

Southern Oregon University’s Creative Industries/Student Success and Leadership Center answers HECC’s strategic roadmap intentionally and through multiple layers.

Supporting Underrepresented Students

This capital construction project is designed to have a major, positive impact on the success of our students, especially those from underserved populations. The Creative Industries space already serves as the gathering place for groups of underrepresented students who visit campus. For example, SOU annually hosts the César E. Chávez Leadership Conference. The conference is a gathering of hundreds of Latinx high school

students and leaders from regional high schools. The goal of the day-long César E. Chávez Leadership Conference is to increase Latinx high school students' preparation to become leaders and develop their knowledge about contemporary issues within the Latinx community. In addition, the conference strongly encourages Latino youth to pursue educational opportunities beyond high school.

Participants attend workshops focusing on leadership, cultural arts, and college preparation. Students are assigned to groups hosted by SOU's Latinx student ambassadors throughout the day's events. They begin the day in what is currently the Music Recital Hall, where they listen to guest speakers and watch performances honoring Chavez's legacy.

All OCA performances (with the exception of the Tutunov Piano Series and Chamber Music Concerts) are free to SOU students, which provides opportunities for underserved students who might not otherwise have access/exposure to those artistic experiences.

Indigenous students, faculty and staff members use the theatre and music venues to perform traditional dance and drumming activities. These types of events would be enhanced greatly if the Music/DMC remodel and the Theatre/JPR space could be expanded into a Creative

Industries Complex encompassing the entire corner between Mountain, Ashland, and University Way.

SOU graduates more underrepresented students per capita than any other university in the state.



More broadly, SOU is committed to the principles of EDI. The campus is situated in a region of the state with a significant number of individuals who have been traditionally underserved in higher education. The percentage of individuals from communities of color or who identify as Tribal members in the university's primary service area are 20% in Jackson County and 14% in Josephine County.

In the university's strategic plan, programs and initiatives related to diversity, equity and inclusion are pillars for engagement and opportunities for community building and student success. SOU graduates more under-represented students per capita than any other university in Oregon, and work continues to ensure college readiness and success both internally and externally.

From the strategic plan: "SOU will create a diverse, equitable, inclusive community where learners flourish.

1. SOU will replace structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse "new majority."
2. SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.
3. Goal Three: SOU will prepare all learners regardless of background, identity and position, to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world."

Below is a brief summary of internal work to achieve the goals within the strategic plan:

- Our Office of Equity, Diversity, and Inclusion is structured to create a staffing and funding model that persists beyond crisis periods, survives personnel changes, and maintains the focus of the strategic plan

and related goals and maintains a culture of ongoing education, and of assessment to enhance programming and support compliance efforts with Oregon's Cultural Competency mandate for public institutions.

- The Center for Advancement of Teaching and Learning developed a project introducing a pedagogical approach inclusive of students' cultural backgrounds. In 2020, national education consultant Zaretta Hammond introduced the topic in a campus lecture, and education consultant Matthew Reynolds conducted a faculty training program to address the role that teaching faculty play in the classroom.
- Twenty-three academic and administrative leaders participated in an 8-week EDI workshop led by the University of Southern California Equity Institute. The Institute is designed to increase individual competency and organizational effectiveness in advancing EDI initiatives in accordance with the institutional participants stated learning outcomes.
- The university introduced EDI training and education modules in 2021 for faculty and staff members. Module 1 encompassed Anti-Blackness in Oregon; Reality of Immigrants in the US; Institutionalized Racism; and Healing from Racial Trauma. Module 2 relayed information for serving LGBTQ+ persons; Asian American Perspectives; and Indigeneity. Additional required training for all employees was added in the areas of Diversity and Inclusion; Implicit Bias and Microaggression Awareness; and Making the Campus Safe for LGBTQ+ Students.

Additionally, the university has for many decades devoted resources to create opportunities and programming specifically for under-represented members of the larger Rogue Valley community.

A sample of these external programs include:

- **KONAWAY NIKI TILIKUM.** Konaway Nika Tillicum (KNT), which means “All My Relations” in Chinook trade jargon, is an 8-day residential academy for Native American students who have completed grades 7–12. This program prepares potential future SOU students through a week-long residential summer program. Students live in the SOU residence halls, eat meals in the dining hall, and attend classes on the SOU campus. Activities include workshops and programming that foster post-secondary goal setting, discuss the barriers to post-secondary education and how to dismantle them, and encourage students to think beyond secondary school—all within an atmosphere of cultural pride and respect. The program has an integrated mentoring component as older and returning students take on roles as leadership students, junior counselors, senior counselors and instructors. Participants thus are surrounded by students who look like them, who have a shared life experience, and who are role models for achieving academic success.
- **PIRATES TO RAIDERS/BULLDOGS TO RAIDERS.** SOU launched the Pirates to Raiders program in 2010 as a means to support the post-secondary aspirations and college readiness of Southern Oregon students from historically underserved populations. The program, which originated in the Phoenix-Talent School District and expanded to the Medford School District, is geared for students who come from first generation, low income, and linguistically and culturally diverse households. Working collaboratively with school districts, these programs provide after-school mentoring for middle and high school students to support their academic readiness to enter and succeed in college. They also provide outreach programs for families, which is exceptionally important for the target

population. SOU students and pre-service teachers serve as student mentors and provide academic assistance in math, reading, writing, and science. Family outreach activities include evening and weekend workshops that focus on the college application process, applying for financial aid, SAT prep, and resume writing. In addition, SOU hosts quarterly events so that program participants can become acquainted with the SOU campus.

- **ACADEMIA LATINA.** This program assists students in being more successful in high school and ready for the transition to college. Students in the program have significantly higher rates of high school graduation and post-secondary enrollment than their Latino counterparts across Oregon. The program also utilizes current Latino SOU students as senior counselors. These SOU students are provided with a stronger tie to the campus community, and develop mentor/mentee relationships with SOU staff overseeing the program.
- **BASIC NEEDS NAVIGATOR.** SOU provides students with inclusive academic programs and support embedded in the university community. SOU's Basic Needs Navigator connects students with internal & external resources. SOU offers campus support groups; free software subscriptions to Microsoft & Adobe; and an on-campus Food Pantry. SOU's Disability Resources ensures equal access for students with disabilities to all classes and programs with academic accommodations, interpretation, captioned media, and transcription. SOU has a Gender & Sexuality Justice office, gender neutral & single-occupancy restrooms, designated gender-inclusive on-campus housing, and uses preferred first names. SOU also supports student organizations that support and uphold EDI values.
- **BRIDGE PROGRAM.** The university understands that under-represented populations have specific risk

factors that statistically decrease a student's likelihood to persist and reach graduation. Risk factors include: first generation college student; coming from a historically underserved ethnicity/race; having low-income; experiencing mental health challenges, neuro-diversity or learning disabilities; being drastically impacted by the pandemic; experiencing homelessness; being a youth in the foster care system; having extraordinary health challenges; caring for an ailing family member; experiencing Covid-19 losses (personal, financial, learning); and/or experiencing domestic violence and/or child abuse. Students who experience one or more of these factors are eligible for the Bridge Program. Bridge reaches out to underserved & higher-than-average risk students to provide college transition and success resources including enhanced orientation, workshops, campus connections, cultural and civic events, and supportive mentoring. The program has a cohort of 100, as a result of Strong Start funding from the Oregon Legislature; 54% identify as female, 39% as male, 7% as non-binary. More than half of the 2021-22 cohort's families report having below Oregon Median Income, with most living in extreme poverty. 40% self-identified as first-generation college students. 40% reported being directly impacted by the pandemic via financial, academic, personal, or social loss. 67% had not taken their Math Placement test at the beginning of fall term due to reported feelings of under preparation in their senior year of high school.

Space Renewal, Workforce or Completion Priorities

This project will increase capacity and effectiveness of instructional space for programs currently using Music and DMC facilities, meeting student needs and providing better alignment with the institutional strategic plan. Academic programs that use the DMC will soon experience significant space and infrastructure deficits due to growth in enrollments and

increasing use of the spaces for student project activities, work-study and career preparation, as well as faculty collaboration. The project utilizes existing space in the Music Building to repurpose and update its capacity to meet industry needs and student access, and expands its ability to serve many more academic programs and services than currently feasible.

Addressing Deferred Maintenance Issues

A recent “Space and Capital Analysis” by *Sightlines* (May 2019) indicated that 2018 saw Capital project spending below the annual investment target; meaning aging facilities like the Music Building do not receive opportunities for re-investment (and annual CIR funding provided by the state supports minor project mitigations, but not restoration projects like this one).

Supports Collaborations and Economic Development Capacity of the Institution

Developing a Creative Industries Complex allows the university to provide a facility that can be made far more adaptable, technologically sustainable and responsive to industry trends. Updated network infrastructure would allow for the creation and delivery of media from virtually any creative space in the building and offer new possibilities for academic collaborations. Additionally, such a facility offers the possibility of housing broadcast, creative, and media industry partnerships in the future, creating an environment where our students’ professional preparation can be maximized. Such collaborations are already underway with Southern Oregon PBS (SOPBS), Jefferson Public Radio (JPR), Rogue Community College (RCC), Klamath Community College (KCC)

SOU has long served as an educational incubator for students seeking careers in creative sectors (music, film, theatre and digital arts, in particular) and serves local and regional employers by training students in several cultural sectors that drive the local economy of the Rogue Valley.

This proposal supports the development of innovative partnerships, internship and other functions serving the local economy and workforce needs with partners that include Rogue Valley Symphony, the Oregon Shakespeare Festival, Ashland Independent Film Festival, Britt Music and Arts Festivals, SOPBS, and Film Southern Oregon.

The project also leverages existing institutional resources. The Oregon Center for the Arts at SOU collaborated with the Oregon Arts Commission, Travel Oregon, and Americans for the Arts to conduct a 2022 economic impact study, “Arts & Economic Prosperity 6,” of nonprofit arts and cultural organizations and their audiences in Southern Oregon (Ashland, Talent, and Jacksonville). This is part of the university’s Creative Industries initiative as a leader for the region in support of economic development through the arts.



Due to inadequate sound repression, some classroom spaces are completely unusable while rehearsals are underway.

7.3. Why the project is a critical need for the institution:

PHASE 1: Creating a new Creative Industries Complex enables the university to blend its reputation for music innovation and performance prowess with the technological advances of digital media and the arts. Bringing these disciplines together creates a dynamic new opportunity for students to collaborate and hone their skills in preparation for an ever-changing marketplace. To create this new complex, the university must first renovate the 1960s era Music Building, which sits adjacent to the renovated Theatre Building and JPR complex completed in 2018. When complete, this new Creative Industries Complex will be devoted to the creative economy—the first and only such complex in the state of Oregon.



The new Creative Industries Complex will be devoted to the creative economy—the first and only such complex in the state of Oregon.

The Music Building was not built to the best standards of the time. There were many budget reductions in the building process that resulted in value engineering, which is why sound travels throughout the building without adequate sound repression. Some classroom spaces are completely unusable while rehearsals are underway. Office spaces do not provide the contemplative, quiet environment necessary for research or small group (non-performance) work. While some can function in the cacophonous environment, it is challenging and limiting for many faculty and students.

The new complex will be devoted to the creative economy—the first and only such complex in the state of Oregon.

PHASE 2: Remodeling the DMC facility provides a critical venue for a much-needed Student Success and Leadership Center to serve several of SOU's academic, athletic, and military entities. These entities are currently operating in spaces that are deficient in square footage, safety, exclusivity, and/or aesthetics.

The expanded facility will accommodate a sufficient padded instructional space for Physical Education Activity courses and ROTC training. Of particular importance to the university is creating additional space for the nationally recognized men's and

women's wrestling programs, which also function as academic offerings. As SOU worked through a Title IX complaint from 2006, the Office of Civil Rights mandated the necessity for SOU to provide adequate and safe practice facilities for all its sponsored programs, as well as equal locker room and training access. The current situation, particularly with our women's wrestling program with 37 student athletes, is not in compliance with that mandate. Phase 2 ameliorates this issue.

The facility will also be utilized as a Student-Athlete Academic Success and Advising Center serving all of our 400+ student athletes. Student-athletes comprise 12% of the university's enrollment, and that percentage will grow as new sports are added. The retention and academic progress of all student-athletes are essential to the financial success of SOU.

ROTC will be headquartered in this facility, utilizing office and classroom space as well. SOU receives federal funds and critical enrollment from this important program's presence on our campus.



Phase 2 will enable the university to serve several of SOU's academic and military entities, including its 400+ student athletes.



Section 3: BUSINESS PLAN

The aim is to provide a high-level view and accompanying estimates of the potential future savings that may be possible. Please include Appendix B in an Excel version of your brief business plan.

1.0 Operations Overview

- 1.1. Provide an overview of the financial plan associated with the operations of the programs and facility described in the project. Costs may be defined by previously approved or existing expenses and revenue, and new expenses and revenue needed as a result of the proposed project.

The operations budget for Creative Industries/Student Success and Leadership Center (ROTC, PEA and Athletics) are developed using normal processes at SOU. In summary, the SOU Board of Trustees approved the Fiscal Year 2022 Operating Budget in June 2021. The board uses a 'pro forma' to track year-to-date execution and an estimated cost to complete in the current fiscal year. Operating budgets were impacted by direct cost increases during the pandemic but were also influenced by one-time HEERF funding.

To improve operational effectiveness in Academic Affairs, SOU implemented a Return on Investment (ROI) tool produced by EAB three years ago called Academic Performance Solutions (APS). As program chairs learn and utilize APS their ability to make tactical decisions to improve ROI is enabled.

Operating efficiencies will be realized after consolidating the Music and DMC programs. Mechanical and electrical system upgrades, and the use of common spaces will create savings. In addition, there is no expected labor cost growth for the Creative Industries initiative. And consolidating facilities will enable some facility operating and energy efficiencies.

The Student Success and Leadership Center will support ROTC, PEA and Athletic programs. Any non-E&G athletic program use will be reimbursed from the auxiliary to either Plant funds, or Budgeted Operations (E&G). ROTC is also supported by the Department of the

Army but also receives funding support from OR Army National Guard for operational supplies. Multiple avenues of funding support for ROTC enable student activities, field exercises, and ultimately “success” (through commissioning and subsequent assignment in the active, guard or reserve components).

- 1.2. Summarize the annual net additional costs for programs, staffing, operations, utilities and maintenance costs. Costs should be consistent with planned student enrollment increases, staffing increases, and additional net area created from the project.

There will be no additional operating costs. Utility cost increases will be offset by solar installation. SOU is engaged in a multi-pronged approach to create net-zero facilities (three current facilities are net zero). **SOU endeavors to become the first public university in the country to produce its own electricity on its main campus.**

- 1.3. Describe financial efficiencies achieved with the project. How will they be realized (demolitions, shared spaces, funding sources, etc.)? If this is a new planned replacement building for planned demolition(s), quantify the financial benefits, or describe other opportunities created with the project. Does this project represent a new “replacement building” that is no more than 10% more square feet than a building proposed to be demolished?

Creating and utilizing shared spaces will create the most visible and impactful efficiencies. In Music / DMC program collaboration, shared studio and recital space will add value (especially in the 100- seat range). For ROTC and PE, the use of multi-purpose mat rooms reduces construction costs and can create a greater sense of community.

2.0 Revenue Sources, Fundraising and Partnerships

- 2.1. Will there be a fundraising campaign or other community/industry partners that will be specifically associated with this project, and what are the specific funding goals? If there are unique features of the campaign, please describe.

SOU received \$300,000 from a bequest that is in-hand and will be

directed to the cost-matching component of the Creative Industries project. A fundraising campaign has already been initiated to add additional private support for the comprehensive Creative Industries/Student Success and Leadership Center. Community partners (RVTV, Oregon Shakespeare Festival, Rogue Valley Symphony and others) will be invited to provide comment on project design development to ensure that, in addition to serving its primary mission as an educational space, the renovated building will continue to serve as a pivotal arts and entertainment venue for the region.

- 2.2 [What are the revenue sources expected to defray additional ongoing costs, such as estimated additional tuition, grants, or other sources? Anticipated funding and tuition income should be supported by the academic strategic plan for credential production and enrollment increases.](#)

Tuition cost increases for SOU in future biennia are nominal. It is critically important to university leaders that SOU remain affordable to its student population, 22% of whom are first-generation college students. These are programmed not to exceed 5% per year. State and federal grants are being actively pursued for solar energy production to reduce the university's overhead expenses related to energy consumption and to align the campus infrastructure and operations with its core value of sustainability—both financial and environmental.

- 2.3. [Discuss a review of project alternatives and less capital-intensive options that were considered to meet the identified space need.](#)

Expanding the Digital Media Center program “in place” was considered, but land-use constraints and other planning considerations resulted in this option being dismissed. The university also considered whether the collaboration and integration could occur if the DMC was not physically relocated. This option was ruled out due to the missed opportunity related to the academic and student opportunities that such an integration would create; insufficient current configuration to support academic program pedagogy; and the risks associated with not correcting code non-compliance and degraded facility infrastructure.

Sightlines facility condition assessment recommendations (May 2019)

support the Asset Reinvestment and Future Needs for the Music Building and DMC.

The ROTC program was relocated from Susanne Holmes Hall after an infrastructure failure and was temporarily relocated to Cascades Hall. Cascades had an infrastructure failure, forcing relocation of classroom and lab facilities. Other 'space utilization' moves were considered, but the potential to share common areas and multi-purpose mat rooms, locker rooms and storage areas with PEA made a renovation (versus demolition) project with a small addition the preferred alternative.