

FISCAL YEAR 2018

CAPITAL OUTLAY PROJECT REQUEST

Institution Name: Oakland University

Project Title: South Foundation Hall Expansion

Project Focus: Academic Research Administrative/Support

Type of Project: Renovation Addition New Construction

Program Focus of Occupants: _____

Approximate Square Footage: 78,000 gsf

Total Estimated Cost: \$40,000,000

Estimated Start/Completion Dates: Immediately, construction will start one year after funding approval.

Is the Five-Year Plan posted on the institution's public internet site? Yes No

Is the requested project the top priority in the Five-Year Capital Outlay Plan? Yes No

Is the requested project focused on a single, stand-alone facility? Yes No

Describe the project purpose.

The proposed South Foundation Hall Expansion will provide state-of-the-art instructional and advising space for Oakland University's College of Arts and Sciences. The expanded building will directly address needs in technology and collaborative learning spaces at the core of twenty-first century teaching and academic programs, and that do not exist in the current facilities.

Oakland University is undergoing significant enrollment growth and is targeting an 11% increase in on campus enrollment by 2025, with growth in all disciplines. Recent projects have addressed highly specialized, lab-focused buildings, including the engineering building and science complex. General classroom space is in need of a similar transformation to meet the needs of a growing enrollment, new approaches to learning and rapidly changing technology, especially in support of the College of Arts and Sciences, with the highest enrollment at Oakland University.

To address current and projected academic space shortage as well as to modernize the University's oldest classrooms spaces, this project proposes to renovate and expand the 59-year-old South Foundation Hall, transforming it from a traditional tablet-arm chair classroom building into a multi-disciplinary active learning environment with a variety of sizes and layouts for both undergraduate and

graduate use. Both classroom flexibility and seating capacity in the new combined building will increase, with an additional 675 student stations, a 37% increase from the current South Foundation Hall.

The on-campus functions of the College of Arts and Sciences are dispersed over nearly every building on campus, challenging collaboration between disciplines and hindering easy access to academic and administrative support for undergraduate and graduate students. For example, the Department of Writing and Rhetoric provides freshman composition courses for all students in the University – a central location with access to faculty, academic support and instructional space provides students with a “one-stop” opportunity for in and out of class consultation.

The expanded South Foundation Hall (SFH) will define state-of-the-art standards for educational systems for the University, concentrating on the concept of learning communities (interdisciplinary freshman learning communities help build a sense of “belonging” which relates to persistence and graduation among all demographic groups) and the centrality of student-related functions. The location of SFH at the core of the campus provides a unique opportunity to create communities that would serve all students, regardless of major.

Academic goals that will be achieved through the implementation of this project are:

- **Increased emphasis on hands-on learning:** The design of the classrooms moves away from the traditional “lecture hall” toward active learning environments in which faculty guide discovery-based learning and students work in collaboration with one another (experience working in teams is another key variable identified by CEOs looking for new employees). Research demonstrates both increased learning and increased student satisfaction with these learning environments. These learning environments prepare students to contribute to an increasingly collaboration-based economy. In addition, moving away from students as passive recipients of lectures helps maximize the return received from the two points below, “increased emphasis on informal and peer learning” and “student organizations as a learning channel.” The classroom configurations create the expectation that student learning occurs in a variety of ways and a variety of settings.
- **Increased emphasis on informal and peer learning:** “Learning beyond the classroom” is a key focus for the College of Arts and Sciences (including the Dean’s Choice Award, funded by the OU Credit Union). Informal learning, whether from peers or faculty outside traditional classroom settings helps extend the knowledge transmitted in the classroom. Current academic space occupied by the College contains no such informal space, resulting in both missed learning opportunities and a lack of connection between students (who are overwhelmingly commuters) and our campus community.
- **Enabling student organizations as a learning channel:** A Center for Student Academic-Student Organizations will be based on the voluminous research showing that an engaged student is more likely to persist and graduate in a timely fashion. Our current available space does not allow for this activity. The proposed location of this Center will allow for interdisciplinary collaboration (as problems generally have interdisciplinary components, rather than being “owned” by a single academic department); in addition, the location allows for alignment with both Career Services and Community Connections (each of which prepares students to complete degrees and prepares them for life and work in community).

The proposed South Foundation Hall expansion and renovation will provide:

- **New and updated technology-enabled active learning space.** The shortage of this type of classroom space is a campus-wide issue. These much-needed spaces will support all programs and be capable of adapting to different teaching approaches.
- **A comprehensive College of Arts and Sciences Advising Center,** bringing from across campus the functions of individual and group advising in STEM disciplines as well as social sciences, humanities, and the arts into an interdisciplinary, learner-focused center for academic support and advising.
- **An inviting, easily navigable center for academic and administrative functions** for the College of Arts and Sciences, bringing multiple faculty, staff and leadership together in a single location for the first time, benefitting students with improved access. In addition to the Advising Center, groups proposed to be relocated include the:
 - Department of Writing and Rhetoric
 - Department of Linguistics
 - College of Arts and Sciences Dean's Office
 - Public Policy Center

Describe the scope of the project.

This project is comprised of a renovation of South Foundation Hall, originally built as a general classroom building in 1958, as well as a significant addition. Additional space is crucial to address the current severe space shortages as well as to sustain the desired growth in enrollment and student retention across the College of Arts and Sciences, which produces over 60% of the University's student credit hours.

Renovation: The renovation includes complete architectural and infrastructure transformation of the 48,600 square foot South Foundation Hall. Academic space improvements include transformation of existing classrooms to shift from tablet-arm lecture rooms to active-learning classrooms through updates of furniture, finishes and technology, improving utilization and flexibility. Infrastructure improvements include replacing original and obsolete building systems including HVAC, electrical, lighting and plumbing to improve the learning environment, air quality, energy efficiency and system reliability. Building accessibility and exterior envelope will also be addressed to ensure the building meets current standards and will function well into the 21st century.

Addition: The proposed 78,000 square feet addition will provide a variety of technology-enabled learning environments, including larger format active-learning classrooms and seminar rooms; student support services, collaboration and project space; workspace for both full-time and adjunct faculty; and to connect students to the community, public policy leadership and employers. The addition will also improve the energy efficiency of South Foundation Hall and mitigate space and height limitations of this 59-year-old existing building.

Proposed major spaces include the following. In addition to a large collaboration space, multiple smaller spaces are proposed throughout building.

Space	Capacity	Quantity
Breakout/Seminar Rooms	20	6
Classrooms	32-40	20
Medium Classrooms	40-50	3
Large Classrooms	80	2
Active-Learning Arena Classroom	150	2
Small Instructional Lab	20	1
Medium Instructional Lab	40	1
Large Instructional Lab	60	1
Student Collaboration/ Academic Support	300	multiple
Research Centers	varies	multiple
Faculty Workspace	70	multiple

Program focus of occupants:

College of Arts and Sciences Advising Center: The Arts and Sciences Advising Center provides academic advising to more students than any other comparable office on campus. Like the Dean’s Office, they do not have sufficient space to provide this critical service to our majors. The availability of and access to active-learning rooms and other meeting space would enhance their ability to provide a wider array of programs to students seeking their assistance.

Department of Writing and Rhetoric: The Department of Writing and Rhetoric addresses the evolving nature of the rhetorical skills, processes, and information literacies necessary for writing and composing persuasion and other forms of written communication in the 21st century. This is not your standard “freshman composition” department. The writing and rhetoric major is designed with an emphasis on digital media technologies and civic engagement. Through course work and internship opportunities, the Bachelor of Arts degree in Writing and Rhetoric prepares students for work as professional writers, editors, digital media composers, social media coordinators, and educators in a variety of public, private and educational settings. Undergraduates pursuing professional degrees in business, engineering, health sciences, and human resource development may benefit from a dual major in Writing and Rhetoric that is focused on Professional Writing if they want to possess the communication skills that are integral to these diverse careers.

Department of Linguistics: The Linguistics Department offers programs leading to Bachelor of Arts and Master of Arts degrees in linguistics. A background in linguistics prepares individuals for a wide variety of careers. Linguists work on projects related to speech recognition, natural language processing, and information retrieval, even though these domains are more commonly associated with engineering or computer science programs.

College of Arts and Sciences Dean’s Office: The College of Arts and Sciences Dean’s Office includes workspace for eleven professionals who administer the largest academic unit at Oakland University, giving students access to more than 100 majors and a range of academic concentrations and interdisciplinary programs. Our current space is insufficient to provide space to other critical staff members who are housed at other locations across campus.

Public Policy Center: A public policy center at Oakland University will focus on issues related to the creation and implementation of public policy statewide, and specifically in Southeast Michigan. This squarely aligns with the University's mission statement, strategic plan and all three of the plan's goals. Such a center touches student success, being recognized as having a strong research and scholarly environment, and being a leader in engaging the community. The primary component of the Center's mission is to promote, support and generate research related to public policy and impact the conversation around an array of public policy issues in Michigan. Given the nature of public policy issues, a host of civic, nonprofit, and public organizations interested in public policy issues in Southeastern Michigan and across the state are likely external collaborators. Creating a two-way collaboration and conversation between policy experts on and off campus is central to the work of a policy center. In short, a public policy center will position Oakland University to act as a "convener of conversations" on all types of public policy issues that have an impact the local, state, and federal levels. By its nature public policy is interdisciplinary, using expertise from many fields to analyze a complex problem. A rigorous approach to solving multifaceted problems, which many policy-related questions are, requires interdisciplinary expertise. An important and driving focus of the Center would be to provide and disseminate objective research and analysis on public policies impacting Southeastern Michigan and the state to aid in informed decision-making. In order to accomplish these (and many other) goals, space is needed for (among other things) bringing community members to campus for meetings and presentations, collaborative work among students (including a computer lab), conference rooms, and six offices. The Center also provides information and services which strengthens communities and provides students with rich learning opportunities which prepares them to be active contributors to a vibrant Michigan economy. A few examples of the recent activities illustrate the activities relevant to the Center:

- Congressman Mike Rogers Papers (OU Kresge Library is the home of this collection)
- State higher education policy discussion "Getting to Work: Career navigation and college affordability" partner with the Center for Michigan
- "Ukraine in Crisis" panel discussion
- A total of 7 "Campaign Roundup" post-election discussions in recent years.
- Hosted the GOP presidential debate in 2011

1. How does the project enhance Michigan’s job creation, talent enhancement and economic growth initiatives on a local, regional and/or statewide basis?

Oakland University is the only comprehensive, doctoral-level university located in Oakland County, Michigan. Recognized as a Doctoral University with research in the R3 classification by the Carnegie Foundation, the University offers students opportunities to work directly on research with expert faculty. Through a multitude of partnerships with hospitals, Fortune 500 companies, individuals, cities, government agencies and educational institutions, Oakland helps communities solve problems and build thriving, sustainable businesses. These associations reward students with internship and co-op opportunities and provide University researchers access to the latest technology tools. Oakland’s leadership with these partnerships also significantly impacts economic development and commercialization opportunities.

Three recent surveys of employers conducted for the American Association of Colleges and Universities by Hart Research Associates (2007, 2010, 2013) provided findings relevant to this question. Results from CEO surveys have been very consistent in strong and weak economic times. Employers say that they are looking for employees who have a broad range of skills and knowledge—especially those involving written and oral communication--and in-depth skills and knowledge in a specific field or major. The South Foundation Expansion project provides Oakland with an opportunity to do both. Through General Education courses—such as composition courses offered by the Department of Writing and Rhetoric, which are required of first year students, whether in STEM disciplines or in other areas-- the College provides students of all majors with the “broad range of skills” that employers are seeking. Regardless of major, survey results indicate that employers are seeking employees who have skills in written communication. This project, therefore, provides the venue that will enhance talent development and produce graduates armed with the tools that employers—across high demand fields-- are seeking.

The South Foundation Hall expansion will provide active learning workspaces that will facilitate ongoing community engagement projects such as our long-term relationship with organizations such as Hispanic Outreach, a variety of civic engagement projects supervised by faculty in Writing and Rhetoric and Graphic Design. Having active learning spaces near the primary entrance to the institution will enhance our ability to interact with our neighbors if only by bringing to an end the practice of finding any meeting space that might be available on campus.

2. How does the project enhance the core academic and/or research mission of the institution?

The Oakland University Strategic Plan identifies three Strategic Goals. These goals are used as the foundation for the development of the South Foundation Expansion project.

Goal #1: Foster student success through a robust teaching and learning environment and comprehensive student services.

Goal #2: Be recognized as a strong research and scholarly environment focused on creative endeavors and on the discovery, dissemination and utilization of knowledge.

Goal #3: Become a leader in serving the needs and aspirations of our communities and region through expanded community relationships, institutional reputation and visibility, and engagement.

The University's three goals developed during several months of planning work are a concise expression of our institutional aspirations. Thus, it is important to recognize that student success is meant to encompass the full range of student experiences and opportunities while at the university. We also recognize that an intrinsic part of achieving these goals must include ensuring the university's excellence and the attainment of its mission through effective institutional processes, shared decision-making and transparent best practices.

The College of Arts & Sciences, the largest School at Oakland University, serves all undergraduates through General Education and major prerequisites in other Schools on campus—at least 38%, and as high as 60% of the credits completed by majors in other Schools are earned in the College. The Writing and Rhetoric department within the College Rhetoric taught approximately 6,500 students, providing roughly 25,000 credit hours within the 2015-16 academic year.

The College Advising Center provides approximately 8,000 student service contacts, within a typical academic year. The majority of these students are studying a STEM discipline. The Advising Center's current location in Varner Hall limits the options for expansion—the current student to advisor ratio is 778:1; national averages are 300:1. Clearly, this is a critical issue that limits the availability of advisors to students, an issue which has serious impact on retention and persistence to graduation.

Most importantly, relocating Writing and Rhetoric department and the College Advising Center in the new South Foundation Hall expansion facilitates an integrated approach to student assessment academic support.

3. Is the requested project focused on a single, stand-alone facility? In no, please explain.

This project will be a single, stand-alone facility comprised of an addition to and renovation of the oldest academic building on campus.

4. How does the project support investment in or adaptive re-purposing of existing facilities and infrastructure?

This project will reinvest in the oldest facility on campus by upgrading furniture, finishes, technology, accessibility and building infrastructure, including HVAC, electrical and plumbing. Its location near the main campus entry, ample parking and the student center is ideal for both student and public access. Available adjacent land with minimal underground utilities will reduce the cost of the addition.

Planned exterior envelope repairs, including brick and windows, will resolve age-related issues. The adjoining addition will improve energy efficiency by reducing the amount of uninsulated exterior wall exposed to the elements.

Interior wall relocations will be minimal, taking advantage of the existing classroom layout by converting tablet-arm lecture classrooms into flexible, technology-enhanced active learning environments.

In addition, this project will allow the University to invest in updates to both O'Dowd Hall and Varner Hall, which are at capacity. The move of the College Advising Center and Dean's office will allow the addition of two classrooms and 10 offices. Space vacated by the move of Writing and Rhetoric will allow other academic units, including the Oakland University William Beaumont School of Medicine, to house additional (and much needed faculty). Space vacated by the relocation of the Department of Linguistics and the Department of Writing and Rhetoric will allow for a cost-effective, much needed expansion of the Oakland University William Beaumont School of Medicine, the School of Health Sciences and the School of Nursing.

5. Does the project address or mitigate any current health/safety deficiencies relative to existing facilities? If yes, please explain.

South Foundation Hall meets all applicable codes for existing buildings and has no known health of safety deficiencies. Because of the extent of the proposed renovations, the University will update the entire facility to meet current requirements for life safety, fire, accessibility and indoor environment.

6. How does the institution measure utilization of its existing facilities, and how does it compare relative to established benchmarks for educational facilities? How does the project help to improve the utilization of existing space and infrastructure, or conversely how does current utilization support the need for additional space and infrastructure?

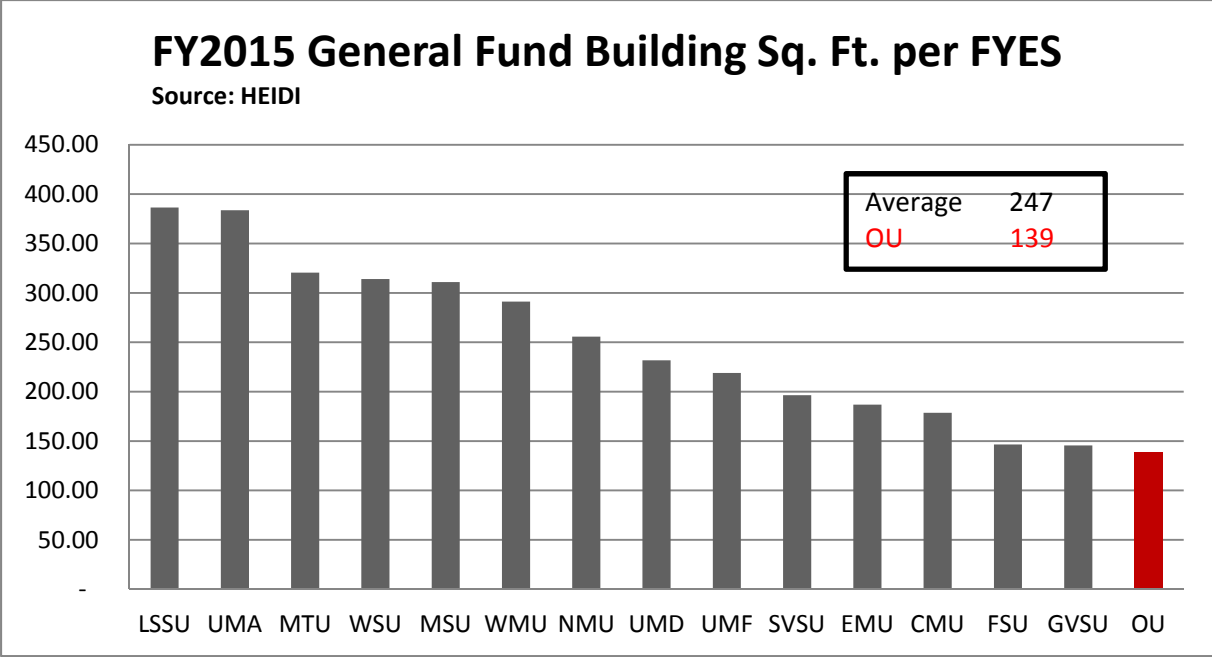
For the recently approved Oakland University Campus Master Plan, which can be viewed at <https://wwwp.oakland.edu/facilities/campus-master-plan>, classrooms and class laboratories were studied to show the level of use. The factors illustrated in the utilization study included the average hours per week of scheduled instructional use for each room, the average hours of scheduled use for each student seat, the percentage of student stations or seats filled when the rooms are scheduled, and the average square feet allocated to the student stations in the rooms. The 124 classrooms that were analyzed averaged 47 hours of scheduled use per week, with 53% of the student stations filled when classrooms were in use. The classrooms average 18 assignable square feet (ASF) per student station. The average for weekly seat hours of use was 24.4 hours.

Benchmark data averaging the utilization finding from over a dozen public universities for which the consultant has previously done studies showed the average scheduled hours per week to average 29 weekly room hours (WRH). The average for weekly seat hours is 16.7 weekly seat hours. The benchmark average for percentage of seats occupied is 63%. The average of the benchmarked universities for classrooms is 20 ASF per student station. The expectation for average weekly room hours for similar institutions is in the range of 30 to 35 hours per week. The expectation for weekly seat hours is between 20 and 24. A common expected average for the percentage of seats filled is 65% to 70%. The expected average size of the student stations in classrooms is 18 to 22 ASF.

These findings show that both the average room hours per week of scheduled use for classrooms and the average weekly seat hours at Oakland University is considerably above the benchmarked average. Thus, the need for this 78,000 square foot addition which will house 36 new classrooms and class laboratories.

Without the additional space provided by this project, the College of Arts and Science, and the University as a whole, will be challenged to meet anticipated enrollment growth. Oakland has a significant shortage of full time and part time faculty offices and instructional areas. Compared to other similar universities and based on the space needs calculations, the University has a long term need for a significant increase of assignable square footage. This project will help relieve that shortage.

The following chart compares the area per student for General Fund buildings at all state universities (source FY2015 HEIDI data). At 139 square feet per FYES, Oakland University has the lowest value in the state.



7. How does the institution intend to integrate sustainable design principles to enhance the efficiency and operations of the facility?

- Implement innovative energy reduction strategies such as the Human Health Building, first LEED Platinum higher education building in Michigan, and the Engineering Center, LEED Gold.
- As mandated by the OU Board of Trustees, achieve at least the USGBC LEED requirements of Gold certification for new construction.
- Replace older building equipment and systems, some dating from the 1950s. Upgrades will include high-efficiency HVAC, lighting and plumbing systems, reducing the load on the older campus-wide heating and cooling infrastructure.
- Update to University-standard occupancy-based controls to reduce heating, cooling, ventilation and lighting needs on a room-by-room level.
- Design the envelope of the addition to minimize energy use and take advantage of passive energy reduction strategies.
- Exploit energy savings from newly installed co-generation system installed at the central heat plant. The co-generation system is currently saving the University \$1,000,000 annually.

- 8. Are match resources currently available for the project? If yes, what is the source of the match resources? If no, identify the intended source and the estimated timeline for securing said resources?**

No, however, if this project receives State funding approval, plans are in place to immediately begin soliciting private support for the required matching funds, and, if necessary, bonds will be issued to supplement the private support.

- 9. If authorized for construction, the state typically provides a maximum of 75% of the total cost for university projects and 50% of the total cost for community college projects. Does the institution intend to commit additional resources that would reduce the state share from the amounts indicated? If so, by what amount?**

The total cost for this project is \$40,000,000. Oakland University is prepared to contribute 25% of the total, or \$10,000,000 to this project. The resulting state share of \$30,000,000 will therefore be 75% of the total cost.

In addition to the University share listed above, OU is planning to invest \$500,000 toward campus infrastructure improvements that will directly support this project as part of the overall campus master plan.

10. Will the completed project increase operating costs to the institution? If yes, please provide an estimated cost (annually, and over a five-year period) and indicate whether the institution has identified available funds to support the additional cost.

Significant campus infrastructure improvements and upgrades to South Foundation Hall are expected to reduce operating costs. Based on collected and projected data, the utility costs will lower from \$2.55 per square foot to \$1.73 per square foot (see chart below) for South Foundation Hall. Meanwhile, upgrades to the existing mechanical systems will resolve deferred maintenance concerns for equipment dating nearly 50 years old.

South Foundation Hall	55,041		SF		
	Current	Current	Future	Future	
	\$ per SF	Amount	\$ per SF	Amount	Savings
Electric	\$1.44	\$79,038	\$1.00	\$55,041	\$23,997
HTHW	\$0.75	\$41,215	\$0.40	\$22,016	\$19,199
Water	\$0.37	\$20,365	\$0.33	\$18,164	\$2,202
Total	\$2.55	\$140,618	\$1.73	\$95,221	\$45,397

Overall operating costs will increase due to an increased building area. Operating costs will be funded by a combination of campus wide cost containment initiatives, and reallocation of existing budgetary resources.

Project Annual and 5 Year Operating Budget (78,000 sf)

	\$ /sf	
Plant Engineering	0.04	\$3,120
Custodial Cleaning	1.40	\$109,200
Bldgs. & Grounds	1.00	\$78,000
Plant Maintenance	0.21	\$16,380
FM Admin.	0.02	\$1,560
Skilled Trades (persons)	2	\$195,000
Purchase Utilities	2.33	\$181,740
Security		\$25,000
Insurance		\$20,000
Annual Service Contacts		\$100,000
Year 1 Total		\$730,000
Year 2 (2% increase)		\$744,600
Year 3 (2% increase)		\$759,492
Year 4 (3% increase)		\$782,277
Year 5 (3% increase)		\$805,745
Total for 5 Years		\$3,822,114

11. What impact, if any will the project have on tuition costs?

This project would NOT cause tuition increases.

12. If this project is not authorized, what are the impacts to the institution and its students?

The consequences related to not providing this facility for Oakland University students relate to a diminished quantity and quality of instructional space. Current findings show a need for 41,000 ASF of classroom space and a projected future need of 54,000 ASF of classroom space. Despite good maintenance practices, the condition of South Foundation Hall would continue to deteriorate and require increased investment to resolve deferred maintenance with no improvement in academic spaces. Furthermore, the current facilities where the Writing and Rhetoric department and the College Advising Center currently reside are over 100% of capacity. Finally, without the authorization of this project, Oakland will be much less competitive in recruiting students, especially in the STEM disciplines.

13. What alternatives to this project were considered? Why is the requested project preferable to those alternatives?

Oakland University recently completed and approved a 10-year campus master plan to address growing enrollment, increasing on-campus residents, changing teaching and research needs and how the only public four year university in Oakland County would respond. The master plan evaluated ideal building locations and prioritized projects to meet critical needs.

The top priorities listed were to increase academic space on campus and to provide relevant 21st century learning environments. Several locations for this space were proposed, including the selected site. Subsequent to the master plan, several alternatives were evaluated and abandoned in favor of this proposed renovation/addition project.

A new facility, located at the northeast corner of campus was considered and rejected due to demolition costs, utility costs and remoteness from the majority of students. A new standalone facility adjacent to South Foundation Hall would have been compromised due to space limitations. An addition to Varner Hall, the largest classroom building on campus, was considered in the past, but was cost prohibitive at approximately three times the cost of this proposal.

This renovation/addition project is preferable for multiple reasons – building condition and classroom space being the two most important. South Foundation Hall is the original classroom building, designed for a different era and different academic needs. While improving academic program space, this project also resolves much needed building system upgrades and deferred maintenance. Regardless of any approach the University selects to meet academic space needs, the mission-critical South Foundation Hall will need renovation to remain functioning.

South Foundation Hall is centrally located near the library and student union, with ample parking and easy access for students, faculty and visitors. The campus master plan proposes to recast this part of campus as a more pedestrian-friendly, community focused space, increasing the importance of this building for both academics and community engagement.