

**FISCAL YEAR 2028 FIVE-YEAR CAPITAL OUTLAY PLAN AND FISCAL YEAR 2028
CAPITAL OUTLAY PROJECT REQUEST**

A Recommendation

1. **Division and Department:** Academic Affairs, Finance and Administration, and Facilities Management Department.

2. **Introduction:** Annually, Oakland University (University) is required to submit its Five-Year Capital Outlay Plan (Plan, Attachment A) and top priority Capital Outlay Project Request (Project Request, Attachment B) to the State of Michigan, State Budget Office (State). The submissions must include a five-year capital plan, long-term projections for enrollment, staffing and program development, and other information designed to help the State understand the University's capital needs.

Colleges and Universities submit only their top-priority Project Request. The University is submitting Hannah Hall as its Project Request to obtain State approval for the Project. The Project Request is required to be submitted to the State Budget Office on October 31, 2026 as a continuation of the University's top priority request, part of the Department of Technology, Management & Budget (DTMB) process in the State.

3. **Previous Board Action:** The Board of Trustees (Board) approved the Fiscal Year 2027 Five-Year Capital Outlay Plan and Fiscal Year 2027 Capital Outlay Project Request on October 17, 2025 for Dodge Hall.

4. **Budget Implications:** If the Project Request receives State funding approval, bonds would be issued to fund the required 25% match. The related debt service for the bonds would be incorporated into a future University general fund budget.

5. **Educational Implications:** Maintaining the University's capital assets and planning for future capital needs has a significant impact on the environment in which the University's mission is fulfilled. The University's 2028 Project Request involves the transformation of existing classrooms and laboratories in Hannah Hall to support programmatic changes in Chemistry, Physics, Biological Sciences, Engineering, the School of Medicine, and associated programs. These areas have known accessibility and deferred maintenance issues that will be addressed under the Project. The project's goal is to upgrade the building infrastructure in order to transform Hannah Hall into a modern teaching and research facility equipped with the latest technology, specifically targeting environmental science, biological science, biomedical engineering, physics, chemistry and related health science curricula. This will positively influence student success in both laboratories and classrooms.

6. **Personnel Implications:** None.

**Fiscal Year 2028 Five-Year Capital Outlay Plan and Fiscal Year 2028 Capital Outlay
Project Request
Oakland University
Board of Trustees Formal Session
October 16, 2026
Page 2**

7. University Reviews/Approvals: The Plan was prepared by Facilities Management and the Provost's Office and reviewed by the Senior Vice President for Finance and Administration, the Executive Vice President for Academic Affairs and Provost, and the President.

8. Recommendation:

RESOLVED, that the Board of Trustees approves the submission of the attached Fiscal Year 2028 Five-Year Capital Outlay Plan and Fiscal Year 2028 Capital Outlay Project Request to the State of Michigan, State Budget Office, as representative of Oakland University's capital budget needs.

9. Attachments:

- A. Fiscal Year 2028 Five-Year Capital Outlay Plan
- B. Fiscal Year 2028 Capital Outlay Project Request

Submitted to the University President
on Oct 6, 2026, 2026 by



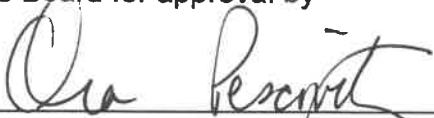
Amy Thompson (Oct 6, 2026 10:27:38 EDT)

Amy Thompson, Ph.D., FESG, CHES
Executive Vice President for
Academic Affairs and Provost



Stephen W. Mackey
Senior Vice President for Finance and Administration
and Treasurer to the Board of Trustees

Recommended on 10/6, 2026
to the Board for approval by



Ora Hirsch Pescovitz, M.D.
President

Reviewed by



Joshua D. Merchant, Ph.D.
Chief of Staff and
Secretary to the Board of Trustees



Aspiration & Innovation

Fiscal Year 2028 Five-Year Capital Outlay Plan



“Oakland will elevate educational excellence and foster deeper community engagement in the ongoing cultural and economic development of the region and state.”

"Here again in the words of Andrew Carnegie, there will be erected 'ladders upon which the aspiring can rise.'"

**Oakland University founder
Matilda Dodge Wilson**



Table of Contents

I. Strategic Vision 2030	4
II. Instructional Programming	
An Engaged University	5
A Leading University	5
A Growing University	6
Applied Research and Economic Development	6-7
Partnerships.....	7-8
Instructional Technology	8-9
Technology Enhancements	9
Cultural and Performing Arts.....	10
Community Outreach	10-11
Academic and Student Life Enhancements	11-12
III. Current Program Offerings	
Figure 1: Faculty & Staff FTE by Field of Study (CIP Code)	13-14
Figure 2: 2025-2026 Student Credit Hours by Course and Level	15
Figure 3: Degrees Awarded by Program	16
Figure 4: Enrollment Trends, Fall 2022 to Fall 2026	17
Figure 5: Enrollment Projection	18
Figure 6: Square Footage per FYES.....	19-20
Class Size	21
Classroom Utilization Reports.....	21
IV. Facility Assessment	
Utilization Rates	22
Mandated Standards.....	22
Functionality.....	22-24
Replacement Value of Facilities.....	24
Utility Systems Condition	24
Facility Infrastructure Condition	24
Land	24
Buildings Obligated to the State Building Authority.....	25
Plant Renewal, Deferred Plant Renewal and	
Executive Summary of 2025 & 2026 Year Projects	26
Definitions	27
Facility Condition Assessment Ranking.....	29
Executive Survey of all Campus Buildings.....	30-32
Detailed Project Summary Facility Condition Analysis.....	33-38
V. Implementation Plan	
State Funding Request.....	39
University Funded Priorities	39
Future Projects Under Construction	39
Plant Renewal/Deferred Plant Renewal	39



Strategic Vision 2030

Strategic Vision 2030 presents an innovative approach to navigate the rapidly changing higher education landscape. Focused on five pathways — Our People, Student Success, Discovery, Stewards of Place, and Sustainable University — the goal is to further elevate Oakland's educational excellence and foster deeper community engagement in the ongoing cultural and economic development of the region and state.



Our People

We are committed to being a model campus whereby all members are highly valued and respected, and dedicated to fostering a collaborative community to support the foundational principles of higher education.



Student Success

Oakland offers unique and inspirational educational experiences that challenge and prepare students for a lifetime of learning and success in a global economy.



Discovery

Support for the pursuit of knowledge through scholarship, research, and creative activity to enrich our education, further our fields and benefit our communities and the world.



Stewards of Place

We are committed to community partnerships based on reciprocity whereby we engage our students, faculty and staff and serve as a catalyst for the ongoing development of the region's workforce, culture and economy.



Sustainable University

We strive to be a model sustainable university in broad and varied ways, including public education, management of natural resources, energy and building maintenance along with achieving the highest level of fiscal stewardship.

Instructional Programming

Oakland University is a doctoral research University located in Rochester, Michigan, within Oakland County. Through unique and distinctive academic experiences, Oakland is preparing students to make meaningful and substantial contributions to the workplace, academia and the community.

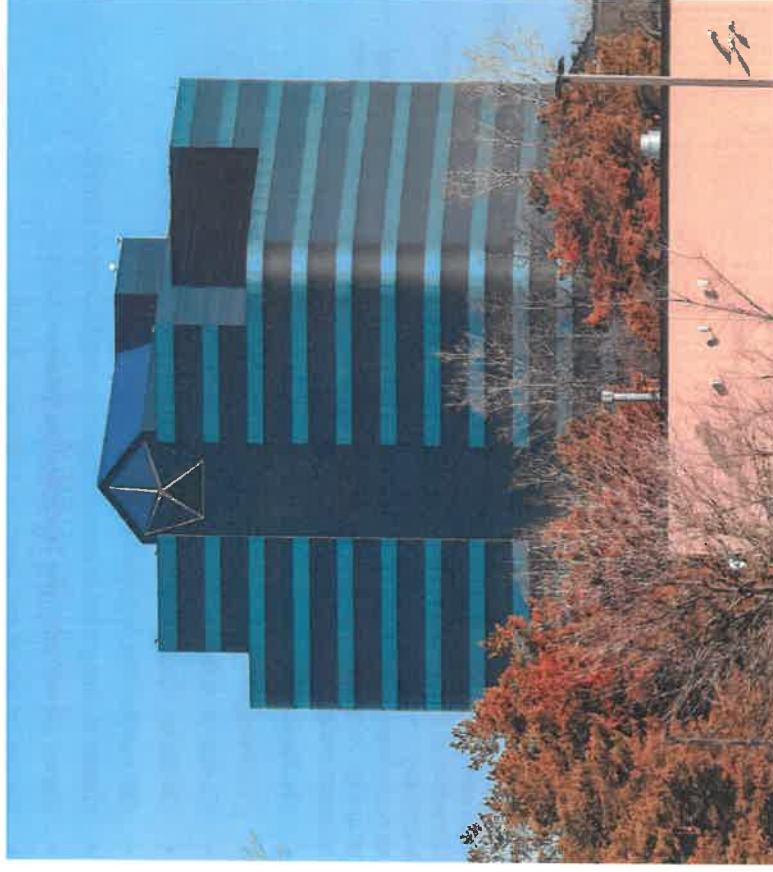
An Engaged University

Oakland University is the only comprehensive, doctoral-level university located in Oakland County, Michigan. Recognized as one of the country's 139 R2 research universities by the Carnegie Foundation for the Advancement of Teaching, 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.

Oakland, in partnership with Beaumont Health System, opened the first M.D.-granting medical school in Oakland County with an inaugural class of 50 students in August 2011. It was the first new medical school started in Michigan in a generation, the Oakland University William Beaumont School of Medicine (OUWB). Since opening, it has helped boost the local and regional economies by generating new jobs and attracting medical, business and academic leaders from around the nation. OUWB's design is to transform medical education by emphasizing holistic physician development – a patient-centered approach to the delivery of health care that is grounded in evidence-based medical science.

In related academic disciplines, Oakland offers strong undergraduate programs founded in the liberal arts and basic sciences. The University is widely recognized for excellence in biomedical sciences and other health-related programs. Oakland is also home to the Donna and Walt Young Honors College, the world renowned Eye Research Institute, and highly regarded programs in bioengineering, informatics and nanotechnology; health and environmental chemistry; medical physics and biological communication. Oakland's other professional schools (Business Administration, Education and Human Services, Engineering and Computer Science, Nursing, Health Sciences), as well as the Graduate School, College of Arts and Sciences and the School of Music, Theatre and Dance, have been recognized nationally for a wide array of accomplishments.



A Leading University

Oakland University is recognized as a student-centered, doctoral research institution with a global perspective. It engages students in distinctive educational experiences that connect to the unique and diverse opportunities within our region and beyond. Through faculty-driven and student-engaged research, scholarship and creative activity, Oakland University advances knowledge and art in a diverse and inclusive environment. Oakland is also an active community partner, providing thriving civic, cultural, and recreational opportunities and valuable public service. In addition to equipping graduates with a broad base of knowledge and top-notch intellectual and experiential opportunities, Oakland is equally dedicated to the development of students in all aspects of their lives. Through a carefully thought-out collection of campus life experiences, the University gives students opportunities to conduct research and participate in internship and co-op experiences.

A Vibrant University

Oakland continues to thrive as a public institution with these numbers in Fall 2026:

- 552 international students enrolled in fall 2026
- 1,984 first-time freshmen (FTIACs), down 15% from Fall 2025.
- 1,236 new transfers, confirming OU's role as one of Michigan's top transfer destinations.
- 3,406 new undergraduate students in total.
- 554 new FTIACs joined the Honors College.
- 45% of new students came to OU as first-generation.
- 30% of the freshman class identify as underrepresented minority students — one of the most diverse on record.
- The incoming first-year class represents students from 48 Michigan counties, 20 states, and 19 countries.



Oakland has continued to keep pace with growth by providing new and advanced academic, research and support facilities. Recent capital projects have included:

- development of the Research and Innovation Center
- development of the Oakland West Center
- renovation and expansion of Wilson Hall
- renovation and expansion of South Foundation Hall
- renovation and expansion of Varner Hall
- renovation of O'Dowd Hall

The recently completed Campus Plan 2035 addresses Oakland's current and future enrollment and space needs and includes:

- Renovation of Dodge Hall and request for renovations to Hannah Hall
- Renovation and expansion of Kresge Library
- Modifying housing facilities to accommodate apartment style living
- North Foundation Hall renovation and expansion
- A new wellness center
- A new campus computing center

Applied Research and Economic Development

Oakland offers knowledge, resources and programs that help companies grow. With its research labs, facilities, faculty and students, the University assists companies in transforming ideas into new business developments, turning dreams into reality and giving vitality to vision. At the OU INC business incubators, the University is committed to assisting startups and spin-offs to locate and secure technology development, business planning and capital acquisition, as well as providing opportunities for the licensing of Oakland University's intellectual property. To foster emerging discoveries, the University features several noted research centers, including the

- Eye Research Institute (ERI)
- Fastening and Joining Research Institute (FAJRI)
- Center for Autism
- Center for Biomedical Research (CBR)
- Automotive Tribology Center (ATC)
- Center for Integrated Business Research and Education (CIBRE)
- Center for Robotics and Advanced Automation (CRAA)
- Center for Social and Behavioral Research (CSBR)
- Clean Energy Research Center (CERC)
- Ken Morris Center for the Study of Labor and Work
- Institute for Stem Cell and Regenerative Medicine (ISCRM)

OU SmartZone Business Accelerator: OU INC is a SmartZone Business Accelerator in collaboration with the City of Rochester Hills and Michigan Economic Development Corporation, and partners with Oakland County and Automation Alley. OU INC provides entrepreneurial resources and strategic business solutions for developing business ventures and accelerates ideas to market. It fosters a healthy environment for the growth of new startup companies and provides support for existing entities through its facility and resources. The OU INC facility provides business resources, including those offered by the Clean Energy Research Center and the Integrated Resource Center, as well as access to the expertise and skills of staff, faculty, students and corporate partners.

Fastening and Joining Research Institute (FAJRI): A collaboration between Oakland University, the U.S. Congress, the U.S. Army Tank Automotive Research Development and Engineering Center (TARDEC), the National Science Foundation and Fiat Chrysler Automobiles, FAJRI is an externally funded, academic, nonprofit research facility that is solely dedicated to exploring fundamental and applied research to develop and disseminate new technology for the fastening and joining of materials such as metals, composites, polymers and biomaterials.

Center for Robotics and Advanced Automation: Funded by the National Science Foundation, the Big Three automotive companies and the Department of Defense, the center works on smart control technology with industrial and defense applications, intelligent robotics, homeland security technology, suspension systems, digital shearography, and global satellite communication technology and systems.

Eye Research Institute (ERI): This unique center of ophthalmic research collaborates with the department of ophthalmology at Beaumont Health System on research and provides a joint ophthalmology residency and fellowship program. Since 1968, ERI scientists have received over \$50 million in support from private and federal health agencies.

Center for Biomedical Research: This center provides core facilities and pilot funding for the applied biomedical research efforts of Oakland University's life scientists. Key research includes eye diseases, chemical toxicology, medical physics, vascular biology and pathophysiology, hemostatic mechanisms, neuroscience, cancer biology and biological communication.

Partnerships

Oakland has leveraged its unique Auburn Hills/Rochester Hills/Rochester location in the heart of Michigan's technology and automotive corridor by forging strategic partnerships with hospitals, Fortune 500 and international companies, individuals, cities, government agencies and educational institutions located as near as Southeast Michigan and as far as other countries. The benefits of these associations are far-reaching: students are rewarded with internship and co-op opportunities, University researchers have access to the latest technology tools, and the region benefits through new business opportunities and a stronger economy.



Eugene Applebaum College of Pharmacy and Health Sciences: An alliance between Oakland University's School of Health Sciences and Wayne State University (WSU) provides Oakland's undergraduates a unique opportunity to earn a doctorate in pharmacy. Students can earn their bachelor's degree at OU by taking pre-pharmacy courses. During their senior year at OU, students take pharmacy classes at WSU. Their senior year at OU is also their first year at WSU, giving students the opportunity to complete a doctoral program in seven years instead of eight, saving time and money.

Wayne State University Law School (Wayne Law): Oakland University's Department of Political Science in the College of Arts and Sciences, and the Bachelor of Integrative Studies Program, have both partnered with Wayne Law to offer undergraduate students the opportunity to obtain two degrees in a shorter time frame. This will allow students from premier and accredited institutions to obtain degrees at a lower cost. During the fourth (senior) year at Oakland University, students will attend Wayne Law and begin their first two semesters of credits at Wayne Law, transferring back to OU for completion of their bachelor's degree. Students must take the Law School Admission Test and meet all other Wayne Law admission requirements.

Henry Ford Rochester Hospital (HFRH): The former Ascension Providence Rochester has funded a \$2 million endowed professorship in Oakland University's School of Nursing that is changing the clinical education and training of nursing students. The nursing professorship conducts patient-focused research on the science and best practices of nursing, an area that has not received much attention to date. Students in the program conduct all of their clinical rotations at HFRH using the relationship-based care (RBC) model. RBC moves from an individual expert dynamic to one of engaging patients, identifying options, relaying experiences and empowering patients and their families to make the best treatment decisions.

Oakland University's School of Nursing and Corewell Health have expanded a relationship with the *Corewell Health Nurse Scholars Program*, providing up to \$20,000 per recipient, as well as guaranteed job placement at a Corewell Health hospital in Southeast Michigan for two years after graduation. Corewell Health is the new name for Beaumont.

Israel's Max Stern Academic College: Oakland University offers global experiences for students and faculty through a myriad of overseas programs, including a partnership with Max Stern Academic College in Emek Yezreel, Israel. Students and faculty on both campuses will experience different cultures through research opportunities, academic coursework and student life.

The Pawley Lean Institute: Established through a gift from Dennis Pawley, an OU alumnus and former chair of the OU Board of Trustees, the Pawley Lean Institute provides instruction and research on concepts and training that improve organizational practices in business, education and public service sectors.



Instructional Technology

Access to user friendly instructional technology resources in the classroom are a standard expectation of Oakland's faculty and students. All general-purpose classrooms and a growing number of conference rooms and labs are equipped with enhanced instructional technology resources.

University classrooms are equipped with the following:

- Instructor station containing: a resident computer on the Oakland University wired campus network; a digital document camera; an interactive tablet; an interface to plug in a user provided laptop computer or mobile device; an interface to plug in an accessory analog audio/video device; sound system; and an audiovisual control system for managing the room's systems and components.
- Ceiling mounted video/data projector connected to the multimedia workstation.
- Wireless network access.
- A lecture capture system (Panopto) is also available to record classroom instruction and post recordings online for student review.
- (4) ceiling mounted microphones and (2) pan-tilt-zoom video cameras are currently installed in (121) classrooms on the Oakland University campus.

In August 2025, the department of Classroom Support and Instructional Technical Services (CSITS) started a proof of concept study for classroom technology monitoring for the (47) classrooms in South Foundation Hall (opened in 2024). The goal is to be able to assist and support faculty with classroom technology and be proactive, rather than reactive to technology issues that affect instruction.

Oakland provides course offerings via distance education. The four modes of delivery include live two-way interactive video between two or more sites, synchronous web-based instruction to individual students, asynchronous web-based online learning, and HyFlex learning. The Internet is the current transmission vehicle for the University's distance education course offerings. During the 2024-25 academic year, Oakland offered 912 unique course sections that were fully online (36% of all sections), and 5,235 total online course sections (~77% of all course sections) that provided some level of web-supplemented activity. There were 12,751 students enrolled in an online section (73% of all students). Oakland offers 80 online programs: 65 credit programs and 15 continuing education (non-credit).

Software based video collaboration tools such as Zoom, YuJa, and Google Meet are available for the University community to conduct business at a distance. These types of technologies save time and money by providing a communications tool that allows for the sharing of voice, video and content between two or more computers or mobile devices. The growth in web-based learning and communications models will continue to expand in the foreseeable future. Oakland University uses Moodle for its web-based Learning Management System

(LMS). Moodle can be used as a full web-based solution where no face-to-face meetings are required, or as a web-supplemented course resource that enhances the standard face-to-face classroom contact between faculty and students. Moodle offers online activities such as discussion boards, chat rooms, quizzes, assignments, grade book, file storage, journals, workshops, and lessons. Moodle is also the portal to access lecture capture and video conference recordings.

Another separate server is set up with Moodle, called ePortfolio, which offers a digital space for student, faculty and staff portfolios. That same server also has a copy of Moodle called eSpace, which contains department assessment activities, research, academic committees, advising and other miscellaneous academic activities.

Oakland is also utilizing 3D spaces and virtual reality as a teaching tool. The e-LIS Virtual Reality Lab allows faculty to use virtual reality in innovative ways for an immersive learning experience. The multi-headset lab with Quest 3 units allows for research and programming opportunities for faculty and students. There is also a green screen and lightboard technology used for creating innovative teaching and learning videos. Akindi, i>clicker, and other software are supported centrally for grading exams and processing course evaluations.

Technology Enhancements

Oakland University is dedicated to enhancing education through the use of contemporary and emerging technologies, and continues to commit significant resources to technological enhancements, including:

- Complete administrative software suite
- Online registration
- Extensive wired and wireless network to all classroom buildings and surroundings
- Elliott Hall of Business and Information Technology, a 74,000-square foot, technology-rich facility
- The Pawley Hall of Education & Human Services Building with 24 enhanced technology classrooms
- Interactive television and video conferencing capability to supplement instruction and administrative program activity.
- Online web-based learning management system utilizing Moodle
- Other teaching and learning software, such as Zoom, YuJa, Panopto, Akindi, Camtasia, i>clicker, and H5P
- A Virtual Reality lab and lightboard in the e-LIS office in Kresge Library
- Access to Artificial Intelligence (AI) tools
- An Information Commons in Kresge Library with a significant number of computer workstations for the patrons
-



- A remodeled O'Dowd Hall that is the home of the Oakland University William Beaumont School of Medicine, and includes the addition of significant technology enhancements within classrooms and meeting spaces
- Classroom renovation projects have prioritized significant technology enhancements
- General purpose classroom renovations have focused on converting to active learning classrooms with new furniture that supports group work and collaboration activities, as well as new technology to support multiple modalities of instruction.
- A heightened focus on accessibility through:
 - faculty development
 - the creation of instructional content
 - adoption of the Ally tool, which shows faculty how to make Moodle courses accessible
 - website updates across campus
 - video captioning process development with vendor support
 - creation of a Universal Design in Learning (UDL) committee to improve accessibility in multiple ways
 - all-digital classroom technology systems within all instructional spaces of the Human Health Building
 - state-of-the-art Nursing SIM labs
 - many technology enhancements within specialty laboratories
 - incorporation of accessible furniture to support neurodivergent learners and learners in need of physical accommodations

Cultural and Performing Arts

Oakland's contribution to the arts has moved beyond local boundaries to secure a place of prominence in the region. Historically, OU has had a strong performing arts program with strong enrollment numbers.

The School of Music, Theatre and Dance presents more than 325 innovative student, faculty, and guest artist performances annually establishing it as a cultural anchor in southeast Michigan with multiple arts partners in the metropolitan Detroit area. The School's impact extends beyond the region due to its internationally recognized faculty and alumni. Guests enjoy everything from musicals and intimate recitals to experimental plays and innovative dance performances. OU has earned a reputation for taking artistic risks, developing gifted artists, nurturing arts partnerships and achieving new heights of quality and professionalism. With distinctive degree programs that embed professional opportunities within the curriculum, the School continues to maintain strong enrollments. Additionally, Oakland University is one of the few Michigan institutions that sustains a discrete department of dance, providing the state's only dance education certification.

Meadow Brook Hall is the sixth-largest historic house museum in the United States and is renowned for its superb craftsmanship, architectural detailing and grand scale. Built between 1926 and 1929 as the residence of Matilda Dodge Wilson (widow of auto pioneer John Dodge) and her second husband, lumber broker Alfred G. Wilson, the 110-room, 88,000-square-foot, Tudor-revival style mansion is complete with vast collections of original art and furnishings. In 2012, the U.S. Department of the Interior designated the hall a National Historic Landmark, the highest recognition for historic properties in the United States.

For more than 40 years, the **Oakland University Art Gallery (OUAG)**, housed in the Department of Art and Art History, has delivered diverse, museum-quality art to Metro Detroit audiences. From September to May, the OUAG presents up to six different exhibitions – from cutting-edge contemporary art to projects exploring historical and global themes. The gallery also offers lectures, performances, tours, special events and more. Nearly 15,000 people visit OUAG each year.

OU's **Meadow Brook Amphitheatre** hosts today's top concerts including rock, alternative, adult contemporary, pop, country, and rhythm and blues; a wine and food festival; stand-up comedians; and family entertainment. This partnership benefits the community as well as OU students in the visual and performing arts.

Community Outreach

In the more than 10 years since Oakland University initiated a formal partnership with the City of Rochester through the Rochester Downtown Development Authority (DDA), much has been accomplished. The partnership presents many opportunities for the OU community to benefit from joint educational and cultural programming. Areas of emphasis for students, faculty and alumni have included employment, internships, research and development projects, business development assistance, community service projects, promotions and

business discounts, and opportunities to showcase the arts, theatre and music to complement classroom work. The University annually hosts the Rochester Area Chamber of Commerce's Regional Outlook Breakfast and also maintains a support partnership with the Rochester Older Persons' Commission (OPC). Students, alumni, faculty and staff enjoy discounts at dozens of participating stores and restaurants. The University also partners with the Rochester Regional Chamber of Commerce for programming.

Oakland proudly partners with its other neighboring communities including Auburn Hills, Pontiac and Rochester Hills. OU and the Pontiac community have a long history together through programs such as GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), which helps students in the Pontiac as well as Oak Park school districts; Project Upward Bound, which helps 120 students each year finish high school and develop the social and cultural skills needed to realize their dreams and succeed in college and society; and through the Wade H. McCree Jr. Incentive Scholarship program, which assures that students who meet specific criteria will be awarded a full-tuition scholarship to Oakland when they graduate from high school.





Since 2014, OU faculty and staff, Pontiac business owners, representatives from non-profit agencies, Pontiac schools, hospitals and the Mayor's office as well as Pontiac residents and enthusiasts have collaborated in a comprehensive community advancement project called the Pontiac Initiative. All told, 74 partner organizations and roughly 500 individuals have embarked on more than two dozen projects focusing on education; civic engagement; business, workforce development and entrepreneurship, health care and wellness; arts and culture; and neighborhoods and non-profits. More than 700 students from Pontiac have gone on to attend Oakland University since the beginning of the OU-Pontiac Initiative. In 2023, the OU-Pontiac Initiative partnered with Trinity Health Oakland to provide over \$200,000 in Community Impact Sponsorship Awards. The scholarships were awarded to more than 40 community engagement projects. Additionally, the Pontiac Initiative has been nationally recognized as a recipient of the AACSB Excellence & Innovation Award for Stewards of Place. In 2024, OU received the prestigious Carnegie Community Engagement Classification for "exceptional commitment and success" in community engagement and the Pontiac Initiative played a significant role in that achievement.

The Oakland University Summer Mathematics Institute has educated many gifted students in the past 25 years via course offerings and research, resulting in 40 students with publications and other achievements at various competitions.

In 2020, Oakland University proudly joined the Math Corps family, launching a summer camp to serve middle and high school students from Pontiac, MI. Despite the challenges of the pandemic, the OU Math Corps was met with overwhelming community support, and excitement continues to grow as we empower more students each year to discover their inner greatness. Through the dedicated backing of Oakland University alongside philanthropic investments from foundational, corporate, and individual partners, students attend completely free of tuition costs.

Recently, Oakland initiated a laboratory school initiative that places University faculty and education students in Pontiac schools to help institute and maintain instruction best practices in the classroom. The initiative is developed after a highly successful model implemented in a neighboring Auburn Hills school. In addition, Oakland University and Pontiac Schools are also working together to make Parent University a valuable community resource with a program that encourages families to connect to schools and the community, providing resources that help parents become full partners in their child's education.

Oakland University is involved in various community service efforts in Macomb County, including the Let's Move Festival of Races in downtown Mount Clemens and emergency preparedness education programs. In addition, Oakland University students and staff, including the OU Dance team, Cheer team and the Grizz, participated in the annual Macomb County Santa Parade last year.

In 2024, members of the Oakland University community opened their hearts and their wallets, making generous gifts to the Oakland University Fund Drive. Nearly 1,000 faculty, staff and retirees contributed \$460,000.

Academic and Student Life Enhancements

All students should have the benefit of academic support services, especially mentoring and small learning communities, aimed at helping them make the necessary academic and social adjustments to achieve collegiate success. Oakland University's **Academic Advising** supports the holistic development of our students, empowering them to develop, pursue and achieve their personal, academic and career goals. Between the central First Year Advising Center, which helps new students make a smooth transition to the university and establish a strong foundation for their academic career, to the embedded advising units in the College/Schools, who support students' continued growth and development as they move through their degree programs, our advisers provide developmentally-appropriate, coordinated support to their students from the point of entry through graduation.

The award-winning **Oakland University Trustee Academic Success (OUTAS)** scholarship program is a national model for retaining and graduating a diverse group of high-achieving university students. OUTAS was established to counter the declining rates of minority retention, graduation and student performance. In recent years, OUTAS students have graduated at record rates that are as high as 35 percentage points above University averages.

The **Writing Center in Kresge Library**, established through a leadership gift from OU Professor Emeritus of English Joan Rosen, assists hundreds of undergraduate and graduate students each year. The Writing Center provides assistance to students to develop and incorporate effective writing and communication skills in all subject areas.

Oakland University's **Student Success Initiatives** include a multipronged approach to support students from their first semester at OU until they graduate. We have instituted midterm grade reporting and anytime academic alerts, forming an integrated system to identify students facing challenges in their courses in a timely manner and to connect them with wraparound support services to improve their success. The Academic Success Center provides students with the strategies that they need to navigate their academic journey and achieve success. We provide integrated coaching, workshops, peer tutoring, study groups and supplemental instruction as well as quiet study spaces. Discipline specific tutoring centers, such as our BIO Learning Lounge and Math Help Center, provide on demand tutoring and peer mentoring for challenging courses.

Oakland University's **Walt and Donna Young Honors College** offers highly motivated students an intimate, intellectually friendly and challenging atmosphere featuring small classes of 10 to 20 students. They pursue a specially designed core of general education courses in art, literature, western civilization, social science, global perspectives, mathematics, logic, computer science, natural science and technology. Overall, the Honors College has seen a 537% increase in enrollment over the last 10 years, and more than 57% of Honors College freshmen achieved a high school GPA above 3.9. The high freshmen GPA in 2025 was 5.46. This fall, 1,387 students enrolled in honors college courses.

Academic Offerings: Oakland University currently offers 102 bachelor's programs, 61 master's programs, 21 Doctoral programs, and over 60 certificate programs at the undergraduate and graduate level. In total, we had 246 programs for students to choose from, highlighting our breadth and depth of program offerings for students. Innovative reduced credit degrees will be offered in Fall 2027 in Engineering Technology and Interdisciplinary Studies. These new programs highlight Oakland University's commitment to provide a high quality academic experience while remaining focused on affordability for our students.

The **Career and Life Design Center** empowers students and alumni to explore their strengths, discover meaningful opportunities and connect with a community that supports their growth. As the first and only career center of its kind among Michigan's public universities, we meet our Golden Grizzlies where they are and help them design a path forward. We encourage our students to explore their options as early as their first year, make informed choices, and pursue opportunities that align with their personal goals and real-world market needs through a "Life Design" approach that champions curiosity, experimentation and reflective decision-making. In 2024, the Career and Life Design Center earned the Career Spark Award from Handshake, the leading early career platform in the U.S.

University Recreation and Well-Being (RecWell) has a 24-year history of providing students, faculty, staff and community members with opportunities to develop their minds and bodies through powerful programs such as intramural and club sports, group and individual fitness, and well-being services. These programs are housed in the Recreation Center – a more than 118,000-square-foot facility offering aquatics, fitness, sports, recreation and wellness activities – as well as at the university's Recreation and Athletic Outdoor Complex, the Priority Health Outdoor Fitness Court and the university's disc golf course. In addition, RecWell serves as a liaison with the TreeRunner Adventure Park on campus. Meanwhile, the department is one of the largest employers of students on campus, supporting and providing experiences that help prepare students for careers beyond college.

Oakland University was the first Division I university in Michigan to formally announce the addition of a varsity esports team to its athletics program. Esports is short for "electronic sports" and is defined as competitive multiplayer video gaming. While new, and developing at the collegiate level, esports has grown exponentially among amateur and professional gamers around the world.

OU has more than **300 student organizations** that encourage student involvement and social opportunities. These clubs also provide leadership experiences, professional networking, allow students to gain hands-on experiences, volunteer and experiential learning experiences, information about admissions processes into professional graduate level programs, and other co-curricular activities. Engagement with these organizations and activities promotes persistence and retention of students and leads to increased graduation rates and professional skills development.



Staffing and Enrollment

Figure 1 Faculty and Staff FTE by Field of Study (CIP Code)

Instructional Faculty and Staff FTE by Program - FY2024-25

CIP	Instructional Programs	Faculty FTE	Staff, Grad Assistants, & Other Support FTE
05	Area & Ethnic Studies	8.21	0.14
09	Communication & Journalism	32.03	0.18
11	Computer & Information Sciences	33.06	12.42
13	Education	70.43	25.50
14	Engineering	59.86	23.96
16	Foreign Languages & Linguistics	39.11	1.48
23	English	70.58	5.98
24	Liberal Arts & Humanities	11.53	1.20
25	Library Science	0.50	
26	Biological Sciences	55.62	13.67
27	Mathematics & Statistics	40.18	8.99
31	Parks, Recreation & Kinesiology	7.88	
38	Philosophy & Religious Studies	20.21	0.84
40	Physical Sciences	33.48	17.03
42	Psychology	24.87	6.24
43	Security & Protective Services	7.68	
44	Public Administration & Social Services	19.30	
45	Social Sciences	38.10	9.19
50	Visual & Performing Arts	90.19	22.49
51	Health Professions not otherwise specified	21.85	
51.12	Medicine	46.40	22.67
51.22	Public Health	4.52	
51.38	Nursing	55.00	6.34
51.99	Health Professions, Other	29.59	18.26
52	Business & Management	84.36	13.39
54	History	13.95	1.55
Grand Total		918.49	211.52

Instructional Faculty and Staff FTE by Program - FY2024-25

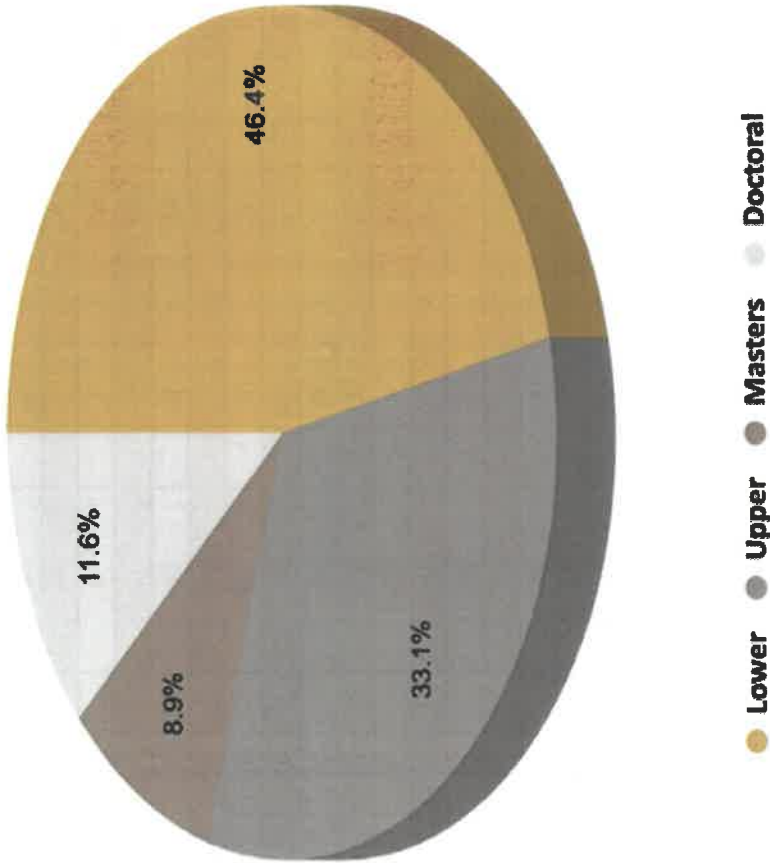
Non-Instructional Administrative Support Functional Area		Staff FTE
Academic Administration & Personal Development		249.36
Admissions and Records		74.66
Ancillary Support		9.51
Audiovisual		14.17
Building Maintenance		12.75
Community Relations		56.13
Community Service		2.51
Computing Support		56.58
Counseling & Career Guidance		69.43
Course & Curriculum Development		8.20
Custodial Services		41.31
Executive Management		32.66
Financial Aid Admin		27.21
Fiscal Operations		20.81
General Admin Services		34.31
Ground Maintenance		17.18
Individual or Project Research		12.64
Institutes and Centers		9.39
Intercollegiate Athletic		56.31
Libraries		50.64
Logistical Services		58.04
Physical Plant Admin		39.21
Social & Cultural Dev		47.58
Student Health Services		5.44
Student Services Admin		26.55
Utilities		8.10
Grand Total		1040.68

Student Credit Hours

Figure 2 2025-2026 Student Credit Hours Generated by Course and Level

	Lower Level	Upper Level	Masters	Doctoral	Total
Credit Hours	202,920	144,595	38,846	50,840	437,201

2025-26 Student Credit Hours by Course and Level



Degrees and Certificates

Figure 3 Degrees Awarded by Program

Oakland University Degrees and Certificates Awarded 2025-26 by Field of Study

CIP	Description	UG Certificates	Bachelor's	Post Bachelor	Master's	Post Master's	Doctoral**	Total
03	Natural Resources & Conservation	0	32	0	0	0	0	32
05	Area Studies	0	3	0	0	0	0	3
09	Communication	13	110	0	4	0	0	127
11	Computer Science	0	161	0	70	0	8	239
13	Education	0	128	6	134	20	52	340
14	Engineering	0	237	3	88	0	23	351
15	Engineering Management	0	0	0	30	0	0	30
16	Modern Languages	40	24	0	0	0	0	64
23	English	0	66	0	4	0	0	70
24	Liberal Arts	0	143	0	1	0	0	144
26	Biology	0	130	6	28	0	8	172
27	Math	0	13	0	10	0	1	24
30	Multi-Disciplinary	0	6	1	26	0	0	33
31	Parks, Recreation & Fitness	0	34	1	0	0	3	38
38	Philosophy	0	5	0	0	0	0	5
40	Physical Sciences	0	9	0	4	0	3	16
42	Psychology	0	167	0	8	0	3	178
43	Criminal Justice (Non-Court)	0	74	0	0	0	0	74
44	Public Administration	0	75	0	99	0	0	174
45	Social Science	0	80	0	0	0	0	80
50	Fine Arts	0	151	0	8	0	0	159
51.38	Nursing	0	401	1	54	0	28	484
51.22	Public Health	0	22	22	36	0	0	80
51.99*	Other Health Professions	0	228	5	60	0	157	450
52	Business	2	520	17	130	1	0	670
54	History	0	20	0	9	0	0	29
Total	All	55	2,839	62	803	21	286	4,066

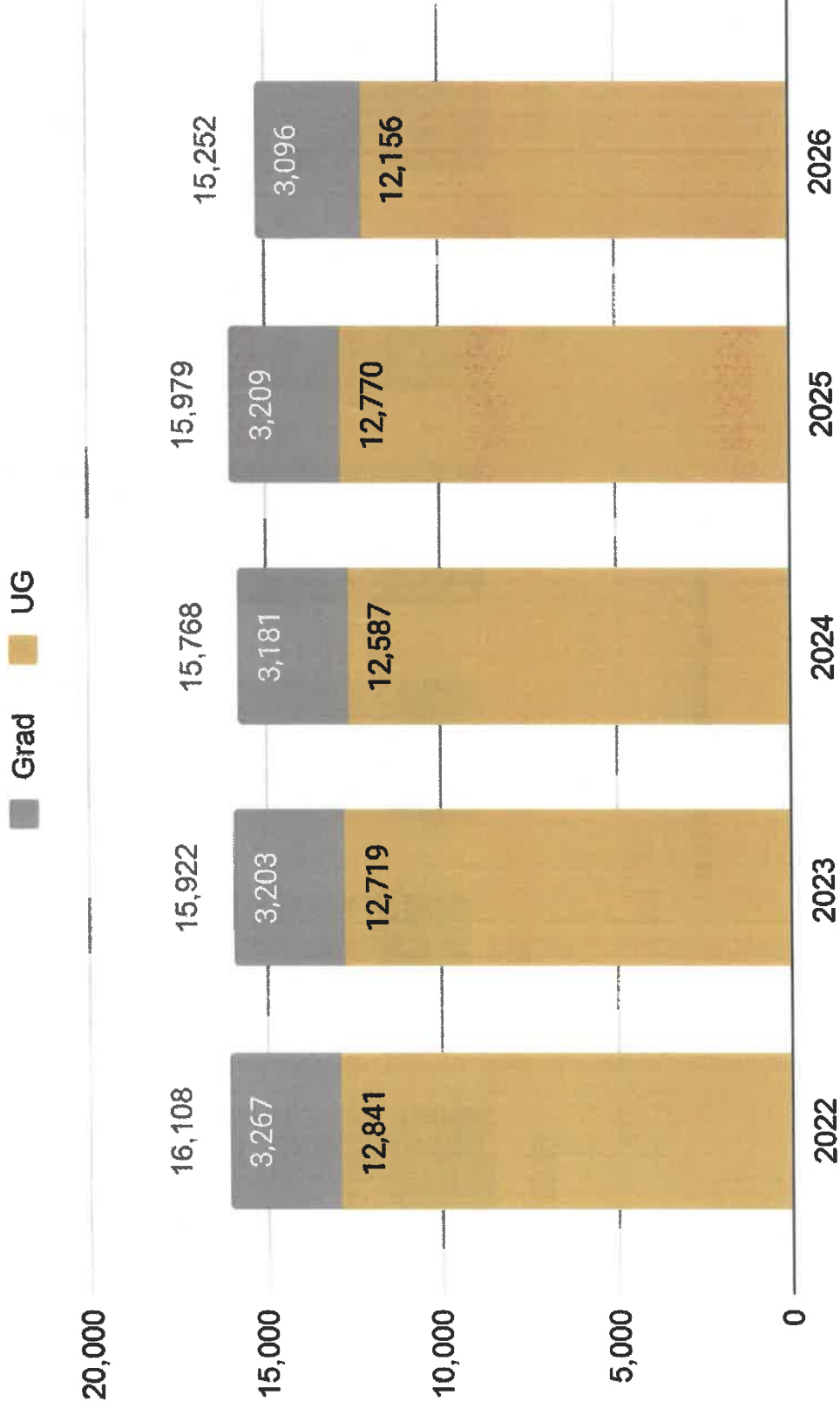
*Includes CIP Codes 51.9999, 51.0905, 51.0911, 51.1005, and 51.1007, 51.2308, 51.0001, 51.0701, 51.1199, 51.1508, and all other cip codes that begin with 51.

**Includes MD, Professional Practice Doctoral Programs, and PhD programs

Notes: Degrees presented here do not include second majors.

Student Enrollment

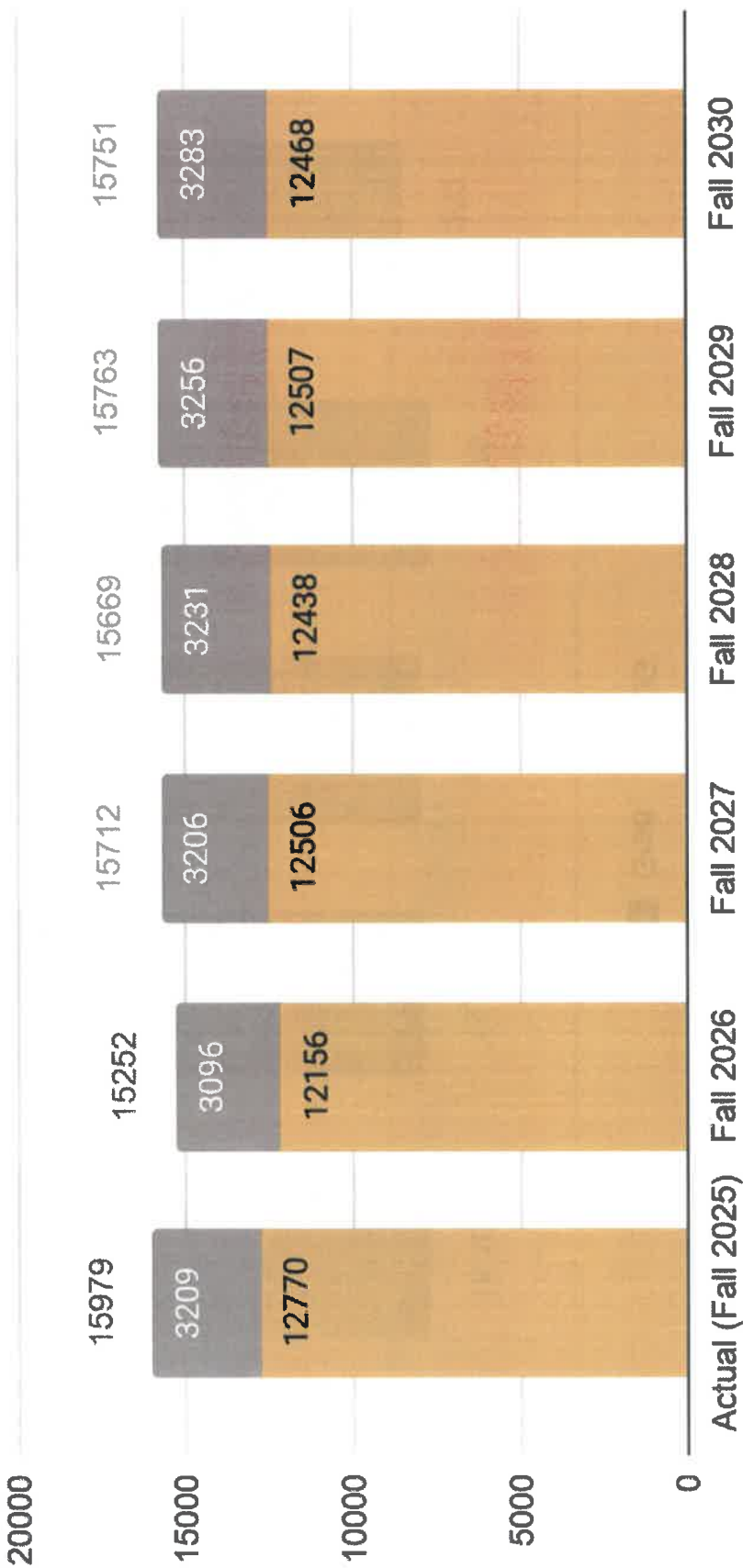
Figure 4 Enrollment Trends, Fall 2022 to Fall 2026



Enrollment Projections

Figure 5 Enrollment Projections

5 Year Enrollment Projections



Facility Square Footage

Figure 6A Fund Square Feet Per Student in Michigan, FY 2023-24

University	Square Feet (24-25)	FYES (24-25)	Square Footage per FYES
LSSU	856,478	1,235	694
UMAA	18,751,267	53,988	347
WMU	5,016,706	14,554	345
MTU	2,361,891	6,960	339
MSU	16,431,837	50,163	328
WSU	7,087,022	21,784	325
CMU	3,972,628	12,931	307
NMU	1,961,572	6,623	296
SVSU	1,706,977	6,082	281
EMU	2,832,467	10,755	263
UMF	1,477,668	6,205	238
UMD	1,605,183	6,824	235
FSU	1,957,450	8,402	233
OU	2,994,721	14,302	209
GVSU	3,829,817	20,307	189

Figure 6B Square Footage per FYES



Staffing and Class Size

Future Staffing Needs

Currently, Oakland University employs 2,358 full- and part-time faculty and staff, as well as 1,456 students and graduate assistants. In addition, there are more than 100 employees of contract service providers for food service, bookstore and custodial services.

Class Size

At the undergraduate level, average class size was 25 students per section, with a median class size of 20 per section. At the graduate level average class size was 13 with a median class size of 10. Graduate data excludes School of Medicine sections, which have unique section structures.

Level	Fall 2025 Class Size	
	Mean	Median
UG	25.44	20
Grad	13.24	10



Facility Square Footage

Utilization Rates

Oakland University has the second lowest building square footage per student (Figure 6) among the 15 public universities. A comparison of its enrollment, programmatic mix, doctoral programs and relatively large number of engineering and science programs suggests that the University's space should be closer to the state average. Program by program comparisons to national norms for disciplines indicates that all programs fall short in space. Classroom utilization is high, especially in the evenings due to Oakland's enrollment, which includes a large number of non-traditional students.

Mandated Standards

Mandated standards for animal research are met. Our Biomedical Research Support Facility is accredited by the Association for the Assessment and Accreditation of Laboratory Animal Care (AAALAC).

Functionality

The limited amount of specialized program space affects overall space functionality. This is particularly evident in the most impacted areas of Nursing, Health Sciences, and the Performing Arts. Recent facility additions for engineering, nursing, business and education provide good space for programmatic needs. Most academic programs on the Oakland University campus are offered in the following buildings:

North Foundation Hall – Completed in 1959, this is a student services building. The building is receiving a general face lift and improvements to increase accessibility.

South Foundation Hall – Originally completed in 1959, South Foundation Hall underwent a comprehensive renovation and expansion in 2024. The project transformed the primarily classroom building into a modern, state-of-the-art learning environment featuring new classrooms, collaborative spaces and innovative learning environments. The renovation preserves the building's connection to Oakland University's history while creating a contemporary space that supports the evolving needs of the campus community. Over time, the renewed facility will contribute to a sense of timelessness that connects generations of students, faculty and staff while reflecting the university's commitment to a high-quality and valued physical environment. This is a core classroom building. Since the building was constructed, emphasis has been placed upon the institution's function rather than form, making academics and growth the main focus of the building, which has remained predominantly classroom-based. To help Oakland University continue to enhance its student success initiative, the state approved capital outlay funding to support renovation

of South Foundation Hall. That work resulted in new state-of-the-art classrooms and a collaborative environment that integrates innovative learning space.

Math and Science Complex – The Math and Science Complex includes the original Hannah Hall of Science facility, which was built in 1961 and is now the west wing of the complex, along with two additions. Dodge Hall of Engineering was built in 1968 and is now the east wing. The Mathematics and Science Center was built in 1997 and is now the south wing. In sum, the complex is home to biology, ecology, chemistry, environmental science, physics, anatomical teaching laboratories, biomedical science and ecological research laboratories, engineering laboratories; classrooms; faculty offices, an administrative and academic computing center and OU's Eye Research Institute. The facilities are inadequate to meet the needs of these growing programs.

Kresge Library – Completed in 1961 with additions in 1989. This is the central library for the institution. It houses the OUWB Medical Library as well as the Writing Center, Center for Excellence in Teaching and Learning and e-Learning and Instructional Support (eLIS).



Engineering Center (EC) – Completed in Fall, 2014, this building is designed to provide high quality twenty first century instructional and research facilities for all engineering and computer science programs that are vital to the revival of the economy of South-east Michigan as well as the State of Michigan in general. This includes supporting the global competitiveness of the US alternative energy, health care and biomedical, automotive, defense, and other high-tech industries. The EC added 128,000 square feet for the School of Engineering and Computer Science (SECS), as well as 13,500 square feet of assignable general purpose classroom space to support the growth of the overall student population.

Research and Innovation Center (RIC) was opened in 2024. It is a 48,700 square foot facility located in Rochester Hills MI and serves as a hub for research conducted in partnership with industry. Located two miles from Oakland University's main campus it currently includes a collaborative space, seven private offices, and two large tables for additional community workspace. A 36-person conference room is also equipped with the latest audio-visual technology. This space has been used for continuing education, university meetings, and to host industry events. The facility is also home to multiple faculty research labs that support research in the areas of advanced manufacturing, artificial intelligence, data science and cybersecurity; autonomous and connected systems; bioengineering; and power and energy. Mitsubishi Electric Automotive USA has donated a vehicle simulator to the RIC, which provides an unparalleled platform for immersive experimentation and research.

Oakland West Center (OWC) – The Oakland West Center marks another chapter in Oakland University's evolution; a bold, modern extension of campus dedicated to advancing excellence in academics, athletics, and community engagement. Located west of the main campus, Oakland University West Center is home to the OU Basketball Performance Center, this state-of-the-art facility provides a premier environment for student-athletes to train, compete, and excel. Equipped with cutting-edge practice courts, sports medicine suites, film and strategy rooms, and dedicated spaces for strength and conditioning, the Center underscores OU's commitment to holistic development — mind, body, and purpose. Yet, the Oakland West Center extends far beyond athletics. It serves as a living classroom where theory meets practice. The facility supports a range of academic courses and experiential learning opportunities in areas such as exercise science, sport management, health sciences, and kinesiology, giving students firsthand experience in professional training, performance analytics, and athlete wellness.

The Oakland West Center plays a vital role in advancing health care education. The facility includes dedicated instructional and lab spaces designed to support hands-on learning in a real-world environment. Physician Assistant (PA) and nursing students engage in coursework and applied learning that emphasize clinical assessment, patient-centered care, leadership and evidence-based practice, preparing future nurses to meet the evolving needs of individuals, families and communities across diverse healthcare settings. Through this powerful blend of scholarship and application, students gain the tools to lead in fields that connect education, health, and sport. The Oakland West Center stands as a symbol of OU's forward-thinking vision — where learning, leadership, and



Wilson Hall – Completed in 1967, houses the departments of Art and Art History, and Communications and Journalism. It also houses Meadow Brook Theatre and administrative offices.

Varner Hall – Completed in 1970 and renovated in 2024, houses the School of Music, Theatre and Dance (SMTD), History, Political Science, and Sociology/Anthropology/Social Work and Criminal Justice. The facilities for SMTD are inadequate to meet the needs of their growing programs.

O'Dowd Hall – Completed in 1982 and renovated in 2025, this building houses the Graduate School, the Department of Global and Digital Learning, the Departments of English, Writing and Rhetoric, Modern Languages and Literatures, Linguistics, and a number of general purpose classrooms. It is also home to the Oakland University William Beaumont School of Medicine.

Elliott Hall – Completed in 2000, houses the School of Business Administration and Information Technology.

Pawley Hall – Completed in 2002, houses the School of Education and Human Services, as well as the Lowry Child Development Center, Applied Behavior Analysis (ABA) Autism Clinic, and the Center for Autism (OUCARES).

Human Health Building – Completed in Fall, 2012, this 172,825 square foot building houses the School of Health Sciences and the School of Nursing. Collectively, this enterprise is part of Oakland University's vision of better preparing today's health care students by creating an innovative partnership in one structure. With this building, growth in undergraduate and graduate enrollment is responsive to vital shortages in nursing and heavy demand for health science professionals.

performance come together to shape the next generation of champions both in the classroom and on the court.

In addition, hosts three additional tenants, Pontiac Promise Zone, Havenwyck, and Dutton Farm, fostering community collaboration, workforce development, and public service partnerships within the region.

Although academic programs are offered in other facilities and there are a number of other service buildings and auxiliary buildings, the above are the major academic facilities. The average age of buildings on the main campus is 30 years old. In general, buildings are in fair condition. Oakland University maintains a comprehensive list of plant renewal and deferred plant renewal projects, which is updated annually.

Replacement Value of Facilities

The replacement value of Oakland University's 4.5 million square feet, including Meadow Brook Hall is estimated at \$2.5 billion.

Utility Systems Condition

The utility systems in facilities (i.e., heating, ventilation, air conditioning (HVAC), water, sewage, gas and electrical) are in varying degrees of condition, depending on facility age. All are fully functional, with those in the 30- to 40- year age and beyond group needing upgrades to increase efficiency and effectiveness of operation. The storm water system for some of the facilities surpassed capacity due to unusual 100-year storms and need attention in coming years. The existing water/sewage infrastructure is adequate to serve the projected programming needs for the next 10 years. An upgrade to the electrical substation was completed in 2003, which included cabling, switchgear, and a new substation. This upgrade will meet projected electrical needs however cabling will need to be evaluated as it reaches the end of its life cycle in 2036. Additional upgrades to infrastructure throughout campus will be required as campus facilities age.

Many of the older facilities lack fire suppression systems and would be in consideration to update the facilities per current Codes during major renovation projects. Due to the age and deteriorating condition of Oakland University's HTHW infrastructure, a phased replacement and upgrade of the underground HTHW distribution system and tunnel piping is being planned to address the aging infrastructure and extend the service life of the system.

Facility Infrastructure Condition

The pavement/sidewalks/structural infrastructure is generally in fair condition. Funds are allocated annually to pavement/sidewalk repair to restore the most deteriorated portions. Major campus projects included in the next 5-year plan the replacement of old air-handling units, HTHW system upgrade, storm water management, and an upgraded VOIP communication network. A service contract has been in place to maintain new micro-turbines in the Engineering Center and to maintain the cogeneration plant in CHP. Oakland budgets \$2.25 million for non-

routine maintenance in its current fiscal year from the general fund, endowment distribution, and auxiliary operation reserves.

Land

Oakland University's campus includes 1,443 acres. The main campus is approximately 350 acres. The remaining campus includes several major developments (a faculty/ staff subdivision, the National Register Meadow Brook Estate, two golf courses), a large amount of wetland, and significant undeveloped acreage.

In 2022, Oakland University dedicated land on its campus, called Gidinawemaaganinaang: Endazhigiyang (All My Relations: The Place Where We All Grow), for cultural place-making where Native and Indigenous lifeways and worldviews can be celebrated and shared. Soon after, the Native American Advisory Committee (NAAC) formed as a means of determining the best ways to live out the promises of its Land Acknowledgement.

Oakland University has two biological preserves, the Western Preserve and the Eastern Preserve. These two preserves, which cover approximately 110 acres, contain forests, meadows, streams and wetlands. The preserves are of great importance to Oakland University because of their academic, environmental, recreational and aesthetic value. Although the primary use of the University Preserves is for teaching and research, they are open to the Oakland University community and public for hiking, bird watching and nature study.

Campus Plan 2035, endorsed by the Board of Trustees in April 2025, has identified future uses for much of the undeveloped property.



Buildings Obligated to the State Building Authority

The following buildings/portions of buildings are bonded through State bonds:

Mathematics and Science Center	lease expiration in 2032
Elliott Hall	lease expiration in 2036
Pawley Hall	lease expiration in 2037
Human Health Building	lease expiration in 2048
Engineering Center	lease expiration in 2050

The following facilities are bonded through the University:

Ann V. Nicholson Apartments	final payment in 2031
Electrical Power Upgrade	final payment in 2031
Parking Structure	final payment in 2031
Oakland Center Expansion - 2003	final payment in 2031
Human Health Building	final payment in 2039
Engineering Center	final payment in 2042
Oak View Hall	final payment in 2043
Extension of Library Drive	final payment in 2043
Facilities Management Building	final payment in 2043
Parking Structure #2	final payment in 2043
Upper Playing Fields	final payment in 2043
Oakland Center Expansion - 2018	final payment in 2047
Hillcrest Hall	final payment in 2047

Room Utilization

We present room utilization as a percentage of one-hour blocks that are in-use (i.e. 8 a.m. to 9 a.m., 9 a.m. to 10 a.m., etc.). Those blocks are then averaged across a time period (morning, peak, afternoon, etc.) that shows a room utilization metric. One-hour blocks are a conservative representation of room utilization - our institution has both 3-credit and 4-credit course configurations that are popular, and a 4-credit course configuration cannot be scheduled within a one-hour block. This means that actual availability is more constrained than what is implied by Figure 1.

We also present the data for both Monday through Friday and Monday through Thursday. Friday afternoon and evening is not a popular time block for many students, and including it lowers room utilization metrics. In addition, we present the peak data both by including and by excluding the noon hour as a time block.

**Figure 7: Room Utilization Metrics
(Percentage of Used Blocks), One Hour Blocks**

One Hour Block Data	M-F	M-Th
Morning (8-10 a.m.)	36%	36%
Peak (10 a.m. - 3 p.m.)	70%	74%
Peak (excl. noon hour)	78%	83%
Afternoon (3-5 p.m.)	52%	63%
Evening (5-10 p.m.)	34%	41%
Weekend (8 a.m. - 6 p.m.)	4% (Saturday only)	

Seat Utilization:
Overall Student Station Occupancy rate: 50%



Facility Condition Assessment

Plant Renewal, Deferred Plant Renewal and Plant Adaptation Backlog

The Facilities Management computerized Capital Asset Management (CAM) program is a relational database management system containing more than 1,500 projects with a total cost of more than \$270 million. In addition to this summary report, the database is capable of producing ad-hoc reports by priority rank, building system, building system, completed and In-process projects in the current fiscal year, and backlog category.

The objective with this document, in addition to identifying our needs, is to raise awareness of the deferred plant renewal liability, and to serve broader facilities planning as well as to set priorities. These facility condition assessments identified needs, preliminary work scope, determined preliminary costs, and prioritized facility projects for the University. Oakland University completed facility condition assessments in 2006 for 34 campus buildings and updates the assessments of four buildings each year.

Definitions

Capital Asset Management is a systematic approach to renewing the University's capital assets through planned:

Plant Renewal

Deferred Plant Renewal Plant

Adaptation

These terms have been formally defined by the National Association of College and University Business Officers (NACUBO) as follows:

Plant Renewal

"...a systematic approach to planning and budgeting for known future cyclical renewal and replacement requirements that extend the (present) life and retain the usable condition of campus facilities and (building) systems ... not normally contained in the annual operating budget. ..." (NACUBO).

Cyclical renewals typically exceed five year cycles and include such items as roof replacement, electrical switchgear, and HVAC system replacement. These expenditures keep the physical plant and related infrastructure in reliable operating condition for its present use.

Deferred Plant Renewal

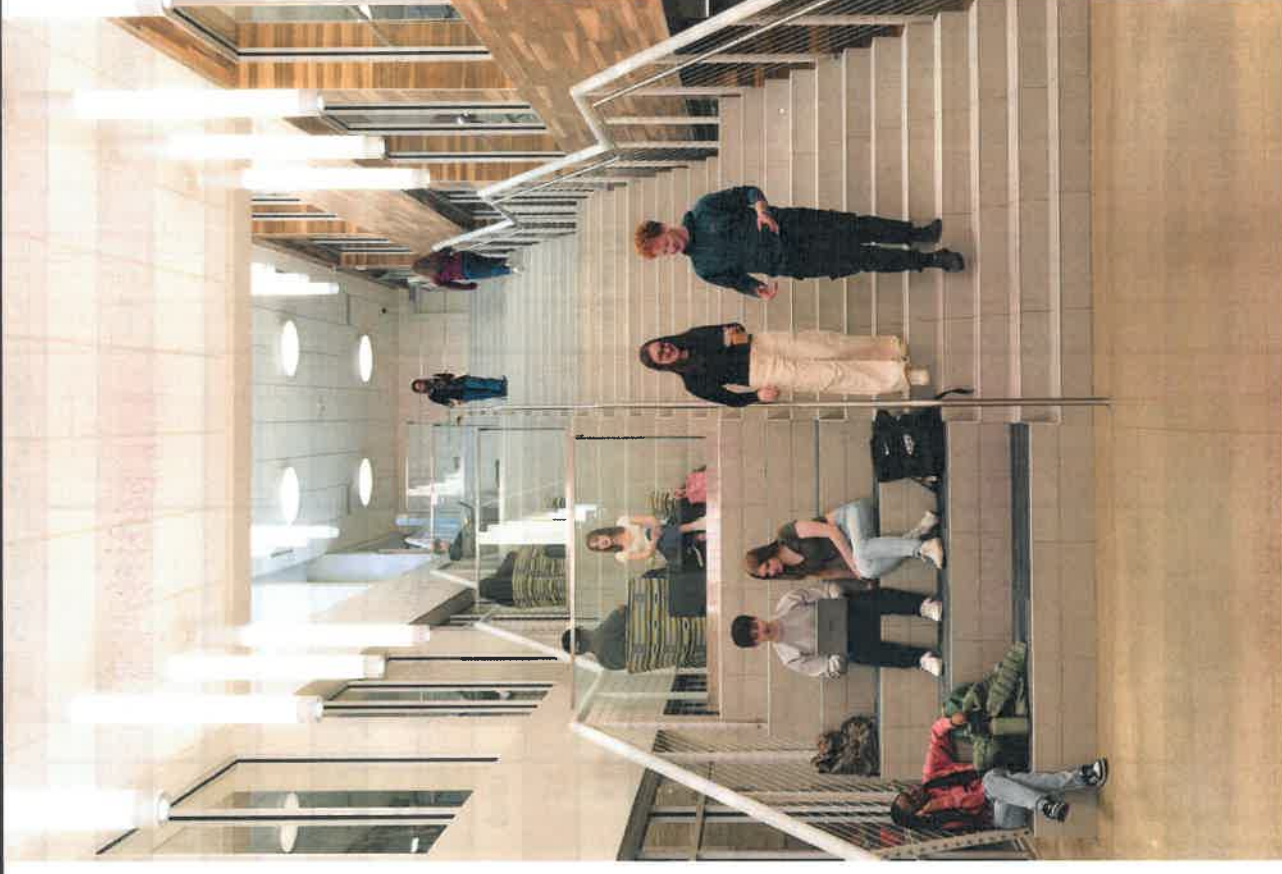
"... encompasses measures that are not carried out because of underfunding in the budgeting process or perceived low priority..." (NACUBO).

This includes actual projects, from the prior or current years, not included in the routine maintenance work. These projects represent "Postponed Work" that was deferred because total costs exceed current budget, or projects that are of a "low priority" that present a minimal return on investment. Also included in the Deferred Plant Renewal project list are those projects that were shifted because funds were re-allocated to address emergencies that have no other funding source.

Plant Adaptation

"...improvements are driven by institutional program changes ..." (NACUBO).

This involves a programmatic process to plan and fund for projects that will be required due to an evolving use of the institution (e.g., changes in academic disciplines, shifting expectations, supporting institutional mission, etc.), or changing standards (e.g., campus master plans, architectural standards, etc.). These expenditures are over and above normal maintenance, and are not typically contained in the annual operating budget.



Facility Condition Assessment Ranking

PRIORITY 1

Current Critical (immediate or current year)

Projects in this category require immediate action to:

- Return a facility to normal operation
- Stop accelerated deterioration
- Correct a cited safety hazard
- Any other funded projects requiring immediate action or construction

PRIORITY 2

Potentially Critical (within one year)

Projects in this category, if not corrected expeditiously, will become critical within a year. Situations in this category include:

- Intermittent interruptions
- Rapid deterioration
- Potential safety hazard

PRIORITY 3

Necessary – Not Yet Critical (within years two – five)

Projects in this category include conditions requiring prompt attention to preclude predictable deterioration or potential down time and associated higher costs if deferred further.

PRIORITY 4

Recommended (within years six – ten)

Projects in this category include items that represent a sensible improvement to existing conditions. These are not required for the most basic function of a facility; however, Priority 4 projects will either improve overall usability and/or reduce long-term maintenance.

PRIORITY 5

Recommended (beyond year ten)

Projects in this category may not improve overall usability and/or reduce long-term maintenance; however, they provide an economic payback that would not otherwise be present. Projects in this category may represent to upgrade buildings with current codes during major renovation projects. They may also represent non-time based improvement, upgrade, or recommendation.

SOURCE: Association of Higher Education Facilities Officers (APFA)

ABBREVIATIONS

CAMPUS SYSTEM

Accessibility (AC) – Controls (CN) – Electrical (EL) – Energy Management (EN) – Exterior Structure (ES) – Fire/Life Safety (FS) – Health (HE) – Information Technology (IT) – Interior / Finish System (IS) – Plumbing (PL) – Roofing (RF) – Roads, Walks, Parking Lots (RW) – Site (SI) Vertical Transportation (VT) – High Temperature / Heat Water (HT) – HVAC (HV)

CATEGORY

Plant Renewal (PR) – Deferred Plant Renewal (DPR) – Plant Adaptation (PA) – Security Systems (SS) – Storm Water (SW)

FACILITIES CONDITION NEEDS INDEX (FCNI)

Facilities Condition Needs Index provides a relative measure for comparing one building (or group of buildings) to another. The index is a simple calculation, derived by dividing the total project costs (for the ten-year window) by the total facilities replacement cost (FRC). When applying the index as an evaluation tool, the lower the number, the better the facility condition. It should also be noted that this is an index, not a percentage. It can (and often does in the case of historic facilities) exceed 1.00.

Individual Building FCNI Range	Condition Description
0.01 – 0.05	Excellent condition, typically new construction
0.06 – 0.15	Good condition, renovations occur on schedule
0.16 – 0.30	Fair condition, in need of normal renovation
0.31 – 0.40	Below average condition, major renovation required
0.41 – 0.59	Poor condition, gut / renovation indicated
0.60 and above	Complete facility replacement indicated

Facilities Replacement Cost is reported as the total replacement cost for the building or structure and its contents or fixed assets. As an example, the FRC for student housing includes the replacement cost for the building and all the fixtures within each room. Likewise, the FRC for a central heating plant would include the cost of the structure and boilers, generators and other equipment.

Executive Summary of All Campus Buildings – Facility Condition Assessment

No.	Building Code	Building Name	Use	Year Built	Square Feet	Facility Replacement Cost	Facility Replacement Cost/SF	Updated Facility Replacement Cost/FS	Project Costs	Project Costs/SF	FCNI Total	Benchmark Per APPA
1	AD	Athletic Dome	AUX	2014	110,800	\$ 6,010,000	\$ 54	\$51	\$ 1,262,100	\$11	0.21	Fair Condition
2	ANI	Anibal House	HS	1962	20,487	\$ 7,051,687	\$ 344	\$325	\$ 910,283	\$44	0.13	Good Condition
3	AVN	Ann V. Nicholson Apartments	HS	1998	181,291	\$ 54,144,791	\$ 299	\$282	\$ 814,368	\$4	0.02	Excellent
4	BB	Belgian Barn	AUX	1935	9,324	\$ 2,468,730	\$ 265	\$250	\$ 348,945	\$37	0.14	Good Condition
5	BGM	Building Grounds and Maintenance Bldg	UNIV	1994	14,400	\$ 3,050,168	\$ 212	\$200	\$ 629,233	\$44	0.21	Fair Condition
6	BRS	Biomedical Research Support Facility	UNIV	1999	14,300	\$ 11,449,569	\$ 801	\$756	\$ 1,230,117	\$86	0.11	Good Condition
7	CCC	Chicken Coop Center	AUX	1930	8,404	\$ 1,780,218	\$ 212	\$200	\$ 1,054,419	\$125	0.59	Poor Condition
8	CHP	Central Heating Plant	UNIV	1974	16,833	\$ 57,939,695	\$ 3,442	\$3,250	\$ 13,453,382	\$799	0.23	Fair Condition
9	DH	Dodge Hall	AD	1968	151,204	\$ 104,089,748	\$ 688	\$650	\$ 31,877,458	\$211	0.31	Fair Condition
10	EC	Engineering Center	UNIV	2014	134,286	\$ 98,143,921	\$ 731	\$690	\$ 60,100	\$0	0.00	Excellent
11	ECMB	East Campus Misc. Buildings	AUX	1929	94,569	\$ 40,062,690	\$ 424	\$400	\$ 3,700,829	\$39	0.09	Good Condition
12	EH	Elliott Hall	AD	2000	74,582	\$ 41,074,160	\$ 551	\$520	\$ 4,875,755	\$65	0.12	Good Condition
13	ET	Elliott Tower	UNIV	2014	950	\$ 10,183,450	\$ 10,719	\$10,121	\$ 2,343,215	\$2,467	0.23	Fair Condition
14	FM	Facilities Management	AD	2014	7,800	\$ 2,741,698	\$ 351	\$332	\$ 24,040	\$3	0.01	Excellent
15	FTZ	Fitzgerald House	HS	1961	20,610	\$ 7,094,024	\$ 344	\$325	\$ 903,658	\$44	0.13	Good Condition
16	GAT	Gatehouse at MBH	UNIV	1929	2,032	\$ 1,467,462	\$ 722	\$682	\$ 3,024	\$1	0.00	Excellent
17	GHC	Graham Health Center	UNIV	1970	13,161	\$ 5,575,454	\$ 424	\$400	\$ 1,322,087	\$100	0.24	Fair Condition
18	GLC	Golf & Learning Center	AUX	1914	6,038	\$ 3,588,574	\$ 594	\$561	\$ 2,933,530	\$486	0.82	Complete Replacement
19	GLF	Golf Courses	AUX	1914	-	\$ 37,661,478	-	-	\$ 13,494,592	0	0.36	Below Average
20	GP	Golf Pavilion	AUX	2014	5,450	\$ 2,036,690	\$ 374	\$353	\$ 12,020	\$2	0.01	Excellent

No.	Building Code	Building Name	Use	Year Built	Square Feet	Facility Replacement Cost	Facility Replacement Cost/SF	Updated Facility Replacement Cost/FS	Updated Facility Replacement Cost	Project Costs	Project Costs/SF	FCNI Total	Benchmark Per APPA
21	GRN	Greenhouse	UNIV	1917	3,630	\$ 2,908,408	\$ 801	\$757	\$2,747,910	\$ 1,128,439	\$311	0.39	Below Average
22	GTM	George T. Matthews Apartments	HS	1982	47,464	\$ 16,588,595	\$ 349	\$330	\$15,663,120	\$ 3,572,809	\$75	0.22	Fair Condition
23	HAM	Hamlin Hall	HS	1968	143,872	\$ 54,680,932	\$ 380	\$359	\$51,650,048	\$ 9,033,722	\$63	0.17	Fair Condition
24	HCH	Hillcrest Hall	HS	2018	291,488	\$ 110,368,329	\$ 379	\$358	\$104,352,704	\$ 60,100	\$0	0.00	Excellent
25	HH	Hannah Hall of Science	AD	1961	89,418	\$ 61,555,892	\$ 688	\$650	\$58,121,700	\$ 20,736,248	\$232	0.34	Below Average
26	HHB	Human Health Building	UNIV	2012	172,825	\$ 118,973,776	\$ 688	\$650	\$112,336,250	\$ 103,300	\$1	0.00	Excellent
27	HIL	Hill House	HS	1964	42,522	\$ 19,853,027	\$ 467	\$441	\$18,752,202	\$ 9,998,588	\$235	0.50	Poor Condition
28	JDH	John Dodge House	AD	1880	10,696	\$ 3,964,795	\$ 371	\$350	\$3,743,600	\$ 898,976	\$84	0.23	Fair Condition
29	KL	Kresge Library	AD	1961	164,522	\$ 87,121,492	\$ 530	\$500	\$82,261,000	\$ 7,827,250	\$48	0.09	Good Condition
30	MBH	Meadow Brook Hall	AUX	1929	78,002	\$ 75,322,957	\$ 966	\$912	\$71,137,824	\$ 10,928,238	\$140	0.15	Good Condition
31	MC	Main Campus	UNIV	1959	-	\$ 188,307,392	-	-	\$177,801,756	\$ 37,129,822	0	0.20	Fair Condition
32	MCMB	Main Campus Misc. Building	AUX	1960	17,015	\$ 6,940,634	\$ 408	\$385	\$6,550,775	\$ 315,529	\$19	0.05	Excellent
33	MH	Mocerri House	AD	1996	6,166	\$ 2,829,957	\$ 459	\$405	\$2,497,230	\$ 818,797	\$133	0.29	Fair Condition
34	MSC	Mathematics & Science Center	AD	1997	165,494	\$ 113,927,071	\$ 688	\$650	\$107,571,100	\$ 40,037,943	\$242	0.35	Below Average
35	NFH	North Foundation Hall	AD	1959	67,691	\$ 38,406,081	\$ 567	\$536	\$36,282,376	\$ 9,403,610	\$139	0.24	Fair Condition
36	OC	Oakland Center	AD	1959	208,787	\$ 110,277,629	\$ 528	\$499	\$104,184,713	\$ 10,023,455	\$48	0.09	Good Condition
37	ODH	ODowd Hall	AD	1982	105,000	\$ 70,675,443	\$ 673	\$636	\$66,780,000	\$ 12,110,729	\$115	0.17	Fair Condition
38	OIT	O'Dowd Hall IT Network Building	UNIV	2011	822	\$ 3,410,236	\$ 4,149	\$3,917	\$3,219,774	\$ 180,300	\$219	0.05	Excellent
39	OUI	O.U. INCubator Office	UNIV	1983	11,385	\$ 3,918,751	\$ 344	\$325	\$3,700,125	\$ 677,553	\$60	0.17	Fair Condition
40	OVH	Oak View Hill	HS	2014	164,724	\$ 65,421,345	\$ 397	\$375	\$61,771,500	\$ 60,100	\$0	0.00	Excellent
41	OWC	Oakland West Center	UNIV	1960	141,306	\$ 67,344,857	\$ 477	\$450	\$63,587,700	\$ 25,810	\$0	0.00	Excellent

No.	Building Code	Building Name	Use	Year Built	Square Feet	Facility Replacement Cost	Facility Replacement Cost/SF	Updated Facility Replacement Cost/FS	Updated Facility Replacement Cost	Project Costs	Project Costs/SF	FCNI Total	Benchmark Per APPA
42	P-29	Parking Structure	UNIV	2002	179,820	\$ 22,853,386	\$ 127	\$120	\$21,578,400	\$ 2,578,301	\$14	0.11	Good Condition
43	P32	Parking Structure	UNIV	2014	381,782	\$ 48,520,807	\$ 127	\$120	\$45,813,840	\$ 1,995,320	\$5	0.04	Excellent
44	PH	Pawley Hall	AD	2002	132,406	\$ 63,103,217	\$ 477	\$450	\$59,582,700	\$ 6,132,793	\$46	0.10	Good Condition
45	PRY	Pryale Hall	AD	1963	20,829	\$ 7,169,405	\$ 344	\$325	\$6,769,425	\$ 1,768,233	\$85	0.25	Fair Condition
46	PSS	Police and Support Services	UNIV	1976	26,444	\$ 10,082,331	\$ 381	\$360	\$9,519,840	\$ 1,387,634	\$52	0.14	Good Condition
47	RAC	Student Recreation and Athletic Center	AD	1998	253,494	\$ 134,236,002	\$ 530	\$500	\$126,747,000	\$ 5,062,041	\$20	0.04	Excellent
48	RIC	Research and Innovation Center	UNIV	1985	92,241	\$ 53,730,145	\$ 582	\$550	\$50,732,550	\$ 25,810	\$0	0.00	Excellent
49	SFH	South Foundation Hall	AD	2025	91,744	\$ 56,366,179	\$ 614	\$580	\$53,211,520	\$ 50,288	\$1	0.00	Excellent
50	SGP	O.U. INC. Shotwell Gustafson Pavilion	AUX	1929	25,850	\$ 8,897,648	\$ 344	\$325	\$8,401,250	\$ 1,524,470	\$59	0.17	Fair Condition
51	SS	Spenser Substation	UNIV	2003	14,769	\$ 23,462,467	\$ 1,589	\$1,500	\$22,153,500	\$ 131,920	\$9	0.01	Excellent
52	SSC	Steve Sharf Clubhouse	AUX	2011	9,900	\$ 5,771,677	\$ 583	\$550	\$5,445,000	\$ 165,949	\$17	0.03	Excellent
53	SST	Sunset Terrace	HS	1952	12,587	\$ 6,665,359	\$ 530	\$500	\$6,293,500	\$ 710,892	\$56	0.11	Good Condition
54	UF	Upper Fields Support Building	AUX	2014	2,467	\$ 849,149	\$ 344	\$325	\$801,775	\$ 12,020	\$5	0.01	Excellent
55	VAR	Varner Hall	UNIV	1970	119,939	\$ 73,674,931	\$ 614	\$500	\$59,969,500	\$ 62,664	\$1	0.00	Excellent
56	VBH	Vandenberg Hall	HS	1967	178,321	\$ 67,773,845	\$ 380	\$359	\$64,017,239	\$ 11,227,869	\$63	0.17	Fair Condition
57	VWH	Van Wagner House	HS	1965	43,305	\$ 19,853,027	\$ 458	\$433	\$18,751,065	\$ 11,683,779	\$270	0.59	Poor Condition
58	WH	Wilson Hall and Meadow Brook Theatre	AD	1967	98,153	\$ 66,327,391	\$ 676	\$638	\$62,621,614	\$ 24,796,032	\$253	0.37	Below Average
59	WHE	Wilson Hall East	AD	2022	40,697	\$ 48,079,655	\$ 1,181	\$550	\$22,383,350	\$ 10,990	\$0	0.00	Excellent
Grand Totals					4,544,099	\$2,437,828,431			\$2,269,324,185	\$325,651,476		0.13	Good Condition

NOTE: The FRC is not included site development work, equipment and furnishing, furniture, soft cost, and escalation cost.
 * Historical Buildings

Total Cost Per Square Foot for
all Campus Physical Assets

\$536.48

Total Cost Per Square Foot for
all Campus Projects

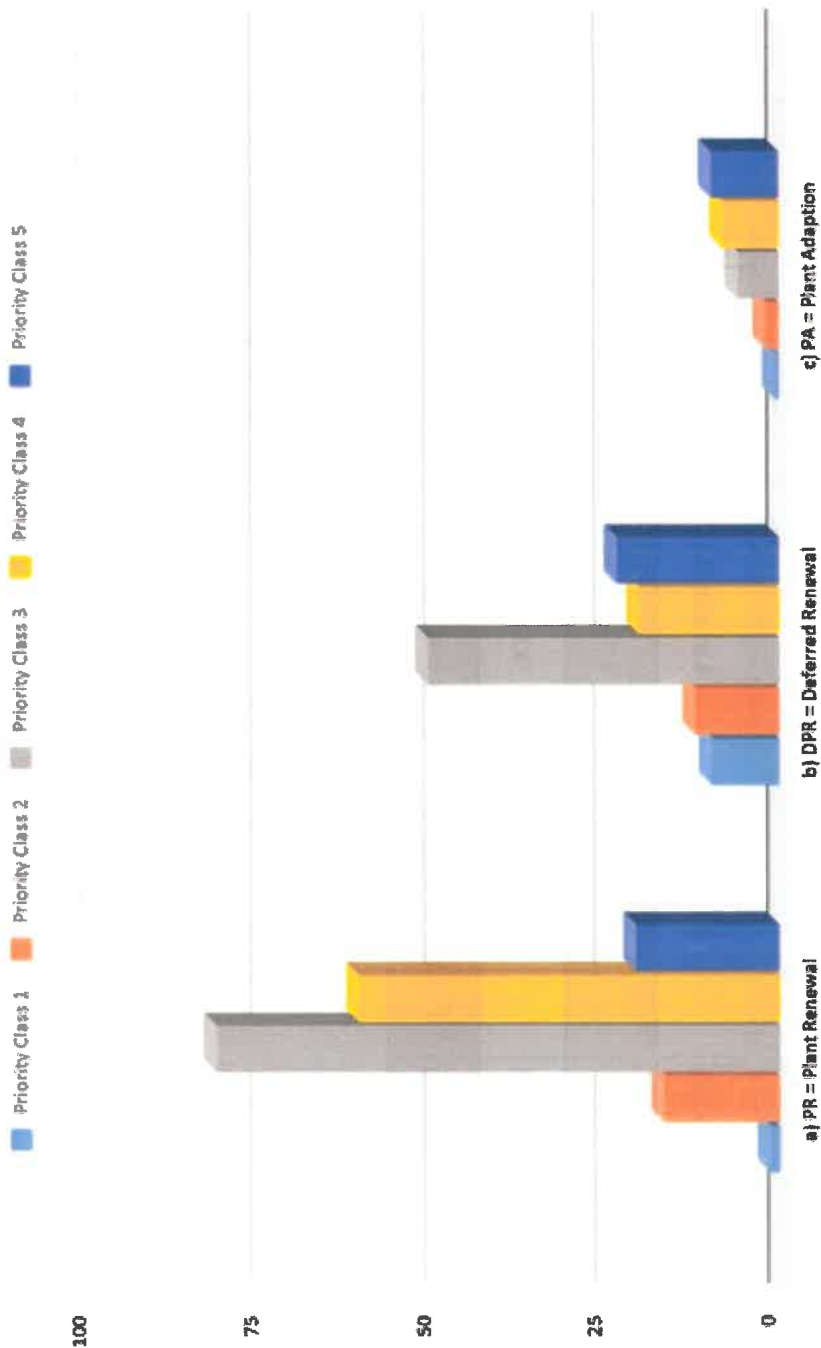
\$72

Detailed Project Summary Facility Condition Analysis
Project Class by Priority Class

Project Class	Priority Class					Subtotal
	1	2	3	4	5	
a) PR = Plant Renewal	\$ 1,523,660	\$ 16,699,073	\$ 81,668,056	\$ 61,426,821	\$ 20,765,179	\$ 182,082,789
b) DPR = Deferred Renewal	\$ 9,778,856	\$ 12,178,882	\$ 51,275,092	\$ 20,295,171	\$ 23,505,111	\$ 117,033,112
c) PA = Plant Adaption	\$ 636,309	\$ 1,930,174	\$ 5,889,844	\$ 8,231,111	\$ 9,848,139	\$ 26,535,576
TOTALS	\$ 11,938,826	\$ 30,808,130	\$ 138,832,994	\$ 89,953,108	\$ 54,118,434	\$ 325,651,477

Detailed Project Summary Facility Condition Analysis

Project Class by Priority Class

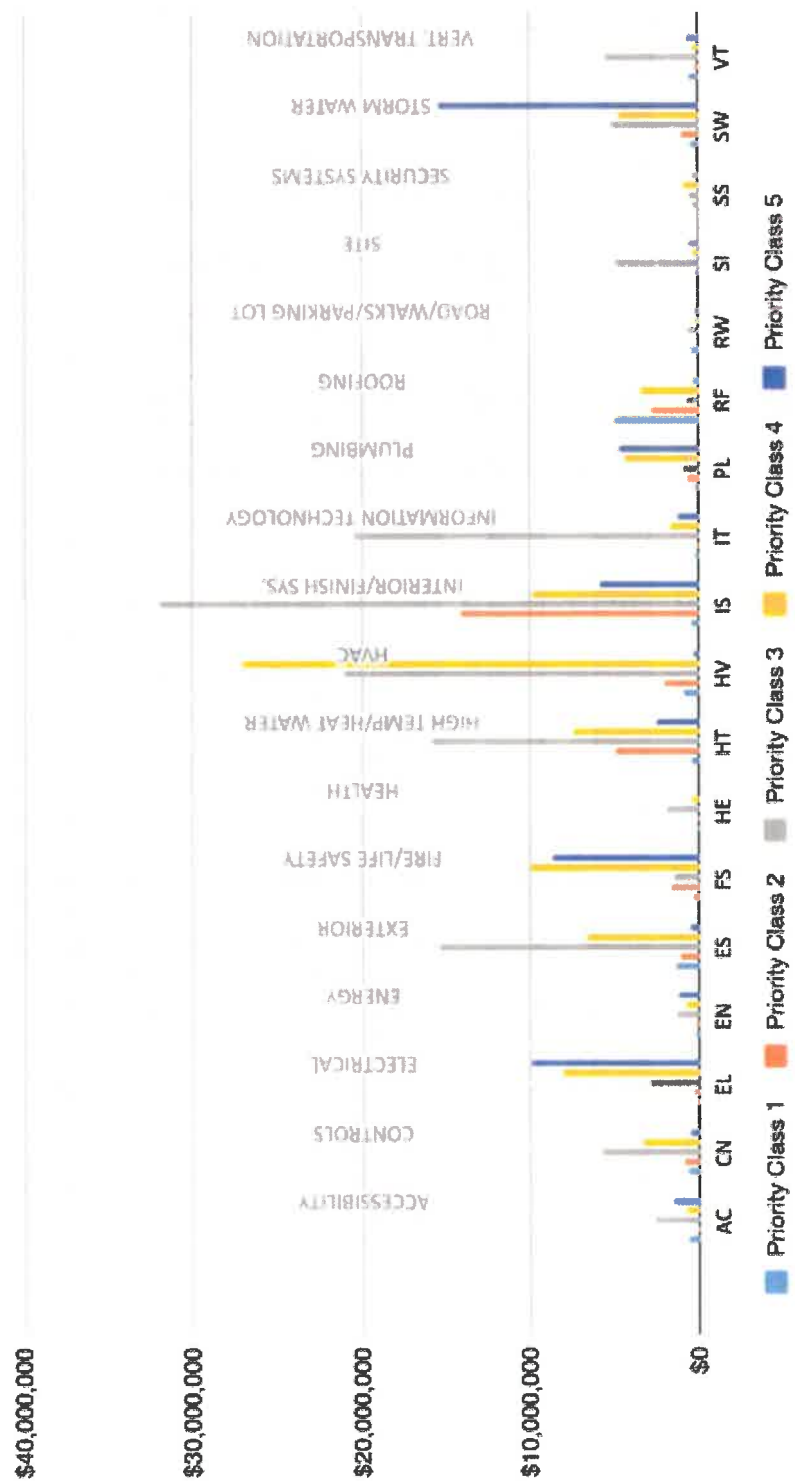


Detailed Project Totals Facility Condition Assessment

System Code by Priority Class

System Code		Priority Classes					Subtotal
		1	2	3	4	5	
System Description		FY 2026	FY 2027	FY 2028-2031	FY 2032-2035	FY 2036+	
AC	ACCESSIBILITY	\$ 704,725	\$ 99,602	\$ 2,566,740	\$ 740,994	\$ 1,460,844	\$ 5,572,905
CN	CONTROLS	\$ 639,771	\$ 942,406	\$ 5,716,717	\$ 3,309,845	\$ 500,893	\$ 11,109,632
EL	ELECTRICAL	\$ 125,941	\$ 300,505	\$ 2,933,454	\$ 8,129,040	\$ 9,870,226	\$ 21,359,165
EN	ENERGY	\$ 237,254	\$ 224,551	\$ 1,380,735	\$ 788,404	\$ 1,237,313	\$ 3,868,257
ES	EXTERIOR	\$ 1,348,194	\$ 1,160,317	\$ 15,381,478	\$ 6,608,529	\$ 518,655	\$ 25,017,174
FS	FIRE/LIFE SAFETY	\$ 266,701	\$ 1,552,526	\$ 1,447,213	\$ 9,895,556	\$ 8,652,240	\$ 21,814,236
HE	HEALTH	\$ 113,642	\$ 69,963	\$ 1,905,653	\$ 476,233	\$ -	\$ 2,565,491
HT	HIGH TEMP/HEAT WATER	\$ 446,978	\$ 4,915,447	\$ 15,797,842	\$ 7,383,630	\$ 2,437,842	\$ 30,981,739
HV	HVAC	\$ 935,851	\$ 2,068,945	\$ 21,061,246	\$ 27,083,082	\$ 322,278	\$ 51,471,402
IS	INTERIOR/FINISH SYS.	\$ 407,637	\$ 14,182,037	\$ 31,888,670	\$ 9,758,654	\$ 5,776,635	\$ 62,013,633
IT	INFORMATION TECHNOLOGY	\$ 187,927	\$ 108,846	\$ 20,506,862	\$ 1,713,024	\$ 1,260,822	\$ 23,777,481
PL	PLUMBING	\$ 220,025	\$ 715,347	\$ 890,578	\$ 4,282,912	\$ 4,637,793	\$ 10,746,654
RF	ROOFING	\$ 4,840,320	\$ 2,769,347	\$ 662,922	\$ 3,438,776	\$ 297,602	\$ 12,008,967
RW	ROAD/WALKS/PARKING LOT	\$ 393,287	\$ 16,982	\$ 671,754	\$ 260,377	\$ 255,265	\$ 1,597,665
SI	SITE	\$ 33,912	\$ 173,087	\$ 4,839,356	\$ 281,642	\$ 520,000	\$ 5,847,998
SS	SECURITY SYSTEMS	\$ 117,495	\$ 277,665	\$ 600,342	\$ 867,286	\$ 312,381	\$ 2,175,169
SW	STORM WATER	\$ 381,325	\$ 1,017,201	\$ 5,085,567	\$ 4,659,975	\$ 15,384,638	\$ 26,528,706
VT	VERT. TRANSPORTATION	\$ 537,840	\$ 213,355	\$ 5,495,863	\$ 275,142	\$ 673,002	\$ 7,195,201
TOTALS		\$ 11,938,825	\$ 30,808,128	\$ 138,832,991	\$ 89,953,104	\$ 54,118,429	\$ 325,651,476

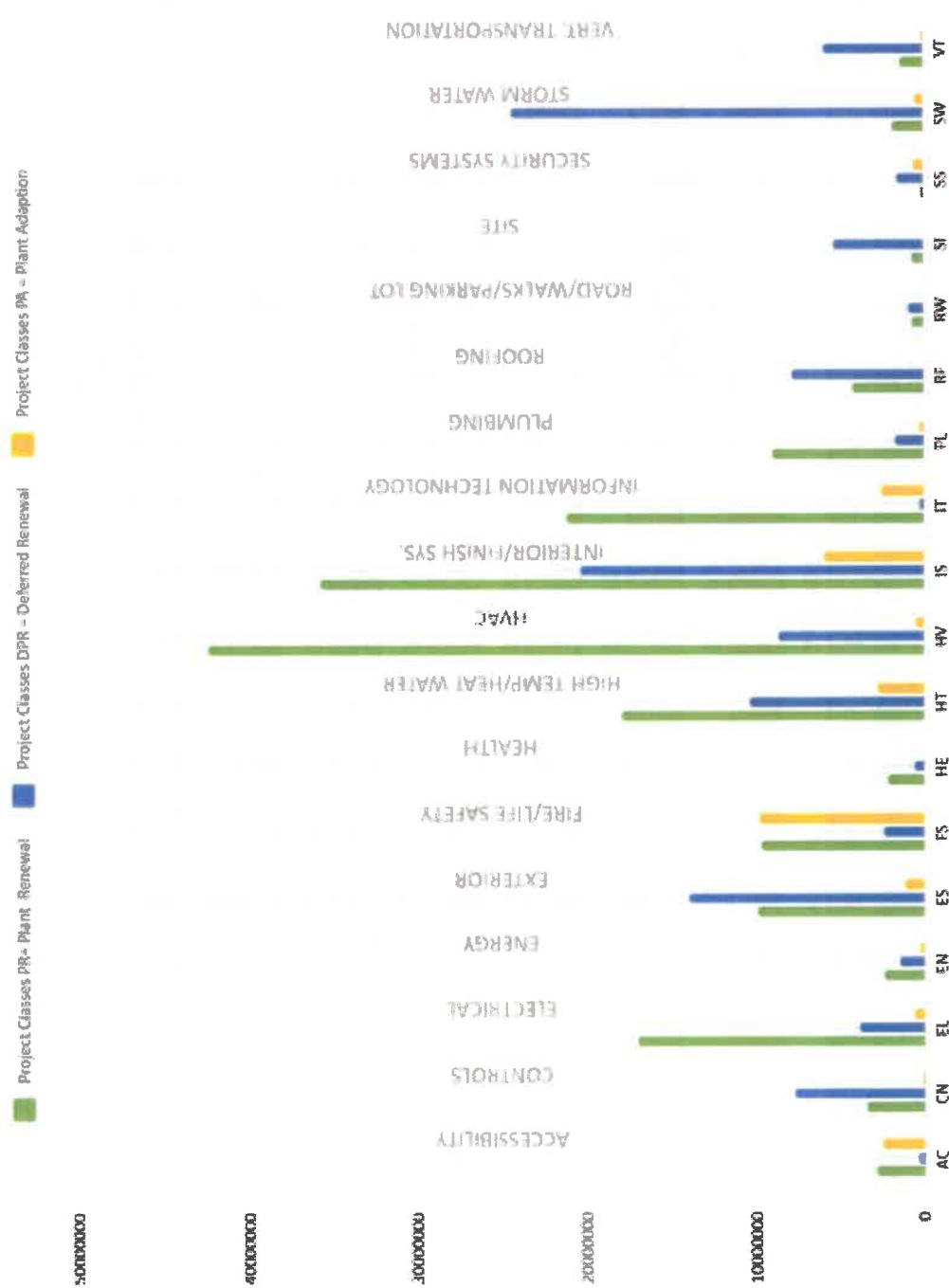
Detailed Project Totals Facility Condition Assessment
System Code by Priority Class



Detailed Project Totals Facility Condition Assessment
System Code by Project Class
All Buildings

System Code	System Description	Project Classes			Subtotal
		PR= Plant Renewal	DPR = Deferred Renewal	PA = Plant Adaption	
AC	ACCESSIBILITY	\$ 2,818,068	\$ 252,637	\$ 2,502,200	\$ 5,572,905
CN	CONTROLS	\$ 3,373,241	\$ 7,691,529	\$ 44,862	\$ 11,109,632
EL	ELECTRICAL	\$ 16,962,389	\$ 3,840,356	\$ 556,421	\$ 21,359,165
EN	ENERGY	\$ 2,314,109	\$ 1,415,786	\$ 138,362	\$ 3,868,257
ES	EXTERIOR	\$ 9,903,816	\$ 14,067,160	\$ 1,046,198	\$ 25,017,174
FS	FIRE/LIFE SAFETY	\$ 9,727,737	\$ 2,313,544	\$ 9,772,955	\$ 21,814,236
HE	HEALTH	\$ 2,088,496	\$ 476,995	\$ -	\$ 2,565,491
HT	HIGH TEMP/HEAT WATER	\$ 17,952,804	\$ 10,358,565	\$ 2,670,370	\$ 30,981,739
HV	HVAC	\$ 42,363,139	\$ 8,654,336	\$ 453,927	\$ 51,471,402
IS	INTERIOR/FINISH SYS.	\$ 35,791,490	\$ 20,328,118	\$ 5,894,025	\$ 62,013,633
IT	INFORMATION TECHNOLOGY	\$ 21,132,093	\$ 213,094	\$ 2,432,293	\$ 23,777,481
PL	PLUMBING	\$ 8,934,339	\$ 1,647,416	\$ 164,900	\$ 10,746,654
RF	ROOFING	\$ 4,220,029	\$ 7,788,938	\$ -	\$ 12,008,967
RW	ROAD/WALKS/PARKING LOT	\$ 688,736	\$ 908,929	\$ -	\$ 1,597,665
SI	SITE	\$ 578,954	\$ 5,269,044	\$ -	\$ 5,847,998
SS	SECURITY SYSTEMS	\$ 117,495	\$ 1,589,729	\$ 467,946	\$ 2,175,169
SW	STORM WATER	\$ 1,831,623	\$ 24,315,757	\$ 381,325	\$ 26,528,706
VT	VERT. TRANSPORTATION	\$ 1,284,231	\$ 5,901,179	\$ 9,792	\$ 7,195,201
TOTALS		\$ 182,082,788	\$ 117,033,112	\$ 26,535,576	\$ 325,651,476

Detailed Project Totals Facility Condition Assessment
System Code by Project Class
All Buildings



Implementation Plan

State Funding Request

In the future, as additional state projects are considered, Oakland University has need for the following based on program growth, opportunity and State needs:

Hannah Hall

The FY2028 Project Request is for the transformation of Hannah Hall into a modern facility featuring the latest technology and equipped teaching and learning classrooms and laboratory spaces, targeted for our growing Science, Technology, Engineering, and Math (STEM) curriculum and sponsored research. Hannah Hall is currently equipped with aging infrastructure such as fume hoods, backup electrical systems and other critical laboratory systems for academic programs.

Hannah Hall dates back to the 1960's and is one of the oldest structures on campus. It has greatly surpassed the service life of the building systems, which were not originally intended to be used for research purposes. This proposal will enhance the University's ability to support modern styles of teaching and learning for the sciences and provide capacity and technology for state-of-the-art laboratories for teaching and sponsored research.

University Funded Priorities

High Temperature Hot Water System

This is a 5-phase replacement of piping from the Central Heating Plant to campus buildings.

Off-Campus Research Facility

This project involves the purchase and renovation of an industrial building to house offices and research laboratories for the School of Engineering and Computer Sciences projects requiring high bay spaces.

Oakland West Center

This project involves the purchase and renovation of a 141,000 sf building previously owned by Baker College. This building houses a newly accredited Masters of Physician's Assistant program, School of Nursing graduate and undergraduate programming, other health sciences related programs, psychology and social work, OU's autism outreach program (OUCARES), Dutton Farms and several external tenants to promote collaboration and experiential learning opportunities.

O'Dowd Hall School Medicine Enhancements

Provide 10 new small classrooms for the school of medicine, additional study space, accessible bathroom upgrades, building chiller upgrade and exterior building plaza improvements to benefit the campus community.

Recreation and Athletics Outdoor Complex Improvements

Recreational sports facility refresh of the upper playfields, lower playfields, and the indoor practice facility to create an optimal training environment for OU students and community.

Elliott School of Business Administration Expansion and Renovation

The expansion and renovation of the School of Business Administration building will double the square footage of the current facility (Elliott Hall). Funded through design only.

Campus Security System Modernization Program

Campus wide modernization of card access controls, intrusion detection system and video management system.

Chiller Replacement Program

Four phase replacement of the chiller infrastructure at various buildings.

Varner Hall

This \$45 million project consists of critical updates to the building's infrastructure including HVAC, plumbing, electrical, technology, elevator and exterior envelope. The renovation is also designed to take care of accessibility issues and improve public and student gathering spaces.

Future Projects Under Consideration

Oakland University recently completed Campus Plan 2035 to identify short, mid-term and long range opportunities for internal initiatives as well as external development opportunities. These include academic spaces for programs, additional student housing, classroom and administrative facilities, athletics and recreation facilities, and performing arts center, among others. It also addresses in greater detail the Meadow Brook Estate, its historic assets, and their important relationship to the main campus.

Plant Renewal / Deferred Plant Renewal

As previously noted, Plant Renewal and Deferred Plant Renewal projects total more than \$299 million of the \$325 million Facility Condition Analysis. The current average annual investment is approximately \$2.0 million from General Fund budgets and maintenance endowments; approximately \$3.5 million from Auxiliaries Maintenance Reserves; and \$0.9 million from University Technology Services budgets.

Oakland University

FY2028 Capital Outlay Submittal

October 31, 2026

Hannah Hall Renovation Project

FISCAL YEAR 2028

CAPITAL OUTLAY PROJECT REQUEST

Institution Name: Oakland University

Project Title: Hannah Hall Renovation Project

Project Focus: ☒ Academic ☒ Research ☐ Administrative/Support

Type of Project: ☒ Renovation ☐ Addition ☐ New Construction

Program Focus of Occupants: Classroom and Laboratory Renovation in Hannah Hall

Approximate Square Footage: 89,418 sf of renovation

Total Estimated Cost: \$40,000,000

Estimated Start/Completion Dates: May 2028/August 2030

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.

Oakland University is recognized for its excellence in research, teaching and learning in the areas of science, technology, engineering and math (STEM) and healthcare professions. To maintain our excellence, strength and progress, updated and modernized facilities are imperative. Our future success is dependent on maintaining the overall quality and functionality of our classrooms, teaching laboratories and research facilities.

Oakland University's Capital Outlay Project proposal for FY 28 is the transformation of Hannah Hall into a modern facility featuring the latest technology and equipped classrooms and laboratory spaces, targeted for our growing STEM curriculum and sponsored research. Hannah Hall is currently equipped with aging infrastructure such as fume hoods, backup electrical systems, building systems, and other critical laboratory systems for academic programs.

Hannah Hall dates back to 1960 and is one of the oldest structures on campus. It has greatly surpassed the service life of the building systems. While we have updated parts of the building in 1982, 1998 and 2013 to update the teaching laboratories, we have not been able to address the mechanical infrastructure, ADA compliance, research facilities, classrooms and building envelope. This proposal will enhance the University's ability to support modern styles of teaching and learning and provide capacity and technology for state-of-the-art laboratories for teaching and sponsored research.

A goal of our strategic plan is to be recognized as a strong research and scholarly environment for students focused on creative endeavors and on the discovery, dissemination, and utilization of knowledge. Science is neither conducted nor taught in the ways it was in the 1960s when Hannah Hall was built. In both instances, the need for small, independent labs has been replaced by the need for more open, collaborative spaces. Additionally, the need for power and spaces to accommodate large and complex shared scientific equipment and facilities has dramatically changed the requirements for spaces within which science is conducted and taught in today's environment.

Renovation of Hannah Hall is our top Capital Outlay priority to allow programmatic changes to our science curriculums. With the global interest in quantum commuting, renewable energy, water quality, recycling and other environmental issues, the development of professionals to combat these issues is critical. Student demand for Environmental Science and related Biological Science at OU is on the increase, consistent with this societal need. Furthermore, the expansion of the biomedical engineering program to meet the needs of the industry is critical. With the advancement of technology, biomedical engineers are involved in a wide array of projects to address societal needs. Examples include tissue engineering to meet the demand for organ transplant, prosthetics and replacement joints needed for trauma, and an aging population, cutting edge imaging for early detection of cancer and other imaging needs. To develop this knowledge and experience, students need hands-on laboratory experiences to maximize their learning and to develop critical skills.

Hannah Hall sits at the crossroads of education at Oakland: this building serves as the main undergraduate laboratory experiences in chemistry, biology and physics for many professional school bound undergraduates. This includes engineering majors, nursing, health sciences, biology, chemistry and physics students. It also includes the anatomy laboratory for the School of Medicine and the graduate Physical Therapy and Physician Assistant programs. Hannah Hall also serves all majors with seventeen teaching laboratories and classrooms, including two large lecture halls (HH190 and HH195). These are two of our largest lecture halls, each seating 187 students.

We need to update the classrooms to make them flexible enough to accommodate changing learning methodologies. Traditional lectures are a passive learning environment and have been shown to not be as effective for learners to retain and apply material. Active learning methods have been shown by many studies to be better for

students' success, long-term retention and mastery of the material. Examples of active learning include flipped classrooms, the use of breakouts and case studies, and collaborative class projects, among others. What these methods share is that students are actively engaged with the material and are applying it to solve problems in real time with guidance from their instructors. They are not only learning the course content but also critical thinking skills, oral and written communication skills, and teamwork.

New approaches which have been developed during the pandemic for class delivery include Hyflex. Classrooms designed to accommodate Hyflex delivery (live streaming to remote students and in-person students simultaneously) requires additional technology installed to make this a seamless experience for both student populations. Active learning classrooms with small group breakouts to focus on problems during lectures require movable seating options, additional whiteboards and microphones, as well as other technologies to address ADA compliance concerns. Furthermore, renovations will support both teaching labs and research labs.

Students who participate in research are also much more marketable in industry jobs, and have higher success rates at enrolling in graduate programs. Direct contact with faculty members supports student success by fostering mentoring relationships which are especially critical for our underrepresented minority students, not to mention the entire student population on campus. Involvement in research is a high-impact best practice for student success and retention. Students that participate in research are much more likely to stay engaged in coursework and stay on track to graduate. Access to high-quality laboratory experiences has always been a key part of our recruitment strategies as they offer opportunities that other universities do not. Students participate in faculty research in a variety of ways to enhance their education. They use it to complete required senior thesis projects, Honors College thesis projects, research laboratory courses in independent research, and as an employment opportunity as laboratory assistants.

Describe the scope of the project.

This project consists of a renovation to Hannah Hall which will include furniture, finishes, technology and network communications to improve capacity utilization and flexibility. Classrooms will be updated for more flexible teaching methods and allow us to utilize important teaching laboratory classrooms for Engineering, Chemistry, Physics, Biology and other professional students. This renovation will replace and upgrade the laboratory mechanical and utility systems and will address the current severe space shortages due to growth in enrollment in the Environmental Science and related natural science and health science fields.

In support of the programmatic changes that are being planned, it is anticipated that the renovations will include three floors of Hannah Hall, approximately 89,418 square feet. The renovation will include complete interior and infrastructure transformation. Academic space will be improved to be used more efficiently and effectively. Teaching laboratory spaces will be upgraded to allow students to be trained with cutting-edge

technology and research techniques which will improve their job market prospects. This will also allow us to make the spaces more accessible for those with physical disabilities.

Hannah Hall's mechanical and electrical systems are at maximum capacity. Modern laboratory spaces need robust and flexible systems. Renovation will allow for modern teaching labs and a wide range of scientific research spaces that are in compliance with ADA regulations and are equipped with adequate utilities.

Laboratory spaces will receive infrastructure improvements, including replacing original and obsolete building systems such as inefficient HVAC systems, building controls, electrical, lighting, network communications wiring and electronics, and plumbing to improve systems reliability, health and safety, the learning environment, air quality, energy efficiency, as well as water use reduction. A centralized fume hood ventilation system will be installed to ensure safe handling and storage of laboratory chemicals and biological samples. Hazardous building materials, such as asbestos-containing insulation and floor tile will be properly removed and disposed of. Building and floor accessibility will be addressed to ensure that Hannah Hall meets current building standards and ADA standards and will function efficiently well into the 21st century.

The adaptive re-use of the spaces demonstrates Oakland University's commitment to the success of our students and the continued wise stewardship of campus assets and funds. No new square footage is being added.

Program focus of occupants

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

Approximately 70% of Oakland University undergraduates immediately enter the workforce upon graduation while 30% are admitted to graduate school or commit to military service. Oakland University is proud that nearly 80% of our alumni who enter the workforce choose to stay in Michigan to live and work.

Oakland University maintains close communication with employers to target student skills that meet employer needs and expectations. We are also keeping abreast of the latest areas of growth, particularly in the STEM disciplines. Over the last five years, the number of students graduating in critical disciplines at OU has increased by 36% overall. Students graduating with degrees in engineering have increased by 116% since 2011. In a recent study conducted by our Career Services department, we learned that the average annual salary of an Oakland graduate is \$55,000, above the national average. The median annual salary for recent OU mechanical engineering masters graduates, \$90,900, according to recent rankings by GradReports.com, is third highest in the nation, behind only Stanford University and Massachusetts Institute of Technology graduates. Many of our students (90%) complete internships with local companies to graduate. Many of those interns end up with offers of employment before

they graduate so they are immediately entering the workforce. Oakland University is graduating students with a skill set needed to fill state, regional and local high paying jobs.

In Michigan there are many jobs related to STEM, and in particular, Biology, Environmental Chemistry, Bioengineering, Biostatistics, Physics and Chemistry graduates that these renovations will serve. In industry and academia there are jobs for graduates trained and experienced in laboratory research techniques, experimental design, data analysis, and scientific writing. These are job opportunities that pay well and are in high-demand fields. For example, according to the US Bureau of Labor Statistics, the median annual wage for bioengineers and biomedical engineers was \$109,370 in August 2025. Environmental scientists can expect a 6% increase in opportunities between 2025-2035 and an average salary of \$82,220. Chemists and material scientists can expect a 7% increase in opportunities and an average salary of \$95,060. Within the local region, in the State of Michigan and nationally, these areas are all demonstrating job growth. The Bureau of Labor Statistics, in an analysis published in February 2025, projects strong growth for many STEM occupations in the United States, particularly epidemiologists, medical scientists, biochemists and biophysicists, and chemists and material scientists, among others.

The hands-on experiences that these renovations will support will make OU students much more marketable. The faculty research labs also provide employment opportunities for graduate and undergraduate students as do all of our teaching labs which are staffed with teaching assistants who are Oakland University students. The technical, communication, and analytical skills that these students gain make them highly marketable on the job market. It also helps them transition into graduate education programs such as medical and dental schools, as well as graduate programs in the sciences. These are incredibly competitive programs and research experiences are highly valued by the admissions committees. For many medical schools, the Medical Schools Admissions Report (MSAR) shows 85-95% of matriculating students have research experience.

A study published in Science reported that 75% of graduate students accepted into PhD programs had research experience. The number was higher in the more demanding programs in STEM areas with some reporting 100% of the accepted students having some research experience. This is unsurprising as successful completion of research projects are used as an indicator of future success in the programs. All of our science (physics, chemistry, biology, biomedical science, environmental sciences) majors, science education majors, nursing majors, pre-health professional majors and science-related general education students will be impacted by this renovation. These students also take chemistry and physics teaching labs which are impacted by this proposed renovation. Almost all of our undergraduate students will benefit by this renovation either directly through a major required class or a science general education course.

In addition, the Hannah Hall Renovation Project will provide economic benefit to Oakland County, as well as surrounding counties, through the creation of new construction and skilled labor jobs over the years of project design and construction. It is estimated that this project will support over 250 jobs in the next three years for estimated wages of over \$10,000,000 in the region.

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

The project will enhance the university's research mission. At present, the labs in the Hannah Hall are entirely full, which is inhibiting the growth of the university's research enterprise. Recruiting new diverse and talented researchers requires adequate space to support their research programs. Additionally, the current configuration of the labs as predominantly single investigator spaces is out of step with modern approaches to multi- and cross-disciplinary, team-based research. The lack of appropriate facilities prevents faculty from being competitive for federal funding that expects these kinds of approaches to be employed and for these kinds of facilities to be available. The renovation of Hannah Hall will allow our investigators to be competitive for these federal dollars that will support our students and the further growth of the University's research mission.

The core academic and research efforts at Oakland University are supported by funding through the Department of Defense (DOD), Department of Education (DOE), National Institutes of Health (NIH), and National Science Foundation (NSF), as well as by many corporations and philanthropic organizations. This project will create learning spaces that will provide students with an upgraded environment conducive to learning. By having a modernized facility, we will prepare our students to actively participate in research programs and enterprises that expect students to have the capacity to work jointly, and in cross-disciplinary teams. This type of training is currently difficult to provide in the smaller, single-investigator labs that were designed for science in the 1960s. These collaborative spaces will allow for larger multi-Principal Investigator (PI) training grants for students (ex. NIH T-series grants), Program Project grants with multiple collaborative investigators and the construction of Core grants which allow multiple investigators to share specialized equipment. These renovations will also allow us to be more competitive for external funding. One aspect the grants are evaluated on is the facilities available to the investigator and students. By redesigning the space to be more open and removing unnecessary walls, we will gain significant work space. This will allow for more efficiency in workflow and opportunities for more people to be involved in research activities.

These renovations will allow for new technologies to be brought to OU.

With the growing interest locally with water quality and environmental impacts with lead, PFAS, toxic algae and COVID-19, many students are migrating to environmental programs. The environmental science students, both graduate and undergraduate, will have internship opportunities, lab experiences and significant research opportunities

due to this renovated space. We will be able to help students make substantial career advancement with opportunities to present and publish their research. Also supported by these proposed renovations is the growth of our Biomedical sciences research with students in our Biochemistry, Biology, Biomedical Sciences, and School of Medicine programs. We are hiring faculty in these highly fundable areas, with a focus on cardiovascular and neurological diseases. We have a special concentration in Alzheimer's, Parkinson's, and neuronal regeneration. These initiatives can share equipment and are areas of growth in the research industry. The access to training in animal studies, available in our adjacent biomedical research support facility, will give our students a competitive advantage in the job market. Lack of personnel to perform these types of studies is a substantial bottleneck in the biotech and pharmaceutical fields. This renovation of a critical science building will allow us to accommodate expansion of successful research areas and academic programs.

The renovation of existing classroom and laboratory spaces will create flexible, movable, interactive and engaged spaces. In engaged classrooms, students learn to collaborate in teams, to think critically, and to solve problems at the same time they are learning course content. This type of learning also increases student engagement, course success, enhanced retention and ultimately increased graduation rates. The data suggests that this is especially true for students from underrepresented minority groups. To recruit, retain and improve the graduation rates of these students we need to offer these interactive and engaged classrooms. We will be able to offer more courses and lab sections with this renovation, allowing more students to enroll and will also allow students that are working while attending school more options to attend classes. Most of our student population works at least part-time while attending school. Flexibility in course offerings is critical for students to be successful in completing their degree requirements.

The 2030 Oakland University Strategic Plan has three areas that will be supported in this renovation: student success, discovery (research), and sustainability. Student success indicators include retention and persistence, graduation, and successful career placement. The renovation of the Hannah Hall will help the university achieve its goals of increasing our retention and graduation rates and of being an accessible and welcoming campus. This facility will become a space where students and faculty can join together to provide a culture of belonging in the STEM fields. Research shows that a sense of belonging is integral for student success, especially for first-generation students and students from disadvantaged backgrounds (educationally and socioeconomically). The improved research space is critical to advance cutting-edge research programs that support graduate and undergraduate student training and career development. The building improvements will improve energy efficiency and contribute to OU's sustainability goals.

3. Is the requested project focused on a single, stand-alone facility?

The capital outlay project is focused on the renovation of the single, original facility. The Hannah Hall of Science original facility was built in 1961 and was recently renamed Hannah Hall. The renovation is absolutely necessary to modernize classrooms, teaching laboratories and research spaces for the curriculum needs.

Hannah Hall is reliant upon the main campus utility loop of the High Temperature Hot Water system, potable water main, natural gas, and electrical loop. Hannah Hall is serviced by the chilled water system tie-in with a dedicated chiller. The air handling system serves the interior spaces and the interconnected pedestrian corridors between Dodge Hall and Hannah Hall. This project is focused on resolving deferred maintenance needs and necessary upgrades.

The original building features a building envelope where the main facade consists of a narrow band of horizontal windows per floor infilled with masonry, with a concrete base. The scope of the renovation project would be to embed Hannah Hall with state-of-the-art technologies and infrastructure, more efficient fixtures and systems, a modern learning environment, finishes that enhance the learning spaces, and increased accessibility to the entire complex.

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

Hannah Hall was constructed in the 1960s and was the original location for science classrooms and laboratories to serve the then small campus of Oakland University. As the campus grew and diversified, classrooms were updated to accommodate the growth. This building has served the campus well over the years but needs more extensive work beyond a typical classroom and laboratory upgrade. Furthermore, to meet the needs of today's higher education standards, we must upgrade the building envelope and infrastructure systems, as well as optimize existing spaces for instructional and support use.

Initially, the projected cost for the construction of a new building was carefully considered. Based on current state and institutional fiscal constraints, it was determined that a new construction standalone project was not a viable alternative. Renovation of an existing academic science facility is a more cost-effective solution and more environmentally friendly. The renovation work will include installation of an adequately-zoned, energy-efficient heating and cooling system in a space that currently has a 50-year old system with limited zones. Energy savings, laboratory safety, and occupant comfort will be gained with the installation of high-performance systems throughout. This is critical as many newer scientific equipment pieces like -80 degree Celsius freezers, and confocal microscopes require specific temperature regulation to function properly and safely.

Utilizing existing square footage by upgrading and repurposing a building is critical to the growth of the campus and demonstrates Oakland University's commitment to efficient operations and sustainability. We believe, when possible, existing buildings that are structurally sound should be renovated and modernized to accommodate current academic programs. We have followed this same upgrading and repurposing strategy with other recent self-funded projects including Varner Hall, Fitzgerald House Research and Innovation Center, Oakland West Campus, and Anibal House renovations.

Oakland University is committed to having a sustainable campus environment. Resource management goals include the efficient use of existing spaces. The proposed project will enhance student learning and provide properly configured areas for academic and research pursuits without expanding the facility's footprint. The proposed renovations will make these buildings more accessible and energy efficient.

5. Does the project address or mitigate any current health/safety deficiencies relative to existing facilities?

Yes, a primary focus of this capital outlay project is to address all life/safety issues identified in the latest facility assessment including removal of asbestos-containing materials, improved ventilation for health, updated fire suppression, ADA compliance, updated exit and emergency lighting, etc. For example, we cannot add any chemical fume hoods or ventilated storage cabinets for volatile chemicals because the current infrastructure will not support it. The current electrical system will not allow any additional connections to the backup generator to protect samples in -20 and -80 degree Celsius freezers. These are now standard in all labs and power outages are catastrophic to research. Although Oakland University funds over \$2 million annually to address infrastructure replacement and upgrading, this is not adequate with aging building systems and state-of-the-art laboratory requirements. In 2019-2020 we renovated 6,359 square feet of space in this building on the first and third floors. This updated some of the instructional space and created the gross human anatomy laboratories for the medical school. The proposed project will address deferred maintenance including updates of grandfathered deficiencies that are still in use. This project will reduce the risk of failures for the existing components related to these systems and improve research and instructional capacity of Hannah Hall.

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?

The Campus Plan 2035 (<https://www.oakland.edu/campus-master-plan/>), updated in 2025 with the assistance of ARCADIS, and included a thorough study of classroom and learning laboratory usage. Hannah Hall was rated Low on the quality of current

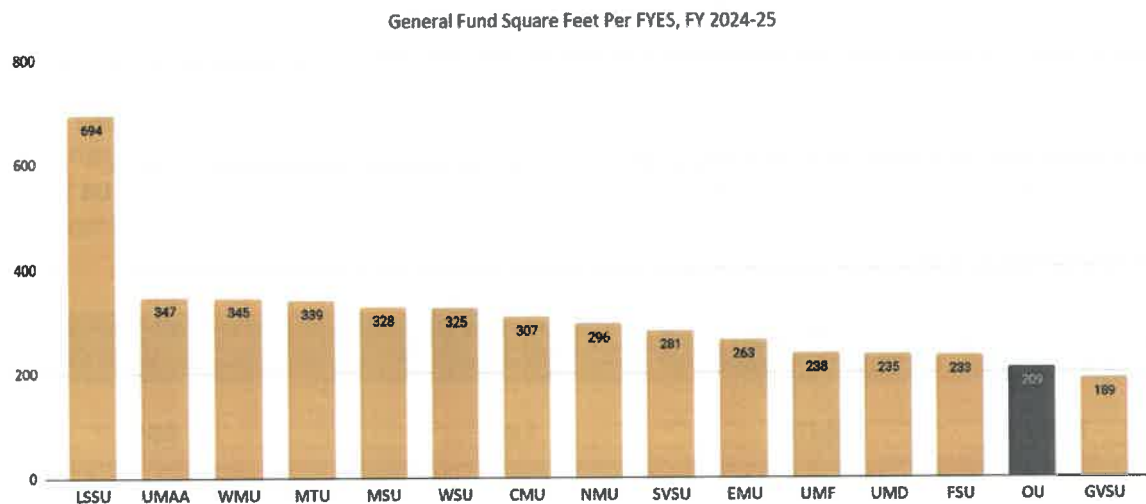
instructional spaces. Currently, one in four courses at OU is currently being offered in a hybrid format. The existing rooms do not provide for seamless delivery of a course in this format. The Campus Plan 2035 noted that we exceed the peer benchmarks for utilization of our teaching laboratories. However, with renovations we could improve utilization and the student learning experience. For example, the 3rd floor of Hannah Hall (south wing) houses the organic chemistry teaching laboratories, several offices, a small classroom, and the organic chemistry stockroom. Due to the formatting of this space it is underutilized, with much of that being due to the essentially original HH344 teaching laboratory. As part of this capital outlay HH330, HH340, and HH344 (the organic chemistry teaching laboratories) will be modernized to allow for current chemistry to be employed in a safe and student-focused manner. This space (all three rooms combined) will require two additional 8-foot fume hoods, projector, countertops, and student storage. This modern design would allow for shared instrumentation to be in the central room (HH 340) and two sections of 20 students to run simultaneously (currently we are able to run a single section of 33 students). The east side of the 3rd floor hallway (opposing the organic teaching laboratories) will be reformatted into a shared instrumentation suite, a mid-sized classroom (currently holds 16 students, modified could support classes of 30). With these proposed changes we could better utilize the spaces and deliver an improved student experience.

The following chart compares the area per student for General Fund buildings at all state universities (source HEIDI data). At 209 square feet per First Year Equated Student (FYES), Oakland University ranks second lowest in the State of Michigan. We strive to maximally utilize our spaces and this proposed renovation will enable us to better utilize our existing spaces while providing a high quality learning environment for our students to learn and innovate in.

Figure 2A Fund Square Feet Per Student in Michigan, FY 2023-24

University	Square Feet (24-25)	FYES (24-25)	Square Footage per FYES
LSSU	856,478	1,235	694
UMAA	18,751,267	53,988	347
WMU	5,016,706	14,554	345
MTU	2,361,891	6,960	339
MSU	16,431,837	50,163	328
WSU	7,087,022	21,784	325
CMU	3,972,628	12,931	307
NMU	1,961,572	6,623	296

SVSU	1,706,977	6,082	281
EMU	2,832,467	10,755	263
UMF	1,477,668	6,205	238
UMD	1,605,183	6,824	235
FSU	1,957,450	8,402	233
OU	2,994,721	14,302	209
GVSU	3,829,817	20,307	189



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

The integration of sustainable design principles to enhance the efficiency and operation of this building include saving energy and conserving resources, potable water use reduction, indoor environment, usage of recycled material, reduction of carbon footprint, and green environment, waste reduction and recycling are the primary objectives for all the construction projects of the University. LEED® Green Building principles (Leadership in Energy and Environmental Design) will be adhered to throughout the design and construction process as well as in post occupancy operation of the facility. Construction specifications will include reduction, reuse, and recycling of construction

and packaging materials. As evidence of Oakland University's commitment to sustainable design principles, consider the following history of sustainable initiatives:

- **Human Health Building (HHB):** Our first LEED certified Platinum building, as well as the first LEED certified Platinum building located on a university campus in the State of Michigan. The HHB includes a highly efficient geothermal system, funded via a federal grant that provides heating and cooling for the building. The project was partially funded by the state through a Capital Outlay.
- **The Engineering Center:** Our first LEED certified Gold building, and another state Capital Outlay funded project, implemented sustainable design principles and an innovative Trigeneration system to save and produce energy via two micro-turbines housed inside the building.
- **Oak View Residence Hall:** Our second LEED certified Gold building and the first LEED residence hall, implemented sustainable design principles and energy reduction strategies, and resulted in a sustainable campus living environment for our students.
- **Hillcrest Hall:** The latest residence hall is also LEED certified Gold.
- **South Foundation Hall:** Oakland University's most recent State Building Authority-funded capital projects, featuring LEED certification for sustainable design
- **Energy Performance Contracts:** Oakland University completed various projects under the agreement of "Guaranteed Minimum Savings" in the last several years, including optimization of three chilled water plants and replacement of lighting for energy savings in various buildings.
- **Sustainable Best Practices:** Oakland University implemented sustainable best practices in the daily operation and maintenance including green cleaning as well as landscaping.
- **Replacement of older building equipment and systems,** some dating from the 1950s. Upgrades include high-efficiency HVAC, lighting and plumbing systems and 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 building envelopes** to minimize energy use and take advantage of passive energy reduction strategies.
- **Exploit energy savings** from the installed co-generation system at the central heating plant. The co-generation system is currently saving the University more than \$2.2 million annually and is generating 66% of the University's electrical needs.

The above actions and commitments demonstrate Oakland University's philosophy to adhere to sustainable design principles. Oakland will continue its sustainable design commitment for the proposed Hannah Hall project. We will transform an energy inefficient Hannah Hall into an energy efficient building meeting at least LEED Silver standards. These include an efficient HVAC system, LED light fixtures, improved indoor air quality, low Volatile Organic Chemicals (VOC) paint and finishes, recycled content in flooring materials and other interior finishes, integration of natural day lighting, high efficiency equipment, digital automatic building controls, waste reduction and recycling, low flow plumbing fixtures, etc.

The following is a listing of infrastructure components of the proposed project:

Building Structure/Envelope:

1. Replacement of roof
2. Structural repair
3. Replace sealants
4. Replace compromised building envelope

Interior/Accessibility:

5. Replace ceilings
6. Replace floor panels and tiles
7. Upgrade toilet room accessories

HVAC/Controls/Energy:

8. Replace pneumatic controls with Direct Digital Controls (DDC)
9. Replace enthalpy control for air-side economizer
10. Add interlock Building Management System (BMS) with space thermostats
11. Add CO2 sensors and demand-controlled ventilation
12. Replace supply air diffusers
13. Add control system router
14. Replace outdoor air monitoring station
15. Replace airflow measurement devices
16. Add airflow-measuring stations
17. Provide return air system to classrooms
18. Install new mixing box at each Air Handling Unit (AHU)
19. Replace split system for elevator machine room
20. Replace fume hoods

Piping/Plumbing:

- 21. Replace heating hot water heat exchangers
- 22. Replace High Temperature Hot Water (HTHW) valves
- 23. Convert secondary heating hot water system to variable volume
- 24. Replace radiant ceiling heating system
- 25. Replace hot water recirculating pumps
- 26. Upgrade to low flow fixtures
- 27. Convert to automatic devices
- 28. Replace backflow preventer

Fire/Life Safety/Health:

- 29. New fire sprinkler system
- 30. Update fire alarm system
- 31. Upgrade toilet room ventilation

Electrical/Lighting:

- 32. Replace bus
- 33. Replace distribution power panel
- 34. Replace wiring
- 35. Replace receptacle panels
- 36. Replace lighting panels
- 37. Replace lighting with LED light fixtures
- 38. Replace transformers

Information and Classroom Technology:

- 39. Upgrade information and classroom technology systems

Elevator:

- 40. Full elevator modernization

8. Are matching resources currently available for the project? If yes, what is the source of the match resources? If not, identify the intended source and the estimated timeline for securing said resources.

Yes. Oakland University would issue bonds to provide the required match and build the associated debt service into its general fund budget.

9. If authorized for construction, the state typically provides a maximum of 75% of the total cost for university projects. Does the institution intend to commit additional resources?

Oakland University is committed to providing the 25% required match, \$10 million, to the total estimated project cost of \$40 million. A complete renovation and rehabilitation of Hannah Hall can be achieved within this total project cost.

10. Will the completed project increase operating costs to the institution? If yes, 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.

No. The Hannah Hall Project is **expected to reduce operating costs of the existing spaces** due to significant infrastructure improvements and energy efficient upgrades. Based on collected and projected data, the utility costs for the current square feet will lower from \$3.53 per square foot to \$2.59 per square foot (see chart below) for Hannah Hall. Meanwhile, upgrades to the existing mechanical systems will resolve deferred maintenance concerns for equipment nearly 50 years old.

Hannah Hall - 89,418 SF					
Annual Operating Cost Savings					
Utility	Current \$ per SF	Current Total Cost	Future \$ per SF	Future Total Cost	Estimated Savings
Electric	\$1.99	\$177,954	\$1.49	\$133,466	\$44,489
HTHW	\$1.12	\$100,127	\$0.78	\$70,089	\$30,038
Water	\$0.42	\$37,556	\$0.32	\$28,167	\$9,389
Total	\$3.53	\$315,637	\$2.59	\$231,7210	\$83,916

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

None. This project would not cause a tuition increase. The intention would be to build the debt service on the matching bonds into the general fund budget to be offset by cost containment measures.

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

The consequences related to not providing state support for the Hannah Hall Renovation Project will result in a diminished offering of high demand degrees which prepare educated professionals for the workforce in the State of Michigan. Our ability to train and educate students will be greatly challenged if we are unable to complete this project. The current laboratory conditions are providing an environment that is less than what prospective students have experienced at their local high schools, resulting in Oakland University being much less competitive in recruiting and retaining students.

A goal of the Oakland University strategic plan is to foster student success through a robust teaching and learning environment and comprehensive student services. To achieve this goal, we have established aggressive targets for student retention and graduation. By providing the proper learning environments, we will enhance learning and, ultimately, student success. We have been doing this on a classroom by classroom basis throughout campus, but Hannah Hall is in need of comprehensive system upgrades and modernizations.

The lack of state funding will require Oakland University to continue to use the limited deferred maintenance funding to address the current maintenance issues. Currently, there is a deferred maintenance backlog campus wide of over 299 million. It is anticipated that the work will need to be conducted in smaller increments over a ten-year period. This project will assist in avoiding an increased possibility of costly emergency repairs and increased operating costs.

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

Oakland University utilizes our Campus Master Plan 2035 to address changing academic programs, increasing on-campus residents, identifying teaching, learning and research needs and determining how the only public four-year university in Oakland County would respond to those needs. The master plan evaluated ideal building locations and prioritized projects to meet critical needs. One of the top priorities listed was to improve academic space on campus and to provide relevant 21st century active learning environments.

A new classroom, laboratory and research facility was considered and was rejected due to high construction costs and incremental utility costs. It was estimated that a new science building would cost at least \$900 per square foot at a total cost of at least \$80 million, which is cost prohibitive.

This proposed renovation project is preferable for multiple reasons – building condition and classroom and laboratory space being the two most important. Hannah Hall is the original science facility and the primary instructional and research area that was designed for a different era and different academic needs. While improving academic program and research spaces, this project resolves much-needed building system upgrades and deferred maintenance. Regardless of any approach the University selects to meet academic space needs, the mission-critical Hannah Hall will need renovation to remain functional for STEM curriculum and research needs.

In addition, Hannah Hall is centrally located near the library, student union and admission office buildings, with vehicle parking and easy access for students, faculty and visitors. The Campus Plan 2035 proposes to recast this part of campus as a more pedestrian-friendly, community-focused space, increasing the importance of Hannah Hall for both academics and community engagement.