

F3B

Office of the President

TO MEMBERS OF THE FINANCE AND CAPITAL STRATEGIES COMMITTEE:

ACTION ITEM – CONSENT

For Meeting of November 15, 2017

APPROVAL OF PRELIMINARY PLANS FUNDING, TEACHING AND LEARNING COMPLEX, DAVIS CAMPUS

EXECUTIVE SUMMARY

The Davis campus is requesting preliminary plans funding to study the Teaching and Learning Complex project, which would develop a new facility on the central campus for general assignment classrooms. The project would redevelop a site along Hutchison Drive currently occupied by Surge IV, a collection of single-story modular structures installed in 1972. The project would provide approximately 55,000 to 65,000 gross square feet (gsf) of modern, efficient classroom space and add approximately 2,000 instructional seats. Classroom configurations and related amenities, such as study space, would incorporate design elements to accommodate emerging pedagogy. In conjunction with other campus projects in progress, this project is expected to address the campus demand for classroom space through 2030.

Classroom capacity is currently a factor limiting student access to courses necessary to support their timely progress toward graduation. Current classrooms are oversubscribed and campus plans to upgrade existing classrooms to meet accessibility requirements will result in a reduction of the number of seats available. For these reasons, along with University plans to increase enrollment, additional classroom space is a priority.

The proposed project is part of the *2018-19 Budget for State Capital Improvements* being presented concurrently to the Regents for action at this meeting, and the project was submitted to the Legislature and State Department of Finance on August 28, 2017. The project would be funded by external financing supported by State General Funds in combination with external financing supported by general revenues of the Davis campus.

The campus presented an overview of the Teaching and Learning Complex project in a discussion item to the Finance and Capital Strategies Committee at its September 13, 2017 meeting. In that presentation, the campus shared its intent to study the potential for developing a new facility where Surge IV is currently located. The requested preliminary plans funding would allow the campus to further assess the viability of the project and confirm the scope and budget, prepare a bid package for a design-build competition, complete site surveys and testing, and

prepare California Environmental Quality Act (CEQA) documentation prior to submitting the project to the Regents for full budget approval.

RECOMMENDATION

The President of the University recommends that the Finance and Capital Strategies Committee recommend to the Regents that the 2017-18 Budget for Capital Improvements and the Capital Improvement Program be amended to include the following project:

Davis: Teaching and Learning Complex – preliminary plans – \$3.4 million to be funded from campus funds

BACKGROUND

The Davis campus has grown rapidly over the last decade and expects a continued period of growth. Though the campus has pursued an aggressive capital program over this time period, development of instructional space has not kept pace with demand, and without adding classroom space the campus will not be able to close the gap between classroom needs and available seats or accommodate planned growth. As of fall 2016, the campus had added 675 more California resident students than the total number of California residents originally planned through 2020-21. The accelerated enrollment growth of fall 2016 resulted in greater-than-anticipated near-term space and facility challenges for the campus. Insufficient classroom capacity is limiting student access to courses that are necessary to support timely progress toward graduation. The campus now faces a critical shortage of classrooms and student support spaces.

The campus has several projects underway to address this constraint. The California Hall project, a 600-seat lecture hall, anticipated for completion in 2018, will address the need for a large classroom. Two separate projects will provide renovations in Cruess and Walker Halls to deliver approximately 600 additional seats in five new classrooms. The campus has also identified limited opportunities to deliver new general assignment classrooms within existing facilities including Jackson Hall at the Mondavi Center, the Welcome Center, Wright Hall, Gallagher Hall, and the Music Building. However, these facilities were designed as performance and event spaces, or departmental classrooms. They have limited availability, acoustic and configuration challenges, and do not adequately address critical needs for small and medium-sized classrooms to support modern pedagogy but can fill in on a temporary basis. Further compounding the classroom capacity constraints on campus is the need to take 555 seats at Haring Hall out of use due to seismic/life safety concerns.

PROJECT DRIVERS

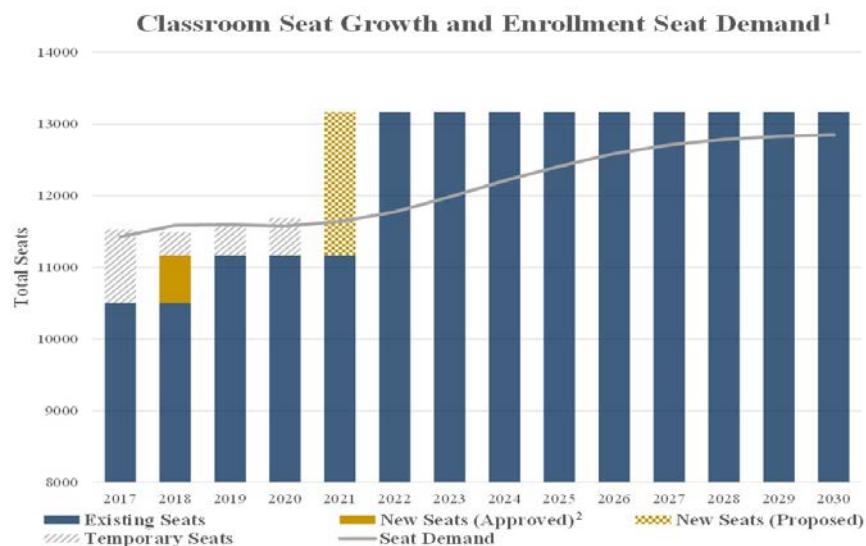
Need for General Assignment Classrooms

The California Postsecondary Education Commission (CPEC) has established standards for classroom utilization as a measure of productive classroom use. Utilization is calculated based on available classroom stations, number of students taught, and hours per week of active instruction. A utilization rate in excess of 100 percent represents an impact on resources that can negatively

affect quality of instruction. Using CPEC guidelines, nearly all classrooms at Davis, with the exception of classrooms with under 15 seats, are near or exceed 100 percent utilization. A classroom seat is considered 100 percent occupied at the level of 35 hours per week. The Teaching and Learning Complex would provide additional capacity across room sizes of approximately 16 to 200 seats.

As demonstrated in Figure 1 below, additional classroom seats are necessary for the campus to keep pace with the instructional demands associated with growth. The graph illustrates the campus's plan to provide instructional space in the coming years. There will continue to be a shortage of classroom seats over the next three years, which the campus will bridge using interim strategies such as utilizing departmental classrooms and event space for instruction. In addition to the classrooms already in the campus development pipeline, approximately 2,000 seats are needed to accommodate growth anticipated through 2030.

Figure 1



Alternatives Considered

The campus evaluated a number of alternatives to identify a path toward meeting space needs for instruction. These included pursuing non-capital solutions; pursuing off-campus space; developing a new on-campus facility; and renovating an existing campus facility. Attachment 2 provides a summary of the findings of this analysis.

In March 2017, the Regents were presented with a discussion item on a proposed Haring Hall renewal project that would have addressed the campus need for additional classroom seats and

¹Campus classroom seat standard: 0.4 seats/student; Growth based on undergraduate enrollment projections

²New Permanent Seats:

2018: Large Lecture Hall (600); Walker Hall (367); Cruess Hall (250); Haring Hall offline (-555)

2021: Teaching and Learning Complex (2,000)

upgraded that facility. The campus had also planned to include that project in the *2018-19 Budget for State Capital Improvements*. Based on feedback from the Regents, the campus is continuing to study options for the reuse or redevelopment of Haring Hall and will not currently propose it for State-supported funding; however, the immediate need for classroom seats persists. The proposed Teaching and Learning Complex will fill the classroom seat gap and is being requested for approval of State-supported funding in the upcoming fiscal year.

Project Description

The proposed project site is located in the heart of the core campus on Hutchison Drive near the Silo food service complex and is adjacent to several academic buildings as shown in Attachment 2. The Teaching and Learning Complex will include the following:

- New building of approximately 55,000 to 65,000 gross square feet (gsf) providing approximately 2,000 seats, envisioned to be a combination of lecture and interactive learning configurations. Classroom sizes would be determined as the program is refined in consideration of utilization factors and instructional pedagogies.
- Lobby, restroom, and other ancillary spaces to serve the classrooms. Study spaces to serve the students will be included.
- Landscaping and bicycle parking consistent with neighborhood development and the Davis campus Physical Design Framework.

The project would require demolishing the existing Surge IV facility, which is a series of modular structures, totaling 30,765 gsf and installed in 1972. Surge IV is deteriorating and is an inefficient use of a core campus site. The majority of this facility was vacated with the School of Veterinary Medicine Dean's office relocation to the Veterinary Medicine and Student Services facility. The remaining small academic or support units in the Surge IV structures are scheduled for relocation by early 2018.

Approval Request and Schedule

The requested preliminary plans funding would allow the campus to further assess the viability of the project and confirm the development of the Teaching and Learning Complex to construct approximately 2,000 general assignment classroom seats. The Davis campus is considering a design-build delivery method for the Teaching and Learning Complex. The funding would allow the campus to refine and confirm the scope and budget, prepare a bid package for a design-build competition, complete site surveys and testing, and prepare environmental documentation.

A request for budget approval would be brought to the Regents in 2018. Following appropriate design approval pursuant to the California Environmental Quality Act, construction completion is anticipated by the end of 2020.

KEY TO ACRONYMS

ASF	Assignable-Square-Foot
CPEC	California Postsecondary Education Commission
GSF	Gross-Square-Foot

ATTACHMENTS

Attachment 1: Preliminary Plans Budget

Attachment 2: Alternatives Considered

Attachment 3: Proposed Site

ATTACHMENT 1

PRELIMINARY PLANS BUDGET

CATEGORY	AMOUNT	PERCENTAGE
A/E Fees ⁽¹⁾	\$2,325,000	68%
Campus Project Management ⁽²⁾	184,000	5%
Surveys, Test, and Plans ⁽³⁾	91,000	3%
Special Items ⁽⁴⁾	800,000	24%
TOTAL PRELIMINARY PLANS BUDGET	\$3,400,000	100%

- (1) A/E Fees include executive architect and other design professional consulting costs for preparing bridging documents for the design-build bidding, and to the design-build team for phase I – design development.
- (2) Campus Project Management includes project management, planning, engineering and design review, and contracts administration.
- (3) Surveys, Tests, and Plans include geotechnical, utility and site surveying and expenses for production of plans and bidding.
- (4) Special Items include structural, design and cost peer reviews by consultants, environmental surveys and documentation, specialty consultants, and agency fees.

ALTERNATIVES CONSIDERED

The campus evaluated a number of alternatives to identify a path toward meeting space needs for instruction. These included the following:

1. Pursuing non-capital solutions
2. Pursuing off-campus space
3. Developing a new on-campus facility
4. Renovating an existing campus facility

1. Pursuing non-capital solutions

The campus has already employed a number of strategies in order to maximize use of existing classrooms, including early morning and evening instruction and using non-general assignment space for instruction (e.g., performance venues and department-controlled seminar rooms). These strategies have helped manage near-term demand; however, the campus is not able to identify enough additional opportunities to provide adequate capacity to meet campus needs as enrollment increases.

2. Pursuing off-campus space

Typically, in evaluating options to meet additional space needs, the campus considers potential opportunities to deliver the space more quickly or cost-effectively by locating certain functions outside of the main UC Davis campus. Instructional space is core to the campus mission and needs to be located in close proximity to other instructional facilities to allow for easy access for students living on campus, students living proximate to campus, and students relying on bicycles or public transportation. Any new instructional facilities need to be within ten minutes of existing facilities to ensure that students are able to travel between classes during the allocated class change time. For these reasons, it is ideal that new classrooms be located on the core campus.

3. Developing a new on-campus facility

Additional classroom and office space could be effectively delivered in a new building. A new building provides the maximum flexibility for designing a space specifically to suit the campus' needs and the intended uses of the building. A new facility with classrooms must be located on the core UC Davis campus, in close proximity to other classroom buildings and transportation hubs. The site selected must also consider the desired size of the development, which would need to be at least 55,000 gross square feet to accommodate the desired program, and be of a right scale and density for the area of campus. There are "infill" type sites on the campus that could accommodate this development.

The proposed Surge IV site provides such an opportunity. The development of the Teaching and Learning Complex on this site enables the demolition of modular structures that are deteriorating and do not efficiently use the site. Constructing the proposed project on this site revitalizes a student-centric area on the core campus, located close to transportation. The proposed project delivers the anticipated number of seats to satisfy the demand through 2030 and would provide

the design flexibility to accommodate varied sizes and instructional configurations of classrooms.

4. Renovate an existing campus facility

The campus has evaluated core campus buildings to assess their current utilization and the maximum occupancy they could support both with and without renovations, as well as to assess the condition of these buildings. Through this process, Haring Hall was identified as one of the opportunities to be renovated to accommodate campus growth needs for non-laboratory space, specifically faculty offices and classrooms. Although a feasibility study of Haring Hall determined that renovation work on the building would cost approximately 80 percent or less than the cost of demolition and construction of a facility of equal size and use, it was determined that Haring Hall did not provide the desired density on a site of its size. The configuration of the central wing, envisioned to hold classrooms, limited the design flexibility.

Other buildings that might accommodate this need have similar building system issues and deficiencies with comparable estimated costs to correct, but are not centrally located on campus. These buildings are currently occupied and would require multiple space moves to prepare the space to be renovated for the proposed uses. These buildings also would require future renewal, and many satisfy other programmatic and adjacency needs. For these reasons, the campus has concluded these buildings should be considered for renovations that maintain their primary functions as research laboratory and teaching spaces.

PROPOSED SITE

