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Office of the President

TO MEMBERS OF THE COMMITTEE ON GROUNDS AND BUILDINGS:

ACTION ITEM

For Meeting of September 11, 2012

APPROVAL OF PRELIMINARY PLANS FUNDING, TEACHING AND LEARNING CENTER FOR HEALTH SCIENCES, LOS ANGELES CAMPUS

EXECUTIVE SUMMARY

The proposed Teaching and Learning Center project would entail construction of a 120,000 gross square feet (gsf) medical education building to accommodate the academic teaching and learning programs of the David Geffen School of Medicine. It is anticipated that the building would be located on an undeveloped site at the southeastern border of the Health Sciences zone, at the intersection of Le Conte Avenue and Tiverton Drive.

The proposed building would enable the David Geffen School of Medicine to realize synergies between its educational programs that are currently scattered in obsolete facilities throughout the vast Center for the Health Sciences (CHS) complex and other campus locations. A new building with modern learning facilities would provide the School with an identifiable presence on campus, enhance its ability to recruit students, faculty, and professional staff, and provide a world-class educational environment that will benefit future generations of students in the medical and health sciences at UCLA. Total project cost, including site improvements and underground utilities, is currently estimated to be $120 million to be funded from gift funds.

The Regents are being asked to approve preliminary plans funding in the amount of $3,960,000 to be funded by gift funds.

RECOMMENDATION

The President recommends that the Committee on Grounds and Buildings recommend to the Regents that the 2012-2013 Budget for Capital Improvements be amended to include the following project:

> Los Angeles: Teaching and Learning Center for Health Sciences - Preliminary Plans - $3,960,000 to be funded from gift funds.

BACKGROUND

A new medical education building is needed to provide the David Geffen School of Medicine with modern instructional space that cannot be accommodated within existing facilities; to provide needed study and student amenity space, as well as common space to support interaction and collaboration; and to house administrative functions that directly serve students from a central location.

The David Geffen School of Medicine is internationally recognized as a leader in medical education, research, and patient care. It currently has more than 2,000 full-time faculty members, 1,300 residents, more than 750 medical students, and almost 400 Ph.D. candidates. The medical education program prepares its graduates for distinguished careers in clinical practice, teaching, and public service through a multidisciplinary and collaborative approach to problem solving. The School was named following the announcement of a $200 million unrestricted endowment from David Geffen in 2002.

Project Drivers

Medical education programs currently utilize a total of 121,387 assignable square feet (asf) that is split between 108,644 asf in the Center for the Health Sciences (CHS) and 12,743 asf in other campus buildings. The space in the CHS is scattered between eleven structures on a dozen floors and includes classrooms, teaching laboratories, computer and training laboratories, student support facilities, and administrative offices. The other campus buildings house additional classroom, training, and administrative space that cannot be accommodated in the CHS.

The CHS is a 2.4 million gsf complex, built in phases beginning in 1951, that was originally designed to house hospital, research laboratories, and student educational functions in a series of interconnected structures. The teaching spaces were designed when medical education consisted primarily of lectures and laboratory instruction in gross anatomy, as well as other laboratory work involving animals, biology, and bio-chemicals. Since then, new pedagogy incorporated into the curriculum has changed the physical and technological requirements for instructional space, and resulted in the need for more classrooms and fewer class labs. Classrooms that are equipped with audio visual, video-conferencing and information technology are now needed in a range of sizes and configurations to promote group discussion, collaboration, and problem solving. While some existing spaces have been upgraded over the past few years, their physical limitations make them inadequate for contemporary teaching and learning activities.

Project Description

The proposed Teaching and Learning Center project would entail construction of a 68,500 asf (120,000 gsf) medical education building to accommodate the academic teaching and learning programs of the David Geffen School of Medicine. It is anticipated that the building would be located on an undeveloped site at the southeastern border of the Health Sciences zone, at the intersection of Le Conte Avenue and Tiverton Drive.

The building would be designed to meet the needs of the first two years of instruction-based medical education, provide collaborative and services support to third and fourth year students engaged in clinical training in UCLA-affiliated hospitals and clinics, serve continuing education programs, and satisfy contemporary accreditation standards for medical education facilities. Classes currently consist of approximately 187 students each. Instructional space would be sized to accommodate classes of up to 200 to allow for potential enrollment increases during the coming decades.

The building would include new classrooms, teaching laboratories, a clinical skills center, study and amenity space for students, common areas for collaboration and interaction, and administrative offices. Both formal and informal learning spaces would provide students with a variety of environments for collaborative interactions and hands-on experience. The new facilities would enhance the ability of the School to recruit and retain high caliber students, faculty, and professional staff.

State-of-the-art audio visual and information technology would connect students with grand rounds, surgical procedures, and conferences taking place off-site in partner hospitals, clinics, and other educational facilities. The technology would allow access to patient videos and imaging results to use as teaching tools for case discussions, and provide opportunities for mentoring and consultation from campus faculty to students working in clinical settings. The technology would improve overall teaching and learning capabilities in the medical school.

Project space components are described below.

Classrooms: A range of large and small instructional rooms would be provided. They would include a tiered lecture hall for 220 persons; a flat floor multi-purpose room for 200 at tables and up to 400 in auditorium-style seating; two case study rooms for 70 students each in a stepped-horseshoe layout; twenty-five multi-use classrooms for ten students each for problem-based learning activities that include standardized examination techniques; and three seminar rooms for 32 students each for small group teaching.

Teaching Labs: Two teaching labs for 72 students each would promote active engagement with course material and instructors. Flexible furnishings would allow the rooms to be used for lectures as well as small group activities.

Clinical Skills Center: A dedicated suite would be provided for the teaching and assessment of clinical skills using standardized patients. The suite would be designed to simulate conditions in a real outpatient clinic with examination rooms and separate circulation for students and standardized patients. It would also include a monitoring area with a master control station, briefing/debriefing rooms, staff offices, and related support.

Student Study and Amenities Space: Informal learning space for individual and collaborative study would be distributed throughout the building. These would include lounge, counter, and table seating areas. A student lounge, an office suite for student organizations, student lockers, and a wellness suite would be provided to support student academic life.

Administrative Offices: Space would be provided for the Office of the Dean, the Office of Medical Education, and a portion of Student Affairs that interacts directly with students.

Common and Support Space: This space would include a central lobby, exhibit area, and café. The lobby would serve as a hub that connects the classrooms with the informal learning spaces, and provides a centralized space for larger gatherings. Building support would include space for maintenance, security, mail, custodial, audio/visual support services, and loading dock.

Proposed Site

The proposed location – the only undeveloped land in the Health Sciences zone – is immediately adjacent to other School of Medicine education and research programs in the CHS complex. It is bounded by Tiverton Drive and the Botanical Garden to the east, Le Conte Avenue to the South, the CHS Parking Structure to the West, and the Marion Davies building and CHS Parking E to the north. The site currently consists of roadways and an unused parking kiosk that were designed for a higher volume of traffic than currently exists now that the hospital is no longer in the CHS. Under this project, these roadways would be reconfigured to accommodate the proposed use and provide appropriate vehicular access to the parking structures in the CHS.

Approval Request

The requested preliminary plans ("P") funding of $3,960,000 would enable the campus to confirm and refine the scope of work and budget, complete schematic design and design development, and continue fund raising prior to submitting the project for full budget and stand-by/interim financing approval from the Regents. The funding would support site surveys, specialty consultants, and California Environmental Quality Act documentation.

ATTACHMENTS:
Attachment 1: Preliminary Plans Budget
Attachment 2: Policy Compliance
Attachment 3: Alternatives Considered
Attachment 4: Delivery Model

ATTACHMENT 1

PRELIMINARY PLANS BUDGET

Category	Amount
A/E Fees [1]	$2,214,000
Campus Administration [2]	272,000
Surveys, Tests, Plans [3]	363,000
Special Items [4]	1,111,000
Total Preliminary Plans Budget	**$ 3,960,000**

[1] Executive architect fees for schematic design and design development.
[2] Campus project manager, planning, engineering and design review, and contracts administration.
[3] Includes soil borings, site surveys, and design phase testing.
[4] Includes CEQA documentation, peer reviews, specialty consultants, and agency fees.

ATTACHMENT 2

POLICY COMPLIANCE

Capital Financial Plan. The *2011-21 Capital Financial Plan* for the Los Angeles campus includes the State-funded Medical Education and Biomedical Library Seismic Replacement Building project that was to be funded by potential Health Sciences Expansion bonds. The current proposal provides modern instructional facilities for medical education. The needs of the biomedical library will be addressed separately.

Environmental Analysis. Pursuant to the California Environmental Quality Act (CEQA) and the University Procedures for implementation of CEQA, appropriate CEQA review will be completed prior to consideration by the Regents or its delegate of authorization to proceed with the project.

Sustainable Practices. This project will comply with the *University of California Policy on Sustainable Practices*. As required by this policy, the project will adopt the principles of energy efficiency and sustainability to the fullest extent possible, consistent with budgetary constraints and regulatory and programmatic requirements, and achieve a minimum USGBC LEED™ Gold – New Construction certified rating. Specific information regarding energy efficiency and sustainability will be provided when the project is presented for design approval.

ATTACHMENT 3

ALTERNATIVES CONSIDERED

In November 1998, the campus presented the Academic Health Facilities Reconstruction Plan as an Item for Discussion to the Regents. The plan outlined a series of projects to seismically upgrade or replace portions of the CHS that were damaged during the 1994 Northridge earthquake. The first phase of the plan is now complete, following the completion of the Health Sciences Replacement Buildings 1 and 2 in 2004 and 2007, respectively, and the occupancy of the Westwood Replacement Hospital in 2008. The second phase of the plan addressed seismic safety for the remaining programs occupying seismically deficient space in the CHS that included construction of a replacement medical education building.

Phase 2 projects currently underway include the State-funded seismic renovation of the CHS South Tower for School of Medicine research labs that occupy seismically deficient space in the complex, a campus-funded project to seismically upgrade the School of Public Health, and planning for a series of projects in the accepted 2011-21 *Capital Financial Plan* to seismically upgrade the remainder of the complex, subject to the availability of State funds.

Alternatives Considered

The campus considered three approaches to provide the School of Medicine with modern medical education facilities: 1) a new building; 2) renovation of existing facilities; and 3) a no project alternative.

A new building is the preferred approach because it is the only one that provides needed teaching and learning facilities in a single location; provides the School with technologically and pedagogically current instructional, student amenity, and common space that cannot be accommodated in existing buildings; satisfies contemporary accreditation standards for medical education facilities by providing centralized study, common and support services space; and provides the School with an identifiable presence on campus.

Renovation of existing facilities is not desirable because the needed instructional, student amenity, and common space cannot be accommodated in a single location; existing buildings are not sized or configured for a new tiered auditorium, stepped case study rooms, multi-use classrooms and common space; they cannot satisfy contemporary accreditation standards for medical education facilities; and do not provide the School with an identifiable presence on campus. Additionally, this approach would take longer than a new building because existing building infrastructure would need to be extensively modernized and seismically upgraded first, and building operations maintained during construction.

A no project alternative is not a viable long-term solution. Under this approach, medical education programs would remain scattered in obsolete facilities. While cosmetic improvements and technological upgrades to existing spaces would continue, medical education programs would not have appropriately sized or configured space with the desired adjacencies. This approach would not satisfy accreditation standards for medical education facilities and does not address the need to provide the School with an identifiable presence on campus.

ATTACHMENT 4

DELIVERY MODEL

The campus evaluates alternative delivery models for new capital projects, including their potential as developer-delivered Public Private Partnerships (PPPs). PPPs have the potential to offer savings in both time and money over conventional delivery, but the unique characteristics of each project and prevailing market conditions must be evaluated. The campus will evaluate appropriate delivery models during the preliminary planning phase of this project.