

Office of the President

TO MEMBERS OF THE FINANCE AND CAPITAL STRATEGIES COMMITTEE:

DISCUSSION ITEM

For Meeting of September 13, 2017

TEACHING AND LEARNING COMPLEX, DAVIS CAMPUS

EXECUTIVE SUMMARY

In order to address needs for additional modern classroom space due to surging enrollment, UC Davis is proposing 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* that is being presented to the Regents for discussion at this meeting and was submitted to the Legislature and Department of Finance in early September 2017. The total 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.

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. Without adding classroom space, the campus will not be able to close the gap between classroom needs and available seats or accommodate planned growth.

In March 2013, the campus launched the “2020 Initiative”, an ambitious plan to build on the institution’s excellence and create a more diverse community of scholars. The 2020 Initiative puts the campus on a path toward adding up to 5,000 new undergraduate students by 2020, along with corresponding increases in graduate students, faculty, staff, and facilities. However, current State enrollment priorities have caused faster-than-anticipated growth in the number of California resident students. As of fall 2016, the campus has already added 675 more California resident students than the total number of California residents 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. The campus now faces a critical shortage of classrooms and student support spaces.

Faster-than-anticipated growth in student enrollment has resulted in classroom capacity constraints, limiting student access to courses that are necessary to support students’ timely progress toward graduation. The campus has several projects under way 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 space, or departmental classrooms. They can fill in on a temporary basis but have limited availability, acoustic and configuration challenges, and do not adequately address critical needs for small and medium-sized classrooms to support modern pedagogy. 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.

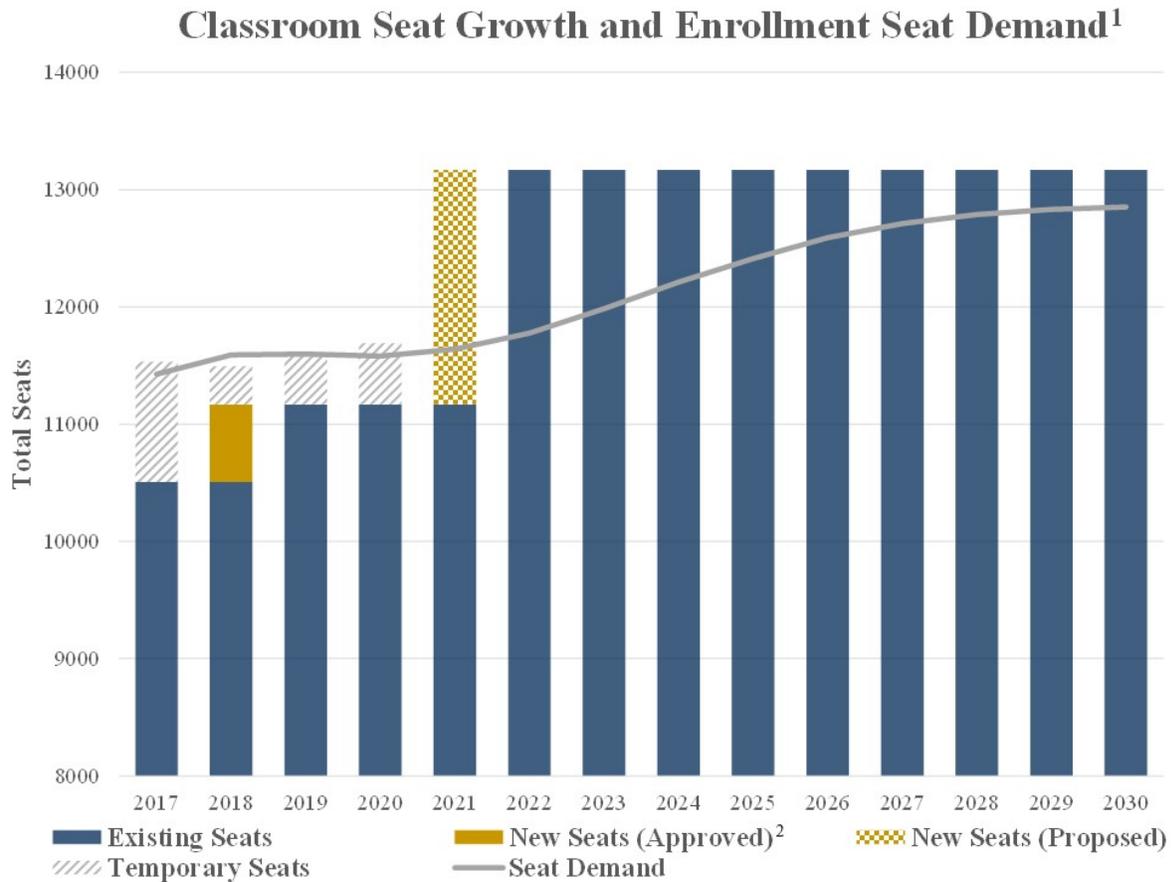
In March 2017, the Regents were presented with a discussion item, *Haring Hall Safety Improvements and Building Renewal Project*, on a proposed Haring Hall renewal project that would have addressed the campus’s need for additional classroom seats and upgraded that facility. The campus had also planned 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 the project 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 one of the projects for which State-supported funding is being sought in the upcoming fiscal year.

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, with the exception of classrooms with under 15 seats, are near or exceed 100 percent utilization. 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



PROJECT DESCRIPTION

The proposed project site is located in the heart of the campus core 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:

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 taken out of use (-555)

2021: Teaching and Learning Complex (2,000)

COMMITTEE

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- New building of approximately 55,000 to 65,000 gross square feet (gsf), providing approximately 2,000 seats, and envisioned as a combination of lecture and interactive learning configurations. Classroom sizes would be determined as the program is refined and utilization factors and instructional pedagogies are considered.
- Lobby, restroom, and other ancillary spaces — including study spaces — to serve the classrooms and students.
- 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.

Delivery Method and Schedule

The Davis campus is considering a design/build delivery method for the Teaching and Learning Complex. Approval of preliminary plans funding would be brought to the Regents in November 2017. 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: Alternatives Considered

Attachment 2: Proposed Site

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 anticipated needs and intended purposes. A new facility with classrooms must be located on the core UC Davis campus, in close proximity to other classroom buildings and transportation hubs. In selecting the site, the campus 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 an

area on the core campus where many students congregate, and that is 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, 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

