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Office of the President

TO MEMBERS OF THE COMMITTEE ON GROUNDS AND BUILDINGS:

ACTION ITEM

For Meeting of March 13, 2013

APPROVAL OF DESIGN FOLLOWING ACTION PURSUANT TO CALIFORNIA ENVIRONMENTAL QUALITY ACT, TEACHING AND LEARNING CENTER FOR HEALTH SCIENCES, LOS ANGELES CAMPUS

EXECUTIVE SUMMARY

The proposed Teaching and Learning Center project is for construction of a 120,000 gross square foot (gsf) facility to accommodate the academic teaching and learning programs of the David Geffen School of Medicine. New construction would include a 110,000 gsf medical education building adjacent to the Center for the Health Sciences (CHS) complex. The building would be located on a site that currently contains vehicle circulation and underground utilities at the southeastern border of the Health Sciences zone, adjacent to the intersection of Le Conte Avenue and Tiverton Drive. The project also would include a 10,000 gsf covered drive to maintain access to parking structures serving the CHS complex.

The separately funded project to extend existing campus utilities (specifically chilled water, steam and power) to the Project site was also analyzed in the Final Initial Study/Mitigated Negative Declaration and would be subject to future budget and design approvals delegated by authority to the UCLA Chancellor**.** If approved, the utilities project is estimated to commence construction in September 2013, with completion in April 2014. Construction of the building is estimated to commence in March 2014, with completion in August 2016. Also, Group 2 and 3 equipment would be provided by a separately funded project.

The Committee on Grounds and Building is being asked to: (1) adopt the tiered Mitigated Negative Declaration under the California Environmental Quality Act; (2) adopt the Mitigation Monitoring and Reporting Program and California Environmental Quality Act Findings; and (3) approve the design for the Teaching and Learning Center for Health Sciences. In January 2013, the Committee on Grounds and Buildings approved the budget at a total project cost of $104.7 million.

RECOMMENDATION

The President recommends that, upon review and consideration of the environmental consequences of the proposed Teaching and Learning Center for Health Sciences project, the Committee on Grounds and Buildings:

1. Adopt the tiered Mitigated Negative Declaration under the California Environmental Quality Act.

2. Adopt the Mitigation Monitoring and Reporting Program and California Environmental Quality Act Findings.

3. Approve the design of the Teaching and Learning Center for Health Sciences project, Los Angeles campus.

BACKGROUND

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.

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, study and student amenity space, common space to support interaction and collaboration, and administrative space to serve students directly from a central location.

Project Drivers

UCLA's medical education programs currently utilize a total of 121,387 assignable square feet (asf) that is split between 108,644 asf in the CHS and 12,743 asf in other campus buildings. The space in CHS is scattered among 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, and are located a ten- to twenty-minute walk from the main CHS instructional space.

The CHS is a 2.4 million gsf complex, built in phases beginning in 1951, that was originally designed to house hospital, research laboratory, 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 altered the physical and technological requirements for instructional space, resulting in the need for more classrooms and fewer class labs. Classrooms equipped with audio-visual, video-conferencing, and information technology are now required in an array of sizes and configurations to promote group discussion, collaboration, and problem solving. While some existing medical education spaces have been upgraded over the past few years, their physical limitations make them inadequate for contemporary teaching and learning activities.

The Liaison Committee on Medical Education, the authority responsible for accreditation of medical education programs in the United States, has challenged medical schools to use contemporary technologies to better prepare medical students for problem solving in clinical settings. In responding to contemporary accreditation requirements, medical schools across the country have re-examined their approach to educating future physicians. Since 2006, more than twenty universities across the nation have built or initiated new medical education facilities that range in size from 100,000 gsf to 180,000 gsf.

Project Description

The proposed Teaching and Learning Center project is for construction of a 120,000 gsf facility to accommodate the academic teaching and learning programs of the David Geffen School of Medicine. New construction would include an 110,000 gsf (69,000 asf) medical education building over a 10,000 gsf enclosed drive. The covered drive is critical to maintain the only entrance for high-profile vehicles (e.g., vans, ambulances, and fire trucks) and their designated parking in the CHS Parking Structure; and it provides access to the subterranean level in Parking Structure E that also houses the emergency generator for the CHS complex. Without the covered drive, access to these spaces would be permanently lost due to the location of the building. The building would be located on a site that is currently developed with vehicle circulation and underground utilities at the southeastern border of the Health Sciences zone, adjacent to the intersection of Le Conte Avenue and Tiverton Drive. (See map provided in Project Graphics.)

The building would be designed to meet the needs of the first two years of instruction-based medical education, provide collaborative learning spaces 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 students.

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

State-of-the-art audiovisual 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. (Group 2 and 3 equipment would be provided by a separately funded project.) The technology would allow access to patient videos and imaging results to use as teaching tools for use in case discussions, which provide opportunities for mentoring and consultation from campus faculty to students working in clinical settings, and improve overall teaching and learning capabilities in the medical school.

The proposed project scope of work would include site clearance; relocation and connections to utilities on-site (water, sewer, storm drain, electrical, and telecommunications); construction of a covered, enclosed drive to maintain existing access to CHS parking and Parking Structure E; and construction of the building. Construction of the project is estimated to commence in March 2014, with completion in August 2016.

Classrooms: A range of large and small technology-enabled instructional rooms would be configured and equipped to promote group discussion, collaboration, and problem solving. They would include a tiered lecture hall for 220 persons to accommodate students, guests, and visitors; a flat-floor multi-purpose room seating 200 at tables and up to 400 in auditorium-style seating (to accommodate two years of students in one sitting); two case study rooms for 70 students each in a stepped-horseshoe layout; twenty-five problem-based learning classrooms for ten students each that would 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 provide a centralized space for larger gatherings. Building support would include space for maintenance, security, mail, custodial, audio/visual support services, and loading dock.

Design Elements

Building Site. The proposed project location 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 Parking Structure E to the north. The site currently consists of roadways that were designed for a higher volume of traffic than currently exists now that the hospital is no longer located in the CHS. Under this project, these roadways would be reconfigured to accommodate the proposed new building and provide vehicular access to Parking Structures CHS and E.

The construction work would include removal of campus roadways, a parking kiosk, walkways, trees, and signage; relocation of underground fuel tanks and fire department connections; and relocation of on-site utilities (water sewer, storm drain, electrical, and telecommunications). Site improvements would include a new enclosed access drive to existing CHS parking and Parking Structure E; construction of the building; and installation of new walkways, landscaped areas, irrigation, drainage, and site lighting.

Building Design. The building is organized around a central open-air courtyard that provides light and air, and simplifies orientation within the facility. The six-level building has a main entrance and plaza to the south that is highly visible from the southern edge of campus and is adjacent to the Mildred Mathias Botanical Garden. The central courtyard (level B) has a large two-story multi-purpose room that opens onto it and an open stair that allows one to move up two levels (to level 1) and connect with a second major entrance and north plaza fronting the CHS Plaza. The main teaching spaces include the large lecture hall, a multi-purpose room, case study rooms, and numerous classrooms that are arrayed around the central courtyard at level 1. The upper levels include teaching labs, a clinical skills center, student amenities, and administrative spaces. The corridors are open-air in many locations to take advantage of the Southern California climate to reduce energy use. There are student study areas and informal learning areas distributed throughout the circulation spaces and the courtyard to provide interaction opportunities for students and faculty.

West of the main entrance to the building, there would be a vehicular drive that would maintain high-profile vehicle access to the CHS parking and to subterranean parking in Parking Structure E. Without the covered drive, access to these spaces would be permanently lost due to the location of the building.

The massing of the building is highly articulated to create visual interest and steps down to the Botanical Garden to the east and the main entrance to the south to reduce the overall scale of the building. The design of the building is responsive to the context of the CHS and the Botanical Garden.

Materials. The building would utilize materials consistent with the UCLA Physical Design Framework's campus design standards that would express a quality of permanence and durability. A four-color blend of brick would be used in large areas of the exterior walls along

with a buff-colored cast stone or metal to enrich the exterior expression and refer to the neighboring buildings of the CHS complex. High efficiency glazing and sunshades would allow the teaching spaces to have ample natural light and provide views to the Botanical Garden and CHS Plaza.

Sustainable Practices. The proposed Project would comply with the *University of California Policy on Sustainable Practices* and would strive to achieve a LEED™ for New Construction Gold rating. Sustainable components of the Project include:

- Locate the Project near public transportation alternatives and provide employee bicycle storage, changing rooms, and showers;
- Reduce the heat island effect by providing site canopies and other hardscape on 50 percent of the non-roof areas and utilize Solar Reflectance Index (SRI)-compliant roofing materials;
- Reduce potable water use through selection of high efficiency fixtures and smart irrigation;
- Reduce building energy consumption by more than 20 percent below Title 24 through use of open-air circulation, natural ventilation, occupancy sensors for lighting, enhanced building commissioning, and implementing measurement and verification of energy efficiency features after building construction; and
- Reduce solid waste disposal by diverting 75 percent of construction waste from landfills.

ATTACHMENTS

Attachment 1: Project Budget
Attachment 2: Policy Compliance
Attachment 3: Project Graphics
Attachment 4: California Environmental Quality Act Compliance
Attachment 5: Final Initial Study/Mitigated Negative Declaration Summary
Attachment 6: Complete CEQA documentation, including Mitigation Monitoring and Reporting Program (CD)
Attachment 7: LRDP and LRDP EIR: http://www.capital.ucla.edu/LRDP.html
Attachment 8: CEQA Findings

ATTACHMENT 1

PROJECT BUDGET
CCCI 6452

Category	Building	Site/Driveway[2]	Total	%
Site Clearance		270,000	**270,000**	0.3
Building	73,175,000	5,375,000	**78,550,000**	75.0
Exterior Utilities		1,345,000	**1,345,000**	1.3
Site Development		2,390,000	**2,390,000**	2.3
A/E Fees	5,195,000	614,000	**5,809,000**	5.5
Campus Administration	1,601,000	174,000	**1,775,000**	1.7
Surveys, Tests, Plans	1,553,000	169,000	**1,722,000**	1.6
Special Items [1]	2,322,000	261,000	**2,583,000**	2.4
Interest Expense	1,800,000	200,000	**2,000,000**	2.0
Contingency	7,318,000	938,000	**8,256,000**	7.9
Total	92,964,000	11,736,000	**104,700,000**	**100%**
Group 2 & 3[3] Equipment				
Total Project	**92,964,000**	**11,736,000**	**104,700,000**	

Notes

(1) Special items include CEQA documentation, peer reviews, constructability review, specialty consultants, agency fees, and hazardous materials survey.

(2) Costs include removal of campus roadways; construction of a new enclosed driveway to Parking Structures CHS and E; re-location of underground fuel tanks, fire department connections, and on-site utilities (water, sewer, storm drain, electrical, and telecommunications) to accommodate the new construction; and new walkways and landscaped areas.

(3) Furniture and equipment to be funded under a separate project at an estimated cost of $6 million.

GSF	110,000	10,000	120,000
ASF	69,000	NA	69,000
Ratio (ASF/GSF)	63%	NA	57%
Building Cost/GSF	$665	NA	$655
Project Cost/GSF *	$845	NA	$873

* Exclusive of Group 2 and 3 Equipment

Comparable Projects

Name	GSF	Construction Start	Completion	Building Cost/GSF	Project Cost/GSF
UCSD –Telemedicine and PRIME-HEQ Education Facility	91,502	Sept 2009	Nov 2011	$667	$880
Stanford – Li Ka Shing Center for Learning and Knowledge	104,000	June 2007	Dec 2009	$625	$884

ATTACHMENT 2

POLICY COMPLIANCE

Long Range Development Plan (LRDP). The project is consistent with the land use designation for the project site and with all applicable LRDP EIR policies in the 2002 Long Range Development Plan, as amended, that was approved by the Regents in March 2009.

Capital Financial Plan. The *2012-2022 Capital Financial Plan* (CFP) for the Los Angeles Campus includes the Teaching and Learning Center for the Health Sciences at an estimated project budget of $120,000,000.

Physical Design Framework. The project is consistent with the goals and intent of the campus Physical Design Framework approved by the Regents in July 2009.

Independent Cost and Design Review. The campus has conducted a peer design review, peer structural review, and an independent cost review of the building design in accordance with University policy. UCLA Capital Programs would manage the Project. The Vice Chancellor and Chief Financial Officer would perform project oversight.

Sustainable Practices. Per UC Policy requirements, the project would strive to achieve a LEED™ Gold rating, with a minimum of Silver.

ATTACHMENT 4

CALIFORNIA ENVIRONMENTAL QUALITY ACT COMPLIANCE

Pursuant to State law and University procedures for the implementation of the California Environmental Quality Act, the potential environmental effects of the proposed UCLA Teaching and Learning Center Project were analyzed in a Final Initial Study/Mitigated Negative Declaration (SCH#2012121045), dated December 2012. The Final Initial Study is tiered from the 2002 Long Range Development Plan Final EIR, as Amended 2009, certified by The Regents in March, 2009 (2009 LRDP EIR).

A Notice of Intent to Adopt a Mitigated Negative Declaration based on a Draft Initial Study (IS/MND) was submitted on December 19, 2012 to the Governor's Office of Planning and Research as well as local and regional agencies and other interested groups and individuals for development of the Project. The IS/MND analyzed the impacts of constructing an 110,000 gsf medical education building with a 10,000 gsf enclosed drive; removal and relocation of on-site utilities; and extension of existing utilities (chilled water, steam, and power) to the project site.

Based on the evaluation in the Draft Initial Study, 17 environmental issues areas were analyzed and it was determined that they were found to have been adequately addressed in the 2009 LRDP EIR or with incorporation of mitigation measures, the Project would not have a significant effect on the environment. No further analysis was required.

The Draft Initial Study and Notice of Intent were released for public review establishing a 30-day review period from December 19, 2012 to January 18, 2013. Public notice of the availability of the Draft Initial Study was provided on the Capital Programs website and was distributed to interested agencies, groups, and individuals.

Environmental Impacts

The Final Initial Study indicates that the Project would result in significant and unavoidable project-level construction noise impacts following incorporation of all feasible mitigation measures and adopted campus practices and procedures. Construction noise impacts were identified in the LRDP EIR as significant and unavoidable and were adequately analyzed therein; with overriding considerations proposed for adoption by The Regents as part of the CEQA Findings. All remaining impact areas are determined to be less than significant following incorporation of one project-level mitigation measure for Geology and Soils and all relevant LRDP EIR mitigation measures and continuing implementation of adopted campus practices and procedures.

To ensure implementation of applicable LRDP EIR mitigation measures and campus practices and procedures to reduce significant impacts, a Mitigation Monitoring Program is included in the Final Initial Study. Monitoring of the implementation of mitigation measures would be conducted on an annual basis in conjunction with the ongoing 2009/2002/1990 LRDP Mitigation Monitoring Program.

Public Comments

During the public review period, a total of two letters were received from state agencies. The Final Initial Study contains all of the comments received during the public comment period. UCLA evaluated the written comments received during the noticed comment period, which can be summarized as concurrence with the analysis and determination of no significant impacts. UCLA's responses to the written comments are included as part of the Final Initial Study.

Relationship to the 2002 Long Range Development Plan, As Amended

The proposed project is tiered from the 2009 LRDP EIR and implements the 2009 LRDP. The Project is consistent with land use designation for the LRDP's Health Sciences zone; an adequate level of development entitlement remains within the zone to accommodate the project; and the project would not result in an increase in population levels.

Findings

The attached Findings discuss the Project's impacts, mitigation measures, and applicable campus practices and procedures to reduce those impacts. The Findings also identify the Project's contribution to previously analyzed unavoidable significant environmental effects for short-term, project-related construction noise for which Overriding Considerations were previously approved by The Regents for the LRDP EIR.