

Office of the President

TO MEMBERS OF THE FINANCE AND CAPITAL STRATEGIES COMMITTEE:

ACTION ITEM

For Meeting of May 15, 2019

**APPROVAL OF BUDGET, SCOPE, EXTERNAL FINANCING, AND DESIGN
FOLLOWING ACTION PURSUANT TO THE CALIFORNIA ENVIRONMENTAL
QUALITY ACT, CLASSROOM BUILDING, SANTA BARBARA CAMPUS**

EXECUTIVE SUMMARY

The Santa Barbara campus proposes to construct the Classroom Building, which will provide approximately 51,000 assignable square feet and 95,048 gross square feet for 23 new classrooms and five lecture halls with a total seating capacity for approximately 2,000 students. The project increases the campus's classroom inventory by 31 percent and seating capacity by 35 percent, the first substantial increase in decades. The project will reduce student waitlists, decrease dependency on the use of borrowed space including assembly rooms for conducting classes, and improve access to classes students need to graduate in four years. The Classroom Building is the first project at the campus designed specifically for teaching since 1967.

The proposed Classroom Building project meets all the functional requirements of a contemporary instructional facility designed to support both traditional and active-learning or project-based teaching pedagogies. Classrooms are designed specifically to accommodate individual and group learning in a flexible environment that facilitates student interaction and problem-solving activities with electronic and digital media, which allow information to stream to and from teachers and students. The Classroom Building project will enable UCSB to meet its current and projected enrollment growth, providing necessary facilities to support teaching and learning activities.

In September 2018, the Classroom Building project was part of the *2019-20 Budget for State Capital Improvements* that was presented to the Regents for discussion. In November 2018, the Regents approved the project's preliminary plans funding and included the project in the *2019-20 Budget for State Capital Improvements*. In April 2019, the Department of Finance included the project on the list of approved projects for UC 2019-20 Capital Outlay Projects.

During preliminary planning, the campus worked with the executive design architect to reevaluate the project scope and budget. Among the conclusions of this analysis, the architect found that the lecture halls and active learning classrooms were too small for their proposed occupancies and so these were enlarged to ensure functionality and capability to support project-based learning. Space

programming corrections led to an approximately five percent scope reduction that included removal of three 30-seat discussion classrooms and the 200-seat case study classroom in order to stay on budget. The reduction of these four teaching spaces (totaling 290 seats) ensures that the quality, efficiency, and functionality of the remaining proposed scope of the project is within the limits of the budget. The Department of Finance has been notified of the adjustments in scope and no additional State approvals are required.

The Regents are being asked to: (1) approve the project budget of \$97,133,000 to be funded from external financing supported by State appropriations (\$79,787,000) and campus funds from a centrally managed pool of unrestricted (non-State, non-tuition) funds (\$17,346,000); (2) approve the project scope; (3) approve external financing supported by State appropriations in the amount of \$79,787,000; (4) adopt the Initial Study/Mitigated Negative Declaration for the Classroom Building project; (5) adopt the Mitigation Monitoring and Reporting Program for the Classroom Building project, and make a condition of approval the implementation of mitigation measures within the responsibility and jurisdiction of UC Santa Barbara; (6) adopt the California Environmental Quality Act Findings; and (7) approve the project design.

RECOMMENDATION

The President of the University recommends that the Finance and Capital Strategies Committee recommend to the Regents that:

- A. The 2019-20 Budget for Capital Improvements and the Capital Improvement Program be amended as follows:

From: Santa Barbara: Classroom Building – preliminary plans – \$2.1 million to be funded from campus funds.

To: Santa Barbara: Classroom Building – preliminary plans, working drawings, construction, and equipment – \$97,133,000 to be funded with external financing of \$79,787,000 supported by State appropriations, and campus funding of \$17,346,000 from unrestricted non-State, non-tuition funds.

- B. The scope of the Classroom Building project shall provide approximately 51,000 assignable square feet (95,048 gross square feet) in a four-story structure. The building provides approximately 2,000 general assignment classroom seats in approximately 47,100 assignable square feet (asf) and approximately 3,900 asf of classroom support facilities that include projection rooms, sound and light locks, storage, lobby, technical office space, and a lactation room. The scope includes relocation of a bicycle path and bicycle parking, extension of the Pardall Corridor pedestrian walk, demolition of Building 408, soil remediation, landscaping, and fixed and movable furnishings and equipment.
- C. The President shall be authorized to obtain external financing not to exceed \$79,787,000 plus additional related financing costs. The President shall require that:

- (1) Interest only, based on the amount drawn, shall be paid on the outstanding balance during the construction period.
 - (2) The primary source of repayment shall be from State General Fund appropriations, pursuant to the Education Code Section 92493 et seq. Should State General Fund appropriation funds not be available, the President shall have the authority to use any legally available funds to make debt service payments.
 - (3) The general credit of the Regents shall not be pledged.
- D. Following review and consideration of the environmental consequences of the proposed Classroom Building project, as required by the California Environmental Quality Act (CEQA), including any written information addressing this item received by the Office of the Secretary and Chief of Staff to the Regents no less than 24 hours in advance of the beginning of the Regents meeting, testimony or written materials presented to the Regents during the scheduled public comment period, and the item presentation, the Regents:
- (1) Adopt the Initial Study and Mitigated Negative Declaration for the Classroom Building project.
 - (2) Adopt the Mitigation Monitoring and Reporting Program for the Classroom Building project, and make a condition of approval the implementation of mitigation measures within the responsibility and jurisdiction of UC Santa Barbara.
 - (3) Adopt the CEQA Findings for the Classroom Building project.
 - (4) Approve the design of the Classroom Building project, Santa Barbara campus.

BACKGROUND

The stature of UC Santa Barbara has grown tremendously over the last two decades. The campus is a member of the prestigious Association of American Universities (AAU) and offers more than 200 academic majors, degrees, and credentials from five colleges and schools. The campus has over 100 interdisciplinary research centers and 12 national research centers and institutes that are supported by renowned, award-winning faculty. UCSB was ranked the #5 in the category “top public schools” by *U.S. News and World Report* in its 2019 “Best Colleges” Guide.

UCSB consistently attracts increasing numbers of high-performing students, including ethnically diverse, first-generation, low-income, and transfer students to attend college. UCSB is the first among the AAU to be designated a Hispanic Serving Institution. The campus set a record in 2018-19 for undergraduate student applications totaling 110,211, an 87 percent increase since 2010-11; transfer student applications grew 45 percent and graduate applications grew 24 percent over the same period. This growth reflects UCSB’s heightened academic reputation.

Over the last 20 years, UCSB's enrollment has grown 34 percent, with 17 percent occurring in the last five years, and nearly 11 percent since the State's recommendation to increase enrollment (in 2015-16). Rapid growth has raised concerns, and key among them is the ability to maintain a positive trend in four-year graduation rates. The four-year graduation rate improved annually from 2000 to 2008, but has decreased in four of the last six years ending in 2014 (i.e., the Class of 2018). The four-year graduation rate for the Class of 2018 was 69 percent and was the first uptick since the Class of 2014. The campus Registrar cites a lack of classrooms and inappropriately sized classrooms as the primary causes of course bottlenecks and increasing student waitlists that tend to affect the four-year graduation rate.

UC and State enrollment growth objectives led UCSB to shift its priorities for State capital funding, which was previously allocated to a project to replace Campbell Hall. Instead of replacing the 860-seat Campbell Hall facility, the campus is pursuing a strategy to expand classroom capacity. The proposed Classroom Building project would provide more than twice the capacity and many more rooms than the Campbell Hall replacement project. Apprehensions about financial feasibility, combined with immediate safety concerns, led the campus to implement critical life-safety improvements and repairs in order to ensure safe, ongoing use of Campbell Hall. When the Campbell Hall replacement project was deemed financially unviable, the campus proposed to transfer a portion of the remaining funds to the Classroom Building project and remove the Campbell Hall Replacement Building from the *2015-16 Budget for State Capital Improvements*.

PROJECT DRIVERS

The campus struggles to meet the needs and preferences of faculty and students alike when scheduling classes throughout the academic year. The challenge is two-fold: 1) there must be proper sequencing of prerequisite classes, and 2) there must be enough appropriately sized and configured classrooms to support the 200-plus academic major programs. The campus faces the following critical demands:

- **Provide new classroom and lecture hall space to address current and projected demand and greatly reduce dependence on borrowed space, especially assembly rooms.** General assignment classrooms are already used to full capacity; classrooms with seating for less than 50 are scheduled until 10 p.m. and large classrooms and lecture halls (with seating over 100) are exceeding 100 percent utilization. UCSB's current classroom inventory and related capacity has changed less than one percent since 2005-06. To satisfy classroom demand, the campus has relied on borrowed space, including assembly and departmental conference rooms. To support enrollment growth the campus will continue to use large assembly rooms for teaching, although at a significantly lower rate.
- **Provide appropriate new instructional classrooms and lecture halls to accommodate active learning pedagogies.** Modern technology and social changes have led to new teaching methodologies focused on project-based, team-oriented problem solving, and interactive teaching and team building. UCSB's existing classroom inventory is exclusively traditional in format, without the flexibility to provide active learning arrangements and technologies.

- **Provide new classrooms and lecture halls to expand inventory of instructional facilities and improve four-year time-to-degree rates.** Enrollment growth and a lack of available classrooms have led to a significant increase in course waitlists. Since winter quarter 2016, students unable to enroll in a course increased nearly 15 percent. The campus Registrar found that small reductions in a student's course workload tend to extend a student's time-to-degree.

Inadequate Classrooms Capacity

The campus performed a utilization analysis of general assignment classrooms for fall 2017 and projected for fall 2024 assuming forecasted enrollment under the 2010 Long Range Development Plan (LRDP). It developed scenarios that considered the project with and without the proposed Classroom Building project. Below, Table 1 provides a summary of this information by station count categories.

Table 1. General Assignment Classrooms
Utilization as Percent of Standard*

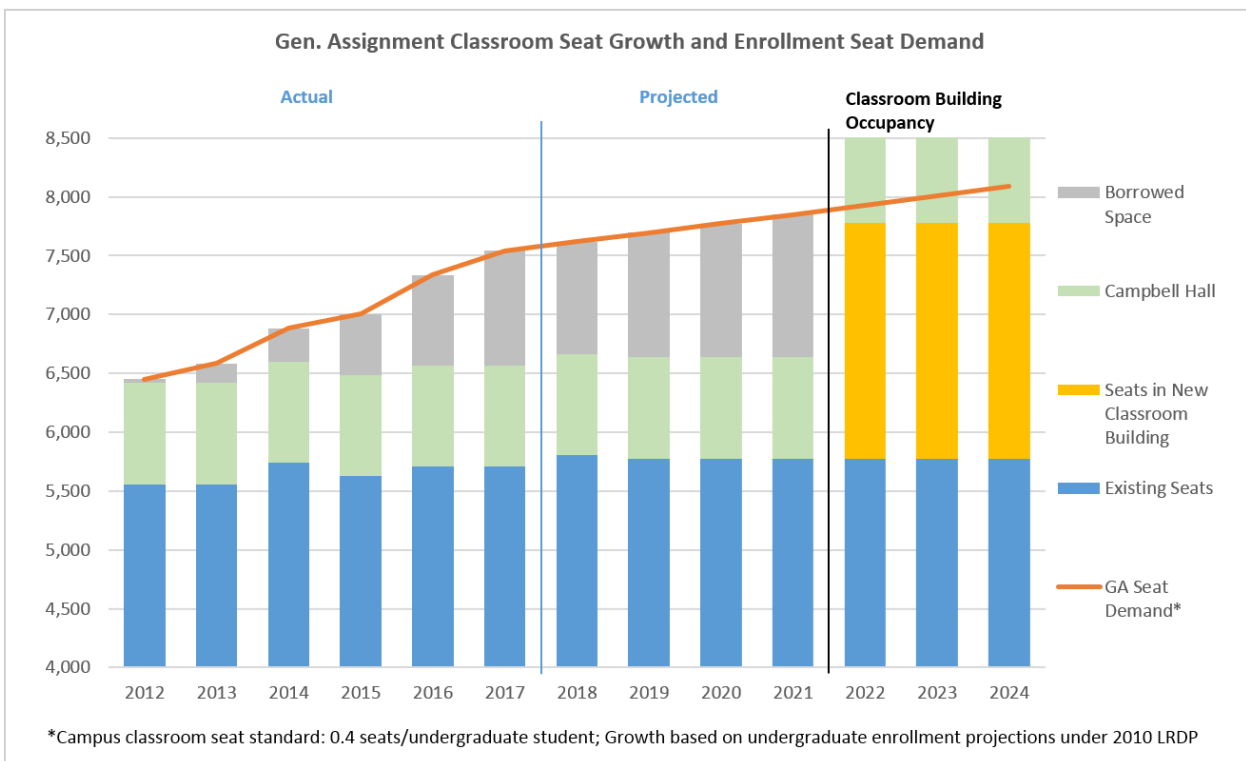
Station Count	Fall 2017	Fall 2024- With Classroom Building	Fall 2024- Without Classroom Building
16 - 25	89.3%	95.3%	95.3%
26 - 50	82.5%	61.9%	88.1%
51 - 100	75.0%	75.0%	80.1%
101 - 200	100.3%	82.3%	107.1%
201 - 300	95.9%	50.8%	102.3%
301+	116.2%	81.1%	124.0%
*Based on California Postsecondary Education Commission guidelines			

To help address the shortage of classrooms, UCSB relies on borrowed space, including large assembly rooms, event spaces, and departmentally controlled conference rooms. Though the use of assembly rooms makes up for deficiencies, assembly rooms do not provide appropriate spaces for and do not support the needs of other academic and student programming such as musical and theatrical performance, film, public lectures, and student events. Similarly, the Registrar cannot always rely on academic departments to release their conference rooms for general assignment classroom use. Since 2012, the number of classes taught in departmental conference rooms increased by 24 percent. Most of these classes were upper division courses and discussion sections that typically enrolled between 16 and 32 students.

The fall 2024 utilization forecast indicates that the Classroom Building would greatly reduce the shortage of classrooms, particularly for those with over 100 seats, and would accommodate projected enrollment growth. The fall 2024 utilization forecast indicates that, without the

Classroom Building project, all large classrooms would exceed 100 percent utilization and small classrooms would be at 95.3 percent. Under this scenario, the students would experience even longer class waitlists and extended times-to-degree. With the completion of the Classroom Building, the analysis indicates that the campus would have adequate capacity to enable a reduction in evening classes and to greatly reduce its dependence on borrowed space while retaining the use of Campbell Hall (refer to Figure 1, below).

**Figure 1. Classroom Building
Actual and Projected Seat Demand***



Evolving Teaching Pedagogies and Active Learning Methods

Most of the campus's existing inventory of classrooms and lecture halls was designed and constructed in the mid-20th century. These spaces lack the flexibility, amenities, and technology needed to accommodate contemporary, project-based learning. New teaching methods respond to changes in the social and technological world. Active learning classrooms are designed to support project-based teaching that is formulated around group and student participation and focuses on project-based and team-oriented learning. These classrooms require the flexibility to rearrange furnishings and utilize digital and visual technology to support instruction. Across academic disciplines, faculty agree that these classrooms are vital to develop curriculum that teaches the students of today, as well as those in the future.

Evening Hours, Waitlists, and Time-to-Degree Rates

Academic programming has increased to support enrollment growth, adding more than 800 class sections in the last five years. Enrollment growth has led to the oversubscription and shortage of general assignment classrooms and contributed to increasing class waitlists and declining time-to-degree rates.

To combat waitlists and bolster time-to-degree rates, UCSB has extended hours of instruction and expanded the schedule of classes to offer evening classes from 6 p.m. to 10 p.m. The shortage of general assignment classrooms has led to more and longer class waitlists; since winter quarter 2016, waitlists have increased 15 percent. Despite the campus's best efforts to mitigate impacts related to enrollment growth, the classroom shortage negatively affects students and faculty. With continued enrollment growth expected, the need for additional classroom capacity is of critical importance to the success of UCSB's academic program.

PROJECT DESCRIPTION

The Classroom Building provides a total of five lecture halls, three active learning classrooms, and 20 discussion classrooms providing a total of approximately 2,000 seats. All of these facilities accommodate project-based learning pedagogy in some form, while the active learning rooms are specifically designed for that purpose. The discussion classrooms are flexible by design with movable furnishing and ample digital capabilities that enable project-based pedagogy. Lecture halls are designed with fixed desk/work surfaces and rotating seats that allow "turn-to-team" interaction with two rows of seating per tier. Because the Classroom Building would be the most modern teaching facility on campus, it could be a future host facility to support online learning.

The teaching facilities component of the Classroom Building program represents approximately 92 percent of the scope and comprises 47,131 assignable square feet (asf). Approximately eight percent or 3,868 asf is allocated to classroom support facilities, including projection rooms, sound and light locks, space for three small offices, building and equipment storage, lobby space, and a lactation room. The total project provides approximately 51,000 asf and an estimated 95,048 gross square feet (gsf). The project also includes approximately 12,200 gsf of covered area, including patios and balconies that are calculated at 50 percent.

During the preliminary plans phase, the campus worked with the executive architect to evaluate the project scope to confirm the functionality of the program, particularly its ability to support project-based learning. Detailed studies showed that the lecture halls and active learning classrooms were too small to support the proposed occupancies. Similarly, discussion classrooms were slightly undersized. Space adjustments for the lecture halls increased room sizes by approximately ten percent, active learning classrooms increased by about 32 percent, and flexible discussion classrooms increased by approximately four percent.

To accommodate these functional improvements and maintain the project budget, other areas of the originally proposed scope were reduced. Storage and lobby space was decreased and four classrooms were removed from the project scope — a 200-seat case study classroom and three 30-

seat flexible discussion classrooms. The impact on classroom capacity amounts to a reduction of approximately 290 seats. Overall, the current scope of the project reflects a net decrease of 2,941 asf from the original program.

The proposed project provides sufficient classroom capacity to support current and projected enrollment growth under the 2010 LRDP, though some assembly space will still be borrowed to support instruction. Dependence on borrowed space will be greatly reduced compared to current practice (refer back to Figure 1). Below, Table 2 provides the program space summary at the schematic design phase for the proposed Classroom Building.

Table 2. Classroom Building — Space Summary

Description	Quantity	Seats	ASF	Total Seats	Total ASF
Lecture:					
Large Hall	1	350	6,980	350	6,980
Large Hall	2	250	5,405	500	10,810
Mid-size Hall	2	175	4,150	350	8,300
Active Learning (AL):					
Large AL Classroom	1	100	2,625	100	2,625
Medium AL Classroom	2	50	1,398	100	2,796
Flexible:					
Discussion Section Classroom	20	30	781	600	15,620
Subtotal	28	NA	NA	2,000	47,131
Other:					
Technical Office	1		422		422
Lactation Room	1		141		141
Projection Room	3		190		570
Sound & Light Locks	10		117		1,170
Lobby	2		323		646
Equipment Storage	2		152		304
Building Storage	3		205		615
Subtotal	22		NA		3,868
TOTAL	50		NA	2,000	50,999

The five lecture halls have tiered floors for optimal sightlines and space efficiency. They include projection rooms and sound and light locks that are standard in large modern lecture halls. The three active learning classrooms have flat-floors for flexibility and movable furnishings, and provide ample digital and audio-visual capabilities such as mounted displays, projectors and screens, as well as marker boards and/or chalkboards. The 20 flexible classrooms are easily reconfigurable and can support a variety of teaching pedagogies. Interstitial lobby space supports lecture halls and classroom queuing for hourly turnover and exiting of classes, and also serves as a location where students can engage faculty after lectures. The space plan distributes storage throughout the building, accommodates three staff with office space, and provides gender-neutral restrooms and a lactation room, as required by UC policy.

The Classroom Building is the first purely instructional classroom building proposed at UCSB since the completion of Buchanan Hall in 1967. The proposed 28 classrooms represent a 31 percent

increase over the current classroom inventory. The 2,000 seats represent a 35 percent increase over current capacity. Both the proposed program and the scope reductions were informed and recommended by the project's Building Committee, which is comprised of faculty, students, and staff, including professionals from the offices of the Registrar and Instructional Development.

Delivery Method

The campus will employ the Construction Manager at Risk (CMAR) model. The CMAR provides professional services and acts as a consultant to the campus in the design and construction phases of the project. The CMAR, campus, and architect will collaborate in assessing the project's design and costs. As needed, they may consider design changes to align project costs within the limits of the budget to ensure success. Benefits of this model include a higher level of cost control from the start and the fact that the CMAR is a campus advocate and manages the project with the campus's best interest in mind, providing constructability expertise, especially during value engineering sessions. At the onset, the CMAR provides preconstruction services, including detailed construction cost validation, with the intent of reducing the risk of construction cost overruns. This delivery methodology enables fine-tuning of sub-trade construction costs based on real-time local market knowledge to fit the overall project construction cost budget and minimize overruns at bid.

Financial Feasibility

The total project budget is \$97,133,000 and will be funded by campus funds (\$17,346,000) and external financing supported by State appropriations (\$79,787,000). Campus funds come from a centrally managed pool of unrestricted (non-State, non-tuition) reserves, including indirect cost recovery on sponsored contracts and grants and investment earnings. Campus funds will support approximately 18 percent of the project's costs, including preliminary plans, working drawings, a portion of construction, and equipment. State funds are expected to derive from external financing supported by State appropriations.

The project was included in the *2019-20 Budget for State Capital Improvements* that has been submitted to the State for approval. A portion of the State General Funds will come from those previously approved for the Campbell Hall Replacement Building in the *2015-16 Budget for State Capital Improvements*. Similarly, campus funds approved for use in support of the Campbell Hall Replacement Building project will be transferred to the Classroom Building project. External financing supported by State appropriations would fund 89 percent of construction costs.

Project Schedule

The campus's goal is to open the building for instruction before spring quarter 2023.

DESIGN ELEMENTS

Location and Site Conditions

The Classroom Building project site encompasses approximately three acres located near the center of campus. The site is south of and adjacent to Davidson Library and the Bioengineering Building; it is north of and adjacent to the Psychology Building, east of and adjacent to Parking Lot No. 3, and west of Science Walk. The building location is near the intersection of the Library Mall and Pardall Corridor which runs east-west across campus and extends to the neighboring community of Isla Vista (Attachment 4.) This location provides good building access and site circulation, including the bike path, pedestrian path and plaza, bike parking, and building service. The site also includes Building 408, an existing structure built when the campus was a Marine Air Base, which will be demolished as part of the project. Current occupants of Building 408 will be relocated on campus.

Building Design

The design concept presented in Attachment 5 is described as a “street scheme” which intends to create an inviting and vibrant new corridor leading to the Classroom Building and connecting major access points to the site. The Classroom Building is configured as two conjoined masses with an east-west orientation that enhances sustainability, minimizes heat gain on the building, and allows for natural ventilation and daylighting. With an open-air central circulation (e.g., bridges, covered patio, street space below), all of the circulation edges are woven into the fabric of the campus, encouraging serendipitous interactions among students and faculty, and creating spaces for informal connections in the building and around it. Most of the outdoor circulation areas will be exposed to sun and daylight throughout the day, ensuring thermal comfort throughout most of the year.

As a destination for up to 2,000 students per hour, circulation to, around, and inside the building is critical to the success of the design. The building design massing is composed of two rectilinear structures connected by bridges with three communicating stairs and an elevator. The two masses are offset by the longer, four-story north wing and the shorter three-story south wing. The wings are connected by bridges at the second and third levels, span a “street-like” pedestrian corridor below, and provide circulation space necessary for class queuing and general circulation. At its highest point, the Classroom Building is 83.5 feet to the top of the mechanical penthouse on the four-story north wing. This is within the maximum allowable building height at this location as defined by the campus LRDP.

To safely and efficiently accommodate 2,000 students per hour, the building configuration and stacking is simple, orderly, and intuitive. The five large lecture halls (1,200 seats) are located on the lower two levels. At ground level, the 350-seat, 250-seat, and one of the 175-seat lecture halls are configured to enable access from multiple sides, which enables efficient turnover of classes. A central elevator and three communicating stairs provide easy access to upper floors. A prominent, main entry stair to the second level connects a new plaza and pedestrian walk to the Library Mall, leading to 250-seat and 175-seat lecture halls. Similarly, a set of stairs on the

street or courtyard side leads to the active learning classrooms (a 100-seat and two 50-seat rooms) and lecture halls on the second level. The upper floors, levels three and four, accommodate a total of 20 flexible, 30-seat discussion section classrooms. Lobby space is provided for lecture halls and classrooms to accommodate class queuing, turnover, and post-lecture student-faculty engagement. Office space is provided for three technical staff and building storage is dispersed throughout the building. Gender-neutral restrooms and a lactation room are also included in the design.

Relocation of the campus bike path and associated bicycle parking are integrated into the project design to minimize potential conflicts between pedestrians and bicyclists. The design incorporates traffic circles to slow bike traffic, and provides pedestrian refuge areas for crossing the bike path during peak times. The project provides bike parking for approximately 1,500 bikes in bike parking lots on the eastern portion of the site. The intent is to separate bikes and pedestrians and reduce congestion during peak times.

The project's landscape plan includes a new entry plaza and pedestrian walk connecting to the Library Mall, Pardall Mall extension, and a new courtyard and street-like paseo adjoining the Psychology Building. The bike path and bike parking lots are organized to preserve existing trees, and the building was sited to feature an existing redwood tree. The landscape plan includes a variety of new and replacement trees distributed throughout the site, in bike parking lots, around the building, and adjacent to the bike path. The open space east of the building would support bike parking, and, to the west beneath Parking Lot 3, a storm water retention area is proposed to comply with storm water treatment regulations of the Central Coast Regional Water Quality Board.

Building Exterior and Materials

The building's exterior design complements the building's context. It features a material palette similar to that of neighboring buildings including Davidson Library, Bioengineering, and the Psychology Addition. The building's proposed exterior systems and expression of design reflect two typologies: the planar north and south elevations that rise between 50 and 70 feet from grade, and the terraced internal frontages that face the "street" and contain the building's exposed exterior circulation.

As envisioned, the planar north and south elevations would feature a series of vertical, acoustic-rated windows placed strategically within the adjacent classrooms for optimal daylight and room functionality. To mitigate direct sun penetration, terra cotta louvers would provide a textural shading accent to the openings. The solid wall segments of the elevations between these windows would consist primarily of three architectural systems: composite aluminum panel rain-screen, white plaster surfaces with control joints and architectural reveals, and an architectural cast-in-place concrete wall featuring a textured surface. These walls will also act as shear walls.

The vertical envelop wall condition facing the internal "street" space and its corresponding circulation and gathering areas would feature full-height, honed surface concrete block walls with clerestory and sidelight windows at the entry doors. The circulation spaces (i.e., levels 2-4) would

be bounded on their outboard-cantilevered edge by a steel guardrail system with a perforated face. The guardrail system would feature a bar-height, 12-inch deep counter to encourage collaboration and informal study. This system would also accommodate vertical lighting elements and electrical outlets for device charging. All of the building's stairs are designed to be communicating stairs, as well as required paths of egress. Painted stair stringers will accommodate precast concrete treads with contrasting edge stripe. A painted steel guardrail and handrail system would incorporate vertical lighting elements to match the guardrails along the terrace edges. (See Attachment 5.)

Long Range Development Plan

Land use planning requirements for UCSB are included in the 2010 LRDP, which was approved by the Regents in September 2010, and certified by the California Coastal Commission in November 2014. The 2010 LRDP identifies and describes the physical development needed to achieve the campus's academic goals through 2025. In the Land Use and Development Section, the 2010 LRDP proposes that nearly 1.8 million asf (3.6 million gsf) of net new space is needed by UCSB to serve existing and projected enrollment, including more than 930,000 for instruction and research facilities. Since 2005, there has been practically no change in classroom capacity, despite a substantial increase in student enrollment as projected in the 2010 LRDP. (See Attachment 7.)

The Classroom Building project is consistent with the 2010 LRDP and its land use designation for Academic and Support functions. The 2010 LRDP and the campus's Physical Design Framework identify this location as suitable for taller buildings (up to 85 feet) rather than the edges of the campus.

The project is consistent with development as envisioned in the 2010 LRDP in that it will connect shared and common spaces related to Civic Space and Landscape, including along the Pardall Mall, Library Mall, and Corridors. Additionally, the project addresses the importance of making visual connections east-west and north-south for these locations to other parts of the campus.

Physical Design Framework

The design of the Classroom project is consistent with applicable design guidance provided in the *Physical Design Framework (PhDF)*. The PhDF describes the approach the campus uses for the development of buildings, landscape, and infrastructure within the context of the 2010 LRDP. The basic characteristics described in the LRDP and incorporated in the project's design include:

- Courtyards are an important regional design element, open to the sky and defined by walls or buildings. The project creates courtyards, patios, balconies, plaza and a street or paseos. These elements offer light, air, privacy, security, and tranquility, increasing a sense of neighborhood, community, and scale. Courtyards are linked to the pedestrian system of walkways and streets or paseo and populated with seating and plantings. Paseos, or small streets, connect private and public walkways joined to open plazas, courtyards, and major building entries throughout the site. The proposed street reinforces a human scale, provides a pleasant experience for the user, and reveals a number of building facades and open spaces to the users and passersby alike.

- Buildings may be finished in plaster, stone, cast stone, concrete, wood, metal, or concrete masonry units. The project design encompasses these materials and envisions colors that draw from the Mediterranean and California palettes including cool white, blues, teals, browns, warm tans, yellows, and greens. Buildings may contrast or blend with greens and annual grays of the surrounding grasslands, scrublands, and natural areas. Painted metal accessories along with wood doors and beams are possible accents.

The Classroom Building design incorporates these ideas and the site is based on UCSB contextual design to create variety and richness. Façades will be carefully designed to contribute to the overall richness and texture of the site. Fenestrations will be responsive to orientation and may include punched openings to window wall designs. Materials, finishes, and colors are considered for their appearance under different lighting conditions. The landscape will provide a comfortable and stimulating environment for students, faculty, and campus community and provide places to meet and gather, as well as quiet, small spaces for study and reflection.

Sustainable Practices

The project would register as Leadership in Energy and Environmental Design (LEED)[™] for New Construction and includes sustainable measures to achieve a minimum of LEED Silver certification as required by the UC's Sustainable Practices Policy (Policy). The campus standard is to achieve Gold certification and to strive for Platinum. In consideration of the Policy and the University's Carbon Neutrality Initiative, the Classroom Building will be designed as an all-electric facility without the need to use natural gas.

The building massing and design take into account solar exposure, light, wind direction, and surrounding microclimates. The building's east-west building orientation allows for better control of solar heat gain and more efficient mechanical systems. Connection to the campus chilled water loop for cooling, and a heat pump system for hot water, help reduce energy demand; a high-performance building envelope, ceiling fans where appropriate, natural daylighting, and energy efficient lighting with occupancy and daylighting controls are all proposed to reduce energy use. Low volatile organic compound materials are proposed to ensure excellent indoor air quality. The building roof will accommodate a solar array for a future installation.

The project will comply with the Policy's energy efficiency design requirements. Early energy modeling shows that the facility would outperform the Policy's targets for Energy Use Intensity and carbon emissions; the project is targeting a 50 percent minimum reduction from a benchmark of 112 kBtu/sf/yr to 56 kBtu/sf/yr. Water efficiency measures include outdoor recycled water for irrigation with separate building metering as well as high efficiency/low flow indoor fixtures.

Seismic Safety Policy

The project site has undergone a geologic and geotechnical survey. The studies determined that there are no earthquake faults on site to affect the structural design of the project. The geotechnical study of the site's soils was provided to the project designer and structural engineer to ensure a safe and sound structural design and compliance with UC Seismic Safety Policy. As required by policy, the campus has engaged a peer structural engineer to review the project's design and consult with the design team to ensure seismic safety and compliance.

CEQA COMPLIANCE

Pursuant to the California Environmental Quality Act (CEQA), an Initial Study/Mitigated Negative Declaration (IS/MND) for the Classroom Building project has been prepared (SCH# 2019039096) (Attachment 9). The IS/MND is tiered from the 2010 LRDP Environmental Impact Report (EIR) (Attachment 8). Findings have been prepared to support the University's determination that all impacts associated with the Classroom Building project would be reduced to a less than significant level with the incorporation of project-specific mitigation measures, in addition to mitigation measures in the 2010 LRDP EIR. (Attachment 10). A summary of the CEQA process and the environmental impacts of the proposed project are provided in Attachment 6.

KEY TO ACRONYMS

AAU	Association of American Universities
ASF	Assignable-Square-Feet
CEQA	California Environmental Quality Act
CMAR	Construction Manager at Risk
EIR	Environmental Impact Report
GSF	Gross-Square-Feet
IS/MND	Initial Study/Mitigated Negative Declaration
LEED	Leadership in Energy and Environmental Design
LRDP	Long Range Development Plan
PhDF	Physical Design Framework
Policy	Sustainable Practices Policy

ATTACHMENTS

Attachment 1:	Project Sources and Uses
Attachment 2:	Comparable Project Information
Attachment 3:	Alternatives Considered
Attachment 4:	Project Location and Site Map
Attachment 5:	Project Design Graphics
Attachment 6:	Environmental Impact Summary

Attachment 7:	2010 LRDP: https://www.facilities.ucsb.edu/files/docs/lrdp/LRDP_UCSB_061316.pdf
Attachment 8:	2010 LRDP EIR: https://www.facilities.ucsb.edu/departments-campus-planning-design/2010-long-range-development-plan-lrdp/documents-and-materials
Attachment 9:	Initial Study/Mitigated Negative Declaration for the Classroom Building Project: https://www.facilities.ucsb.edu/files/docs/Classroom%20Final%20ISMND%204.25.19.pdf
Attachment 10:	CEQA Findings

**PROJECT SOURCES AND USES
CLASSROOM BUILDING**

PROJECT SOURCES		
Source	Total	Percent of Total
External financing supported by State General Funds	\$79,787,000	82%
Campus Funds	\$17,346,000	18%
Total Sources	\$97,133,000	100%
PROJECT USES		
Use	Total	Percent of Total
Site Clearance ¹	\$337,000	0.4%
Building	75,005,000	79.9%
Exterior Utilities	1,663,000	1.8%
Site Development	864,000	0.9%
A/E Fees ²	6,230,000	6.6%
Campus Administration ³	3,115,000	3.3%
Surveys, Tests, Plans	779,000	0.8%
Special Items ⁴	1,947,000	2.1%
Contingency	3,893,000	4.2%
Subtotal	\$93,833,000	100%
Group 2/3 Equipment	\$3,300,000	
Total Uses	\$97,133,000	

(1) Site Clearance includes demolition and hazardous material removal of existing Building 408.

(2) A/E Fees include the executive architect/engineer's basic services contract fee.

(3) Campus Administration includes project management and inspection.

(4) Special Items include: detailed project program and other pre-design study consultants, environmental services consultants, plan check fees, special design consultants, independent structural review, design build stipends, and commissioning fees.

PROJECT STATISTICS	
Gross Square Feet (GSF) (includes covered areas at 50%)	95,048
Assignable Square Feet (ASF)	50,999
Efficiency Ratio ASF/GSF	54%
Project Cost/GSF	\$1,022
Building Cost/GSF	\$789

ATTACHMENT 2

COMPARABLE PROJECT INFORMATION

The cost figures for comparable projects shown in the following table demonstrate how the proposed budget for the Classroom Building project at UC Santa Barbara compares to recent UC and university projects in California. The Classroom Building is a large, single-purpose teaching facility in which more than 90 percent of the program area is dedicated to lecture halls and classrooms. Consequently, the cost of the project tends to be higher than the typical multi-purpose classroom building.

	<i>Project</i>	<i>Location</i>	<i>GSF</i>	<i>Start of Construction</i>	<i>Building Construction Cost *</i>	<i>Building Construction Cost Adjusted to Subject Project **</i>	<i>Adjusted Building Construction Cost \$/GSF **</i>
1	UCSB Classroom Building	Santa Barbara	95,048	1/1/2021	\$75,005,000	\$75,005,000	\$789
2	UCI Classroom Office Building	Irvine	72,318	9/1/2016	\$47,064,000	\$53,851,000	\$766
3	UCLA Teaching and Learning Center for Health Sciences	Los Angeles	110,000	3/1/2014	\$73,175,000	\$86,589,000	\$810
4	UC Davis Large Lecture Hall	Davis	17,325	7/18/2016	\$14,939,000	\$16,851,000	\$1,001
5	USC Jill and Frank Fertitta Hall	Los Angeles	102,000	10/1/2013	\$70,474,000	\$85,665,000	\$864
6	UCR Student Success Center	Riverside	57,000	11/15/2019	\$42,587,000	\$44,049,000	\$780

* Building cost at budget approval

** Adjusted for several factors including location and inflation to the start of construction of the proposed project; CCCI for projects with a future start date have been indexed by 6% per year

ALTERNATIVES CONSIDERED

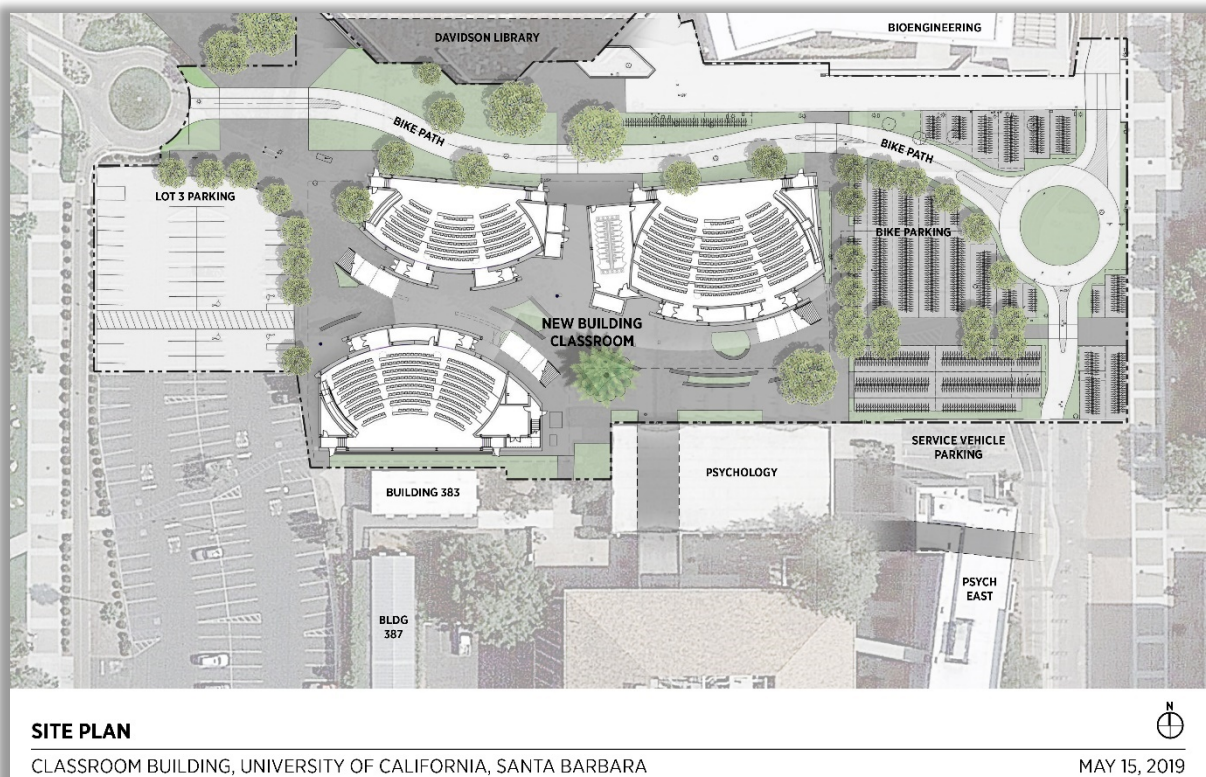
The Classroom Building project addresses UCSB's shortage of general assignment classrooms and support current and projected enrollment growth under the 2010 LRDP by significantly increasing the campus's classroom inventory by 28 rooms and adding 2,000 classroom seats. This is a substantial number of rooms and seats which would be difficult to produce other than through a new capital project. Alternatives considered included two primary options: leasing off-campus space, and annexing existing academic and administrative building space to address the need for classrooms.

- Leasing space off-campus was not pursued due to the lack of large proximate facilities. Leasing also presents serious logistical problems for students and faculty in getting to and from campus throughout the school day.
- The campus considered converting existing academic and administrative building space, but this was not selected because existing facilities are already fully occupied, and no single building or group of buildings could adequately be renovated to satisfy the campus's current and projected need for new classrooms.

PROJECT LOCATION MAP



PROJECT SITE MAP



ENVIRONMENTAL IMPACT SUMMARY

Environmental Review Process

Pursuant to state law and University procedures for implementation of the California Environmental Quality Act (CEQA), an Initial Study was prepared for the Classroom Building Project (SCH #2019039096) (Attachment 9). The Initial Study (IS) is tiered from the 2010 LRDP EIR (SCH #2007051128), adopted on September 14, 2010. A Notice of Intent to Adopt a Mitigated Negative Declaration (MND) based on the Initial Study was circulated to the Governor's Office of Planning and Research, State Clearinghouse and interested agencies, organizations, and individuals for a 30-day review period beginning March 18 and ending April 17, 2019. The IS/MND was made available at the Office of Campus Planning and Design, UC Santa Barbara Davidson Library-Government Information Center, Santa Barbara Public Library, Goleta Public Library and at <https://www.facilities.ucsb.edu/departments/campus-planning-design/current-projects>. No comments were received during the public comment period and no changes to the IS/MND were made.

Environmental Impacts

The IS/MND found that the Classroom Building project would have a less than or no significant impact on the environment in regard to agriculture and forestry, energy resources, geology and soils, greenhouse gas emissions, hazards and hazardous materials, mineral resources, population and housing, public services, recreation, transportation and traffic, tribal cultural resources, utilities and service systems, and wildfire; a less than significant impact on the environment with project-level mitigation incorporated in regard to aesthetics, air quality, biological resources, cultural resources, hydrology/water quality, land use and planning, and noise.

The Initial Study did not identify any project-specific or cumulative, significant and unavoidable impacts that were not identified in the 2010 LRDP EIR that will result from development of the project. Incorporation of project revisions and mitigation measures will avoid or reduce potentially significant impacts to less-than-significant levels. The Final IS/MND is accompanied by a Mitigation Monitoring and Reporting Program to assure that all mitigation measures are implemented in accordance with CEQA (Attachment 9).

Public Comments

There were no comments received during the public comment period.

Findings

CEQA Findings for the Classroom Building project are provided in Attachment 10. These findings are determinations for the disposition of environmental impacts, mitigation measures, and evidence that the proposed project will not have a significant effect on the environment. Based on the analysis in the IS/MND, it has been determined that all impacts associated with the Classroom Building project would be reduced to a less than significant level with the incorporation of mitigation measures in the 2010 LRDP EIR.