

University of Florida College of Dentistry

PROJECT OVERVIEW

JUNE 27, 2012



UF | College of Dentistry
UNIVERSITY of FLORIDA

Kahler Slater
experience design

EXECUTIVE SUMMARY

The University of Florida College of Dentistry is committed to maintaining and enhancing its standing as one of the nation's premier institutions in dental education. To achieve this goal, significant resources will need to be invested in many areas, including faculty, technology and research. A key component to the success of this institution is the availability of a modern, state-of-the-art dental education facility. Over the past decade, the UF College of Dentistry supporters have invested their private gifts in the renovation of the existing facility to enhance the learning and patient care environment. While these investments have had a positive impact on the program, the school remains at a competitive and recruiting disadvantage due to inadequacies in the facilities, when compared with peer institutions. The future of the institution must be supported by a facility and experience that supports the current trends in oral health education, and has the flexibility to adapt to changes unforeseen at this point in time.

The UF College of Dentistry's current facilities were designed in the early 1970's and have expanded beyond the walls of the Dental Sciences Building, with nearly 3,900 square feet of program space in another building and satellite clinics in adjacent communities. As the UF College of Dentistry enters a new era of practice and pedagogy, one that embraces technology and patient-centered care and embodies the University of Florida experience, the facilities need to support that ideal. The program must include a facility that enhances the humanistic, innovative, collaborative, and philanthropic spirit of the UF College of Dentistry in a way that is as unique as the school itself.

Kahler Slater provided architectural programming services to assess the comprehensive requirements for a facility that supports both the current and projected operations of the UF College of Dentistry currently located at the West Entrance to the UF Health Science Center.

The programming effort examined both past and current standards and models for dental education, and developed new standards and models that will allow the UF College of Dentistry to take a position at the leading edge of dental education and research and provide flexibility for future changes in the profession.

At Kahler Slater we recognize that, for today's dental student, studying and clinical practice is a year-round commitment. The outcome of the master planning study will serve as a framework that embodies the school's institutional goals of being a leader in oral health education and care and will provide a road map for the future of dental education at the UF College of Dentistry.

Our philosophy and approach is centered on the inclusion and collaborative input of cross-functional stakeholders. For this innovative project, incorporating these various points of view will include consideration of all the elements of an ideal experience: the People (students, faculty, staff, researchers, patients and alumni), the Programs and Services (curriculum, teaching pedagogies, clinical practices), the Perception (brand, culture, and community) and the Place (physical environment). We will consider all 4 Ps, to ensure an integrated expression of your organizational vision/core missions for all of your stakeholders. The design of this Ideal Experience will reflect your project vision.

BUILDING CRITERIA

HIGH PRIORITY ELEMENTS:

- Clear identity and identification for the University of Florida College of Dentistry
- Natural light into public spaces (waiting area, atrium, etc.)
- Natural light into patient clinics
- Controlled entrance and flow of facility
 - Clear wayfinding for patients, visitors, and vendors
- Clinics on all floors to be quickly accessible from patient entry
- Increased separation of equipment / service flow throughout facility
 - Front-of-house/Back-of-house concept
- High ceilings appropriate for Learning Environments
- Able to support class size in Learning Environments
- Facility to support pedagogy
- Update research facilities

BUILDING REQUIREMENTS

- Improved mechanical systems for clinics and learning environments and research (plumbing, piping, cooling, capacity, etc.)
- Floor loading requirements for dental, clinical, and research
- Parking capabilities
- LEED Gold

BACKGROUND AND PURPOSE

The University of Florida in Gainesville began its journey to become one of the largest, most prestigious schools in the world as the East Florida Seminary which moved from its original location in Ocala, FL in 1866. The Gainesville campus opened for registration on September 24, 1906; classes began two days later for the 102 students enrolled. In its early years, the State of Florida experienced many difficult challenges, including a crop devastating Mediterranean fruit fly infestation in the 1920s, deadly hurricanes, and the Great Depression, all of which impacted the growth of the fledgling educational institution. After World War II, however, Florida saw a huge population boom. Many high-tech industries relocated to Florida, most notably the NASA Space Program. The exploding population of the state carried over into its universities. The University of Florida grew from a school of 5,000 white males to a diverse student body of more than 52,000 men and women. For 25 years, the University of Florida diversified and expanded into one of the top universities in the nation. Today, UF is a leading public research university, with a focus on excellence in research, teaching, technology and athletics, and is recognized as a national leader in higher education.

In 1968, nearly 20 years after a study commissioned by the Florida Legislature recommended the establishment of a dental college in Florida, the Florida Legislature and the U.S. Department of Health, Education and Welfare appropriated funds for a new school, and construction planning began. Groundbreaking was held on May 22, 1971, and the first class of 24 D.M.D. students was admitted and began class in temporary quarters on September 11, 1972. The permanent Dental Sciences Building opened in September 1975, and full accreditation was received from the Commission on Dental Accreditation in May of 1976. In 1974, the entering class size was increased to 60, then to 80 in 1980, and to 82 in 2003. An entering class of 83 students was enrolled in fall 2007. Today, the College of Dentistry occupies 173,173 square feet of the Dental Sciences Building, and 3,900 square feet of space in the Health Science Center 1329 Building.

For many years teaching at the College of Dentistry emulated a specialty-based model. In February 2008, a major initiative was launched, which uses a clinical education model for the D.M.D. program that resembles the real-world operation of a dentist's office. The new model improves the college's ability to provide comprehensive care to patients in a general dentistry setting. A plan for facility improvements for required changes to allow the change in educational model to be implemented was prepared and incremental changes were made beginning in 2008. Improvements to the facility were also made to respond to the change in the college's approach to education and to accommodate the increase in student enrollment. Some educational spaces outside the footprint of the College of Dentistry building were required to meet these needs. In 2011 a formal study of the facility identified the following challenges:

- **Wayfinding.** The Dental Science Building serves as a "gateway" to the West Entrance of the Health Science Center. Wayfinding remains a challenge throughout the UF Health Science Center, these challenges will be partially addressed by the lobby renovation project that was recently completed. However, a review of the College of Dentistry facilities should include issues of wayfinding and building signage.
- **Size.** Space constraints limit the college's ability to expand activities of the College of Dentistry, including enrollment increases in the DMD and advanced education programs and expansion of research programs. The Dental Sciences Building was designed to accommodate 60-80 DMD students per year. Current enrollment is more than 80 per year and the school has been requested to increase enrollment by 10-30 students per year. In addition, 20 advanced and graduate education programs have been added since the inception of the college, and currently 133 advanced and graduate education students are hosted. The college's research program is currently ranked eighth among all US dental

BACKGROUND AND PURPOSE

schools, and has grown substantially since the college accepted its first class in 1972. The faculty and staff have expanded to deliver these academic, clinical and research programs. Further growth is constrained based on the current space and its configuration.

- **Aging Infrastructure.**
 - Air handling units are old and may not meet current requirements
 - Inadequate toilet rooms
 - Failing plumbing systems
 - Failing vacuum/suction equipment
 - Asbestos that must be removed
 - Failing brick work on the exterior of the building
- **Design.** Dental education and patient care delivery has changed since 1972, and the facility has not kept pace with these changes. The Dental Sciences Building's outdated configuration poorly accommodates contemporary dental care delivery, research programs, and new regulations related to these activities.
- **Aesthetics and work environment.** The work environment is unattractive and there is limited natural light. A master plan should explore the possibility of adding windows to the original structure. There are few common or social spaces to support faculty, staff and student interactions.
- **Teaching space limitations.** The simulation laboratory is too small to accommodate additional DMD enrollment and new dental simulation technology being used at other dental schools. There is inadequate small group teaching/learning space to accommodate innovations in dental education being employed at peer institutions. The college has only one large classroom and shares the Communicore facilities with the other HSC schools. As programs increase in size, large classrooms are becoming increasingly difficult to schedule.
- **Research space limitation.** The majority of laboratory space in the dental building has not been modernized, and the configuration of labs is poor and cannot be used efficiently for modern molecular biology. There is also a lack of space for shared instrumentation, consequently, valuable lab space is consumed to house equipment and to provide seating and study areas for students and post-docs. Additionally, the labs are steadily decaying; with dilapidated casework, mottled, porous bench-tops, leaking drains and sinks, and insufficient electrical power. A lack of swing space has hampered efforts to begin a) to allocate space in the building along programmatic lines (as opposed to the historic and inefficient allocation by departmental affiliation) and b) to develop long-term plans to renovate the labs of productive, well-funded investigators to bring their facilities to acceptable standards.
- **Competition.** In addition to the new dental schools underway in Florida and across the United States, many dental schools have new or expanded facilities, including:
 - University of Maryland Dental School in Baltimore, MD opened its new ten stories tall, 360,000 sq ft dental school building in the Fall of 2006.
 - University of Detroit Mercy School of Dentistry opened its new facility in January 2008; the college is housed in a clinic building of 211,000 sq ft and a classroom building of 50,000 sq ft.
 - Medical University of South Carolina in Charleston, SC opened its new 120,646 sq ft dental school building in July of 2009.
 - Tufts University School of Dental Medicine completed its five-story vertical expansion initiative in January 2010.
 - University of Chapel Hill, North Carolina will open its second new dental building in 2012.
 - The Medical College of Georgia will open its new dental facility in summer of 2012.
 - The Medical College of Virginia opened its new clinical dental building in 2009.

BACKGROUND AND PURPOSE

- The University of Iowa College of Dentistry is expanding and updating its facility with an anticipated completion in summer of 2015.
- The University of Texas San Antonio is planning a new clinical facility with an anticipated completion of 2015.
- The University of Pittsburgh School of Dental Medicine is planning a new research building and a Commons Building to be shared with the School of Pharmacy.
- Visioning exercises are underway at several additional dental schools (e.g., University of the Pacific Arthur A. Dugoni School of Dentistry, Indiana University School of Dentistry and the University of Louisville).

Without significant investment in the facilities, it is unlikely that the college can maintain its current high ranking, expand its research programs, provide the level of contemporary dental education and care it desires and continue to compete for the best and brightest students.

College-owned facilities are also located outside of Gainesville. The Statewide Network for Community Oral Health is a unique statewide resource with the goal of providing clinical learning opportunities for dental students and residents while improving access to dental services to the underserved. There are three college-owned clinics which are located in Hialeah, Naples and St. Petersburg. The latter was built through an educational/clinical partnership with St. Petersburg College in 2005. The newest addition to the network's UF-owned clinics is the \$8-million NCEF Pediatric Dental Center located in Naples. A groundbreaking ceremony was held in October 2007 on the Collier County campus of Edison College as a result of an innovative collaboration between the Naples Children and Education Foundation, the University of Florida College of Dentistry, CHS Healthcare, and Edison State College (Collier Campus).

UNIVERSITY OF FLORIDA COLLEGE OF DENTISTRY VISION AND MISSION STATEMENT

VISION

The vision of the College of Dentistry is to be an internationally recognized dental school known for an innovative educational program, commitment to cultural diversity, discovery, transfer of scientific knowledge, the superior skills of our graduates, and the highest degree of service.

MISSION STATEMENT

The mission of the College of Dentistry is to achieve excellence in the art and science of dentistry through teaching, research, and service:

- To develop outstanding clinical, research and teaching professionals committed to lifelong learning.
- To provide and promote excellent patient care and community service.
- To discover, disseminate and apply knowledge in the oral health sciences.
- To foster an environment that promotes communication, cultural diversity, and internationalization and ensures further alignment of the College with the vision and mission of the University of Florida

CORE VALUES

The following values help the College of Dentistry achieve its vision and mission:

- Excellence
- Integrity
- Fairness
- Communication
- Cooperation
- Continuous Improvement

Building on the University of Florida College of Dentistry Mission and Vision, the Kahler Slater Team facilitated a visioning session for the project. A key element that will guide the programming and design of the new facility is the project vision.

PROJECT VISION

The University of Florida College of Dentistry facility will provide an innovative, collaborative environment that supports our patient-centered, student-friendly culture. The building will enable us to embrace openness, break down barriers, promote inclusiveness and encourage interdisciplinary engagement. While tied to the tradition of our college, the facility will be designed for the future, incorporating flexible and sustainable features. It will be a place that nourishes, supports and inspires all of us who have the University of Florida College of Dentistry in our lives.

PROJECT VISION IMAGE

- Light and brightness
- Openness
- Excellence
- High energy and activity
- Community well-being

PROJECT DRIVERS

Project drivers that will define success for the desired experience of the new College of Dentistry will include:

1. Encourage the well-being of everyone in the University of Florida College of Dentistry community.
2. Have seamless integration of state-of-the-art technology with an eye on the future by considering continuing innovations.
3. Create a facility as the focal point that communicates the College's mission and identity.
4. Design a facility that can flex to accommodate various purposes, sizes and types of learning, teaching and collaboration.
5. Act responsibly when it comes to operational costs.



PROGRAM SUMMARY

The following program summary builds upon the work the University of Florida College of Dentistry has completed to date. In February of 2011, the College of Dentistry wrote a formal proposal requesting funding for expanding the Dental Sciences Building. In part, the extensive study suggested that, without significant investment in the facilities, it would be unlikely that the college would continue to maintain its high ranking in the educational community, be able to expand its research programs, and provide the level of contemporary dental education and care required to continue to compete for the best and brightest students.

Five design principles were realized during this analysis and have acted as tools for evaluation during the master planning process

The design principles include:

- Providing an innovative, collaborative environment
- Promoting inclusiveness and encourage interdisciplinary engagement
- Anticipating future needs
- Incorporating flexible and sustainable features
- Creating a place that nourishes, supports and inspires all

These design principles were used to create the parameters for determining space use, needs, and allocation and acted as a lens through which critical decisions were made. Careful consideration was made to not replicate the physical environment of today, but rather develop optimal clinical, research, experience, and administrative spaces required to support the goals of the future.

The current space summary reflects 180,790 net square feet of the renovated existing spaces and 72,295 building gross square feet for the proposed addition. The net to gross area ratio is 62.5%.

The terms net square feet (NSF) and building gross square feet (BGSF) are used to explain the allocation of space. NSF is the usable square footage assigned to a room or function and BGSF is the total square footage of a facility including space for interior and exterior partitions, mechanical spaces, and circulation.

Some of the unique spaces that will help the University of Florida College of Dentistry achieve its vision include the following:

- Spaces such as the two tiered classrooms and the four seminar classrooms which provide a highly collaborative, flexible, small group focused, technology centered, environment for classes.
- Seminar and small group discussion rooms of varying size to support the new changing curriculum.
- New and renovated research space that provides state-of-the-art design, light filled and increased flexibility to accommodate research teams working collaboratively in an environment dedicated to their specific research efforts.

BUILDING CRITERIA

The building expansion is planned as a three-story structure plus penthouse. The three-story portion of the massing is parallel with the existing building, with a two-story wing extending south toward Archer Road. The mechanical penthouse is located on the three-story wing and provides space for air handling units which serve the entire expansion. The South facade of the two-story element is brick with punched windows. A larger expanse of glass is used at the multi-story entry to both bring natural light into the adjacent spaces, and to provide a clear identifiable entry for the college from Archer Road and Center Drive.

The building is intended to strengthen the visual image for the College of Dentistry on campus while utilizing colors and materials that reflect the palette of materials already in use in Shands facilities. Some wood look material is planned on exterior soffits to add warmth and texture not currently found on this portion of campus, but consistent with materials used in the College of Dentistry's recent interior renovation project.

Sustainable design element expressed on the exterior design include sun screens on southern and western punched windows and the use of the "eyebrow" to screen the sun from the south at the atrium. Larger expanses of vision glass are used on the northern elevation where heat gain and glare will be minimized. Some screen materials should be used to minimize views to the loading dock and "tank farm" to the North.

The College of Dentistry expansion will relate to the academic architecture of the University of Florida and the Health Science Center through the use of materials, colors, and textures. The hospital and adjacent projects all incorporate a similar palette of materials, including brick and buff-colored stone. Each building also includes high performance glass and metal trim detailing.

The varied program of the building expansion will be expressed in the massing of the building and will be further identified by the use of brick and stone details. Red and burgundy colored brick with minimal color range variation is intended for a majority of the facades, similar to the adjacent academic buildings. Tinted insulated glass with external shading devices is incorporated at all glazing to reduce glare and heat gain into the building, while remaining a similar aesthetic with the adjacent buildings. Metal panel covers a portion of the penthouse, roof canopies, and trim.

BUILDING INTERIOR

The building interior will be composed of natural materials, warm colors, comfortable furniture, and spaces custom-designed to meet the needs of the College of Dentistry. Many of the spaces will be designed with moveable furniture and a variety of data and power outlet locations to allow versatility and flexibility now and into the future. Continuation of the existing interior renovations project should be considered to help unify the interiors and enhance the patient experience.

Recycled materials will be investigated for use in the building in an effort to illustrate the college's dedication to "green/sustainable" principles. Low maintenance materials and finishes will provide an easily cleanable facility which reduces chemical use and energy requirements.

A multi-story lobby, with open stair, will promote exercise while bringing natural light to the adjacent spaces, and providing a variety of study spaces and gathering spaces for patients, students, faculty and all other building users. The building expansion will be connected with a centralized service core, including elevators, restrooms, and stairway, and with the addition of well-placed signage to facilitate ease of wayfinding throughout the facility.

ARCHITECTURAL BASIS OF DESIGN

VEHICULAR CIRCULATION

Parking will be limited on the site. Building users are encouraged to take advantage of the various forms of mass transit and the parking structure across Center Drive to the west. Bus stops will remain in their current locations, adjacent to the west entry of the building.

A small surface parking lot will be provided at the west entry for use by handicapped visitors to the College of Dentistry. The west lot will include an area for patient drop off and pick-up and 15 spaces for accessible parking.

SUSTAINABILITY

It is understood that the University of Florida requires new buildings to secure LEED Gold or equivalent certification, and to consider doing so for all major renovation projects. The University of Florida “LEEDS” by example.

The US Green Building Council (USGBC) administers the LEED certification process. In order to attain LEED status, “credits” must be earned in a number of areas: sustainability of sites; water efficiency; energy and atmosphere, materials and resources; indoor environmental quality; and innovation in design. Consideration is given to the resources utilized to construct the building and energy utilized to operate the building. The USGBC provides different criteria/scoring systems for construction of new buildings (LEED-NC) and for rehabilitations (LEED-EB). Most significant additions are evaluated under the LEED-NC process.

In recognition of the fact that operational energy use has been shown to more significantly impact greenhouse gases than the use of energy to construct new buildings, consideration should also be given to meeting the AIA’s 2030 Challenge. The goal of the 2030 Challenge is to reduce the energy consumption of a new building by 50% as measured against Department of Energy averages for building type and climate zone. During the design of the building, the potential for making the new building “carbon neutral” can also be explored, comparing the costs and benefits of doing so.

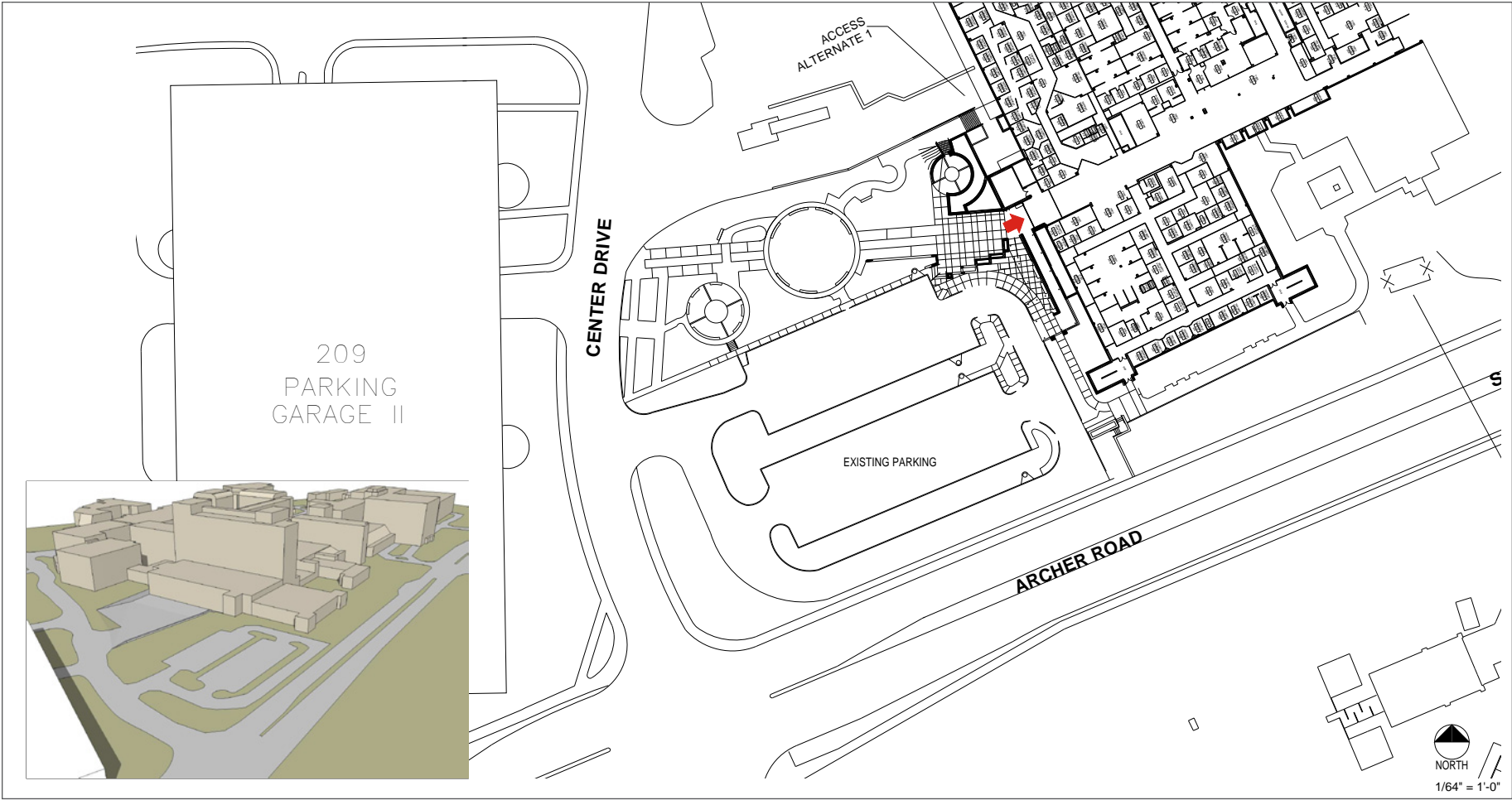
The LEED checklist on the following pages was developed based on a series of assumptions, incorporating our knowledge of similar buildings and sites. The checklist “frames” the issues related to attaining LEED certification, and serves as a starting point in our discussion of sustainability goals for the University of Florida College of Dentistry project.

This project will be designed to the current version of LEED for new construction, LEED NC v3.0, and has been identified to obtain a minimum of a LEED Gold rating (60 points). The preliminary LEED checklist that follows reflects all prerequisites required to meet LEED Gold.

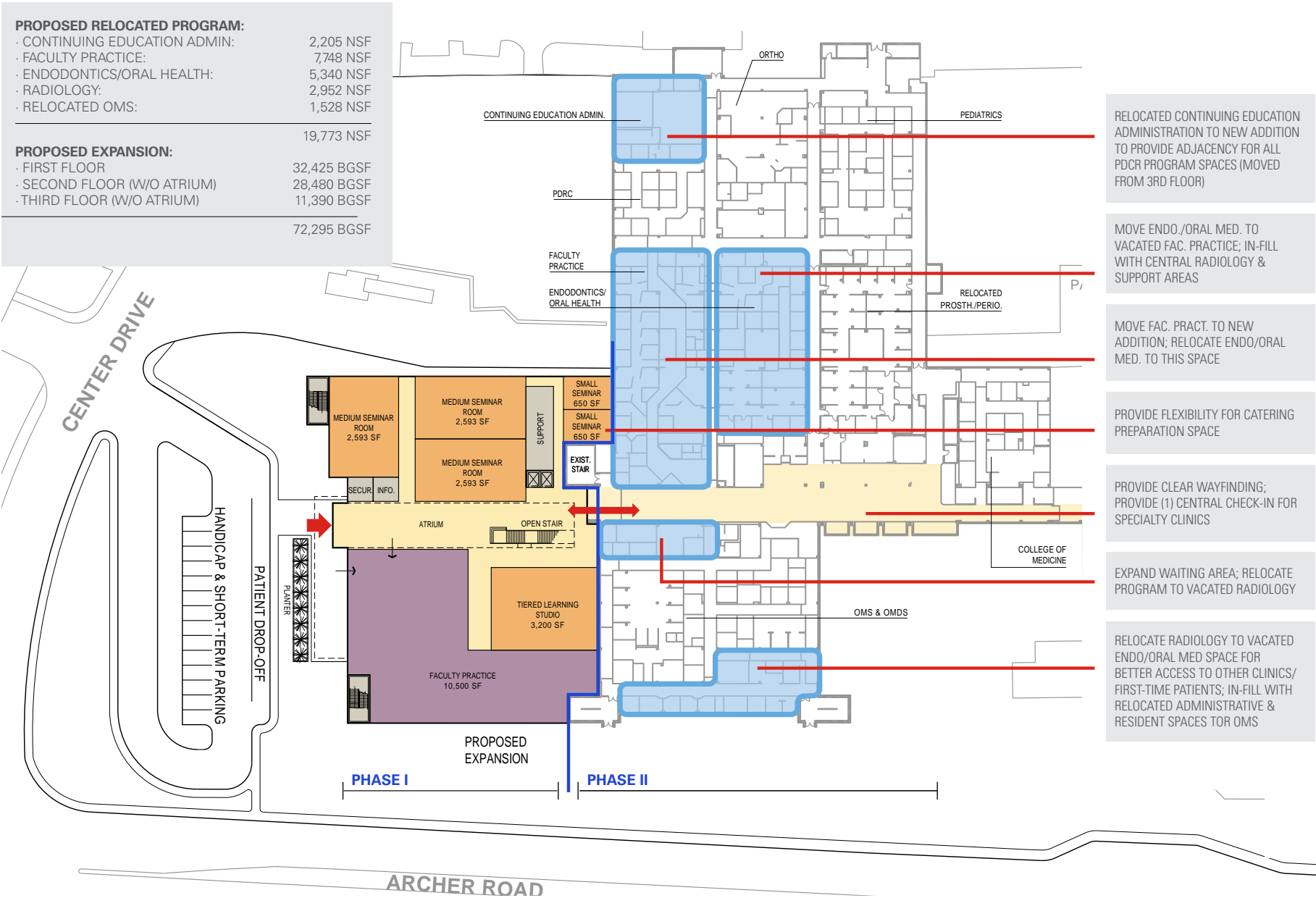
Review of the preliminary LEED checklist should be done with an understanding of the conceptual level of project development. This list makes assumptions of credit compliance based primarily on the following factors:

- What is known of the proposed site and program for the University of Florida College of Dentistry
- Anticipated “best practice” design methods for similar projects
- Experience on previous LEED and sustainable projects

EXISTING SITE PLAN

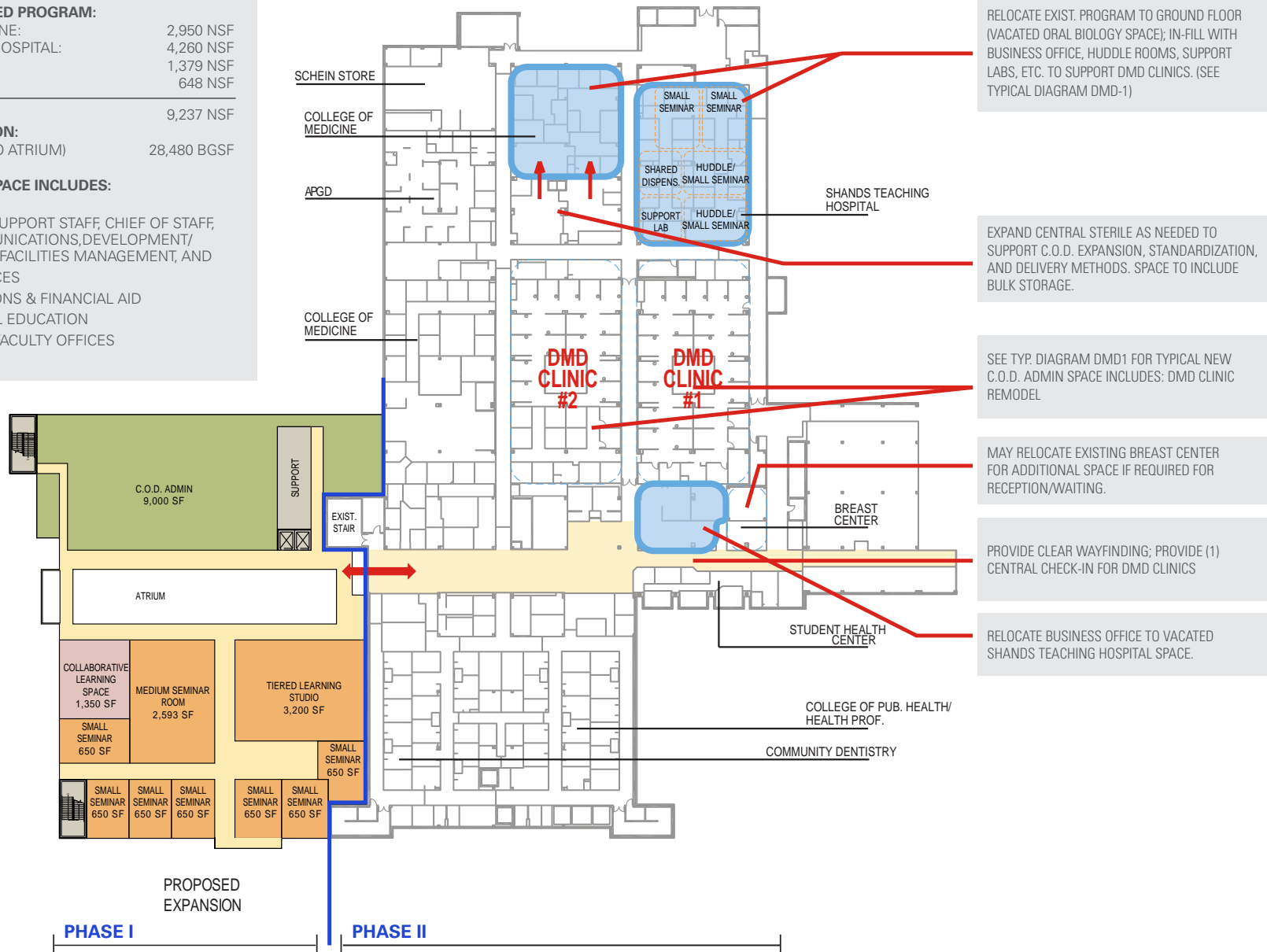


PROPOSED SITE / FIRST FLOOR

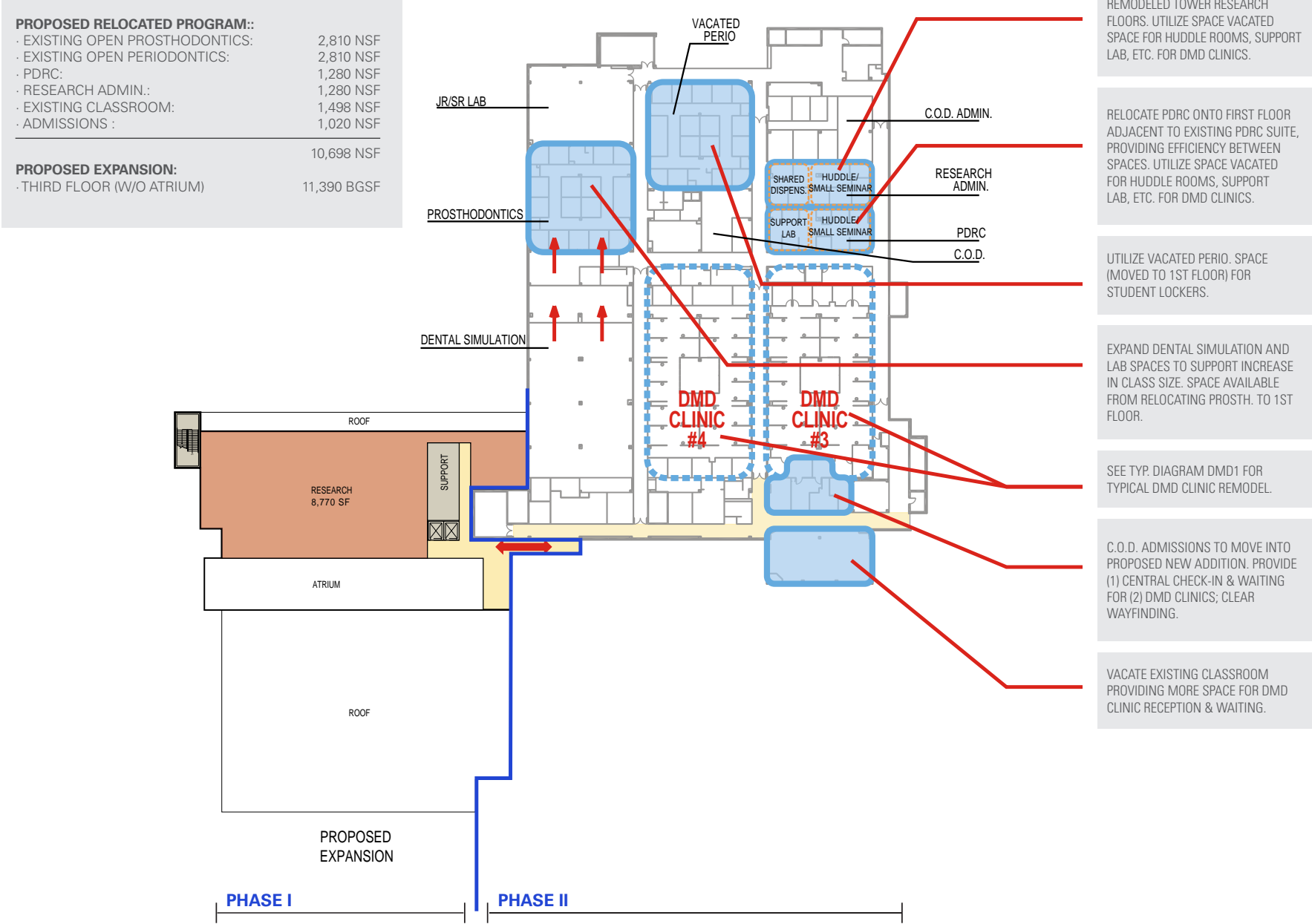


SECOND FLOOR

- DEAN'S SUITE:
 - DEAN'S OFFICE, SUPPORT STAFF, CHIEF OF STAFF, FINANCE, COMMUNICATIONS, DEVELOPMENT/ALUMNI AFFAIRS, FACILITIES MANAGEMENT, AND HUMAN RESOURCES
- OFFICE OF ADMISSIONS & FINANCIAL AID
- CONTINUING DENTAL EDUCATION
- SHARED EMERITUS FACULTY OFFICES



THIRD FLOOR



FOURTH, FIFTH, & SIXTH FLOOR

SIXTH FLOOR:
NO WORK WILL BE COMPLETED ON THIS FLOOR.

NO CHANGES TO EXISTING PROGRAM AREAS.

REMAINING PROGRAM:
· COLLEGE OF MEDICINE

FIFTH FLOOR:

EXISTING C.O.D. PROGRAM:	
· ORAL BIOLOGY RESEARCH:	7,587 NSF
· ORAL BIOLOGY OFFICE:	3,059 NSF
	10,646 NSF

PROPOSED NEW C.O.D. PROGRAM:

· NEW RESEARCH:	6,325 NSF
· NEW OFFICE:	4,456 NSF
	10,781 NSF

RECONFIGURE TO BE A TYPICAL RESEARCH & OFFICE FLOOR, SEE DIAGRAM R-1 AND R-2 FOR REFERENCE. (ENTIRE FLOOR C.O.D.)

REMAINING PROGRAM:
· ORAL BIOLOGY

FOURTH FLOOR:

EXISTING PROGRAM TO REMAIN:	
· RESEARCH PROGRAM:	1,438 NSF

EXISTING PROGRAM TO RELOCATE:

· C.O.M. ADMINISTRATION PROGRAM:	4,040 NSF
· DEAN'S ADMINISTRATION:	4,771 NSF
	8,811 NSF

PROPOSED NEW C.O.D. PROGRAM:

· NEW RESEARCH:	6,325 NSF
· NEW OFFICE:	4,456 NSF
	10,781 NSF

RECONFIGURE TO BE A TYPICAL RESEARCH & OFFICE FLOOR, SEE DIAGRAM R-1 AND R-2 FOR REFERENCE. COLLEGE OF MEDICINE PROGRAM TO MOVE TO GROUND FLOOR OR OTHER NON-C.O.D. PROGRAM AREAS.

RELOCATED PROGRAM:
· COLLEGE OF MEDICINE
· DEAN'S ADMINISTRATION

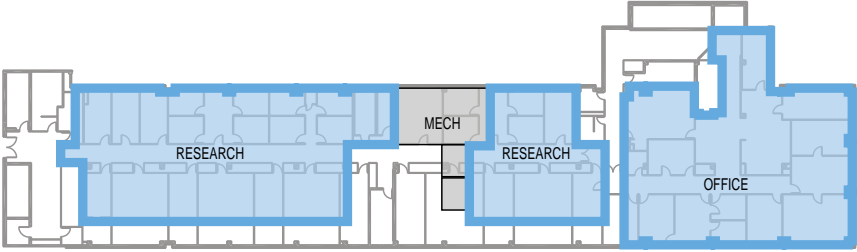
PROGRAM SPACE COULD BE RECONFIGURED TO MATCH NEW C.O.D. RESEARCH OR MOVE TO BASEMENT IN VACATED ORAL BIOLOGY SPACE.



6 SIXTH FLOOR



5 FIFTH FLOOR



4 FOURTH FLOOR

PHASE III



SEVENTH, EIGHTH, & NINTH FLOOR

NINTH FLOOR:	
EXISTING C.O.D. PROGRAM:	
· RESEARCH PROGRAM:	3,125 NSF
· OFFICE PROGRAM:	7,559 NSF
	10,684 NSF
PROPOSED NEW C.O.D. PROGRAM:	
· NEW RESEARCH:	6,325 NSF
· NEW OFFICE:	4,456 NSF
	10,781 NSF
RECONFIGURE TO BE A TYPICAL RESEARCH & OFFICE FLOOR, SEE DIAGRAM R-1 AND R-2 FOR REFERENCE.	
REMAINING PROGRAM:	
· CLINIC ADMINISTRATION	· RESTORATIVE DENTAL SCIENCES

EIGHTH FLOOR:	
EXISTING C.O.D. PROGRAM:	
· RESEARCH PROGRAM:	1,960 NSF
· OFFICE PROGRAM:	5,945 NSF
	7,905 NSF
EXISTING PROGRAM TO RELOCATE:	
· C.O.M. PROGRAM:	553 NSF
PROPOSED NEW C.O.D. PROGRAM:	
· NEW RESEARCH:	6,325 NSF
· NEW OFFICE:	4,456 NSF
	10,781 NSF
RECONFIGURE TO BE A TYPICAL RESEARCH & OFFICE FLOOR, SEE DIAGRAM R-1 AND R-2 FOR REFERENCE. COLLEGE OF MEDICINE PROGRAM TO MOVE TO GROUND FLOOR OR OTHER NON-C.O.D. PROGRAM AREAS.	
REMAINING PROGRAM:	
· OSDS	
RELOCATED PROGRAM:	
· COLLEGE OF MEDICINE	

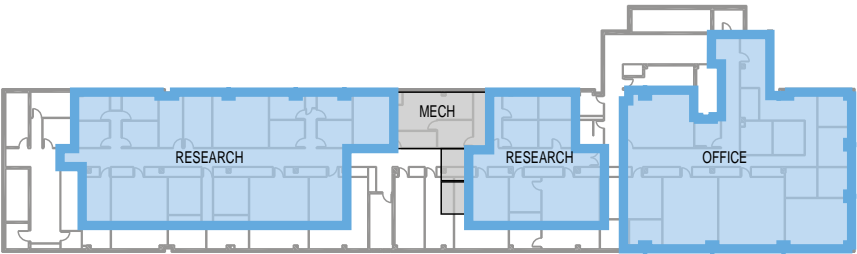
SEVENTH FLOOR:	
EXISTING C.O.D. PROGRAM	
· RESEARCH PROGRAM:	5,466 NSF
· OFFICE PROGRAM:	4,758 NSF
	10,224 NSF
PROPOSED NEW C.O.D. PROGRAM:	
· NEW RESEARCH:	6,325 NSF
· NEW OFFICE:	4,456 NSF
	10,781 NSF
RECONFIGURE TO BE A TYPICAL RESEARCH & OFFICE FLOOR, SEE DIAGRAM R-1 AND R-2 FOR REFERENCE. COLLEGE OF MEDICINE PROGRAM TO MOVE TO GROUND FLOOR OR OTHER NON-C.O.D. PROGRAM AREAS.	
REMAINING PROGRAM:	
· ORTHODONTICS	· OSDS



9 NINTH FLOOR



8 EIGHTH FLOOR



7 SEVENTH FLOOR

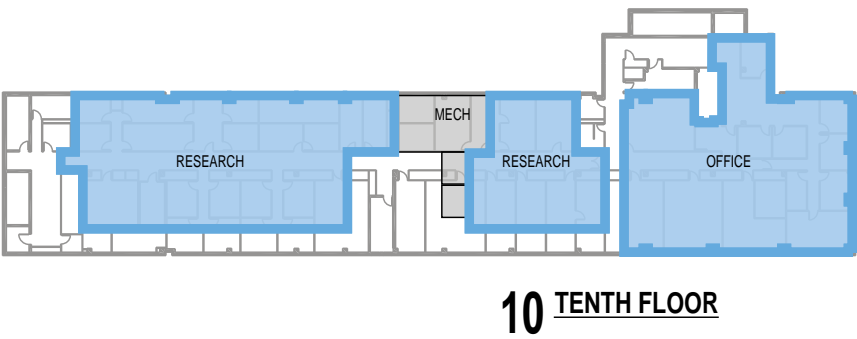
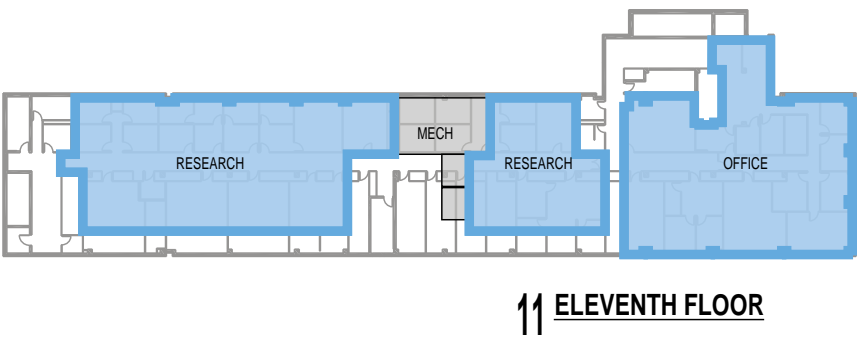
PHASE III



TENTH & ELEVENTH FLOOR

ELEVENTH FLOOR:	
EXISTING C.O.D. PROGRAM:	
· RESEARCH PROGRAM:	2,310 NSF
· OFFICE PROGRAM:	4,027 NSF
	6,337 NSF
EXISTING PROGRAM TO RELOCATE:	
· C.O.M.	3,907 NSF
PROPOSED NEW C.O.D. PROGRAM:	
· NEW RESEARCH:	6,325 NSF
· NEW OFFICE:	4,456 NSF
	10,781 NSF
RECONFIGURE TO BE A TYPICAL RESEARCH & OFFICE FLOOR, SEE DIAGRAM R-1 AND R-2 FOR REFERENCE. COLLEGE OF MEDICINE PROGRAM TO MOVE TO GROUND FLOOR OR OTHER NON-C.O.D. PROGRAM AREAS.	
REMAINING PROGRAM:	RELOCATED PROGRAM:
· PEDIATRIC DENTISTRY	· COLLEGE OF MEDICINE

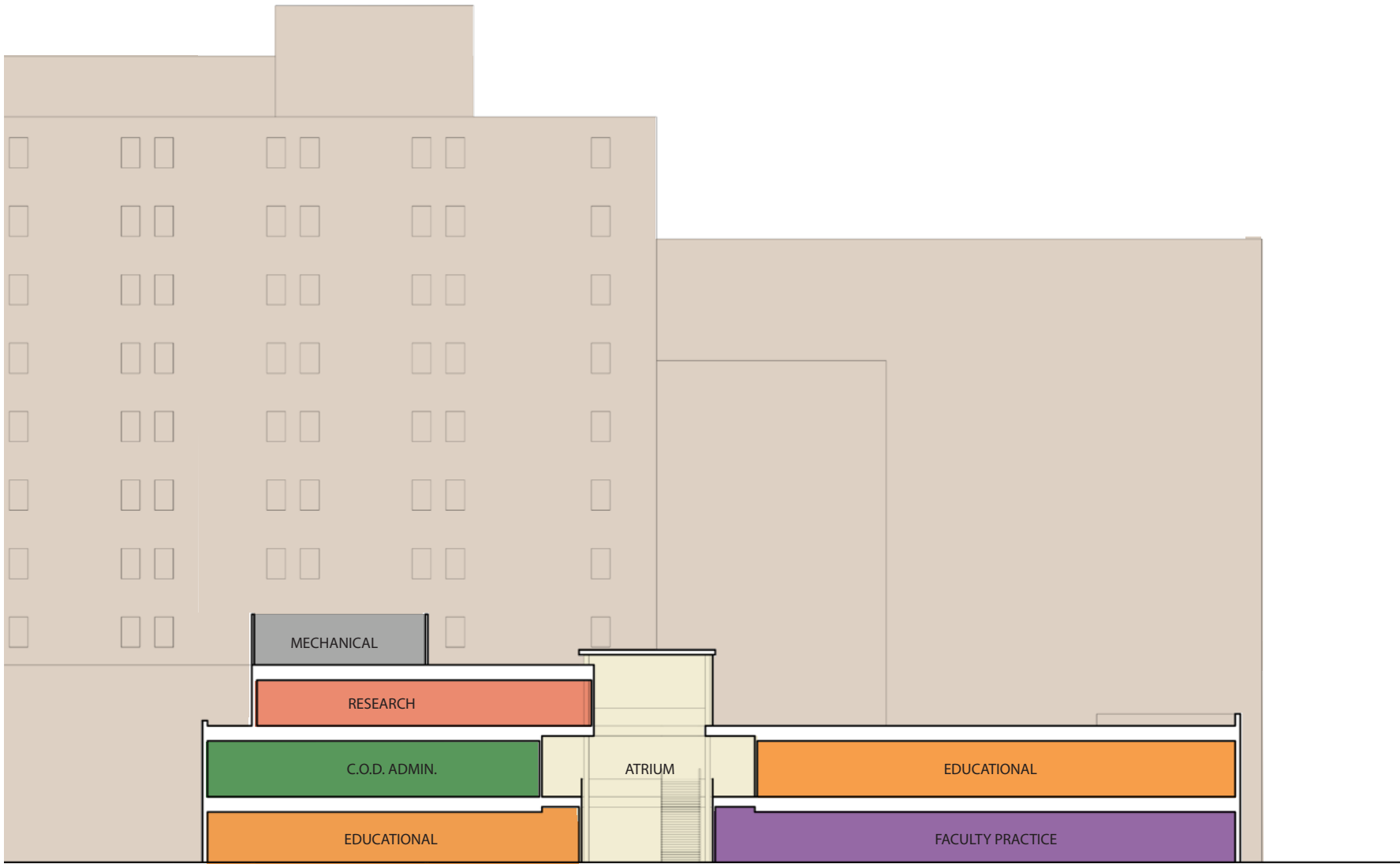
TENTH FLOOR:	
EXISTING C.O.D. PROGRAM:	
· RESEARCH PROGRAM:	4,791 NSF
· OFFICE PROGRAM:	6,013 NSF
	10,804 NSF
PROPOSED NEW C.O.D. PROGRAM:	
· NEW RESEARCH:	6,325 NSF
· NEW OFFICE:	4,456 NSF
	10,781 NSF
RECONFIGURE TO BE A TYPICAL RESEARCH & OFFICE FLOOR, SEE DIAGRAM R-1 AND R-2 FOR REFERENCE.	
REMAINING PROGRAM:	
· ENDODONTICS	PERIODONTICS



PHASE III



MASSING DIAGRAM



BUILDING SECTION THROUGH PROPOSED ADDITION









Thank you.