This memorandum provides a summary of the Fall 2019 Academic Life Workshop, held in support of the Long Range Development Plan (LRDP) and Campus Master Plan. Academic life, encompassing instruction and research activity, but also out-of-classroom learning, comprises the campus’s primary mission as an educational and research institution. Supporting these activities through the physical environment, relative to buildings, open space, mobility, and infrastructure, is one of the primary goals of the LRDP and Campus Master Plan.

Workshop Purpose and Format

The purpose of the workshops was to provide an opportunity for the campus community to provide feedback on their campus experience, and engage in active problem-solving and brainstorming for the future of the campus. The workshop format was chosen to provide opportunity for robust and in-depth discussion, complementary to past and future town hall events. The Academic Life workshop focused on shared resources and the range of space types needed to support instruction and innovation, as well as collaboration and interdisciplinarity; and how the campus’s organization enhances or inhibits those activities.

The LRDP and Campus Master Plan workshops included students, faculty and staff with a diverse range of perspectives, reflecting the complexity and significance of physical planning decisions. The workshops were by invitation, based on the venues’ capacity and on staffing resources. Each workshop was facilitated by Physical & Environmental Planning staff and the master planning consultant team, and followed the same basic format:

- LRDP and Campus Master Plan Overview (see attached summary slides)
- Planning Context (see attached summary slides)
- Breakout Activity, including these key questions:
  - Describe your typical day – where do you go throughout the day?
  - What types of collaboration and classroom spaces would you like to see more of on campus, now and in the future?
  - What are the top five priorities for collaboration and classroom spaces? What other types of spaces should be clustered with them?
  - How should collaboration and classroom spaces be distributed throughout the campus?
- Report Back and Next Steps

Key themes and takeaways from the ideas and solutions discussed in the workshop are documented here. They will be circulated to the campus community as well as to the LRDP and Campus Master Plan Advisory and Working Groups, for consideration as these two plans progress. The workshop themes and takeaways will be combined with LRDP/Campus Master Plan survey analysis and other sources of feedback, into Emerging Themes documents that reflect themes and priorities to be addressed in the LRDP and Campus Master Plan.

Workshop Themes and Takeaways

The themes and takeaways summarized below represent the discussion from the workshop, and may not include all of the challenges and opportunities documented through different modes of LRDP/Campus Master Plan engagement. The summary below may also include conflicting perspectives, reflecting the diversity of ideas generated in the workshop.

Updated: 12/03/19
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Campus Organization & Space Utilization

1. Berkeley has typically made do with existing resources; that should not always be the prevailing approach.
   - Use of existing facilities has intensified over the past decade, which can limit the university’s ability to meet space needs as they arise
   - The current ratio of buildings to open spaces works well
   - Taller buildings could help optimize the use of existing land
   - Consider allowing more telecommuting to reduce the demand for space
   - Determine whether to keep or redevelop historic buildings
   - The Strategic Plan’s goal of 100 new faculty has space needs that should be accounted for, including faculty, graduate student, and undergraduate student space
   - Capital projects that address critical needs should be prioritized (e.g. GA classrooms)
   - Departments sometimes borrow space from each other in order to meet short-term space needs
   - Space guidelines could be better enforced to ensure efficient space utilization; need to assess whether existing space could be better leveraged
   - Consider operational impacts of changing the function of existing space or adding new space (e.g. staffing, security, maintenance)

2. Consider how academic space will be organized throughout campus, both physically and functionally.
   - Consider how disciplines are centralized as well as integrated with each other
   - Some departments are centralized and some are distributed – both models seem to work; the distributed model exposes students to more disciplines
   - Neighborhoods foster coherence in the physical environment as well as school or college identity, and should be preserved; however, consider how to support innovation through adjacencies and collaboration between neighborhoods (“super districts”)
   - Plan for STEAM, not just STEM, and how disciplines can be clustered (e.g. the concept of a STEAM corridor along Oxford Street)
   - The area from Jacobs and Evans Halls to Woo Hon Fai Hall could be considered an innovation zone
   - Consider how to foster collaboration across instructional and study spaces
   - Central campus administration should be embedded in the campus culture; however, also consider whether any administrative uses could move off campus to make space available for academic uses

3. Interdisciplinarity is a priority; how could the campus be more of a “mixing chamber”?
   - Provide space in departments for people from other departments to work on interdisciplinary projects
   - A stand-alone collaboration building could help break down departmental silos
   - Active open spaces (with food to draw people to them) helps people connect

4. Physical campus organization should consider which campus zones have the most capacity for additional space (e.g. to the south and west).
   - In the past, the south side of campus has been considered to be the hub for community and collaboration space, with the north side of campus dedicated to academic departments
- The east side of campus does not have many remaining development sites (e.g. Boalt Lot, Donner Lab)
- Consider an arts district in the vicinity of Wurster, Hertz, and Morrison
- Sites that seem underutilized include University House, Eucalyptus Grove, Clark Kerr, the Faculty Club, and the Women’s Faculty Club
- Consider whether outdoor fields are a good use of land within the Campus Park, and whether any of these functions could be relocated
- UC Berkeley and LBNL should coordinate their planning efforts

**Flexibility, Collaboration, and Connectivity**

1. **Physical flexibility is defined by being able to convert spaces to other types as needs change.**
   - Lobby spaces could be used as study spaces, with the addition of movable furniture
   - Flexible classrooms could accommodate multiple disciplines with different needs, and support interdisciplinary activity
   - Movable furniture is a major component of flexible spaces
   - There is a need for flexible meeting spaces that allow for remote collaboration
   - Secondary office locations (e.g. for joint appointments) could be accommodated with hoteling/touchdown space, rather than private offices

2. **Flexibility is also structural, relative to access to space and how space is managed.**
   - More buildings could be accessible, but secure after hours via key card access – most buildings currently close at 6:00 p.m., and not all of them have key card access
   - Some space could be available to anyone to reserve; it could be centrally managed, and listed so people can see whether it’s available for reservation
   - Demand for space can result in departments hoarding space, and an overall lack of trust
   - Access to space can be limited by adjacent uses with incompatible security needs
   - Some departments lack the resources to maintain flexible spaces and the intensity of their use (e.g. wear and tear on furniture, AV systems)

3. **A range of collaboration spaces is needed to support different modes of collaboration, for students, faculty, and staff.**
   - Students would like to be able to bring food into study and collaborative spaces, as well as classrooms
   - Sometimes students have to wait for space to become available in informal collaboration and social spaces; access to some collaboration spaces is limited (e.g. Berkeley Way West)
   - Chou Hall is a good example of open gathering and study spaces
   - There is potential for café space and mixed uses for community and collaboration at Zellerbach Hall
   - Space for small meetings is needed, whether in dedicated meeting rooms or in private offices
   - Open plan offices need to be accompanied by rooms that accommodate meetings, quiet work, and private phone calls
   - Outdoor spaces could be better leveraged as collaboration, instructional, and community spaces, with the addition of tables and chairs, shade, and outlets
4. **Research space supports collaboration today; however, to be a 21st century university, labs need to be modernized.**
   - Labs that need access to shared equipment could be co-located, as a cost and space saving strategy; this could also promote more interaction
   - Consider the distribution of lab spaces relative to the overall organization of the campus
   - Assess whether there are opportunities to share more space with LBNL

5. **People typically walk to get around campus.**
   - Better signage is needed throughout campus, combined with better lighting
   - Faculty and staff typically travel to many different campus destinations on a given day
   - Students generally stay in the areas close to their classes, and may spend all day on campus even if they live nearby
   - Class change time can be stressful due to congestion
   - Remote meetings could help reduce distance and travel time, but would need to be supported by rooms with appropriate and functional technology

6. **It can be hard to get around, but the answer isn’t more cars – the campus isn’t designed to accommodate more vehicles.**
   - If new parking structures are built, consider how the structures might be adapted in the future, if cars are no longer needed
   - Consider the benefits and challenges of having a clinic in the center of campus, including the need for vehicle access for drop-off and proximate parking
   - The campus community needs more incentives for public transit – consider providing less parking in the long term, and reusing parking sites for academic space
   - LBNL uses electric cars to transport people around, after they park their personal vehicles

**Shared Resources**

1. **All buildings should have shared spaces.**

2. **Classrooms are a priority need. The university should place more emphasis on the provision of GA classrooms.**
   - Scheduling large classes is already difficult – large classrooms are needed more than small classrooms
   - Balance large lecture halls with smaller spaces, as well as gathering spaces for students waiting to enter classrooms
   - The campus should have a range of classroom spaces to accommodate different teaching pedagogies – existing classrooms are generally rectangular with whiteboards at the front of the room
   - Consider adding convertible classrooms that can be changed from day to day
   - Classrooms could be designed for emerging forms of innovation
   - More classrooms could be added in the vicinity of Wellman and Tolman Halls
• Students could have more access to classrooms when not in use for scheduled instruction – classroom and collaboration spaces also support other types of group work
• Plan ahead for potential wear and tear on classrooms, if used after-hours for collaboration and non-instructional activity

3. Consider co-locating classrooms and key academic support functions.
• More space is needed for GSI office hours and discussion sessions
• Student advising units need confidential meeting spaces for sensitive discussions where students feel comfortable talking about personal issues
• Satellite advising spaces could continue to be located in departments, although advising clusters that serve multiple departments could be considered as well
• The campus could have more dedicated space for DSP accommodation, especially as student accommodation needs continue to increase; DSP supports exams as well as meetings and events (symposia, workshops)

4. Classrooms could all be centrally managed and maintained, to maximize efficiency and support equitable access to resources.
• Centrally managing all classrooms would have cultural and political implications, as well as scheduling and curriculum impacts for classes that don’t use the block schedule
• Departmental classrooms are used for non-class academic activity, including studying, office hours, qualifying exams, student groups, breakout spaces for events
• Some departments rent out their classrooms for external programs in the summer
• Limited space resources incentivize departments to maintain control over departmental classrooms, in order to accommodate future needs

5. A new classroom building could accommodate some of the demand for classrooms and provide surge space capacity for classrooms.
• The building could include large classrooms, flexible classrooms, lounges and study space
• The building could be central or located in the east or west areas of campus
• Conversely, consider distributing classrooms around campus – depending on its location, some faculty could have difficulty getting to a central classroom building

6. The campus is a 24/7 environment – daytime, evening, weekends, summer. Existing space is never empty.
• Students are coming to campus from farther away, and need touchdown spaces to study on campus between classes; existing study space seats are all occupied due to demand
• Student services functions could be co-located with study space
• Buildings with flexible spaces and classrooms could be open later
• 24/7 space needs to be indestructible, to handle the intensity of 24/7 use
• 24/7 spaces and buildings could be located in the core campus in high-traffic areas; consider testing 24/7 space in different locations to determine which locations are most successful
- Graduate students need collaboration and working space, separate from undergraduate students that they might be teaching
- Aesthetics matter – create welcoming and inviting spaces with natural light, in order to maximize utilization and functionality

7. Revenue generation goals are generating demand for event space and conference center functions.
- Self-supporting degree programs need flexible conference-type facilities
- In addition to self-supporting degree programs, departments have regular events (e.g. symposia) that would make use of this type of space
- Consider more robust conferencing facilities at Clark Kerr, or sites where there are hotels within walking distance
- Events cause wear and tear not just on event venues, but also adjacent buildings (e.g. through use of available restrooms
Long Range Development Plan and Campus Master Plan

LRDP and Campus Master Plan Workshops
October 1-3, 2019
Berkeley has a long history of campus planning
Berkeley has a long history of campus planning
### What is an LRDP? What is a Campus Master Plan?

<table>
<thead>
<tr>
<th>Long Range Development Plan</th>
<th>Campus Master Plan</th>
</tr>
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<tbody>
<tr>
<td><strong>Differences</strong></td>
<td></td>
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<tr>
<td>• Program-level plan (land use plan) that guides the long-term physical development of the campus</td>
<td>• Aspirational ten-year plan with specific projects to address priorities, such as housing, seismic, sustainability, academic instructional space</td>
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<tr>
<td>• Required by law</td>
<td>• Not required by law</td>
</tr>
<tr>
<td>• Requires an Environmental Impact Report (EIR)</td>
<td>• Does not require an EIR</td>
</tr>
<tr>
<td>• Can be long term</td>
<td>• Living document: can be short or long term</td>
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<tr>
<td>• Regents approval required</td>
<td>• Regents approval not required</td>
</tr>
<tr>
<td><strong>Similarities</strong></td>
<td></td>
</tr>
<tr>
<td>• Aligned with the Strategic Plan</td>
<td>• Build campus consensus around a shared vision</td>
</tr>
<tr>
<td>• Employ an integrated, systems-level approach</td>
<td>• Strategic and prioritize</td>
</tr>
</tbody>
</table>
Timeframe – How long will this take?

**2019**

**Long Range Development Plan**
- Data Collection
- Discovery
- Studies

**Campus Master Plan**
- Data Collection
- Discovery
- Studies

**2020**

**Long Range Development Plan**
- Synthesis
- Draft Recommendations
- EIR analysis

**Campus Master Plan**
- Synthesis
- Draft Recommendations

**2021**

**Long Range Development Plan**
- Draft EIR published
- Revision and adjustments (Final EIR)

**Goal: Approval by the UC Regents**

**Campus Master Plan**
- Revision and adjustments
- Prioritization

**Goal: Adoption by the Chancellor and EVCP**
Governance Structure

Project Management and Oversight Groups

**Project Management**
- Day-to-day logistical management of LRDP and CMP processes
- Prepares reports and preliminary review of content
- Project involvement at all stages, plus coordination with consultants

**Stakeholder Groups**
- Provide input throughout LRDP process
- Consult with Working Group on CMP assessments and component plans
- Project involvement as needed

**Working Group**
- Develop LRDP principles, program and framework
- Participate in stakeholder meetings
- Oversee CMP assessments, guide development of 10-year plan and component plans, and phasing scenarios

**Advisory Group**
- Overall strategic direction for LRDP, EIR and CMP
- Decides LRDP principles
- ID’s CMP priorities
- Reviews LRDP and CMP project progress

**Approvals**

- **UC Regents**
  - Adopt and certify LRDP and EIR
  - No role with CMP

- **Chancellor, EVCP**
  - Approve final LRDP and final CMP
  - Project involvement for final UC Berkeley approvals

- **Capital Planning Committee**
  - Updates and approvals as needed
  - Project involvement at key milestones
Sasaki Associates is our lead consultant, along with Page as our LRDP strategy consultant. The Sasaki team complements and supports on-campus expertise and governance. They will:

• Analyze existing conditions of the physical campus environment
• Synthesize key areas of need from the Strategic Plan
• Hold listening sessions with a wide range of campus stakeholders
• Develop design guidelines
• Identify potential projects and priorities for the Campus Master Plan

Additional sub-consultants that will be part of our planning effort:

• Biddison Hier – Strategic Planning Advisor
• PGA Design – Landscape Heritage
• Forell / Elsesser – Structural Engineering and Seismic
• Fehr & Peers – Mobility Planning and Parking
• ARUP – Energy, Utilities, and Sustainability
• Sherwood Design Engineers – Civil and Storm Water Management
• Page & Turnbull – Historic Architectural Resources
• TBD Consultants – Cost Estimation
Campus and Community Engagement

Objectives

• Provide information and updates on the planning process
• Promote inclusive dialogue, open discussion, and consensus building
• Encourage early and ongoing participation

lrdp.berkeley.edu
masterplan.berkeley.edu
Today’s Workshop

Purpose

• Engage the campus community in active problem-solving
• Learn about the planning process

Format

• Planning Context: Key issues to be addressed
• Breakout Activity: Brainstorm together on a specific issue
• Report Back: Share key takeaways from each table
• Next Steps and Wrap-up: What happens next
Attachment B

Planning Context Presentation Slides
UC Berkeley
Long Range Development Plan and Campus Master Plan

Academic Life Workshop
October 2, 2019

Planning Context
What does the Strategic Plan say about collaboration and interdisciplinarity?

• “All students will have the opportunity to **connect** with others and with the campus, to **discover** and create, to **engage** beyond the campus, and **reflect** on their experience.”

• Emphasis on **working across disciplines** and with the community to address the world’s most pressing issues

• **Signature Initiatives** touch all aspects of academic life—instruction, research, creative and cultural activities, and public service—and call upon collaboration across all campus populations
Where is activity located on campus?

Source: 2018 – 2019 Course Schedule
Where are classrooms concentrated?

- **Dwinelle Hall**: 57 classrooms
- **Evans Hall**: 36 classrooms
- **Barrows Hall**: 31 classrooms
- **Wheeler Hall**: 31 classrooms

*Note: Scheduled classroom count differs from total classroom count*
How can we best support active learning?

Active Learning Classrooms, UC Berkeley
What are other examples of new instructional facilities?

Florida State University

Anteater Learning Pavilion, UC Irvine
How are we supporting students, faculty, and staff outside the classroom?

Academic Innovation Studio, UC Berkeley

Student Learning Center, UC Berkeley
Where does collaboration occur today?

[Map showing collaboration spaces with legend: Meeting Space, Study Space, Common Space]

Source: June 2019 Space Level Report
Where does collaboration occur today?

Moffitt Library 4th and 5th Floors, UC Berkeley
What are other examples of spaces that promote collaboration and creativity?

Student Learning Center, Ryerson University

Anteater Learning Pavilion, UC Irvine
What are other examples of spaces that promote collaboration and creativity?

Denny Hall, University of Washington

Harvard i-Lab

Chang Building, MIT
What are the key issues for the LRDP and Campus Master Plan?

• Provide and locate both formal and informal instructional facilities to support desired pedagogy, keeping flexibility in mind

• Consider provision and location of academic support spaces

• Balance renovation of instructional spaces with potential for new facilities (e.g. potential new classroom building)

• Consider strategy for surge space

• Advance research goals—modernization of existing facilities, support for interdisciplinary research, shared core facilities, and acceleration of innovation and entrepreneurship
Breakout Activity and Reporting Back

Mapping Exercise (1:35 – 1:55 pm)
• Describe your typical day – where do you go throughout the day?

Discussion (1:55 – 2:05 pm)
• What types of collaboration and classroom spaces would you like to see more of on campus, now and in the future?

Mapping and Prioritization Exercise (2:05 – 2:35 pm)
• What are the top five priorities for collaboration and classroom spaces?
• What other types of spaces should be clustered with collaboration and classroom spaces?
• How should these spaces be distributed throughout the campus?
• How can collaboration and classroom spaces embrace the goal of academic comprehensive excellence?

Report Back (2:35 – 2:55 pm)

Next Steps and Wrap Up (2:55 – 3:00 pm)