This memorandum provides a summary of the Fall 2019 Equity & Inclusion Workshop, held in support of the Long Range Development Plan (LRDP) and Campus Master Plan. Equity and inclusion are cornerstones of Berkeley's mission and values. They are also values for the physical environment, and are a major component in how welcoming the campus feels, from specific community spaces to how easy the campus is to navigate.

**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 Equity & Inclusion workshop helped the master planning team better understand the campus community’s needs and values relative to how the physical environment can be more welcoming and inclusive.

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:
  - What are the physical characteristics of welcoming and inclusive spaces?
  - Where do these characteristics exist on campus today? Which physical spaces could be more welcoming and inclusive?
  - What are the top five locations where Berkeley should invest in more inclusive and welcoming spaces?
- 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.
Campus Open Spaces

1. The history of the campus’s land includes many narratives, but the actual physical environment could better reflect those narratives.
   - Sproul Plaza could more visibly recognize its legacy as a part of the Free Speech Movement, as well as current events
   - Outdoor spaces represent opportunities for distinct cultural displays
   - The gathering space in front of the Golden Bear Cafe has significance for the black community, as a place of demonstration and protest
   - The Native American history of the land could be expressed in the landscape
   - Visible police presence can make students feel uncomfortable, especially the black community and undocumented students
   - The campus’s history comprises both positive and negative narratives; both are important and could be recognized
   - Outdoor art is an opportunity to recognize a diversity of cultures, and to make the campus feel inclusive

2. Memorial Glade and Sproul Plaza are actively utilized, large campus open spaces.
   - Sproul Plaza is generally welcoming for undergraduates, but does not always feel welcoming for graduate students
   - Upper and Lower Sproul Plazas are activated by adjacent buildings’ uses, as well as by student activities (e.g. tabling) – open spaces and buildings should be integrated
   - Large open spaces can sometimes feel too open, when underutilized; conversely, when congested, they can feel unwelcoming and overwhelming

3. The campus also needs small-scale gathering spaces: for lunch, to socialize, to enjoy the surroundings.
   - Consider opportunities to restore Strawberry Creek and enhance its biodiversity, as well as to provide interaction points (e.g. at Moses Hall, or north of Valley Life Sciences Building)
   - Shade and movable furniture could help activate open spaces and make them more functional (e.g. the Haas School of Business courtyard is a good example of an active open space)
   - The materiality of campus open spaces is an important factor in how welcoming the campus feels; campus open spaces could include less concrete

4. Better connectivity between the Campus Park and the adjacent blocks could make the campus feel more cohesive overall; landscape and streetscape improvements could enhance connectivity.

5. Campus topography can be challenging to navigate, and steep areas can act as physical barriers that make some parts of the campus feel closed off.
   - Slopes do not necessarily require significant ramps or stairs
   - The exterior ramp at the Haas Business complex is integrated into the landscape, and is wide enough to maneuver easily
   - Signage could indicate changes in slope ahead
6. Limited access open spaces like Memorial Stadium, Underhill Field, and North Field can be frustrating, due to the overall lack of open spaces for informal and organized recreation.

**Interior Campus Spaces**

1. The campus has a significant need for more community spaces where students can gather, study, and meet.
   - Community space could be distinct from study space, and should signal openness through location, access, materiality, and flexibility
   - Students currently have to discover community spaces on their own, and available spaces are not always readily apparent or easy to locate (e.g. Anthony Hall, affinity group spaces in Hearst Field Annex)
   - Student clubs are an important element of the Berkeley student experience, but they do not have enough space to meet and collaborate
   - Adjacencies between community spaces should support activity and interaction
   - The cost of space can limit student clubs’ use of available event space
   - Cafes and gathering spaces make the campus more welcoming (e.g. Free Speech Cafe, Caffe Strada)
   - The overall collaboration space deficit can result in competition for available space, and frustration with departments that limit access to their space
   - Students need touchdown spaces between classes, as well as lockers to store their things while spending the whole day on campus

2. Both dedicated and intersectional affinity and cultural spaces are needed, including distinct community spaces and shared resources.
   - The Multicultural Community Center is a welcoming and successful community space: multi-use, open yet private, community-focused – more spaces like this are needed
   - Consider one-stop hubs that have technology resources, emotional support services, community kitchens, tutoring space, and student club space
   - The location of community spaces is important; visibility helps people find these spaces, and connectivity with other key student spaces reflects the campus’s commitment to building community
   - Graduate students could have dedicated spaces that are distinct from undergraduate student spaces
   - Themed student housing helps build community and supports student success and retention; consider adding more themed housing with shared resources like group study space
   - Prospective students need to be able to see themselves at Berkeley

3. Diversity is also reflected through the provision of a wide range of support spaces, including multi-faith spaces, lactation rooms, space for children, and safe spaces for undocumented students.

4. Staff need dedicated spaces for building community that are separate from their offices.
   - Staff organizations need places to meet that are centralized and not dedicated to departments; the cost of space limits staff organization programming
   - Staff affinity groups do not have dedicated space to gather, and would ideally have flexible, modern space that is located in the Campus Park
5. Consider how existing space could be used more effectively to meet the need for community spaces, for students, faculty and staff.
   - Cesar Chavez Student Center could be improved; the functions that occupy the building have outgrown the space, and the building needs qualitative improvements
   - Centralizing student support could help students successfully navigate Berkeley
   - Multi-use spaces could make the campus feel more welcoming, as they have the flexibility to meet a range of different needs

**Signage & Wayfinding**

1. Campus gateways and edges contribute to the sense of welcome as people arrive on campus, and contribute to easier, more intuitive wayfinding.
   - Consistency of campus edges is impacted by topography and historical campus development
   - Banners, permeability, and signage should be consistent along campus edges and at campus gateways
   - Campus edges define the arrival experience and visitors’ first impression of the campus; they also define how the campus integrates into the adjacent neighborhoods
   - Pedestrian gateways need to be separated from vehicle traffic, and should be well lit at night

2. Signage could be more welcoming, and should facilitate wayfinding as well as demonstrate a commitment to accessibility.
   - Consider the history of existing building names and how they contribute to or detract from the narrative of the physical environment
   - Consider bilingual or multilingual signage, as well as accommodation for people with disabilities
   - LOOP stops could be more visible than the existing signs on the pavement; the stops could also include shelter for people while they wait
   - Easy access to basic amenities throughout campus, with adequate signage, is important for disabled people as well as visitors
   - Consider a cultural wayfinding overlay to the campus, with a series of educational signs installed around campus to give voice to those that are underrepresented

3. Some areas of campus experience high volumes of pedestrian and bike traffic, impacting how easily people can get around.
   - Dedicated bicycle and vehicle lanes could improve safety for all; in general, there should be fewer vehicles on internal campus roads
   - All major pedestrian routes along vehicular roads would ideally have sidewalks on both sides of the road, and pathways should be able to better accommodate peak volumes of pedestrians
   - Lighting is a crucial element of how safe the campus feels at night
   - Pathways and stairs could use truncated domes more widely to aid wayfinding
   - Supporting infrastructure like secure bike storage and EV chargers could make alternative modes of transportation easier to use
Attachment A

LRDP and Campus Master Plan Overview Presentation Slides
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?

### Long Range Development Plan

<table>
<thead>
<tr>
<th>Differences</th>
<th>Similarities</th>
</tr>
</thead>
</table>
| • Program-level plan (land use plan) that guides the long-term physical development of the campus  
• Required by law  
• Requires an Environmental Impact Report (EIR)  
• Can be long term  
• Regents approval required | • Aligned with the Strategic Plan  
• Employ an integrated, systems-level approach |

### Campus Master Plan

<table>
<thead>
<tr>
<th>Differences</th>
<th>Similarities</th>
</tr>
</thead>
</table>
| • Aspirational ten-year plan with specific projects to address priorities, such as housing, seismic, sustainability, academic instructional space  
• Not required by law  
• Does not require an EIR  
• Living document: can be short or long term  
• Regents approval not required | • Build campus consensus around a shared vision  
• Strategic and prioritize |
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**
- 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

**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
Consultant Team

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
Planning Context
UC Berkeley aspires to “Create a critical mass of talented students, faculty, and staff that will fully represent California’s excellence and diversity…”

Source: Pathway to Excellence, UC Berkeley’s Strategic Plan for Equity, Inclusion and Diversity, 2009

### UC Berkeley at a Glance

<table>
<thead>
<tr>
<th>UC Berkeley Populations</th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
<th>Faculty</th>
<th>Staff</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>26,094</td>
<td>10,279</td>
<td>1,528</td>
<td>8,821</td>
</tr>
<tr>
<td>Women</td>
<td>52%</td>
<td>46%</td>
<td>31%</td>
<td>58%</td>
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<td>Underrepresented*</td>
<td>18%</td>
<td>11%</td>
<td>9%</td>
<td>24%</td>
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<tr>
<td>First-Gen</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>13%</td>
<td>24%</td>
<td></td>
<td></td>
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<tr>
<td>Union-represented</td>
<td></td>
<td></td>
<td></td>
<td>33%</td>
</tr>
</tbody>
</table>

*Underrepresented groups are African American, Chicanx/Latinx, and Native American/Alaska Native

### Populations

- **Undergraduate Students**: 26,094
- **Graduate Students**: 10,279
- **Faculty**: 1,528
- **Staff**: 8,821

### Race and Ethnicity

- **African American**: 7% in California, 3% in UC Berkeley
- **Chicanx/Latinx**: 38% in California, 14% in UC Berkeley
- **Native American/Alaska Native**: 2% in California, 1% in UC Berkeley
- **Pacific Islander**: 0.8% in California, 0.2% in UC Berkeley
- **Students with Disabilities**: 10% in California, 6% in UC Berkeley

Source: UC Berkeley Diversity Data Dashboard
LRDP / Campus Master Plan Approach to Equity and Inclusion

Resource Centers and Community Spaces

Celebrating all Narratives

Accessibility

Welcoming Campus
How do current community spaces support and welcome all members of the campus community?
How are other institutions supporting affinity groups?

Native American Longhouse (NAL) Eena Haws

Lonnie B. Harris Black Cultural Center

Centro Cultural César Chávez

Pride Center

Hattie Redmond Women & Gender Center

Asian & Pacific Cultural Center

Etihad Cultural Center

Oregon State University
How are other institutions supporting affinity groups?

University of Michigan, Trotter Cultural Center
Accessible (ADA Compliant) Routes

- Accessible routes within Campus Park are not always clearly identified
- Accessible routes between student housing and Campus Park can be challenging
- Consider centralized student services to increase accessibility and visibility
- Universal accessibility should be part of project planning

Source: Berkeley Website http://access-guide.berkeley.edu
Accessible Campus

C. V. Starr East Asian Library
External elevator leads to the accessible main entry, which can also be accessed by ramp

Haas School of Business Ramp
Integrated accessible route through landscape

Upper to Lower Sproul Connection
Integrated accessible route through landscape
Celebrate All Narratives

Free Speech Newstand

“Weeping Bears” Class of 1920 Bench, World War I Memorial

Sather Tower, 1915

John Galen Howard Plaque
What are the key issues for the LRDP and Campus Master Plan?

- Planning process itself should be inclusive
- Campus should be a place of inclusion and belonging, inside and outside
- Community hubs should be centralized to the extent possible
- Physical environment should reflect multiple histories
Breakout Activity and Reporting Back

Discussion (11:35 - 11:55 am)
  • What are the physical characteristics of welcoming and inclusive spaces?

Mapping Exercise (11:55 am - 12:20 pm)
  • Where do these characteristics exist on campus today?
  • Which physical spaces could be more welcoming and inclusive?

Prioritization Exercise (12:20 – 12:35 pm)
  • What are the top five locations where Berkeley should invest in more inclusive and welcoming spaces?

Report Back (12:35 – 12:55 pm)

Next Steps and Wrap Up (12:55 – 1:00 pm)