



Kresge College Renewal and Expansion Project

Final Environmental Impact Report
SCH#2018042015

prepared by

University of California, Santa Cruz

Physical Planning and Construction

1156 High Street

Santa Cruz, California 95064

Contact: Alisa Klaus, Senior Environmental Planner

prepared with the assistance of

Rincon Consultants, Inc.

437 Figueroa Street, Suite 203

Monterey, California 93940

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1 Executive Summary

1.1 Project Description

The project would involve demolition of nine existing buildings; construction of a new cluster of residential buildings, and academic building, and multi-purpose assembly space; and renovation or reconstruction of most remaining existing buildings at Kresge College. New and renovated buildings would be reprogrammed to increase the functionality of the residential, academic, and student support spaces. In addition, the project would include improvements to and new construction of outdoor amenities, circulation features (including bicycle and pedestrian infrastructure), storm water management system components, landscaping features, and utilities.

1.2 Alternatives

As required by the California Environmental Quality Act (CEQA), this EIR examines alternatives to the proposed project. Studied alternatives include the following four alternatives.

- Alternative 1: No Project
- Alternative 2: Renovate, Reuse, and New Construction
- Alternative 3: Partial Demolition
- Alternative 4: Off-Site Lecture Hall

Refer to Section 6, *Alternatives*, in the Draft EIR for analysis of these alternatives and a discussion of the environmentally superior alternative.

1.3 Areas of Known Controversy/Issues to be Resolved

The potential for impacts to historic resources could be an area of controversy, given that the project would entail demolition and renovation of Charles Moore and William Turnbull-designed buildings. The EIR scoping process did not identify any other areas of controversy for the proposed project.

1.4 Summary of Impacts and Mitigation Measures

Table ES-1 summarizes the environmental impacts of the proposed project, proposed mitigation measures, and residual impacts (the impact after application of mitigation, if required). Impacts are categorized as follows:

- **Significant and Unavoidable.** An impact that cannot be reduced to below the threshold level given reasonably available and feasible mitigation measures. Such an impact requires a Statement of Overriding Considerations to be issued if the project is approved per §15093 of the State CEQA Guidelines.

- **Less than Significant with Mitigation Incorporated.** An impact that can be reduced to below the threshold level given reasonably available and feasible mitigation measures. Such an impact requires findings under §15091 of the State CEQA Guidelines.
- **Less than Significant.** An impact that may be adverse, but does not exceed the threshold levels and does not require mitigation measures. However, mitigation measures that could further lessen the environmental effect may be suggested if readily available and easily achievable.
- **No Impact.** The proposed project would have no effect on environmental conditions or would reduce existing environmental problems or hazards.

Table ES-1 Summary of Environmental Impacts, Mitigation Measures, and Residual Impacts

Impact	Mitigation Measures	Residual Impact
Aesthetics		
Impact AES-1. Scenic vistas are not available to or from Kresge College. Therefore, project implementation would not block or impede views of scenic vistas. This impact would be less than significant.	None required	Less than significant
Impact AES-2. Designated scenic resources on the UC Santa Cruz campus are not located in or immediately adjacent to the project site. Therefore, the project would have a less than significant impact on scenic resources.	None required	Less than significant
Impact AES-3. The project would substantially alter the visual character of Kresge College and degrade its high level of visual quality, primarily by the demolition of historic buildings with unique architecture and the construction of new buildings that do not conform to the site’s original design. These physical changes would result in a significant and unavoidable impact on visual character and quality.	None available	Significant and unavoidable
Impact AES-4. New light and glare sources from the project would not adversely affect views in the area with adherence to campus design standards and mitigation measures in the 2005 LRDP EIR. This impact would be less than significant.	None required	Less than significant
Impact AES-5. Cumulative development would not result in significant cumulative aesthetics impacts, and the project’s contribution would not be cumulatively considerable.	None required	Less than significant
Agriculture and Forestry Resources		
Impact AFR-1. The project would remove approximately 176 trees; however, this tree removal and other project improvements would not conflict with existing zoning or cause rezoning of forest land, or involve other changes in the existing environment that could result in the conversion of forest land to non-forest use. Pursuant to	None required	Less than significant

Impact	Mitigation Measures	Residual Impact
approval of a Timberland Conversion Permit and a Timber Harvesting Plan, impacts would be less than significant.		
Impact AFR-2. Cumulative development would not result in significant cumulative agriculture or forestry resource impacts, and the project’s contribution would not be cumulatively considerable. Impacts would be less than significant.	None required	Less than significant
Air Quality		
Impact AQ-1. Implementation of the project would not conflict with or obstruct implementation of the 2017 AQMP. Impacts would be less than significant.	None required	Less than significant
Impact AQ-2. Project construction would not generate pollutants in quantities that exceed MBARD significance thresholds. Therefore, the project would not violate or contribute substantially to the violation of an air quality standard. this impact would be less than significant.	None required	Less than significant
Impact AQ-3. Project operation would not generate pollutants in quantities that exceed MBARD significance thresholds. Therefore, the project would not violate or contribute substantially to the violation of an air quality standard. Impacts would be less than significant.	None required	Less than significant
Impact AQ-4. The project would not involve siting of new sensitive land uses near pollutant generating land uses, such as freeways. Therefore, the project would not expose sensitive receptors to substantial concentrations of TACs. This impact would be less than significant.	None required	Less than significant
Impact AQ-5. Implementation of the project would not create objectionable odors that could affect a substantial number of people. This impact would be less than significant.	None required	Less than significant

Impact	Mitigation Measures	Residual Impact
<p>Impact AQ-6. Cumulative Development would not conflict with the 2017 AQMP and the project’s contribution would not be cumulatively considerable. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Biological Resources</p>		
<p>Impact BIO-1. The project’s direct and indirect impacts on listed special-status species would be potentially significant, but implementation of project-specific mitigation measures would reduce impacts to less than significant. Therefore, impacts would be less than significant with mitigation incorporated.</p>	<p>BIO-1(a) Worker Environmental Awareness Program Prior to any ground disturbing activities, a qualified biologist shall conduct a training session for all construction personnel. At a minimum, the training shall include a description of California red-legged frog and other special-status species with the potential to occur on-site, their habitat, the importance of the species, the measures being implemented to avoid and minimize impacts as they relate to the project, and the boundaries within which the work may be accomplished.</p> <p>BIO-1(b) California Red-legged Frog Avoidance and Minimization The following measures shall be implemented to avoid and minimize impacts to California Red-legged Frog</p> <ol style="list-style-type: none"> 1 A qualified biological monitor shall be present during all initial vegetation clearing and ground disturbance. If a rain event (over 0.25 inch) occurs, the biologist shall inspect the site again prior to resuming work. 2 To prevent the inadvertent entrapment of individuals, all excavated, steep-walled holes or trenches shall be covered at the end of each workday with plywood or similar materials. If this is not possible, one or more escape ramps constructed of earth fill or wooden planks (no greater 45 degrees) shall be established in the hole. Before such holes or trenches are filled, they shall be thoroughly inspected for any animals. 3 All food trash from project personnel shall be placed in containers with secure lids before the end of work each day to reduce the likelihood of attracting predators to the project site. If containers meeting these criteria are not available, all food trash shall be removed from the project site at the end of each workday. 	<p>Less than significant</p>
<p>Impact BIO-2. The project would not have a substantial adverse effect on a riparian habitat or other sensitive natural community. This impact would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>

Impact	Mitigation Measures	Residual Impact
<p>Impact BIO-3. Project construction would temporarily impact wildlife movement, but project operation would not interfere substantially with the movement of any native resident or migratory fish or wildlife species. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact BIO-4. Cumulative development would not result in significant cumulative biological resources impacts, and the project’s contribution would not be cumulatively considerable. Impacts would be less than significant with mitigation.</p>	<p>BIO-1(a) and BIO-1(b) (listed above)</p>	<p>Less than significant</p>
<p>Climate Change/GHG Emissions</p>		
<p>Impact GHG-1. The project would generate GHG emissions during construction and operation. However, emissions would not exceed the applicable threshold. This impact would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact GHG-2. The proposed project would not conflict with State GHG reduction goals, UC Policy on Sustainable Practices, or the UC Santa Cruz Climate Action Plan. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact GHG-3. Cumulative Development would not result in a significant cumulative climate change or GHG emissions impact, and the project’s contribution to climate change and GHG emissions would not be cumulatively considerable. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Cultural and Historic Resources</p>		
<p>Impact CUL-1. The project would adversely affect the Kresge College Historic District through demolition of contributing buildings, renovation, and new construction. This impact would be significant and unavoidable.</p>	<p>CUL-1(a) Interpretive Program A historic preservation professional qualified in accordance with the Secretary of the Interior’s Professional Qualification Standards shall be retained by UC Santa Cruz to prepare an on-site and online interpretive program that includes a brief history of the KCHD and its significance. The program shall be presented through on-site displays, a website, and/or mobile phone application and include historic photographs, architectural plans and drawings, and other relevant information depicting the architectural and cultural significance of Kresge College. The program shall be completed within one year of project completion with the website and/or mobile</p>	<p>Significant and unavoidable</p>

Impact	Mitigation Measures	Residual Impact
	<p>phone application overseen by UC Santa Cruz for a period of five years.</p> <p>CUL-1(b) Records Digitization UC Santa Cruz shall digitize photographs, drawings, and plans relating to the early design and development of Kresge College. This will include, but may not be limited to, photographs of Kresge College by Morely Baer, currently on file with the UC Santa Cruz Special Collections and Archives; and original drawings of Kresge College by Dan Kiley on file with the Archival Collections at the Harvard Graduate School of Design. The digitized files shall be made accessible through their inclusion in the UC Santa Cruz Library Digital Collections and the Interpretative Program outlined in Mitigation Measure CUL-1(a).</p>	
<p>Impact CUL-2. Project implementation would include measures to address potential impacts of ground disturbing activities during project construction that may unearth or adversely impact unknown archaeological resources. Impacts would be Less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact CUL-3. Project construction would result in ground-disturbing activities, which have the potential to destroy a unique paleontological resource or site or unique geologic feature. However, the site has a low paleontological sensitivity and project implementation would include measures if project uncovers unanticipated resources. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact CUL-4. Project implementation includes measures to address impacts from Ground-disturbing activities during project construction that may disturb human remains. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact CUL-5. Project-level impacts on historical resources would be considered cumulative in nature. As such, cumulative impacts would be significant and unavoidable, and the project’s contribution would be cumulatively considerable.</p>	<p>CUL-1(a) and CUL-1(b) (listed above)</p>	<p>Significant and unavoidable</p>

Impact	Mitigation Measures	Residual Impact
<p>Impact CUL-6. Cumulative development would not result in significant cumulative impacts to archaeological and paleontological resources, and the project’s contribution would not be cumulatively considerable. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
Energy		
<p>Impact E-1. The project would not result in the wasteful, inefficient, or unnecessary consumption of energy resources during construction or operation. The impact would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact E-2. The project would not result in the construction of new or expanded electrical or natural gas facilities, the construction of which could cause significant environmental effects. This impact would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact E-3. Cumulative development would not result in significant cumulative energy impacts, and the project’s contribution would not be cumulatively considerable. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
Geology and Soils		
<p>Impact GEO-1. The project is located in a seismically active region and may be exposed to strong seismic ground shaking during the life of the project. However, the project would not exacerbate existing exposure of people or structures to such risks, and would in fact improve seismic safety of existing structures. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact GEO-2. The project site is not subject to liquefaction hazards but proposed structures at the east, west, and south sides of the site would flank potentially unstable steep slopes. Project implementation includes a measure that requires project design to incorporate recommendations from geotechnical investigations for slope stability. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>

Impact	Mitigation Measures	Residual Impact
<p>Impact GEO-3. Project implementation includes compliance with applicable standards that would maximize on-site infiltration and minimize off-site runoff to address soil erosion or loss of topsoil. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact GEO-4. The proposed project would construct facilities in an area underlain by potentially unstable karst features. Project implementation includes measures that require project design to incorporate recommendations from geotechnical investigations for structural stability. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact GEO-5. The proposed project would be located on moderately to highly expansive soils. Project implementation includes measures that require project design to incorporate recommendations from geotechnical investigations for structural stability. impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact GEO-6. Cumulative development would not result in significant cumulative geology and soils impacts, and the project’s contribution would not be cumulatively considerable. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Hazards and Hazardous Materials</p>		
<p>Impact HAZ-1. The proposed project would not create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact HAZ-2. In the unlikely event of a roadway accident involving hazardous materials, project implementation includes adherence to existing laws and regulations that would reduce impacts to the public or environment. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>

Impact	Mitigation Measures	Residual Impact
<p>Impact HAZ-3. The project includes demolition and renovation of existing buildings that may contain lead and/or asbestos that would be handled and disposed of in accordance with applicable regulations. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact HAZ-4. The project would not impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact HAZ-5. The project would not expose people or structures to a significant risk of loss, injury, or death involving wildland fires. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact HAZ-6. The proposed project would not result in significant cumulative hazards and hazardous materials impacts, and the project’s contribution would not be cumulatively considerable. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Hydrology and Water Quality</p>		
<p>Impact HWQ-1. Project implementation would require compliance with existing regulations and water quality standards to reduce potential adverse effects to water quality. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact HWQ-2. Increased demand for groundwater and changes in on-site infiltration capacity would not result in a net deficit in aquifer volume or a lowering of the groundwater table. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact HWQ-3. Construction and operation of the proposed project would alter the drainage pattern of the project site. Project implementation includes stormwater management measures to control erosion and sediment on site and to prevent increases in post-development runoff. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>

Impact	Mitigation Measures	Residual Impact
Impact HWQ-4. Cumulative development would not result in significant cumulative hydrology and water quality impacts, and the project’s contribution would not be cumulatively considerable.	None required	Less than significant
Land Use and Planning		
Impact LU-1. The proposed project would not conflict with the UC Santa Cruz 2005 LRDP. Impacts would be less than significant.	None required	Less than significant
Impact LU-2. The project does not include land uses that are substantially incompatible with existing or planned adjacent uses. Impacts would be less than significant.	None required	Less than significant
Impact LU-3. The proposed project would not result in significant cumulative land use impacts, and the project’s contribution would not be cumulatively considerable. Impacts would be less than significant.	None required	Less than significant
Noise		
Impact N-1. Project construction would result in a temporary increase of noise levels on the project site that would exceed applicable construction noise standards at nearby noise sensitive receptors. Impacts from construction noise would be significant and unavoidable.	None available	Significant and unavoidable
Impact N-2. The new cluster of residential buildings and academic buildings to be reprogrammed to residential uses would not be exposed to ambient noise exceeding 65 dBA CNEL or interior noise exceeding 45 dBA CNEL. The impact would be less than significant.	None required	Less than significant
Impact N-3. Existing residential buildings on the project site that would be retained and renovated would not be exposed to ambient noise exceeding 65 dBA CNEL or interior noise levels exceeding 45 dBA CNEL. This impact would be less than significant.	None required	Less than significant
Impact N-4. Vibration during project construction would not exceed applicable standards. The impact would be less than significant.	None required	Less than significant

Impact	Mitigation Measures	Residual Impact
<p>Impact N-5. The project would cause an incremental decrease in vehicle trips at campus gateways, which would result in a slight decrease in traffic noise relative to existing conditions and traffic conditions analyzed in the 2005 LRDP EIR. The project would have a less than significant impact related to traffic noise.</p>	None required	Less than significant
<p>Impact N-6. The project would not result in a substantial permanent increase in operational noise levels. This impact would be less than significant.</p>	None required	Less than significant
<p>Impact N-7. Cumulative development would not result in significant cumulative noise impact, and the project's contribution would not be cumulatively considerable. Impacts would be less than significant.</p>	None required	Less than significant
Population and Housing		
<p>Impact PH-1. The project would increase student beds and academic space on campus and generate approximately 10 new faculty/ staff jobs; however, the new beds and academic space increase would serve the existing student population. Therefore, the project would not induce unanticipated population growth. impacts would be less than significant.</p>	None required	Less than significant
<p>Impact PH-2. Although the project would temporarily displace existing student housing during construction, the project would result in a permanent net increase of student beds. Impacts would be less than significant.</p>	None required	Less than significant
<p>Impact PH-3. Cumulative development would result in a significant and unavoidable cumulative population and housing impact. However, the project's contribution would not be cumulatively considerable.</p>	None available	Not cumulatively considerable
Public Services		
<p>Impact PS-1. The project would not require construction of new fire protection facilities. Therefore, it would have a less than significant impact related to fire protection facilities.</p>	None required	Less than significant

Impact	Mitigation Measures	Residual Impact
<p>Impact PS-2. Cumulative development would not result in significant cumulative public service impacts, and the project’s contribution would not be cumulatively considerable. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Transportation/Traffic</p>		
<p>Impact T-1. The project would reduce the number vehicle trips previously estimated for the campus under the 2005 LRDP and would therefore not degrade level of service standards or travel demand measures, nor conflict with the Santa Cruz Regional Transportation Plan. This impact would be less than Significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact T-2. The project does not propose roadway design or pedestrian features that would substantially contribute to existing safety hazards or be seen as incompatible. This impact would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact T-3. Construction traffic could temporarily impact traffic conditions along roadways serving the project site, including emergency vehicle access. Impacts would be significant but mitigable.</p>	<p>T-3 Construction Traffic Mitigation Plan</p> <p>The University shall require the preparation and implementation of a Construction Traffic Management Plan that will include, but will not necessarily be limited to, the following elements:</p> <ul style="list-style-type: none"> ▪ Identify proposed truck routes to be used. ▪ Specify construction hours, including limits on the number of truck trips during the AM and PM peak traffic periods (7:00 – 9:00 AM and 4:00 – 6:00 PM), if conditions demonstrate the need. ▪ Include a parking management plan for ensuring that construction worker parking results in minimal disruption to surrounding uses. ▪ Include a public information and signage plan to inform student faculty and staff of the planned construction activities, roadway changes/closures, and parking changes. ▪ Store construction materials only in designated areas that minimize impacts to nearby roadways. ▪ Limit the number of lane closures during peak hours to the extent possible. At no time will more than one lane on any roadway be closed. Inform the campus at least two weeks before any partial road closure. ▪ Use California Department of Transportation (Caltrans) certified flag persons for any temporary lane closures to minimize impacts to traffic flow, and to ensure 	<p>Less than significant</p>

Impact	Mitigation Measures	Residual Impact
	<p>safe access into and out of the project sites.</p> <ul style="list-style-type: none"> ▪ Install traffic control devices as specified in the Caltrans Manual of Traffic Controls for Construction and Maintenance Work Zones. ▪ When a pedestrian/bicycle path is to be closed, detour signs will be installed to clearly designate an alternative route. Temporary fencing or other indicators of pedestrian and bicycle hazards will be provided. ▪ To minimize disruption of emergency vehicle access, affected jurisdictions (Campus Police, City Police, County Sheriff, and City Fire Department) will be consulted to identify detours for emergency vehicles, which will then be posted by the construction contractor. ▪ Ensure that access to fire hydrants remains available at all times. ▪ Coordinate with local transit agencies for temporary relocation of routes or bus stops in works zones, as necessary. ▪ Coordinate with other projects under construction in the immediate vicinity; so an integrated approach to construction-related traffic is developed and implemented. 	
<p>Impact T-4. The project would not conflict with adopted policies, plans, or programs supporting alternative transportation. Impacts would be less than significant.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Impact T-5. Cumulative development would not result in significant cumulative transportation or circulation impacts, and the project’s contribution would not be cumulatively considerable.</p>	<p>None required</p>	<p>Less than significant</p>
<p>Tribal Cultural Resources</p>		
<p>Impact TCR-1. The project may cause a substantial adverse change in the significance of an unknown tribal cultural resource. Impacts would be Less than significant with mitigation.</p>	<p>TCR-1 Unanticipated Discovery of Tribal Cultural Resources</p> <p>In the event that cultural resources of Native American origin are identified during construction, all earth disturbing work in the vicinity of the find must be temporarily suspended or redirected until an archaeologist has evaluated the nature and significance of the find and an appropriate Native American representative is consulted, based on the nature of the find. If UC Santa Cruz determines the resource is a tribal cultural resource and thus significant under CEQA, a mitigation plan shall be prepared and implemented in accordance with state guidelines and in consultation with affected Native American groups. The plan shall include avoidance of the resource or, if avoidance of the resource is infeasible, the plan shall outline the appropriate treatment of the resource in coordination with the archeologist and the appropriate Native American tribal representative. Appropriate treatment depends</p>	<p>Less than significant</p>

Impact	Mitigation Measures	Residual Impact
	on the nature of the potential tribal cultural resource and may include, but would not be limited to capping, interpretive signage, or access provisions for local Native American tribes.	
Impact TCR-2. Cumulative development would not result in significant cumulative impacts to tribal cultural resources and the project’s contribution would not be cumulatively considerable. Impacts would be less than significant.	Project-specific Mitigation Measure TCR-1 would reduce project-level impacts. No additional mitigation measures are required.	Less than significant
Utilities and Service Systems		
Impact UTIL-1. The project would not require or result in the construction of new water treatment facilities or expansion of existing facilities. Impacts would be less than significant.	None required	Less than significant
Impact UTIL-2. Project wastewater generation would be within the treatment capacity of the City of Santa Cruz WWTF and would not require the construction of new wastewater treatment facilities or expansion of existing facilities. Impacts would be less than significant.	None required	Less than significant
Impact UTIL-3. The project would require the construction of new stormwater drainage facilities or expansion of existing facilities. Impacts would be less than significant.	None required	Less than significant
Impact UTIL-4. The project would increase water demand due to the net increase in student beds and academic space at the Kresge College complex. This water demand would be sufficiently accommodated by the existing water supply. Impacts would be less than significant.	None required	Less than significant
Impact UTIL-5. The proposed project would generate solid waste that would be adequately served by Santa Cruz RRF and would comply with applicable federal, state, and local statutes and regulations. Impacts would be less than significant.	None required	Less than significant

Impact	Mitigation Measures	Residual Impact
Impact UTIL-6. Cumulative development would result in a significant and unavoidable impact on water supply, but the project's contribution would not be cumulatively considerable.	None required	Not cumulatively considerable.
Impact UTIL-7. Cumulative development would not result in significant cumulative impacts to wastewater treatment facilities, stormwater facilities, or landfills, and the project's contribution would not be cumulatively considerable.	None required	Less than significant

2 Introduction

2.1 The EIR Process

This Final Environmental Impact Report (Final EIR) is an informational document prepared by the University of California, Santa Cruz (UC Santa Cruz) to evaluate the potential environmental impacts that would result from adoption of the proposed Kresge College Renewal and Expansion Project (the project). The primary objectives of the EIR process under the California Environmental Quality Act (CEQA) are to inform decision-makers and the public about a project's potentially significant environmental effects, identify feasible ways to minimize significant effects, and consider a reasonable range of alternatives to the project.

As prescribed by the State CEQA Guidelines Sections 15088 and 15132, the lead agency, UC Santa Cruz, is required to evaluate comments on environmental issues received during the public comment period from persons who have reviewed the Draft EIR and to prepare written responses to those comments. This document, together with the Draft EIR (incorporated by reference in accordance with State CEQA Guidelines Section 15150), will comprise the Final EIR for this project. Pursuant to the requirements of CEQA, the Board of Regents of the University of California ("UC Regents" or "Regents") must certify the EIR as complete and adequate prior to approval of the project or a project alternative.

This Final EIR contains individual responses to each comment received during the public review period for the Draft EIR. In accordance with State CEQA Guidelines Section 15088(b), the written responses describe the disposition of significant environmental issues raised.

2.2 EIR Certification Process and Project Approval

In accordance with the requirements of CEQA and the procedures of the University of California, the EIR must be certified as complete and adequate prior to any action on the proposed project. Once the EIR is certified and all information considered, using its independent judgment, the UC Regents can take action to go forward with the proposed project, make changes, or select an alternative to the proposed project. While the information in the EIR does not constrain the Regents' ultimate decision under its land use authority, the Regents must respond to each significant effect and mitigation measure identified in the EIR by making findings supporting its decision.

2.3 Changes to Project Description

Since release of the Draft EIR, design refinements have resulted in slight modifications to the proposed project. These changes include the following:

- The Annex B building would be retained, instead of demolished, and converted from graduate academic use to a maintenance workshop
- The A1 building would be partially renovated, rather than fully renovated, with a new envelope, systems, windows, and first floor interior improvements; interior improvements to the second and third floor would be carried out depending on the final cost of other project improvements

- The R12 building would be partially renovated, rather than fully renovated, with accessibility improvements
- The R13 building would be converted to student co-op space, in addition to residential common space; this building also would undergo partial renovations limited to accessibility improvements
- The existing North Bridge would be modified to meet current accessibility standards by adding stairs to access the new Academic Plaza and an accessible ramp on the west end of the bridge, rather than by elevating the bridge deck and installing new abutment foundations
- Two sub-surface stormwater retention tanks would be installed, instead of a retention tank and a reuse tank, and the locations of the tanks would change to accommodate retaining the Annex B building
- A new stormwater treatment room that was not previously proposed would be installed, with a blending tank that would treat captured stormwater; the treatment room would be located north of the northernmost RNEW building, west of the proposed ACAD building
- Stormwater harvesting tanks would be installed south of the southernmost RNEW building and at the ACAD plaza, instead of one new tank beneath the pathways south of R10; water would be pumped from these-tanks to the new water treatment room

Retention rather than demolition of the Annex B building would reduce the number of buildings proposed for demolition from ten to nine. This reduction in the scale of demolition would affect the project's impacts on visual quality and historical resources. As discussed in Draft EIR Section 4.6, *Cultural and Historical Resources*, Annex B is not a contributor to the eligible Kresge College Historic District. Even by retaining Annex B, the project would still involve the loss of eight buildings that are contributors to the historic district, representing a substantial loss of the built fabric of the historic district. Therefore, this change to the project would not alter the significant and unavoidable impact on historical resources as identified in the Draft EIR. Similarly, the loss of eight contributing historic buildings would still degrade the visual quality at Kresge College (despite less obtrusive modifications to the North Bridge), resulting in a significant and unavoidable aesthetic impact as found in Draft EIR Section 4.1, *Aesthetics*.

With the above changes to the proposed stormwater detention and capture systems, the project would still minimize the amount of runoff that leaves the project site and consequently would minimize the transport of sediment and other pollutants to downstream waterbodies. Impacts related to hydrology and water quality would remain less than significant. Minor changes to the proposed renovation plans could incrementally increase the scope of construction activity at Kresge College but not to the extent that would alter the Draft EIR's impact conclusions related to aesthetics, air quality, or other resource topics.

Therefore, the minor modifications to the proposed project as listed above would not result in new or substantially more severe environmental impacts than identified in the Draft EIR, and do not constitute significant new information, in accordance with CEQA Guidelines section 15088.5. Accordingly, recirculation of the EIR is not warranted.

The revisions to the Draft EIR text as a result of these project description changes are outlined in Section 4, *Corrections and Additions to the Draft EIR*.

3 Response to Comments

3.1 Summary of Comments Received

This section includes the comments received during the public comment period of the Draft EIR for the proposed Kresge College Renewal and Expansion Project and responses to all comments that raise significant environmental issues as required under CEQA. Where a comment resulted in a change to the Draft EIR text, a notation is made in the response indicating that the text is revised. Changes in text are signified by strikeouts (~~strikeouts~~) where text is removed and by underlined font (underlined) where text is added. These changes do not introduce significant new information or otherwise affect the analysis or conclusions of the EIR such that recirculation would be required under State CEQA Guidelines § 15088.5. Rather, this additional information merely clarifies and amplifies the analysis set forth in the Final EIR.

The Draft EIR was circulated for a 53-day public review period that began on November 15, 2018 and ended on January 7, 2019. The University received ten written comment letters during this period, including one letter from the State Clearinghouse confirming that the University has complied with the State Clearinghouse public review requirements pursuant to CEQA.

The commenters and the page number on which each commenter’s letter appear are listed below.

Letter No.	Commenter	Affiliation	Date	Page No.
Public Agencies				
SA 1	Scott Morgan, Director	State Clearinghouse	January 8, 2019	21
SA 2	Christopher A. Bjornstad, Transportation Planner	Caltrans	December 4, 2018	25
LA 1	Clara Stanger, Associate Planner	City of Santa Cruz	January 4, 2019	29
Organizations				
ORG 1	Matthew Waxman and Paul Simpson, Co-Chairs	Kresge Advisory Board	January 7, 2019	37
Public				
IND 1	Jim Adams	Public	November 15, 2018	47
IND 2	Bob LaPointe	Public	November 16, 2018	49
IND 3	Daniel Schmelter	Public	November 16, 2018	52
IND 4	Becky Steinbruner	Public	November 27, 2019	54
IND 5	Richard Peters	Public	January 3, 2019	58
IND 6	Donlyn Lyndon	Public	January 7, 2019	61
IND 7	Nadia Peralta	Public Meeting, Santa Cruz	November 27, 2018	63
IND 8	Becky Steinbruner	Public Meeting, Kresge Town Hall	November 28, 2018	124

The comment letters and responses follow. The comment letters have been numbered sequentially by the type of commenter (e.g., “SA 1” indicates the first letter received from a State agency). Each separate issue raised by the commenter, if more than one, has been assigned a number. The responses to each comment identify first the number of the comment letter, and then the number assigned to each issue (Response SA 1.1, for example, indicates that the response is for the first issue raised in comment Letter SA 1).



Gavin Newsom
Governor

STATE OF CALIFORNIA
Governor's Office of Planning and Research
State Clearinghouse and Planning Unit



January 8, 2019

Alisa Klaus
University of California Santa Cruz
1156 High St
Santa Cruz, CA 95064

Subject: Kresge College Renewal and Expansion Project
SCH#: 2018042015

Dear Alisa Klaus:

The State Clearinghouse submitted the above named Draft EIR to selected state agencies for review. The review period closed on January 7, 2019, and no state agencies submitted comments by that date. This letter acknowledges that you have complied with the State Clearinghouse review requirements for draft environmental documents, pursuant to the California Environmental Quality Act.

SA
1.1

Please call the State Clearinghouse at (916) 445-0613 if you have any questions regarding the environmental review process. If you have a question about the above-named project, please refer to the ten-digit State Clearinghouse number when contacting this office.

Sincerely,

Scott Morgan
Director, State Clearinghouse

**Document Details Report
State Clearinghouse Data Base**

SCH# 2018042015
Project Title Kresge College Renewal and Expansion Project
Lead Agency University of California, Santa Cruz

Type EIR Draft EIR
Description Note: Review Per Lead

The project would involve demolition of ten existing buildings; construction of a cluster of three new residential buildings, an academic building, and a multi-purpose assembly space; and renovation or reconstruction of all remaining existing buildings. New and renovated or reconstructed buildings would be reprogrammed to increase the functionality of the residential, academic, and student support spaces. In addition, the project would include improvements to and new construction of outdoor amenities, circulation features (including bicycle and pedestrian infrastructure), storm water management system components, landscaping features, and utilities. The project would retain key legacy site features of the existing Kresge College complex.

Lead Agency Contact

Name Alisa Klaus
Agency University of California Santa Cruz
Phone 831-459-3732 **Fax**
email
Address 1156 High St
City Santa Cruz **State** CA **Zip** 95064

Project Location

County Santa Cruz
City Santa Cruz
Region
Lat / Long 36° 59' 52" N / 122° 03' 56" W
Cross Streets Heller Dr and Empire Grade
Parcel No. multiple
Township

	Range	Section	Base
--	--------------	----------------	-------------

Proximity to:

Highways SR 9
Airports
Railways
Waterways Cave Gulch, Moore Creek, Jordan Gulch, Wilder Creek
Schools UC Santa Cruz, Westlake ES
Land Use Kresge College complex/Z: N/A/2005 LRDP Designation: colleges and student housing

Project Issues Aesthetic/Visual; Agricultural Land; Air Quality; Archaeologic-Historic; Biological Resources; Cumulative Effects; Drainage/Absorption; Economics/Jobs; Flood Plain/Flooding; Forest Land/Fire Hazard; Geologic/Seismic; Growth Inducing; Landuse; Minerals; Noise; Population/Housing Balance; Public Services; Recreation/Parks; Schools/Universities; Sewer Capacity; Soil Erosion/Compaction/Grading; Solid Waste; Toxic/Hazardous; Traffic/Circulation; Tribal Cultural Resources; Vegetation; Water Quality; Water Supply; Wetland/Riparian

Reviewing Agencies Resources Agency; Department of Conservation; Department of Fish and Wildlife, Region 3; Cal Fire; Office of Historic Preservation; Department of Parks and Recreation; Department of Water Resources; California Highway Patrol; Caltrans, District 5; California Department of Education; Department of General Services; State Water Resources Control Board, Division of Drinking Water; Regional Water Quality Control Board, Region 3; Department of Toxic Substances Control; Native American Heritage Commission

**Document Details Report
State Clearinghouse Data Base**

Date Received 11/14/2018

Start of Review 11/14/2018

End of Review 01/07/2019

Letter SA 1

COMMENTER: Scott Morgan, Director, State Clearinghouse

DATE: January 8, 2019

Response SA 1.1

The commenter confirmed that the Draft EIR was circulated to selected state agencies for review during the public review period. This letter also acknowledges that the University has complied with the State Clearinghouse review requirements pursuant to CEQA. This comment is acknowledged and has been incorporated into the administrative record. No changes to the EIR are necessary to address this comment.

DEPARTMENT OF TRANSPORTATION

50 HIGUERA STREET
SAN LUIS OBISPO, CA 93401-5415
PHONE (805) 549-3101
FAX (805) 549-3329
TTY 711
<http://www.dot.ca.gov/dist05/>



Serious drought
Help save water!



December 4, 2018

SCr-1-19.0
SCH#2018042015

Alisa Klaus
University of California
1156 High Street
Mailstop PPDO
Santa Cruz, CA 95064

Dear Ms. Klaus:

The California Department of Transportation (Caltrans), District 5, Development Review, has reviewed the Draft Environmental Impact Review (DEIR) for the Kresge College Renewal and Expansion Project at the University of California-Santa Cruz. Caltrans offers the following comments in response to the DEIR:

- 1. This DEIR based mitigations from the 2005 Long Range Development Plan (LRDP), where the traffic analysis for the LRDP had significant technical errors and thus makes it problematic to use as a baseline today. At that time, we requested a revised traffic study but it was not provided. SA 2.1
- 2. Caltrans requests a traffic analysis to look at the Mission Street corridor (State Route 1) to determine project specific impacts on the State transportation system of an approximately 19,500 student enrollment as described in the LRDP. SA 2.2
- 3. Educational institutions are required under CEQA to help account for off-site impacts resulting from campus expansion projects. For information regarding educational facilities, please see court case: *City of San Diego, et al. v. Board of Trustees of the California State University* (2015). SA 2.3
- 4. Projects that support smart growth principles which include improvements to pedestrian, bicycle, and transit infrastructure (or other key Transportation Demand Strategies) are supported by Caltrans and are consistent with our mission, vision, and goals. Further, we commend local planning efforts that are consistent with State planning priorities intended to promote equity, strengthen the economy, protect the environment, and promote public health and safety. SA 2.4

Ms. Klaus
December 4, 2018
Page 2

Thank you for the opportunity to review and comment on the proposed project. If you have any questions, or need further clarification on items discussed above, please contact me at (805) 549-3157 or email christopher.bjornstad@dot.ca.gov.

Sincerely,



Christopher A. Bjornstad
Transportation Planner
District 5 Development Review

Cc: Sarah Christensen (SCRRTC)
Claire Fliesler, City of Santa Cruz

Letter SA 2

COMMENTER: Christopher A. Bjornstad, Transportation Planner, Caltrans

DATE: December 4, 2018

Response SA 2.1

The commenter states that the EIR bases mitigations on the 2005 Long Range Development Plan (LRDP), which had technical errors and therefore is a problematic source for establishing traffic baseline estimates.

As acknowledged by the commenter, the traffic analysis for the proposed project is tiered from the traffic impact analysis in the 2005 LRDP EIR, supplemented by a project-level Trip Generation Analysis and Site Access Evaluation Memorandum (Trip Memo) and Construction Impact Analysis Memorandum (Construction Memo) prepared for the proposed project by Fehr & Peers (2018a, 2018b; refer to Appendix G of the Draft EIR). Under the tiering provisions of CEQA, the traffic and transportation impacts of development under the 2005 LRDP as a whole need not be re-examined in the Kresge EIR since they were examined in detail in the first-tier program EIR for the 2005 LRDP (CEQA Guidelines § 15152).

The comment states that the traffic analysis for the 2005 LRDP EIR contained technical errors but does not identify any such errors in sufficient detail to permit a more detailed response. Accordingly, this comment does not state a specific concern or question regarding the adequacy of the analysis in the EIR and no further response to this comment is required.

It should be clarified, however, that the commenter's assertion that the Kresge EIR uses the traffic analysis in the 2005 LRDP EIR as a "baseline" is unfounded. The baseline for analysis of transportation and traffic impacts in the Kresge EIR is existing conditions. The purpose of the analysis was to confirm that with the proposed project, the total daily and peak hour trips to the campus would be comparable to or less than the trips previously estimated for the campus at full development under the 2005 LRDP, i.e., 2020 conditions as projected in the 2005 LRDP EIR. The EIR explains that, while a projected enrollment increase under the LRDP to 19,500 students would cause an increase in daily and peak hour trips to the campus compared to existing conditions in 2017, the proposed project itself would reduce, rather than increase, daily and peak hour trips. Furthermore, both with and without the project, the projected daily trips (and the related peak hour trips) would be less than the vehicle trips analyzed in the 2005 LRDP EIR. Therefore, the project would not result in new or more severe traffic impacts than previously analyzed in the 2005 LRDP Final EIR.

Response SA 2.2

The commenter requests traffic analysis of the Mission Street corridor (State Route 1) to determine project-specific impacts on the State transportation system of an approximately 19,500 student enrollment as described in the LRDP.

Please refer to Response 2.1; under the tiering provisions of CEQA, the it is not necessary that the Kresge EIR include a re-evaluate transportation impacts of enrollment growth under the 2005 LRDP, which was examined in detail in the EIR for the 2005 LRDP.

Response SA 2.3

The commenter states that educational institutions are required under CEQA to help account for off-site impacts resulting from campus expansion projects.

As required under CEQA, the EIR presents the project's trip generation and demonstrates that the project's off-site impacts are addressed by the analysis in the 2005 LRDP EIR. The Kresge EIR is a project-level EIR that is tiered from the 2005 LRDP EIR. In compliance with CEQA tiering provisions for streamlined review, this EIR focuses on the project and site-specific impacts of the Kresge College Renewal and Expansion Project and relies on the 2005 LRDP EIR for analysis of cumulative impacts. The 2005 LRDP EIR analyzed the traffic impacts on the road network from the traffic associated with a campus of 19,500 students under 2020 conditions. As noted in Section 4.15, *Transportation and Traffic*, of the Draft EIR, the project in combination with the Student Housing West and Crown College projects would exceed the 2005 LRDP bed estimate, but would be within the scope of the 2005 LRDP building program and so would not expand the campus beyond the development envisioned in the 2005 LRDP and analyzed in the 2005 LRDP EIR. Furthermore, the Campus would remain below an enrollment of 19,500 full-time equivalent (FTE) students until such time that a new LRDP is adopted. The project would not generate vehicle trips that would exceed the number analyzed in the 2005 LRDP EIR, and would therefore not result in impacts requiring mitigation under CEQA. Therefore, the 2005 LRDP EIR sufficiently accounts for the project's transportation impacts.

Response SA 2.4

The commenter states that Caltrans supports projects that support smart growth principles that include improvements to pedestrian, bicycle, and transit infrastructure. The commenter states that Caltrans commends local planning efforts that are consistent with State planning priorities.

The project would also include multimodal transportation improvements, such as pedestrian paths and bike parking, to encourage walking, bicycling, or taking transit to and from the project site. This comment does not conflict with or challenge the analysis and conclusions of the EIR. However, the comment is herewith shared with the University decision makers for their consideration.



809 Center Street • Room 206 • Santa Cruz, CA 95060 • www.cityofsantacruz.com
LEE BUTLER, DIRECTOR OF PLANNING AND COMMUNITY DEVELOPMENT



January 4, 2019

Alisa Klaus
Senior Environmental Planner
Physical Planning and Construction
University of California, Santa Cruz
1156 High Street
Santa Cruz, CA 95064

RE: City of Santa Cruz Comments for Kresge College Renewal and Expansion Project draft EIR

Dear Alisa:

The City of Santa Cruz appreciates the opportunity to review the Draft Environmental Impact Report (DEIR) for the Kresge College Renewal and Expansion Project. We encourage UCSC to consider the responses below from various city departments.

Planning

1. Page 4.6-9 of the DEIR states that no other local plan besides the LRDP applies to the project site with regard to cultural resources. However, General Plan 2030 for the City of Santa Cruz maps the entire portion of the UCSC campus within city limits as highly sensitive for archaeological resources. While the DEIR does not appear to acknowledge this mapping, the level of analysis and the LRDP mitigation measures are consistent with policies under General Plan 2030 with regard to sites mapped as highly sensitive for archaeological resources.

LA 1.1

Fire

2. With an increase in campus population and concurrent increase in traffic congestion, there will be an impact to emergency vehicle access and an increase to response times. Include the following measures to mitigate this impact:
 - a. All traffic signals installed on campus shall be outfitted with a Santa Cruz City Fire Department compatible Opticom Emergency Vehicle Traffic Pre-Emption "Opticom" system. This applies to future signals as well as the existing traffic signals already in use on campus.
 - b. Bicycle and pedestrian paths should be wide enough and strong enough to support emergency vehicles. Currently there are a number of paths that do not support Emergency Vehicle Access (EVA) and significantly delays emergency response.
 - c. Provide for Emergency Vehicle Access (EVA) to all new and renovated buildings. Allow adequate approach and egress routes as determined by the Fire Marshal.

LA 1.2

- d. Ensure elevators installed in new and renovated buildings are large enough to accommodate a medical gurney in the flat/level position along with the emergency response personnel.
 - e. Provide adequate turnouts, turn pockets, cut outs, lane widths, and number of lanes.
 - f. Provide islands and lane separators.
3. Currently none of the buildings on campus adhere to California Fire Code (CFC) section 505.1:

LA 1.2
cont'd

**SECTION 505
PREMISES IDENTIFICATION**

505.1 Address identification. *New and existing buildings shall be provided with approved address identification. The address identification shall be legible and placed in a position that is visible from the street or road fronting the property. Address identification characters shall contrast with their background. Address numbers shall be Arabic numbers or alphabetical letters. Numbers shall not be spelled out. Each character shall be not less than 4 inches (102 mm) high with a minimum stroke width of 1/2 inch (12.7 mm). Where required by the fire code official, address identification shall be provided in additional approved locations to facilitate emergency response. Where access is by means of a private road and the building cannot be viewed from the public way, a monument, pole or other sign or means shall be used to identify the structure. Address identification shall be maintained.*

LA 1.3

The lack of mandated and generally accepted addressing best practices creates delays in emergency response. To mitigate this impact all current and future building will adhere to the standards set forth within CFC 505.1.

- 4. The current fire station has reached end of life for functionality, and the station is not adequate for an increase in population on the campus. The City does not own the station, nor has a new fire station site been identified on campus. A site for a new station will need to be identified and a station design created to allow for current and future needs.
- 5. Allow for in-building radio and cellular communications for emergency response.
- 6. Provide adequate water supply for structural fire firefighting.
- 7. Provide adequate emergency vehicle access to buildings. Provide adequate defensible space within wildland urban interface around buildings. Maintain vegetation and landscaping around buildings as described in 2016 CFC Chapter 49.

LA 1.4

LA 1.5

LA 1.6

LA 1.7

Sustainability and Climate Action

- 8. The document notes LEED silver certification and cites a triple net zero energy performance goal, yet Table 2.0-1 states that construction and operation would increase use of energy resources (further detailed in section 4.14) but would not result in wasteful, inefficient, or unnecessary consumption of energy resources. Net zero energy is different than the subjective criteria of wasteful, inefficient, and unnecessary. Please clarify whether the project will utilize a net zero energy approach.
- 9. Given the information presented on page 4.6-19, please clarify whether this project has been modeled with the UCSC's Climate and Energy Strategy (CES) tool.
- 10. Section 3.6 states that the project is targeting LEED platinum but will achieve a minimum of Gold certification. This section conflicts with section 3.3, which states one of the objectives of the project will be to achieve LEED silver certification at minimum. Please advise whether gold or silver LEED certification is the minimum to be achieved.

LA 1.8

LA 1.9

LA 1.10

- | | |
|---|---------|
| 11. In the NOP review, we noted that applicant should discuss how this project will contribute to or detract from the achievement of City's 12 climate action milestones. As such, sections 4.6 and 4.14 would benefit from some reference to the City's Climate Action Plan and Climate Adaptation Plan and the goals and objectives called out in each. For example, please advise how additional organic waste generated from the proposed facility will be handled so as not to conflict with the state and city's waste diversion goals. | LA 1.11 |
| 12. There is an error on page 4.5-11, Climate Protection bullet one: Climate neutrality from Scope 1 and 2 sources should be by 2025, not by 2053. | LA 1.12 |
| 13. Please specify what kind of tree mitigation ratio will be utilized. | LA 1.13 |
| 14. In the NOP review, we requested that the DEIR discuss how the project considers climate adaptation (e.g., mitigating potential for wildfire, drought, etc. and impacts like extreme heat events). This discussion is not included in the document; please provide this discussion. | LA 1.14 |

Please contact me at (831) 420-5247 or cstanger@cityofsantacruz.com if you have any questions.

Sincerely,



Clara Stanger
Associate Planner II

cc: Lee Butler, Planning Director
 Alex Khoury, Assistant Planning Director
 Sarah Fleming, Principal Planner
 Eric Marlatt, Principal Planner
 Jason Hajduk, Division Chief and Fire Marshal
 Christophe Schneiter, Assistant Public Works Director
 Tiffany Wise-West, Sustainability & Climate Action Manager

Letter LA 1

COMMENTER: Clara Stanger, Associate Planner II, City of Santa Cruz

DATE: January 4, 2019

Response LA 1.1

The commenter states that the Draft EIR does not acknowledge the archaeological sensitivity mapping contained in the City of Santa Cruz General Plan 2030, but finds that the Draft EIR's analysis and mitigation measures are consistent with Santa Cruz General Plan 2030 policies for sites mapped as highly sensitive for archaeological resources.

As discussed in Draft EIR Section 4.11, *Land Use and Planning*, the University of California is a constitutionally-created state entity that is not subject to local general plans for uses on property owned or controlled by the University that further its educational purposes. However, it is University policy to seek consistency with regional and local plans and policies, where feasible. As acknowledged by the commenter, the analysis in Draft EIR Section 4.6, *Cultural and Historical Resources*, is consistent with General Plan 2030 policies to protect archaeological resources. Impact CUL-2 finds that ground disturbing activities could uncover unanticipated subsurface archaeological resources, but the 2005 LRDP includes mitigation to address potential impacts on unanticipated discoveries. With the implementation of these measures, which are required under the LRDP and assumed as part of the proposed project, these potential impacts would be less than significant.

Response LA 1.2

The commenter states that an increase in campus population will lead to an increase in traffic congestion. The commenter states that congestion will impact emergency vehicle access and increase emergency response times. The commenter recommends the following measures to mitigate this impact: outfitting all traffic signals with Opticom systems; increasing the width and strength of bicycle and pedestrian paths that cannot currently support emergency vehicles; provide for emergency vehicle access to all new and renovated buildings; ensure that elevators in new and renovated buildings are large enough to accommodate a medical gurney and emergency personnel; provide adequate turnouts for emergency vehicles; provide islands and separators.

An increase in campus population is a result of growth in campus enrollment, as anticipated and analyzed in the 2005 LRDP EIR, and is not an impact of the proposed project, which is intended to accommodate the projected growth within the scope of the 2005 LRDP. Although the project would increase the number of beds on campus, it would not increase daily trips above the level analyzed in the 2005 LRDP EIR, and in fact would result in a decrease in daily trips compared to the No Project Alternative, as shown in Table 4.15-3 of the Draft EIR. The project would therefore not increase traffic congestion above the level analyzed in the 2005 LRDP EIR. Refer to Section 4.15, *Transportation/Traffic*, for a discussion of the project's traffic impacts.

The City's comments related to Opticon systems, bicycle and pedestrian path width, emergency access, and elevator width will be considered by UC Santa Cruz. Note that the site plans for the project include adequate emergency access.

Response LA 1.3

The commenter states that none of the buildings on campus adhere to the California Fire Code requirement for display of address.

The Campus will work with the Santa Cruz Fire Department (SCFD) to develop an approach to building identification that works for both the Campus and the fire department, so that delays in emergency response are avoided.

Response LA 1.4

The commenter states that the current fire station is not adequate for an increase in campus population, and that a site for a new station will need to be sited and designed.

As discussed in Section 4.14, *Public Services*, of the Draft EIR, the campus receives fire and emergency medical service from the SCFD. The proposed project would not increase campus population beyond the level anticipated and analyzed by the 2005 LRDP EIR. Analysis in the 2005 LRDP EIR found that campus development would not require a new fire station, but would require expansion of the existing on-campus station to include an additional fire engine bay.

UC Santa Cruz staff will continue to discuss fire station capacity with the SCFD under the terms of the existing Fire Services Agreement between the Campus and the City. The Campus consulted with the City Fire Chief regarding the expansion of the existing fire station on the campus to house the additional fire personnel needed for the proposed project. Based on this consultation, the Campus estimates that a total of 1,070 square feet (sf) of additional building space would be needed at the existing fire station. This would include an additional 750 sf for parking apparatus that is currently stored outside; 120 sf for sleeping quarters to accommodate additional staffing as needed for special events, disasters, or other staffing related needs; and about 200 sf for a code-compliant storage room for personal protective equipment. The additional space could be provided through an expansion of the existing building to the north (option 1). Alternatively, the existing first story could be remodeled to accommodate apparatus bay needs and a second story could be added to accommodate the additional sleeping space (option 2). A portion of the additional apparatus space could be accommodated through expansion to the west, in combination with one of the first two options. Undeveloped land, containing a few young planted trees, is available to the north of the fire station for this expansion. Therefore, implementation of the fire station expansion would not involve removal of mature trees. Furthermore, the area does not contain any sensitive habitats or habitats that could support special-status plant/wildlife species. Finally, the project would be required to implement LRDP mitigation measures to avoid noise impacts on nesting birds and on cultural resources, should any be encountered during ground disturbing activities. Therefore, an expansion of the fire station to accommodate additional personnel needed to serve the proposed project would not result in significant environmental impacts. This is consistent with the findings of the 2005 LRDP EIR that also concluded that the environmental impacts from an expansion of the fire station would be less than significant.

Response LA 1.5

The commenter requests that the project include in-building radio and cellular communications for emergency response.

The request for in-building radio and cellular communications will be considered by UC Santa Cruz. Note that the site plans include adequate emergency access.

Response LA 1.6

The commenter requests that the project include adequate water supply for structural fire firefighting.

Please refer to Section 4.17, *Utilities and Service Systems*, of the Draft EIR for a discussion of water supply. As noted therein, existing water supply would sufficiently serve the proposed project. Campus standards contain requirements that water main extensions be hydraulically modeled to demonstrate adequate fire flows, which the project must meet.

Response LA 1.7

The commenter requests that the project include adequate emergency vehicle access to buildings and provide adequate defensible space within wildland urban interface around buildings. The commenter requests that vegetation and landscaping around buildings is maintained according to 2016 California Fire Code Chapter 49.

The project would comply with the California Fire Code, and the project plans provide adequate emergency vehicle access to buildings, including a new emergency vehicle access drive at the south end of the site, as shown in Figure 2-19 in Section 2.0, *Project Description*. In addition, the project would comply with the International Uniform Wildland Interface Code, which establishes regulations for land use and the built environment in designated wildland-urban interface areas using prescriptive and performance- related provisions. Refer to Section 4.9, *Hazards and Hazardous Materials*, for discussion of fire hazards.

Response LA 1.8

The commenter requests clarity regarding whether or not the project would utilize a net zero energy approach.

As discussed on pages 4.7-16 through 4.7-18 of the Draft EIR, the project would contain energy efficiency design features to minimize energy consumption in new and existing buildings where possible. However, the project was not designed to have zero net energy consumption. As stated on page 2-36 of the Draft EIR, the project was designed to achieve net zero greenhouse gas emissions, not net zero consumption of energy.

Response LA 1.9

The commenter asks whether or not the project has been modeled with the UCSC Climate and Energy Strategy tool.

The project was not modeled with the with the UCSC Climate and Energy Strategy tool for purposes of the EIR. Rather, project air quality and greenhouse gas emissions were modeled using the California Emissions Estimator Model (CalEEMod) Version 2016.3.2 as discussed on page 4.3-8 and 4.5-17 of the Draft EIR. CalEEMod was developed by the California Air Pollution Control Officers Association (CAPCOA) in collaboration with the California Air Districts, and is used statewide by government agencies and environmental professionals to estimate emissions of criteria air pollutants and greenhouse gases from proposed projects. As discussed on pages 4.7-15 through 4.7-18 of the Draft EIR, project construction energy demand was estimated using the same assumptions and factors from CalEEMod Version 2016.3.2 that were used in estimating construction air emissions and operational energy demand was discussed based on the project's energy efficiency design features.

Response LA 1.10

The commenter notes that the EIR identifies LEED Gold as a minimum goal in Section 3.6, but identifies LEED Silver as a minimum goal in Section 3.3.

There is no Section 3.3 or 3.6 in the Kresge College Renewal and Expansion Project EIR and no reference to LEED Gold as a goal of the project. The Kresge College project would be LEED Silver or higher, as stated on page 2-37 of the Draft EIR.

Response LA 1.11

The commenter requests that the EIR discuss how the project would contribute to or detract from the achievement of the City of Santa Cruz's 12 climate action milestones.

The project is under the jurisdiction of UC Santa Cruz and the University is not included in the City of Santa Cruz Climate Action Plan and Climate Adaption Plan. However, page 4.5-22 of the Draft EIR discusses the project's consistency with the UC Sustainability Practices Policy and UC Santa Cruz Climate and Energy strategy, UC Santa Cruz's equivalent of a Climate Action Plan, and states that "the project would not conflict with the Climate Energy Strategy." In addition, as discussed in Section 4.5-21 of the Draft EIR, the project would be designed to support the University goal of achieving net zero waste by 2020 by including adequate facilities to accommodate recycling and composting.

Response LA 1.12

The commenter states that page 4.5-11 of the Draft EIR mistakenly lists 2053 as a climate neutrality year, and that the year should instead be 2025. Page 4.5-11 of the EIR has been revised accordingly, as shown below:

Climate Protection

Each campus and the UC Office of the President will develop strategies for meeting the following University goals:

- Climate neutrality from Scope 1 and 2 sources by ~~2053~~2025
- Climate neutrality from specific Scope 3 sources (as defined by the American College and University Presidents' Climate Commitment by 2050 or sooner

Response LA 1.13

The commenter asks what tree mitigation ratio would be utilized.

As described in Section 2, *Project Description*, the project would preserve as many healthy trees as possible, but would require the removal of existing trees in the footprints of proposed new buildings. The project would require removal of approximately 176 trees. As described in Section 4.2, *Agricultural and Forestry Resources*, tree removal would reduce the tree canopy coverage at the project site from approximately 55 percent to approximately 20 percent. Forestland is defined as land that supports 10 percent native tree-cover of any species. Therefore, the project would not result in a conversion of forest land, nor would the project require rezoning of land designated for any forest or timber uses.

The project does not include a mitigation ratio for replacement of removed trees. However, because the project site qualifies as timberland as defined in Section 4560 of the Public Resources Code, tree

removal would require a Timberland Conversion Permit (TCP) and preparation of a Timber Harvesting Plan (THP). A THP is an environmental review document, prepared by a Registered Professional Forester, submitted by landowners to the California Department of Forestry and Fire Protection. Where feasible, harvested lumber from the project site would be used on-site for furniture, decking, and other site design elements.

Response LA 1.14

The commenter requests discussion of climate change adaptation.

Climate adaptation is considered throughout the EIR in individual impact sections, specifically climate adaptation issues related to drought and wildfire. As described in Section 4.4, *Biological Resources*, on page 4.4-11, exterior landscaping design would favor plants that are drought-tolerant and fire resistant. Therefore, chosen species would be able to adapt to changing climate conditions. Page 4.17-12 in Section 4.17, *Utilities and Service Systems*, provides measures to implement during drought emergencies and page 4.17-16 includes a discussion of how UC Santa Cruz implements water demand reduction measures. Specifically, the proposed stormwater collection and re-use system would provide additional water supply during drought years. Therefore, the project would adapt to reduced water supply during dry years. Wildfire incidents may also increase as a result of climate change. Impacts from wildfire are discussed in Section 4.9, *Hazards and Hazardous Materials*. As stated on page 4.9-16 of the Draft EIR, "The project would be designed to reduce fire risk in compliance with Chapter 7A of the California Building Code and Chapter R337 of the California Residential Code, both of which contain standards applicable to the construction of buildings in wildfire-prone areas."

January 7, 2019

Letter ORG 1

JOLIE KERNS, DIRECTOR OF CAMPUS PLANNING, UC SANTA CRUZ
ALISA KLAUS, SENIOR ENVIRONMENTAL PLANNER, UC SANTA CRUZ

Re: Draft Environmental Impact Report - Kresge College Rebuild and Renovation

Dear UCSC Planning and Architects,

The University's pursuit of renovating Kresge College and attending to issues of accessibility, environmental sustainability, and of meeting needs for student accommodations are of merit. The concerns expressed in this memo are focused on the aesthetics and social aspects of the design as it pertains to the core values of the heritage design by architect Charles Moore / MLTW that have and can continue to benefit the student experience of Kresge College at UC Santa Cruz.

Please consider the following in critique of D-EIR sections Aesthetics and Cultural & Historic Resources and the mitigation measures proposed.

THE CORE VALUE OF THE STREET AND THE DEMOLITION OF R8:

D-EIR page 4.6-18:

Residential Suite R8 is the only building along the eastern edge of the Upper Street and is critical in delineating this prominent circulation corridor. Its removal would not only alter this design element, but would also affect the way in which the college was meant to be experienced in relation to its natural surroundings. Views into and out of the complex were consciously curated, with buildings placed in specific locations with the intent of directing views either inward or outward depending on the location. Buildings such as R8 were designed to create a visual barrier between the interior of the college and the surrounding environment, resulting in selective views into and out of the college. The removal of R8 would significantly affect these physical features that reinforce the "village" atmosphere and are representative of the significance of KCHD.

D-EIR page 4.6-22:

Although there are a number of design features that would help to minimize impacts, the proposed project would result in a substantial adverse change in the significance of a historical resource – the KCHD...

...The removal of key primary buildings such as R8, R3, and R11 would affect the circulation patterns and site design of Kresge College, both important character-defining features of the historic district. As consciously sited by Moore and Turnbull, R8, R3, and R11 help define the circulation pattern of the college by creating a pedestrian corridor framed on either side by buildings. Similarly, the site circulation is considered a character-defining feature. While the primary street would remain intact, the introduction of a new pathway traveling a north-south

ORG 1.1

alignment through the former location of R3 would affect the prescribed circulation by creating a new juncture between the Upper and Lower streets...

Because of these actions, the project would demolish and adversely alter those physical features that convey the KCHD's significance and justify its inclusion for the California Register. Project design features discussed above would help to retain some of the historic character of the historic district and minimize impacts to the greatest extent possible. However, the impacts to the historic district would still be significant.

D-EIR page 4.6-22:

It was ultimately determined, however, that UC Santa Cruz could not meet its project objectives while avoiding impacts to the historic district.1 Project design features such as the retention and renovation of contributing buildings and design features would help to minimize impacts to the KCHD.

As documented in the Draft EIR pages 4.6-18, page 4.6-22, and similarly on Appendix D: Historic Resource Evaluation, the Building R8 and the Kresge Street form essential components of the significant value of the design of Kresge College and the means by which this value contributes to student well being and success.

This memo challenges the statement made on page 4.6-22 that claims that UC Santa Cruz is not able to meet its project objectives which avoiding impact to the historic district. If it is a matter of whether the entire site of Kresge College must stay the same or not, then that simplistic statement stands, but when considered within the context of thoughtful design and planning -- which the architects are interested in -- then this statement is incorrect. Specifically, UC Santa Cruz must be able to meet its project objectives and also decrease the negative impact on the historic district by considering the measured and specific impacts of losing specific buildings on the site, subsequent impacts to the key innovative design feature of the Kresge College "Street", and by using any proposed changes to enhance and support the Street.

Therefore it is requested the Draft EIR make a more significant review of design options and alternatives that mitigate the impact on the historic district in this manner. Please study and include design options and alternatives that specifically are able to meet the programmatic goals of the Kresge College project and also strategically minimize impact. Please do this for all proposed removed buildings, such as R8, and the impacts to the Street.

Please include in the Draft EIR suitable design options and alternatives that address the importance of locating a building where R8 is currently located. Please do this by 1) demonstrating options that keep R8 as is by renovating it and programming it appropriately to benefit the cohesion of Kresge College, such as locating additional student co-op spaces, 2) demonstrating options that locate a new building in this location also suitably programmed, and 3) demonstrating how the large academic building at the north could be stretched down to fill the void left by R8, thus sustaining the scale of the Street, and creating a portal for the entrance of Kresge from the bridge.

WHY IS THE KRESGE STREET RELEVANT AND CRITICAL?:

In addition to the remarks made by the Draft EIR as noted above, I wish to provide some further thoughts. The primary innovative design element of Kresge College by Charles Moore / MLTW is the "Street" and



ORG 1.1
cont'd



ORG 1.2



ORG 1.3

its relationship to all other innovative design elements. It is essential to understand that the Street at Kresge is not a highway or throughfare meant to linearly connect points. Any interpretation of the Street in this manner is incorrect. Instead, the Street at Kresge was designed -- and has functioned -- as a social environment that mixes people, creating a hub for those who pass through and those who live there. The significance of this part of the design is essential and critical because it enables students to socially interact while being engaging in the range of diverse activities that constitute the purpose of the college as a living-learning community -- activities related to residential student life, student support and advising, and academics and faculty.

The primary innovative design element of the Street is tied furthermore to the historic and legacy impetus for Kresge College's pedagogical role in benefiting students -- as proposed by the original Provost, and continued and adapted over the years by subsequent Provosts -- by creating a living-learning community designed to heighten the importance of respecting students as co-creators, shared owners, and active citizens of the college as a community and place. The idea remains central to the renovation and rebuild agenda.

As a social environment mixing people across different uses and activities, the Street respects students by creating a common slate for interaction that is dynamic temporally, spatially, and intellectually. The Street actively challenges the notion that a community or urban environment must function through the separation of activities, whereby one place serves one role and another serves another. The programming of Kresge College in the Charles Moore / MLTW design weaves along and through the Street. The Street engages the idea that by thinking across boundaries, across functions, across disciplines, across time, across horizontal stacks of program, and across assumptions of what is public and private, individual and collective, personal and professional, inside and outside, the student is brought to think about the very structure of the world around them and see it as layered, and the street as an intellectual and physical tool for making sense of these layers together as they connect to their varied experiences on campus at different times of day and year.

This social environment of the street is furthermore innovative and important because of its essential relationship to the design of the student residences along the street. In this manner, it is critical to understand that the street is not an isolated object but inextricably tied to the design of the buildings along it. The Street is a mediator across different layers of social interaction and student agency. The feature of the breezeways and ledges outside apartment front doors that form as a social space in-between the scale of the individual apartment units and the Street itself, is an essential extension of the street. The individual apartments have shared common spaces within them, forming another layer. This gradient from the student private room, to apartment, to the breezeway, to the Street, forms the full extent of the Street as a powerful and innovative vision that is critical to Kresge College and its benefit to the student experience. Students living in R8, for instance, can sit on the ledge outside their rooms, or above in the breezeway on the second floor, and can interact in-person, in a shared physical space, with students of Kresge, or of those of the other colleges coming to Kresge to attend a class, service, event, etc. The different scaled layers of the street make it a social environment more inviting for students who may be more prone to isolation and loneliness.

The preservation and strengthening of the street is essential to maintaining Kresge College's unique and innovative design legacy for UC Santa Cruz, as well as to sustain its ability to serve as an active real-world example of successful Postmodern Architecture that sought to utilize historical precedents, symbolism, and references of human-scale, human activity, and human agency to inspire and build environments that strengthen the relationship between human beings as co-creators, shared owners, and



ORG 1.3
cont'd

active citizens of community and place. The architect Charles Moore / MLTW of Kresge College emphasized this in their work repeatedly, and the Street at Kresge College is an important living example.

↑
ORG 1.3
cont'd

When studying the impact to the street please consider the way it is tied to the residencies and the value of the layered approach to social space as contributing to the welfare of students as members of the community.

OTHER ASPECTS NEEDING IMPROVED STUDY AND DESIGN ALTERNATIVES:

Please provide options and alternatives that improve upon the design of: 1) the “sramp” (stair-ramp), 2) the civic plaza, 3) the academic plaza / R8, 4) the entry to Kresge from the northern bridge , 5) the academic building, 6) Building R10, and 7) “R-NEW” proposed student dormitories. Summarized here:

1) “Sramp”:

Please redesign the stair/ramp to function as an amphitheater in the service of the civic plaza. Please consider removing the stair as an isolated element and fuse it into the ramp. The purpose of this would to become an engaging environment to support the gathering of people who can routinely hang-out on this hill. Activate the whole area as occupiable for sitting, drawing, lounging, reading, talking, viewing, and participating in public events.

ORG 1.4

2) Civic plaza:

Please improve the design of the civic plaza’s accessible routing and landscaping. As now designed, the plaza is all chopped-up with the accessible route and what appears to be grade changes. This renders it less usable for large gatherings. Make a piazza students can adapt without barriers.

ORG 1.5

3) Academic plaza / R8:

This is connected to the concerns about R8. The proposed demolition of R8 is proposing replacing it with a sunken plaza. The problem is that people occupying the plaza -- as documented in project renderings -- are lower than the street and face away from the street when they engage and sit on the steps that lead down into that sunken plaza. As proposed it separates people. This needs to be improved, along lines as mentioned above, by considering different options that incorporate a built structure in this location that supports the programming of Kresge College, whether keeping R8 or suitable alternative.

ORG 1.6

4) The entry to Kresge from the northern bridge:

It is advised that the design consider a design device used by Charles Moore, along with other architects, to emphasize an entrance through transitions of scaled occupiable spaces. This could be achieved by having the entry puncture the academic building and forming a portal to Kresge. The portal would be smaller in scale, and the subsequent release into the academic plaza as larger scale, would create a distinctive sequential experience that marks the entrance of Kresge College.

ORG 1.7

5) Academic building:

The academic building is very singularly focused on academic activities. The current Town Hall, in that location, by contrast, is hybrid with offices, multi-use rooms, cafe and patio. Please incorporate social uses, eateries, or mixed-functional spaces into the academic building. Insert spaces that students -- specifically students of the Kresge community -- would use on a more regular basis inside this building to pull into inhabiting it throughout the day, week, and year in different ways.

ORG 1.8

6) Building R10:

The Lower level of R10 needs more attention. Make the interior services of this building in better services of the Kresge College residences. As currently, it reproduces the current problem with the existing Food Coop's location being rear-facing and not engaging directly with the Kresge College student population. Make the programming of the demo kitchen so students can prepare food that could be shared / sold in the Civic Plaza. For example, every Friday, two student groups could prepare food there, and then they share / sell the food in the plaza. It becomes a cultural event at Kresge. And then the plaza might become a center for all across campus because there is food being shared / sold by students (think vibrance analogous to food trucks). It becomes a cross cultural experience for the whole campus with the living-learning experience of Kresge as a focal point. Similarly, the fact R10 borders the Civic Plaza means the ground floor of this building is a key opportunity to participate in it.

ORG 1.9

7) "R-NEW" proposed student dormitories:

It is important to study and develop design options and alternatives for the R-NEW dormitories that contribute to and build from the successful characteristics of the Kresge College historic district's residential buildings. The R-DEIR Appendix D: Historic Resource Evaluation acknowledges how the residential buildings of Kresge College feature the breezeways, balconies and ledges that are a scale of social space in-between the apartments and the Street:

R-DEIR Appendix D: Historic Resource Evaluation, pages 27:

These buildings are generally two-stories, rectangularly-shaped, and feature an exterior stair to the second story gallery walk with entries to the second-floor units.

R-DEIR Appendix D: Historic Resource Evaluation, pages 28:

A semi-enclosed hallway separates the units, with an additional exterior semi-enclosed hallway or stair at the building ends.

ORG 1.10

In these current Kresge College residencies, each unit has a breezeway, balcony, or ledge facing the common public space of the street. There is no barrier between the apartments because you can walk along the balcony. It is a shared common link between inside and outside. You can come outside your immediate door and participate, engage during the day-to-day, walk outside your balcony and see your neighbors as part of the communal space shared with other residencies. The current design allows you to be a part of the community even if you are introverted.

In the R-NEW student dormitory buildings as proposed, each floor has typically 33 beds, as singles, doubles, and triples with a lounge at one end. Each floor is a micro community. Each of these micro communities are stacked but not connected sectionally across floors. While the conventional common lounges at the end of the floors get light, they do little to compel students to come out of their rooms and interact. Please study design options and alternatives that connect the circulation hallway spaces with the social common lounges in a way that benefits the student social experience and learns from the precedent of the existing Kresge College residential buildings along the street.

Furthermore, please continue to develop design options and alternatives that improve the way the ground floor along the R-NEW buildings can serve as social spaces. As currently designed they appear to serve more as tracks to channel students from one point to another. This similarly requires studying the precedent of the existing Kresge College Street.

CONCLUDING THOUGHTS:

The purpose of a UC Santa Cruz college is about the ways physical proximity of different activities and environments are a central part of both informal and formal human engagement in daily life. This is in service of amplifying the simultaneity of both “living” and “learning” experiences to demonstrate -- through example and experimentation -- how the choices we make in our personal and professional lives are as much connected as are the “local” and “global” aspects of our world. Students should be respected as active citizens with a shared ownership of the layered public commons that encourages seeing and thinking about ourselves and our communities in this way. The design of Kresge College by Charles Moore / MLTW is centered on cultivating these core values. The Kresge College of the future should continue to take these values seriously, build upon and strengthen them.

ORG 1.11

Sincerely,

Paul Simpson
Kresge College 2002
Co-Chair, Kresge Advisory Board

Matthew Waxman
Porter College 2006
Co-Chair, Kresge Advisory Board

Letter ORG 1

COMMENTER: Matthew Waxman and Paul Simpson, Co-Chairs, Kresge Advisory Board

DATE: January 7, 2019

Response ORG 1.1

The commenter states that their letter expresses concerns focuses on aesthetic and social design aspects of the project. The commenter provides excerpts from the EIR as reference.

The comment does not pertain to the adequacy of the EIR or the CEQA process. The commenter's individual concerns are addressed below.

Response ORG 1.2

The commenter challenges the statement in the EIR that the project could not meet its objectives without impacting the historic district. The commenter requests more review of design options and alternatives that mitigate the impact on the historic district, and requests options and alternatives that address the importance of locating a building where R8 is currently located.

Per Section 15126.6 of the State CEQA Guidelines, an EIR must examine a range of reasonable project alternatives that would feasibly meet most of the basic project objectives, but would avoid or significantly lessen impacts. There is no prescribed rule dictating the selection of alternatives other than the rule of reason. An EIR is also not required to analyze every possible alternative to a project, rather it must explore a reasonable range to encourage informed decision making.

Section 6 of the EIR was prepared in accordance with Section 15126.6 of the State CEQA Guidelines and discusses the development of project alternatives, project objectives, and alternatives considered but rejected. The project alternatives were developed to address those resource topics which would be subject to significant and unavoidable impacts, specifically historical resources, visual character and quality, and noise. The four alternatives examined in Section 6 were developed for their potential feasibility, ability to achieve most of the project objectives, and ability to reduce significant environmental impacts.

Each of the four alternatives was developed with the intent of avoiding impacts to the Kresge College Historic District (KCHD) through the retention and reuse of contributing buildings to various degrees. The intent behind the retention of these buildings was to recognize their importance in conveying the significance of the KCHD, specifically R8, which was retained in all of the project alternatives considered. Each of the alternatives aimed to incorporate these elements into the new design, while still working towards meeting the project objectives. As described in further detail in Section 6, it was ultimately determined that the project objectives could not be met fully while still avoiding impacts to the historic district.

Response ORG 1.3

The commenter describes the importance of Kresge Street. The commenter requests that the EIR consider the importance of Kresge Street's contributions to the welfare of students and its role in integrating people across different uses at Kresge College.

Both the historical resources impacts analysis presented in the EIR, and the historical resources evaluation which informed it (Appendix D), recognize the importance of the Kresge Street. The

evaluation confirmed that the Kresge Street is a significant and character-defining element of the KCHD; it is representative of its architectural and cultural significance of the district and is a physical feature that helps to justify the inclusion of the KCHD in the California Register of Historical Resources. The street is therefore currently considered as part of the historical resources analysis. As discussed in that section, the demolition of R8, R3, and R11 would negatively affect the Kresge Street and contribute to the significant and unavoidable impacts to the KCHD.

It should also be noted that the current design, which places residences on the ground floor with sliding doors opening directly onto Kresge Street, presents privacy issues for student residing in these buildings. The proposed project intentionally reprograms buildings within the Kresge complex to place social and public uses on the ground floor, with residences above, as a way to activate common spaces, including the Kresge Street.

Response ORG 1.4

The commenter requests that the project design includes fusing the stair and ramp elements into a combined feature used for social gathering.

The proposed design places the fused stair and ramp (or stramp) at the juncture of the Upper and Lower streets with the intent of providing an additional and accessible circulation route connecting the two. From the perspective of CEQA and impacts to historical resources, the analyzed design and the amphitheater redesign proposed by the commenter would both contribute to overall impacts to the KCHD similarly. The removal of R3 and the introduction of a new circulation route would create a second and prominent connection between the Upper and Lower streets and alter the preconceived circulation pattern of the complex.

The comment pertains to the design of a specific feature within the Kresge College campus and does not address the adequacy of the EIR or CEQA process. Therefore, no further response is required.

Response ORG 1.5

The commenter requests that the civic plaza design be improved, because the current design is chopped-up and not useful for large gatherings.

The civic plaza is designed to encourage indoor/outdoor connectivity with the new adjacent Town Hall building. The contributing impacts to historical resources from the project element is based primarily on the removal of R11 and the widening of the Lower Street, which would result from the placement of the new Town Hall building further to the south. This would not change with redesigned accessible routing or landscaping.

The comment pertains to the design of a specific feature within the Kresge College campus and does not address the adequacy of the EIR or CEQA process. Therefore, no further response is required.

Response ORG 1.6

The commenter requests design improvements to the sunken plaza that would replace R8, because people occupying the plaza would be lower than the street level and facing away from the street. The commenter recommends incorporating a built structure in this location.

The historical resources impacts analysis found that the removal of R8 contributes to overall impacts to the KCHD. As noted in the comment and in the EIR, the removal of R8 would significantly affect the physical features that reinforce the “village” atmosphere and are representative of the significance of KCHD.

The comment pertains to the design of a specific feature within the Kresge College campus and does not address the adequacy of the EIR or CEQA process. Therefore, no further response is required.

Response ORG 1.7

The commenter recommends designing the Kresge entry from the north bridge with an entrance that transitions through scaled spaces that form a sequential entry portal.

The proposed design would retain the northwest entrance and approach with a bridge over the natural ravine, which is considered a character-defining feature of the KCHD. From a CEQA perspective, the redesign proposed by the commenter would be compatible with the original design intent of the campus and would not contribute to impacts to the KCHD. The commenter's design preference is noted and herewith shared with the University decision makers for their consideration.

Response ORG 1.8

The commenter recommends incorporating non-academic uses into the academic building, similarly to the existing Town Hall building.

The comment pertains to programming within the proposed ACAD building and does not address the adequacy of the EIR or CEQA process. The comment is noted.

Response ORG 1.9

The commenter requests that the lower level of R10 be designed to better engage students. The commenter recommends food preparation programming be incorporated into plans for this building.

The comment pertains to programming within R10 and does not address the adequacy of the EIR or CEQA process. The comment is noted.

Response ORG 1.10

The commenter states that it is important to study and develop design options and alternatives for the RNEW dormitories that contribute to and build from the existing successful characteristics of Kresge residencies. The commenter describes the current layout, which utilizes a balcony that is conducive to a social atmosphere. The commenter states that the proposed design of RNEW creates micro communities that would facilitate less interaction between students. The commenter states that the ground floor should also serve as a social space, rather than just a track to move students from one point to another.

The comment pertains to the design of the proposed RNEW buildings and does not address the adequacy of the EIR or CEQA process. The comment is noted.

As discussed above in Response ORG 1.2, the alternatives analysis has been completed in accordance with 15126.6 of the State CEQA Guidelines and has examined a reasonable range of project alternatives that would avoid or lessen project-related impacts to historical resources. As such, additional design options or alternatives are not required.

Response ORG 1.11

The commenter describes the values that inform UC Santa Cruz college design, and states that the values of the original Kresge College design should be continuously upheld.

The comment is herewith shared with the University decision makers for their consideration.



Letter IND 1

Alisa Klaus <aklaus@ucsc.edu>

[eircomment] KRESGE COLLEGE RENEWAL AND EXPANSION PROJECT - Public EIR Comment

1 message

J A <jjadamsj@gmail.com>
To: eircomment@ucsc.edu

Thu, Nov 15, 2018 at 9:24 PM

Hello,
I would like to comment on

Impact CUL-1 - THE PROJECT WOULD ADVERSELY AFFECT THE KRESGE COLLEGE HISTORIC DISTRICT THROUGH DEMOLITION OF CONTRIBUTING BUILDINGS, RENOVATION, AND NEW CONSTRUCTION. THIS IMPACT WOULD BE SIGNIFICANT AND UNAVOIDABLE.

Regarding New Construction:

While the Academic building very rightly has a modern design that compliments the forest ravine there, and the Town Hall has a solid design grounded in nearby work from the same architects, the other buildings should transition from the proposed more modern look to a better homage to the original buildings as one moves south through the new construction.

The design presentations/visualizations for the residential buildings do not seem to conform to the guidance that "attention should be devoted to ensuring that new construction is complementary to the historic property but does not create a false sense of history by imitating or replicating a historic building or property."

I do not see how the current proposal compliments the historic property with the proposed designs and materials, and the text description was hard to visualize. They look like boxes (despite the curve) without any of the vertical exaggeration or facades of the original buildings. While they should not copy, a nod to this design flair of the other buildings is in order. Perhaps a transition from the modern design of the Academic building to a more striking homage to the original structures down by R13 would be more in line with the intentions of the guidelines. At least use some beige to reflect that dominant color. This approach would also mirror some of the original architectural approaches where the design of the north building and nearby residential buildings are a bit different than those of the middle and south sections of Kresge.

IND 1.1

I appreciate the homage to my old residential building (R8) that will be demolished. The viewing area seems poetic, as it was always such a nice view from my room.

Jim Adams
Kresge '07

eircomment mailing list
eircomment@ucsc.edu
<https://lists.ucsc.edu/mailman/listinfo/eircomment>

Letter IND 1

COMMENTER: Jim Adams

DATE: November 15, 2018

Response IND 1.1

The commenter states the opinion that the design of proposed buildings should better reflect the design of the original buildings to better complement the historic property. The commenter recommends incorporating vertical exaggeration, facades, and beige coloring to reflect historic design features. The commenter also notes an appreciation for the proposed ravine overlook in the former footprint of R8, noting pleasant views from this area.

The comment pertains to personal preference regarding architectural design and does not address the adequacy of the EIR or CEQA process. The comment is herewith shared with the University decision makers for their consideration.

From: [UC Santa Cruz Physical and Environmental Planning](#)
To: [Megan Jones](#)
Subject: Fwd: Notice of Availability: Draft Environmental Impact Report, UC Santa Cruz Kresge College Renewal and Expansion Project
Date: Tuesday, January 15, 2019 7:48:37 AM

CAUTION: This email originated from outside of Rincon Consultants. Be cautious before clicking on any links, or opening any attachments, until you are confident that the content is safe .

----- Forwarded message -----

From: **Bob LaPointe** <soalnet@yahoo.com>
Date: Fri, Nov 16, 2018 at 6:30 PM
Subject: Re: Notice of Availability: Draft Environmental Impact Report, UC Santa Cruz Kresge College Renewal and Expansion Project
To: UC Santa Cruz Physical and Environmental Planning <pep@ucsc.edu>
Cc: Jolie Kerns <kernsj@ucsc.edu>, Alisa Klaus <aklaus@ucsc.edu>

What a waste. Wake up...Expansion doesnt mean destruction.

IND 2.1

On Nov 15, 2018 3:04 PM, UC Santa Cruz Physical and Environmental Planning <pep@ucsc.edu> wrote:

Please see attached CORRECTED Notice of Availability of the Draft EIR for the UC Santa Cruz Kresge College Renewal and Expansion Program

NOTICE OF AVAILABILITY OF DRAFT EIR

Project Title: Kresge College Renewal and Expansion Project

Project Location: Kresge College, Porter-Kresge Road, UC Santa Cruz main campus, Santa Cruz, California 95064

Project Description: The project would involve demolition of ten existing buildings; construction of a cluster of three new residential buildings, an academic building, and a multi-purpose assembly space; and renovation of 11 existing buildings. New and renovated or reconstructed buildings would be reprogrammed to increase the functionality of the residential, academic, and student support spaces. In addition, the project would include improvements to and new construction of outdoor amenities, circulation features (including bicycle and pedestrian infrastructure), storm water management system components, landscaping features, and utilities.

The project would retain key legacy site features of the existing Kresge College complex.

Public Review Period: November 15, 2018 through January 7, 2019

Written comments on the Draft EIR should be submitted in writing or by email at the addresses below by 5:00 PM on Monday, January 7, 2019

Lead Agency: University of California
1156 High Street, Mailstop: PPDO
Santa Cruz, CA 95064
email: eircomment@ucsc.edu

Contact Person: Alisa Klaus, Senior Environmental Planner, Phone: (831) 459-3732

Addresses Where a Copy of Draft EIR is Available:

Santa Cruz Public Libraries, Downtown Branch, 224 Church St.

The Draft EIR can be viewed online at <https://ppc.ucsc.edu/planning/EnvDoc.html>.

Information and Public Comment Meetings: Two meetings have been scheduled to provide information about the project and an opportunity for agencies and members of the public to provide oral comments on the Draft EIR:

Tuesday, November 27, 2018, 6:30-8:30 PM
Louden Nelson Community Center, 301 Center St. Santa Cruz, CA

Wednesday, November 28, 2018, 5:30-7:30 PM
Kresge Town Hall, Porter-Kresge Road, UC Santa Cruz main campus

Letter IND 2

COMMENTER: Bob LaPointe

DATE: November 16, 2018

Response IND 2.1

The commenter states that the project is a waste, and that expansion is not the same as destruction.

This comment does not conflict with or challenge the analysis and conclusions of the EIR. However, the comment is herewith shared with the University decision makers for their consideration.



Alisa Klaus <aklaus@ucsc.edu>

[eircomment] Kresge EIR

1 message

Daniel Schmelter <danielschmelter@gmail.com>

Fri, Nov 16, 2018 at 2:27 PM

To: eircomment@ucsc.edu

Don't demolish 10 buildings! These are legacy structures.

IND 3.1

eircomment mailing list

eircomment@ucsc.edu

<https://lists.ucsc.edu/mailman/listinfo/eircomment>

Letter IND 3

COMMENTER: Daniel Schmelter

DATE: November 16, 2018

Response IND 3.1

The commenter expresses opposition to the proposed demolition of ten existing buildings, because they are legacy structures.

The commenter's opinion regarding the proposed demolition is noted and is herewith shared with the University decision makers for their consideration. It should be clarified, however, that the project has been modified slightly since release of the Draft EIR to retain Annex B. These revisions are summarized in Section 2, *Introduction*, and shown in Section 4, *Corrections and Additions to the Draft EIR*.

Impacts to historical resources are discussed in Section 4.6, *Cultural and Historic Resources*. As noted therein, Kresge College is eligible as a historic district under California Register for its significant associations within the broad themes of education and design, and is consequently considered a historical resource as defined by CEQA. Proposed building demolition would result in significant direct impacts to the Kresge College Historic District (KCHD). Although there are a number of design features that would help to minimize impacts, the proposed project would result in a substantial adverse change in the significance the KCHD. The primary element contributing to the significant impact is the demolition of eight of 19 contributing buildings, which would result in the loss of a substantial portion of the original Moore and Turnbull-designed buildings that help to convey the significance of the KCHD. While the demolition of individual buildings in and of itself would not necessarily result in a substantial impact, the historic district derives its significance as a unified entity. It is the collection of these buildings, integrated through their placement and relation to one another, that collectively works together in representing Kresge's College significance. Implementation of LRDP EIR mitigation measures and project-specific mitigation measures would reduce impacts to the extent feasible. However, these mitigation measures do not eliminate or minimize the material impairment of KCHD that would occur because of the proposed project. Demolition by its nature is material impairment of the historical resource, and no feasible mitigation measures are available to mitigate the demolition of the historical resource to a less than significant level. Therefore, this impact would remain significant and unavoidable.

Because the comment does not address the adequacy of the analysis of historical resources, as summarized above, no revisions to the Draft EIR are required.

Letter IND 4

From: [Alisa Klaus](#)
To: [Megan Jones](#)
Subject: Fwd: [eircomment] Broken Link to Draft EIR for Kresge College Project as Noticed in November 21-27, 2018 Good Times
Date: Tuesday, January 15, 2019 7:48:24 AM

CAUTION: This email originated from outside of Rincon Consultants. Be cautious before clicking on any links, or opening any attachments, until you are confident that the content is safe .

Alisa Klaus, Senior Environmental Planner
University of California, Santa Cruz
Physical Planning, Development & Operations/Physical & Environmental Planning Services
Tel: (831) 459-3732 Email: aklaus@ucsc.edu

----- Forwarded message -----

From: **Becky Steinbruner** <ki6tkb@yahoo.com>
Date: Wed, Nov 28, 2018 at 11:41 AM
Subject: Re: [eircomment] Broken Link to Draft EIR for Kresge College Project as Noticed in November 21-27, 2018 Good Times
To: Alisa Klaus <aklaus@ucsc.edu>
Cc: <eircomment@ucsc.edu>, <PPC@ucsc.edu>, <ryan.coonerty@santacruzcounty.us>

Dear Ms. Klaus,
Thank you for your reply. I have been successfully able to access the material this morning..
Sincerely,
Becky Steinbruner

On Tuesday, November 27, 2018, 7:51:09 AM PST, Alisa Klaus <aklaus@ucsc.edu> wrote:

Dear Ms. Steinbruner,
The Draft EIR is posted at <https://ppc.ucsc.edu/planning/EnvDoc.html>
I just checked the link and it is working now. There was a power outage at the campus overnight so perhaps that affected access temporarily.
Please let me know if you are still unable to access the Draft EIR..
Than you--Alisa Klaus

Alisa Klaus, Senior Environmental Planner
University of California, Santa Cruz
Physical Planning, Development & Operations/Physical & Environmental Planning Services
Tel: (831) 459-3732 Email: aklaus@ucsc.edu

On Mon, Nov 26, 2018 at 11:31 PM 'Becky Steinbruner' via eircomment@ucsc.edu <eircomment@ucsc.edu> wrote:

Dear UCSC Physical Planning and Construction Staff,
I tried to review information this afternoon regarding the Kresge College Project Draft Environmental Impact Report in advance of the November 27 & 28 Public Comment Hearings. The link given in the Good Times last week for the public to access the documents is broken.
Where can I access the information, other than visiting the Downtown Library Branch?

IND 4.1

Thank you for your help.
Sincerely,
Becky Steinbruner
831-685-2915

Below is what I continue to receive when I enter the link at ppc.ucsc.edu/planning/EnvDoc.html

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IND 4.1
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Last modified: September 22, 2017

eircomment mailing list

eircomment@ucsc.edu

<https://lists.ucsc.edu/mailman/listinfo/eircomment>



IND 4.1
cont'd

Letter IND 4

COMMENTER: Becky Steinbruner

DATE: November 27, 2018

Response IND 4.1

The commenter notes that the link to review the Draft EIR on-line is broken, and asks where the information can be accessed. The email correspondence did not comment on the content of the EIR, and was previously responded to by Alisa Klaus, Senior Environmental Planner for UC Santa Cruz, on November 27, 2018, indicating that the link was fixed. The commenter confirmed that her problem regarding access to the document was resolved.

The comment does not address the adequacy of the EIR or CEQA process. Therefore, no further response is necessary.



Letter IND 5

Alisa Klaus <aklaus@ucsc.edu>

[eircomment] Comment submission for Draft EIR of Kresge College renovation and rebuild

1 message

Matthew Waxman <waxman.matt@gmail.com>
To: eircomment@ucsc.edu
Cc: Dick Peters <richardpeters29@me.com>

Thu, Jan 3, 2019 at 1:54 PM

Dear UC Santa Cruz Planning Office,

At the request of UC Berkeley Emeritus Professor Dick Peters, I am forwarding his email below to be included as a comment submitted to eircomment@ucsc.edu in response to the Kresge College renovation and rebuild project Draft EIR. Thank you for including his submission.

best,
Matthew

----- Forwarded message -----

From: **Richard Peters** <richardpeters29@me.com>
Date: Mon, Dec 31, 2018 at 10:16 PM
Subject: Re: UCSC Kresge College rebuild EIR - public comment deadline
To: Matthew Waxman <waxman.matt@gmail.com>, Kevin Keim <director@charlesmoore.org>, Donlyn LYNDON <dlyndon@berkeley.edu>

Hello Matt,
I want to thank you for including me in the continued discussion of Kresge College. I confess the diagram which you included is not as I remember the prevention at the Moore conference. I have not read the submittals and therefore not familiar with the EIR report. Since the public comments on the EIR are due by January 7, 2019, I do hope they are going to be challenged. The diagram indicates that what was the physical beauty of organization has been totally demolished. Having worked with Charles and Bill as the lighting consultant I really am dismayed as to what has happened to th original organization, This is not the Kresge College I so admired. Neither in the physical organization or academic life which was a strong aspect of the college life.

I am sorry to say this since I thought we assisted the architects at our conference. Apparently other influences have come into play. I will forward this letter to Kevin and Donlyn Lyndon. Maybe they would have thoughts or comments that would be pertinent. I hope my thoughts are helpful. Thank you for including me.

Best,
Dick
Richard Peters, FAIA

IND 5.1

Professor of Architecture Emeritus
College of Environmental Design,
University of California, Berkeley

|

eircomment mailing list
eircomment@ucsc.edu
<https://lists.ucsc.edu/mailman/listinfo/eircomment>

Letter IND 5

COMMENTER: Richard Peters

DATE: January 3, 2019

Response IND 5.1

The commenter states the opinion that assistance provided by the commenter to the project architects was not followed, and suggests that the proposed project does not reflect the original design or physical organization of the Kresge College complex. The commenter acknowledges that he is not familiar with the contents of the EIR.

The project planning and design process is described in Section 2.3.3 in Section 2, *Project Description*, of the EIR. Impacts related to architectural design as they relate to the KCHD are discussed in Section 4.6, *Cultural and Historic Resources*, and impacts to physical beauty are discussed in Section 4.1, *Aesthetics*. A brief summary of impacts to the KCHD is also provided in Response IND 3.1, above. Impacts to the original design of Kresge College, including the organizational layout, would be significant and unavoidable, as would be impacts to visual character. This comment does not conflict with or challenge the analysis and conclusions of the EIR. Therefore, no further response is required, and no revisions to the Draft EIR have been made.



Letter IND 6

Alisa Klaus <aklaus@ucsc.edu>

[eircomment] Kresge EIR

1 message

Donlyn LYNDON <dlyndon@berkeley.edu>

Mon, Jan 7, 2019 at 6:57 PM

To: eircomment@ucsc.edu

Many of the actions proposed are good and consistent with valuable goals for Santa Cruz housing, particularly the respect being shown for then original Kresge College buildings, which are really a national resource in architecture.

However, the elimination of Building 8 is an egregious, unnecessary mistake. The building is necessary to the structure of spaces that has made Kresge internationally known.

That some of its spaces are now of disputed usefulness for some activities is no excuse for tearing down an essential part of that place.

Find more suitable uses. which take advantage of their public position in the complex and make minor modification and adjustments. Do not Destroy an essential part of the place in the name of "opening it up". That would be a folly unworthy of the College, the historically important architecture of which it is a part and the professional reputation of the architects and of the campus planning process.

-- Donlyn Lyndon FAIA.

Eva Li Professor Emeritus of Architecture and Urban Design, Department of Architecture, College of Environmental Design, University of California, Berkeley
 Architecture and Place
 510 910 6350

 eircomment mailing list

eircomment@ucsc.edu
<https://lists.ucsc.edu/mailman/listinfo/eircomment>

 IND
 6.1

Letter IND 6

COMMENTER: Donlyn Lyndon

DATE: January 7, 2019

Response IND 6.1

The commenter states that the elimination of the R8 building is an egregious and unnecessary mistake, because this building is necessary to the structure of spaces and is important in terms of historical architecture. The commenter requests that rather than demolishing the building, more suitable uses should be found for the building.

The commenter's statements about the importance of R8 are not in conflict with the EIR, which states on pages 4.6-18 – 4.6-19:

Residential Suite R8 is the only building along the eastern edge of the Upper Street and is critical in delineating this prominent circulation corridor. Its removal would not only alter this design element, but would also affect the way in which the college was meant to be experienced in relation to its natural surroundings. Views into and out of the complex were consciously curated, with buildings placed in specific locations with the intent of directing views either inward or outward depending on the location. Buildings such as R8 were designed to create a visual barrier between the interior of the college and the surrounding environment, resulting in selective views into and out of the college. The removal of R8 would significantly affect these physical features that reinforce the “village” atmosphere and are representative of the significance of KCHD.

The combination of building demolition (R8), new construction, and renovations would result in a significant and unavoidable impact to the KCHD, as described under Impact CUL-1 in Section 4.6, *Cultural and Historic Resources*, of the Draft EIR.

Section 6 of the EIR was prepared in accordance with Section 15126.6 of the State CEQA Guidelines and discusses of project alternatives and their associated environmental effects. The four alternatives examined in Section 6 would all retain the R8 building. Alternative 1 (No Project) would retain R8 as it is currently, with no renovation or reprogramming. Under Alternative 2 (Renovate, Reuse and New Construction), R8 would be renovated and retained for student housing. Alternatives 3 (Partial Demolition) and 4 (Off-Site Lecture Hall) would both reprogram R8 for academic use. Additional detail can be found in Section 6, *Alternatives*, of the Draft EIR.

The comment does not conflict with or challenge the EIR analysis, conclusions, or process. Therefore, no further response is required.

Letter IND 7

UNIVERSITY OF CALIFORNIA SANTA CRUZ

EIR SCOPING PUBLIC MEETING

DATED: NOVEMBER 27, 2018

JOLIE KERN, INTERIM CAMPUS PLANNER

ALISA KLAUS, SENIOR ENVIRONMENTAL PLANNER

Location: Louden Nelson Community Center, 301 Center
Street, Santa Cruz, California

Court Reporter: Lisa A. York Meeske Certified Shorthand
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Santa Cruz, California

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(Time noted: 6:37 p.m.)

MS. JOLIE KERNS: Okay. We'll go ahead and get started.

I'm Jolie Kerns. I'm the interim director of campus planning, and I'm project manager for this Kresge project, and this is Alisa Klaus. She's our senior environmental planner with the campus.

So we're going to walk through just a presentation of what this project is about, what we're planning on doing with this renewal and expansion project, and walk through a description of it.

And then Alisa is going to run through the EIR process and look at the findings and the process for commenting.

I don't have a pointer, so I'm just going to come over here.

So how many of you are familiar with Kresge or went to Kresge or are alums? Are you all alums? Oh, awesome.

So I won't go as much into Kresge. You probably know that Kresge was the sixth college on our campus, and you know the campus is made up of ten kind of different colleges.

1 So, instead of looking at other campus
2 precedents, Kresge really looked to an Italian hill town
3 or a kind of Mediterranean hill town is mentioned, and
4 looking at that as kind of a precedent.

5 So it's directly formed by -- informed by the
6 natural environment where it sits on a ridge in a redwood
7 forest.

8 And this drawing was the original kind of
9 drawing by MLTW. And you can see what architects call the
10 poche, the kind of darkening of the street. Usually you
11 do that to walls, not to open space, but it's really
12 telling, I think, what this project was about for them,
13 and it was really about this idea of community and kind of
14 social engagement on the street and buildings then that
15 anchored those and punctuated that with a town hall up
16 north, residential, the kind of square buildings, and then
17 the different-shaped buildings were used for kind of
18 academic and student support cases.

19 So it was with that understanding that we
20 started kind of thinking about this project. We're
21 working with studio game architects. We started this back
22 in 2016.

23 The campus was really never renovated or an
24 entire college before. We've constructed one new and
25 renovated in pieces, but we've talked a lot to students

1 for the original designs. Students were quite empowered,
2 and there was a class, actually, about kind of building
3 Kresge College. Architects talked directly with the
4 students. So we've been building town halls and talking
5 to students about the process about a lot of the design.

6 UNIDENTIFIED SPEAKER: Can I ask a question?

7 MS. JOLIE KERNS: Yeah, of course.

8 UNIDENTIFIED SPEAKER: I don't want to interrupt
9 your presentation.

10 When you say students were asked to participate
11 in some of the design, was there already a Kresge College
12 and didn't have housing yet or?

13 MS. JOLIE KERNS: Yeah. The college started in
14 '65.

15 UNIDENTIFIED SPEAKER: Oh, okay.

16 MS. JOLIE KERNS: And there were, actually,
17 yurts put out down -- tents down by student housing that
18 housed a lot of academic functions and stuff before the
19 college was, actually, constructed.

20 UNIDENTIFIED SPEAKER: I see. Okay.

21 MS. JOLIE KERNS: Yeah.

22 So, once we kind of understood some of the
23 program, and I'll mention that the -- we did sort of a
24 feasibility exercise looking at a spectrum of options of
25 what could happen. You know, we were dealing, basically,

1 with sort of the 22 different buildings accommodating
2 additional program and understanding that this had a full
3 kind of spectrum of physical planning options that
4 could -- that could occur. We had to kind of think
5 through which would address the needs of the students
6 today the best.

7 So this was a very quick study. But we did ten
8 different models, and you can see the kind of range from
9 really keeping Kresge as-is, doing nothing, just
10 renovating the existing spaces to a full demolition and
11 building a bit sort of higher density, getting a more kind
12 of efficient with the footprints, leaving more of a
13 natural environment.

14 And I'm not going to go through all of these.
15 But you'll see kind of parts -- the proposed project is
16 somewhere in the middle and took from kind of a number of
17 these.

18 So a lot of this work is documented in kind of
19 an envisioning report, planning study that are online.

20 So, after these initial sort of studies, we're
21 now in the design phase, and we're looking to construct
22 the project starting in 2019 and be complete in 2023.

23 So that's just a little bit about our process so
24 far, and I'm going to walk now through the project
25 description about kind of where we are now with the

1 design.

2 This is a pretty text-heavy slide. So I'll just
3 kind of leave it up there and hit on some of the high
4 points. But these are really the project objectives for
5 the renewal project.

6 So provide new academic space in a single
7 facility to address campus enrollment increases
8 experienced by the campus in the last three years.
9 Provide new general assignment lecture hall to address
10 growing need for large classrooms. Create better
11 connection from the Kresge College site to core academic
12 buildings. Provide additional beds.

13 So Kresge right now is the smallest of all the
14 colleges with 370 beds. Porter has close to 700. Most of
15 the others are kind of 600/700, so there's some room to
16 grow. We'll be around, you know, 550 by the end. And 400
17 of those beds will be for first-year students in residence
18 halls.

19 So I'll talk a little bit more about the
20 residence halls. Kresge has apartments right now for
21 first year students, and it's a big part of the kind of
22 Kresge plan. Those apartments will continue. Many of
23 them will remain for continuing students.

24 So we're providing additional space for student
25 support programs. We're consolidating functions to create

1 a kind of new residential loop closing off some of the
2 street; steward academic financial resources efficiently;
3 create functional outdoor gathering spaces.

4 Bring Kresge College interior and exterior areas
5 into compliance with current code, including
6 accessibility. This is a huge driver for the project.
7 Kresge has topography difference of about 40 to 50 feet
8 from south to north. Its connection across the north
9 bridge is not accessible. There's steps on either side.
10 That's a key connection to Science Hill, academic core.
11 So this project will make the entire college accessible.
12 So there will be accessible route, ADA compliant routes
13 throughout, entrances to buildings, units that will be --
14 address accessibility.

15 Retain and enhance the essence of the initial
16 design and locate all new program elements within the
17 Kresge site boundary.

18 So the existing plan of Kresge includes 22
19 existing buildings, 21 of which are included in the scope
20 of the project. We're not doing anything to the provost
21 house. This is the provost house right here. That is
22 just remaining kind of as-is. It's about an eight-acre
23 site. It's a mix of residential college, academic, and
24 student support space, and it's bounded by the natural
25 reserve to the west, north, and east, Porter College to

1 the south. And our LRDP is designated as college and
2 student housing. And it's connected to the academic core
3 by two pedestrian bridges, that north bridge and the south
4 bridge on there that's cut off.

5 MS. NADIA PERALTA: Excuse me.

6 MS. JOLIE KERNS: Yeah.

7 MS. NADIA PERALTA: Did I hear you right that
8 you said the reserve on the -- you know, every side minus
9 south is designated as residential housing? Is that what
10 you said?

11 MS. JOLIE KERNS: The area -- the Kresge College
12 is designated as residential housing. And, to the south,
13 you have Porter in-fill.

14 UNIDENTIFIED SPEAKER: What are those large
15 buildings just to the south of the pink ones?

16 MS. JOLIE KERNS: Oh, right. The Chevron kind
17 of?

18 UNIDENTIFIED SPEAKER: Yeah.

19 MS. JOLIE KERNS: Yeah. This is Kresge J and K.
20 So we had an in-fill project which provided kind
21 of more beds nestled into each college for --

22 UNIDENTIFIED SPEAKER: Those are Kresge
23 residences?

24 MS. JOLIE KERNS: Yeah. They're apartments and
25 they're usually for sophomores and juniors that still want

1 to live on campus, yeah, and they're not being touched as
2 part of this project.

3 So I'm going to walk through the approach.

4 This project is really about a kind of balance
5 of selective removal, new construction, and then
6 renovation. So we've looked at renovating a number of the
7 buildings. Those are kind of highlighted in pink, and
8 they include residential and classroom and student support
9 buildings. And, as part of that, we're rebuilding, but
10 we've lost a number of the original monuments that really
11 were kind of to encourage social engagement along the
12 street have been lost along the way for various reasons.
13 So we're rebuilding those original -- or renovating them
14 to the ones that are existing as part of the original
15 design.

16 And then, after the renovation, we really looked
17 at how we can adapt -- how we can adapt and reuse some of
18 the buildings.

19 So some residential buildings are being adapted
20 to student support where an office configuration kind of
21 works well for the existing layout and natural light.
22 And, vice versa, the A1 building, right here, for example,
23 that was supporting kind of office space is turning into
24 an intentional community of about 40 to 45 students.

25 UNIDENTIFIED SPEAKER: The old office area?

1 MS. JOLIE KERNS: Yeah.

2 And then we're selectively removing existing
3 buildings, and these were looked at, really, where they
4 are -- the buildings are significantly altered already
5 where accessibility is impeded. For example, R3, right
6 here -- oh, sorry. It's not showing. R3, right in the
7 middle, almost every scheme we looked at, it was necessary
8 to remove that building in order to provide accessibility
9 through. It's quite steep along the waterfall steps.
10 And, by doing that, we've then been able to then save the
11 kind of area around the waterfall steps and piazzetta in
12 its existing state.

13 UNIDENTIFIED SPEAKER: That was the one at the
14 top of the ramp sort of --

15 MS. JOLIE KERNS: Yeah, that's right.

16 UNIDENTIFIED SPEAKER: -- you're calling a
17 waterfall?

18 MS. JOLIE KERNS: That's right. Yeah.

19 This is R3. There is a ramp there right now to
20 get to the building, and then you use the building to kind
21 of get your -- the waterfall steps are right here.

22 UNIDENTIFIED SPEAKER: Oh, okay.

23 MS. JOLIE KERNS: They're also called the acid
24 steps because you trip on them.

25 UNIDENTIFIED SPEAKER: That was a washboard, I

1 think, when I was there.

2 So R3 would be removed. And is that R2 and R1
3 next to it, the white ones on the left?

4 MS. JOLIE KERNS: Yeah, that's right.

5 So R1, R2. And I'll walk through these in a
6 clear diagram. But these are the triplets and the rec
7 center. The rec center has been closed for some time. R7
8 right here, there's some residential, and the care office
9 is there right now. This has been renovated significantly
10 through the years. The town hall, the town hall was also
11 renovated. It used to open up onto that kind of octagon
12 plaza. Right now it's sort of flipped so you come in at
13 the back of the stage and walk around.

14 R5 right here, R8.

15 So another thing that we looked at is where we
16 felt some of the kind of residential was less desirable or
17 compromised because of its location. This is one we heard
18 a lot kind of from students about. And R11, which really
19 gets replaced with a new town hall.

20 I'll keep going. I'm going go through this a
21 little more slowly and kind of more information.

22 And then finally construct some new buildings to
23 accommodate growth. So one of the kind of earlier
24 planning ideas was really to look at sites along the
25 periphery and the edge for any kind of new construction so

1 that we could retain Kresge in its existing state or kind
2 of renovated state as much as possible, not burden the
3 existing kind of street and buildings with higher density
4 and, you know, construction.

5 So what I just went through is shown here.
6 We're removing eight buildings, which are part of the
7 original plan. Those buildings are shown in red. Two of
8 those buildings were not part of the original plan.
9 That's Annex A and Annex B down here, but those will be
10 removed as well.

11 And this plan shows the renovated buildings in a
12 lighter gray. I don't know if you can kind of read that
13 from back there. And then the darker gray shows the new
14 construction.

15 So 11 buildings are being renovated, and those
16 are listed here. So R1, R2, R4 and 5 hold the kind of
17 western edge of the street and will be apartments and
18 suites for continuing students. A1 and R12, which did
19 hold the provost's office, the mailroom, some kind of
20 social spaces, and academic student support office space
21 is being converted into an intentional community, a kind
22 of residential community.

23 One thing that we heard a lot from students is
24 just how can we kind of activate -- or reactivate the
25 piazzetta? And we thought making this a real kind of

1 college life space and bringing more college programs
2 there, student programs, might help do that.

3 So the food co-op is now going to be located
4 below this intentional community. The music co-op will be
5 in R13 along with the rec center. We're keeping the
6 mailroom. Everyone asked if we're keeping the laundry
7 room, and we absolutely are keeping the laundry room. We
8 might replace the ping pong tables, but....

9 The program's office. So this will be really
10 surrounded now by kind of college spaces and residential
11 spaces and student spaces.

12 MS. NADIA PERALTA: Is the photo co-op staying?

13 MS. JOLIE KERNS: The photo co-op is not. We
14 are replacing it with a sort of flexible student space,
15 kind of flex space. And that's over -- I'll talk about
16 the program here.

17 But the writing center is going to be a new
18 student Kresge student/faculty center. It will be a kind
19 of 50, 60 person assembly space, and then, like, it's a
20 student room that can be used flexibly by students so --
21 yeah.

22 So A2 where the classrooms were are being
23 converted and adapted for the Stars Program and HSI grant
24 space, the Spanish service institution grant space. And
25 then R9 and R10 that were residential are being adapted

1 for the CARE program, shop, and the CAPS programs. These
2 are all different kind of student support programs. Some
3 of these exist at Kresge right now. They're growing fast
4 and there's a definite need for space. And then some are
5 coming to Kresge. So they'll serve, both, the kind of
6 broader campus community as well as the actual kind of
7 college community.

8 UNIDENTIFIED SPEAKER: So they'll be repurposed
9 from dorms, essentially, to offices, I guess --

10 MS. JOLIE KERNS: Yeah. Yeah.

11 UNIDENTIFIED SPEAKER: -- spaces.

12 Will that require, like, major interior
13 renovation or?

14 MS. JOLIE KERNS: It, actually, works pretty
15 well. With all of these, we're keeping the structural
16 walls so that we can kind of keep the foundation.

17 We're able to make a double-loaded corridor in
18 R10, for example, and get natural light into all the
19 offices and similar for R9.

20 A lot of these student support programs also
21 work quite closely together, and students use some of them
22 in multiples. So clustering them together was something
23 that works quite well for those kind of clients. They
24 also want a little more anonymity and privacy. So
25 locating them kind of on the ravine in a quieter area. So

1 now that the -- this will not be the kind of main
2 thoroughfare, but rather here. This kind of becomes a
3 smaller vein to the main artery and fills that need a
4 little better.

5 And then, finally, we're constructing five new
6 buildings. So new academic building up top. This will
7 hold classrooms, the provost's office will move up here,
8 and academic administration for the college. We have a
9 department space for the arts division and humanities
10 division, and PV Si.

11 The driver really behind the academic building
12 was just the need for -- you know, this is serving, I
13 think, almost 900 academic seats for the entire campus
14 creating that up kind of north with a new accessible
15 connection across the bridge back to the academic core.
16 It was a driver locating it up to the north. We did
17 explore other kind of locations, but thought it might be
18 interruptive for the college.

19 UNIDENTIFIED SPEAKER: Is that several big
20 classrooms or one big classroom?

21 MS. JOLIE KERNS: Yeah. It's a large lecture
22 hall and then a kind of smaller lecture hall of 150, a
23 50-seat classroom, a 35, and a 48-seat computing lab.

24 UNIDENTIFIED SPEAKER: So how tall is that?

25 MS. JOLIE KERNS: Yeah. I'll get into that.

1 It's, actually, two stories.

2 UNIDENTIFIED SPEAKER: Okay.

3 MS. JOLIE KERNS: It takes advantage of the
4 existing slope and really starts to kind of tuck the new
5 square footage on the western side, yeah, into the ravine
6 a little bit.

7 And then the lecture hall uses the natural rake
8 of the topography going kind of south to north for the
9 raking of the lecture hall, itself. But we were quite
10 conscious in keeping it similar in proportion to the town
11 hall, because it really needs to kind of anchor that
12 district still. We thought that it was a relevant,
13 important part of the original plan.

14 Right now you can see: This is the kind of
15 octagon of the kind of courtyard area. So it's pushed
16 back just a little bit. I've got some other slides to get
17 into that more, and I can talk about that.

18 So the three new residential buildings. So this
19 is introducing res hall concept to Kresge. You all know
20 it was the only college that had apartments for first year
21 students. We talked a lot to the students and know this
22 is a break from kind of that original idea. We're keeping
23 the community to scale. Each floor plate has 33 students
24 to one RA. It's a little bit smaller than what we,
25 typically, do.

1 each floor. And a new town hall is that fifth building
2 kind of to the south. Now it opens up to a kind of larger
3 civic plaza to facilitate kind of indoor and outdoor
4 performances.

5 So, as we look at just the kind of programs,
6 these are highlighted now by programs. So you have a new
7 kind of academic building in red, a kind of college
8 academic here is kind of red as well, and then really
9 thinking about a kind of new residential loop that works
10 with the existing buildings, like I said, kind of
11 surrounding the piazzetta with more residential and
12 college life spaces and then thinking through the kind of
13 student support cluster over here.

14 So, circulation, as I said, accessibility has
15 been a very important part of the project. The main kind
16 of accessible route goes to the former footprint of R3
17 where there's kind of ramp and stair that takes you
18 through that. All the buildings will be accessible.

19 That north bridge right now we're looking at
20 raising it about 20 feet so that it comes in directly to
21 the academic plaza rather than having to kind of climb up
22 a number of stairs.

23 And, on the east side, it will have a accessible
24 route directly to the bus stop. So, if you have any kind
25 of mobility impairments, and you're at Kresge, you have to

1 go all the way down to kind of Porter to Heller Drive by
2 Rachel Carson College and catch a bus there.

3 So our storm water management plan, Kresge spans
4 two different watersheds, and we're looking at new kind of
5 bio-retention zones, activating existing kind of runnel
6 network, and --

7 UNIDENTIFIED SPEAKER: What is a runnel?

8 MS. JOLIE KERNS: Actually, it's a pretty
9 interesting storm water system. It's not entirely working
10 right now. But you can see it in the concrete how it was
11 formed. There's a lot of kind of beautiful details of
12 what they did back in the '70s, so --

13 UNIDENTIFIED SPEAKER: Because, originally,
14 there was going to be, like, maybe even a stream and -- I
15 mean, this was a legend that the drought of '76 sort of
16 stopped that. There would be sort of a --

17 MS. JOLIE KERNS: I think it would be active,
18 yeah.

19 UNIDENTIFIED SPEAKER: A fountain at the top of
20 the octagon?

21 MS. JOLIE KERNS: Yeah. Right now it's all dry,
22 but you can see the kind of concrete details throughout.

23 UNIDENTIFIED SPEAKER: Runnel just means like
24 rain off? I never heard that.

25 MS. JOLIE KERNS: Like a channel.

1 UNIDENTIFIED SPEAKER: Okay.

2 MS. JOLIE KERNS: There's kind of channels all
3 through, yeah.

4 And then we are harvesting storm water. So
5 we're bringing in two new cisterns; one to collect the
6 water; one to filter the water. And that would be
7 re-harvested water for irrigation and flushing throughout.

8 The project is phased. One of the kind of
9 objective of the project is to keep all programs
10 operational during construction. So the plan is to build
11 out the new buildings and potentially some of the
12 renovated buildings on the north side first, 2019 to 2021.
13 Once that new space is provided, we can move people in
14 existing buildings over to the new space and then tackle
15 most of the renovation in the south.

16 I'm going to walk through just a few of these.
17 I'm going to go through these quite quickly.

18 But what you're looking at here is the proposed
19 plan, kind of an aerial view, with enlarged areas showing
20 some of the kind of new programs of that.

21 So we're looking first at this piazzetta, and
22 here's a rendering of what that would look like. It
23 should be quite familiar. So all of the buildings that
24 are being renovated are being renovated to look as they do
25 right now, but, of course, with much improved energy

1 efficiency and improved kind of construction detailing and
2 everything.

3 So, as we move over to the civic plaza --

4 UNIDENTIFIED SPEAKER: Sorry. Sorry to
5 interrupt.

6 The last picture, so will they -- I know a lot
7 of the stucco is rotting or the plywood underneath it, and
8 so will a lot of these be completely resurfaced on the
9 outside or?

10 MS. JOLIE KERNS: Yeah. We're taking everything
11 down to the structural wood frame where the wood frame is
12 still --

13 UNIDENTIFIED SPEAKER: Still.

14 MS. JOLIE KERNS: -- is still good.

15 We're keeping the concrete foundations, and then
16 we're really rebuilding everything up.

17 UNIDENTIFIED SPEAKER: I see. So you can do
18 better efficiency and everything else, wiring probably.

19 MS. JOLIE KERNS: Yeah. They'll be brand new
20 buildings, but they will look -- yeah, we're rebuilding
21 them kind of as-is to keep that --

22 UNIDENTIFIED SPEAKER: Wish they could have done
23 that to the Cooper house.

24 MS. JOLIE KERNS: Yeah.

25 So looking at the civic plaza, the town hall is

1 a new building now relocated to the south fronting on that
2 civic plaza. You've got kind of laundry, residential,
3 Mayor Standstill stays there.

4 And thinking about way-finding and kind of
5 defining the arrival points and entry points for Kresge
6 has been kind of a big part of the project.

7 So this southern entry that feels a bit back of
8 house right now is really being -- thought of as a kind of
9 arrival point. There's a lot of students that will be
10 coming up through Kresge from the south using it as a link
11 to get to the academic core. So you can see here the kind
12 of civic plaza, the end of R2. This is where R3 used to
13 be. Now that the end of R4 is kind of fronting on to this
14 large space, we're looking at creating a social lounge on
15 the end of that. So I think that's the only building
16 where one of the existing buildings gets kind of modified
17 to serve the kind of new functions. But then you've got
18 town hall and student support programs on the right.

19 And then the student support programs kind of
20 cluster here. Again, this is one that should look
21 completely recognizable to anyone that knows Kresge. So
22 this is the waterfall steps. These are being retained
23 as-is, and then the buildings will just be rebuilt around
24 them and, again, kind of readapted to different uses.

25 So the new academic building has a much more

1 kind of square footage to accommodate. You were asking
2 about the height of it. So it's about 35,000-square feet,
3 and one of the kind of ideas was to start thinking about
4 how to reduce the massing so that it wouldn't tower over
5 the kind of existing Kresge buildings.

6 So, as we come in from the new pedestrian
7 bridge -- it's now been raised almost 20 feet -- you can
8 start so see some of these kind of program spaces, these
9 lobes that kind of sit prow of the main kind of massing
10 behind it and take advantage of the ravine. The writing
11 center does this. So, when you walk in, you come in on
12 the ground floor, and then you go down two levels, and
13 you're really sort of -- it's like a tree house kind of.
14 You're still about 60 -- 60 feet above the kind of floor
15 of that ravine.

16 A lot of the programs wanted some -- a little
17 bit more identity, a lot more kind of transparency and
18 visibility, especially with the kind of provost's office.
19 So that -- those were kind of some of the ideas behind
20 that.

21 And then you're seeing it now on this academic
22 plaza. The end of R6 is right here. You're seeing the
23 face of our new -- the new residential building, and I'll
24 talk about those. But each of those kind of bend around
25 topography and significant groves of trees to face these

1 kind of existing or gathering spaces.

2 And there's a new cafe, then, at the bottom of
3 the new residential building.

4 UNIDENTIFIED SPEAKER: I was going to ask about
5 the new classrooms, especially the big lecture hall. What
6 would be the emphasis of the courses taught there?

7 MS. JOLIE KERNS: That's a good question.
8 I think a lot of, I believe, kind of math,
9 science, engineering.

10 UNIDENTIFIED SPEAKER: It's a big room. It's
11 one of the bigger classrooms.

12 MS. JOLIE KERNS: It is. It would be the
13 largest lecture hall.

14 UNIDENTIFIED SPEAKER: Like the science
15 buildings across the bridge?

16 MS. JOLIE KERNS: Right. Right. It's close to
17 those, yeah.

18 And then looking up at the academic building and
19 starting to kind of think about how it frames the plaza
20 here.

21 UNIDENTIFIED SPEAKER: What direction was that
22 going?

23 MS. JOLIE KERNS: I'm sorry. That's looking
24 north.

25 UNIDENTIFIED SPEAKER: Okay.

1 MS. JOLIE KERNS: You're at the kind of very end
2 of R8 right here.

3 UNIDENTIFIED SPEAKER: Okay. Gotcha.

4 MS. JOLIE KERNS: And, looking at that street
5 cafe right now, you --

6 UNIDENTIFIED SPEAKER: That would have been
7 toward the old town hall?

8 MS. JOLIE KERNS: Yeah. And you can see the
9 lower kind of massing. The design is still playing with
10 that a little bit. But you can see the lower massing
11 here.

12 UNIDENTIFIED SPEAKER: Is that footprint of the
13 old octagonal fountain base still -- you're going to keep
14 that sort of?

15 MS. JOLIE KERNS: Yeah. Yeah.

16 UNIDENTIFIED SPEAKER: Cool.

17 MS. JOLIE KERNS: We are.

18 It, actually, had a really intricate tile
19 pattern that we're looking to bring back.

20 UNIDENTIFIED SPEAKER: Nice.

21 MS. JOLIE KERNS: So the new residential
22 buildings, again, each one has about 133 students. These
23 are a kind of common floor with four stories of
24 residential above that.

25 Each floor is about 33 students per floor, and

1 they sort of bend to accommodate topography, the kind of
2 redwood trees. And, really, to -- they're, actually,
3 intended not to be seen kind of in their entirety ever.
4 So, if you're -- you know, no one really sees it like
5 this, but, if you're walking around, the way that they
6 kind of bend, you get glimpses of one. It's a way of
7 trying to kind of break down the massing. It's,
8 obviously, a kind of newer building. It's a much more
9 higher density. And we're trying to make sure it doesn't
10 frankly kind of overpower some of the lower-density
11 buildings of the existing Kresge.

12 So this is one rendering looking from -- we're
13 standing kind of right about here looking over this way.

14 So we're looking at materials. There was very
15 kind of considered choices in the cladding and the color
16 of the cladding and the street always kind of being that
17 white stucco and that ochre color being the backs of the
18 buildings to blend in with the forest. So we're looking
19 at materials that have an inherent color to them as kind
20 of the property of the material, itself, to have that same
21 effect.

22 And then the way that these are kind of formed
23 is just really the kind of glazed, big kind of social
24 lounge and common spaces and then a pedestrian trail that
25 sort of weaves in and out of them on that ground floor

1 and, again, allows for accessibility. It's at a really a
2 kind of low slope so you can move through.

3 MS. NADIA PERALTA: Is that kind of to size,
4 like those humans in the far corner?

5 MS. JOLIE KERNS: Right here?

6 MS. NADIA PERALTA: That's a really tall
7 ceiling, yeah.

8 MS. JOLIE KERNS: Yeah. It's a rendering, but,
9 yeah, it's intended to be scale. So I think this is
10 probably about ten feet if a little more.

11 MS. NADIA PERALTA: And then another four feet?

12 MS. JOLIE KERNS: Another four stories that are
13 probably a little bit less.

14 MS. NADIA PERALTA: Okay.

15 MS. JOLIE KERNS: And then back to the
16 piazzetta.

17 So looking now kind of up to the north and to
18 the west you can see the new residential behind the social
19 spaces are at the ends of those and starting to kind of
20 look over to this new kind of college student space.
21 They're activated by the programs here.

22 So R1 stays as apartments. The rec center and
23 music co-op are in R13, and then you're seeing this
24 intentional community kind of where we're standing right
25 now.

1 So I'm going to walk through the EIR process.

2 MS. ALISA KLAUS: You don't want me to do that?

3 MS. JOLIE KERNS: So you want to come up?

4 MS. ALISA KLAUS: Sure.

5 So I'm just going to shift gears here to talk
6 about the Environmental Impact Report. The main purpose
7 of this meeting is to receive public oral comments on the
8 Environmental Impact Report.

9 So -- so the California Environmental Quality
10 Act, some of you may be very familiar with it; others of
11 you may not. But it requires state and local agencies
12 to -- and government agencies to inform decisionmakers and
13 the public about the potential environmental impacts of
14 proposed project and to reduce those environmental impacts
15 to the extent feasible.

16 For the purposes of CEQA or the California
17 Environmental Quality Act, the University of California is
18 a public agency.

19 And, if a project that may cause adverse and --
20 significant adverse environmental impacts, a detail study,
21 called an Environmental Impact Report, is required.

22 An EIR contains an index study of potential
23 impacts -- and I'll go into those in a little bit more
24 detail in a minute -- measures to reduce or avoid those
25 impacts called mitigation measures and analysis of

1 alternatives to the project that would reduce those
2 environmental impacts.

3 To initiate this EIR process, in April of this
4 year, the university issued a notice of preparation for --
5 notice of preparation that we -- to request input from
6 members of the public and public agencies on issues that
7 should be studied in the Environmental Impact Report, And,
8 as part of that, there was a 30-day scoping period to take
9 that input, and we held a scoping meeting on April 17th
10 where members of the public could provide oral input on
11 the scope of the EIR.

12 And then, in November, November 15th, we
13 published the Draft Environmental Impact Report.
14 Normally, we would have a 45-day public review period,
15 because 45 days takes us into the holiday period. We
16 rescinded that about a week longer to January 7th of 2019.
17 And then we are holding two public comment meetings today
18 and tomorrow.

19 And I'll talk a little bit later about how you
20 can provide comments on the EIR and where you can find it.

21 We anticipate that the EIR will be completed in
22 March of 2019 and that we will -- that it will be
23 considered by -- for design approval -- that the project
24 will be considered for design approval, and the EIR would
25 be certified by the UC regents in March 2019. That's our

1 anticipated schedule at this time.

2 So what does the EIR cover? The EIR covers a
3 range of topics, which I'll go through just in the next
4 slide. But, for each topic area, for each kind of
5 potential impact, the EIR makes a determination as to
6 whether that impact is significant and unavoidable;
7 whether the impact could be significant, but with
8 mitigation, it would be rendered less than significant;
9 impacts that are just less than significant, and areas of
10 where there is -- where the project would not have any
11 impact.

12 The analysis in this Kresge EIR is tiered from
13 the 2005 Long-Range Development Plan EIR, the 2005 LRDP
14 EIR analyzed the potential impacts of all development that
15 could occur under the 2005 LRDP. So, because Kresge
16 project is being proposed as a partial implementation of
17 the 2005 LRDP, then the Kresge EIR is tiered from that
18 analysis and with the exception of two topics; one is
19 water supply, and the other one is population and housing.

20 The reason that those are what we call
21 standalone analysis that do not tier from the 2005 LRDP.
22 It has to do with the 2008 settlement agreement, an
23 agreement that settled some lawsuits on the 2005 LRDP EIR.

24 And then the third main element of the EIR is
25 analysis of alternatives to the project. The alternatives

1 that are analyzed in the EIR, number one, meet most of the
2 objectives of the project, and, number two, avoid or
3 lessen the significant alternative -- the significant
4 impacts of the project.

5 So this is just a list -- I'm not going to read
6 it -- a list of all of the topic areas as we call them in
7 the EIR, everything from traffic, housing, to biological
8 resources, cultural resources, air quality, and so on.

9 Just to give you a really brief summary of kind
10 of the key findings of the EIR, the EIR identified the
11 following significant and unavoidable impacts: The first
12 one is an impact in the area of aesthetics, impacts on the
13 visual character and quality of Kresge College, and that
14 is -- I'm sorry. Am I in your way?

15 MS. NADIA PERALTA: Yeah. I can move. Okay.

16 MS. ALISA KLAUS: So the impact on visual
17 character and quality is directly related to the impact on
18 cultural and historic resources.

19 So the cultural and historic resources impact is
20 the campus did an -- had prepared an historic resources
21 assessment for Kresge College, which determines that
22 Kresge is eligible for listing on the California Register
23 of Historic Resources in both of -- because of its
24 significance, both, in the area of education and the area
25 of design. And so --

1 UNIDENTIFIED SPEAKER: Can I ask about the
2 educational aspect of that? I mean, just very briefly,
3 what's significance about it historically? Just the kin
4 groups or the --

5 MS. JOLIE KERNS: Yeah. I mean, I think Bob
6 Edgar kind of came with a lot of new ideas and had those
7 appliances that he was exploring with the college in 1965.

8 UNIDENTIFIED SPEAKER: The kin groups?

9 MS. JOLIE KERNS: Yeah, certainly the kin groups
10 and a lot of the different ideas that were part of the
11 kind of scene.

12 UNIDENTIFIED SPEAKER: History of Consciousness
13 maybe.

14 MS. JOLIE KERNS: Yeah, later the History of
15 Consciousness Program, certainly.

16 MS. ALISA KLAUS: And also things like the
17 involvement of students in designing their own college,
18 that sort of thing.

19 So -- so then there are mitigations that are
20 identified that would reduce those historic and cultural
21 resources impact, but not to a less-than-significant
22 level.

23 And then there is also a temporary construction
24 noise impact that is the result simply of the fact that
25 the project would involve construction in close proximity

1 to occupied residential and academic buildings.

2 And then the EIR also identifies a number of
3 impacts that would be less than significant with
4 mitigation measures incorporated.

5 Sorry. That's my messages.

6 Construction phase impacts to California
7 red-legged frog, which have potential to find their way to
8 the project site.

9 And so mitigation involves worker training,
10 biological monitoring, and various construction site
11 controls to ensure that there's inadvertent effects to
12 frogs on the site.

13 There are also potential construction traffic
14 impacts to roadways, including emergency access, and then
15 the EIR identifies a mitigation measure requiring
16 construction traffic mitigation plan.

17 And then the third impact that I posted here,
18 unanticipated discovery of tribal cultural resources, this
19 is not because there are any known tribal cultural
20 resources or archeological resources on the site, but it's
21 a potential impact that would be mitigated that we have to
22 plan for, essentially, with --

23 UNIDENTIFIED SPEAKER: I was going to ask: That
24 road, the kind of north loop behind Kresge, is it changed,
25 or is that?

1 MS. JOLIE KERNS: That's staying as-is, part of
2 Kresge Road.

3 UNIDENTIFIED SPEAKER: Okay. So everything
4 stays in that?

5 MS. JOLIE KERNS: Yeah. It will stay as-is.

6 UNIDENTIFIED SPEAKER: How is this determined as
7 less than significant as opposed to -- what's the value
8 system assigned to significant unavoidable? I mean, these
9 seems significant as well.

10 MS. JOLIE KERNS: The less than significant?

11 UNIDENTIFIED SPEAKER: Yeah.

12 MS. ALISA KLAUS: Because they -- because, well,
13 in every sort of impact that you analyze, has its own
14 threshold of significance. Some thresholds are
15 quantitative, like air pollutant emissions. You have
16 quantitative thresholds for those. Others of them are
17 more like aesthetic impacts tend to be more qualitative.
18 And something like impacts to red-legged frog, it's a
19 federally-listed threatened species, and, with that level
20 of sensitivity of the resource, then we wouldn't want to
21 have any take of any frog at all.

22 MS. JOLIE KERNS: For the red-legged frog, we do
23 surveys to understand that it's used as a personal
24 habitat. This site is not. But we do know that there is
25 a personal habitat nearby. So it's, I think, a preventive

1 measure to make sure.

2 MS. ALISA KLAUS: Yeah. So, in this case, it
3 has to do with the level of certainty that we have with
4 mitigations are sufficient given the low likelihood that
5 frogs even will travel onto the site.

6 MS. NADIA PERALTA: Okay. But you know they're
7 north or south?

8 MS. ALISA KLAUS: Right. And we -- yeah.

9 So, again, I can talk about that more later if
10 you have questions about that, specifically.

11 But every -- every impact has its own threshold.

12 MS. NADIA PERALTA: And that's how you determine
13 whether they're significant or not, because you created
14 the mitigation system that makes that less than
15 significant?

16 MS. ALISA KLAUS: Right. Because we have
17 incorporated the mitigation measure.

18 So the impact to the red-legged frog is what we
19 call a potentially-significant impact. If it occurred, it
20 would be significant, but we have a mitigation measure
21 that would be incorporated into as, essentially, a
22 condition of approval that would render it less than
23 significant.

24 MS. NADIA PERALTA: Okay. I see.

25 MS. ALISA KLAUS: So I'm going to -- Jolie will

1 go in -- about alternatives.

2 MS. JOLIE KERNS: Every EIR includes a series of
3 alternatives that look at an alternative of the project
4 that would have lesser environmental impact. Every EIR
5 requires us to look at a no-project alternative, so if we
6 were to just not do the project at all. And these
7 alternatives are evaluated against the project objectives
8 for the proposed project. So I showed those back in the
9 beginning. They're evaluated against that.

10 And the -- again, the kind of significant
11 findings were really to the kind of cultural resource and
12 noise. So these alternatives address those impacts.

13 So the no-project alternative, obviously, it
14 leaves -- I'm sorry. That's incorrect -- it's 22 existing
15 buildings, including that kind of provost, 21 that are
16 part of the scope of the project. And these are
17 analyzed -- I'm going to go through these kind of
18 quickly -- they're analyzed in a lot of detail over
19 every -- each of the 17 topics. So these have been shown.
20 The alternatives are analyzed.

21 So Alternative 2 looks at renovating, reusing,
22 and new construction. It looks at retaining more of the
23 buildings. So renovating and reusing 18 buildings,
24 removing three buildings, Annex B, R7, and they're all
25 labeled here, and the mini gym over here. It builds only

1 one new -- sorry -- a new academic building down in the
2 south on the Annex B footprint; thereby, retaining the
3 existing town hall. This footprint is quite a bit
4 smaller, a number of kind of trees, topography, parking
5 nearby. So it would likely be the higher building than
6 probably three or four stories. Build one new residential
7 building that nets about 33 new beds. It's the
8 environmentally-superior alternative, because it does
9 preserve more of the cultural resource.

10 Alternative 3 looks at partial demolition. So
11 renovating and reusing 13 buildings, removing eight
12 buildings, building one new smaller academic building at
13 the existing town hall site, which gives about 520 new
14 seats and building two new residential buildings for 116
15 net new beds.

16 And then Alternative 4 looks like an offsite
17 lecture hall. So renovating and reusing 16 buildings,
18 removing five buildings, Annex A, R5, R7, triplets, and
19 the mini gym. Those are shown dotted. And then building
20 two new residential buildings. And then academic space
21 would be provided in existing buildings. So the
22 classrooms would remain, R11 would be converted to
23 department space, and moving the larger kind of lecture
24 hall offsite. It would be next to Classroom Unit 2, which
25 was -- I'm sorry -- Classroom Unit 1. It was considered

1 for classrooms in a previous study, kind of near Quarry
2 Plaza and the bookstore.

3 That's just showing the....

4 MS. ALISA KLAUS: So moving back to the EIR
5 process.

6 Once we've completed the public review period,
7 and we've compiled all of the comments from members of the
8 public and public agencies about on the Draft EIR, then we
9 will be preparing the Final EIR. That includes writing
10 responses to all of the comments that were submitted on
11 the Draft EIR. To the extent that it's warranted, then we
12 would also make some revisions to the Draft EIR to clarify
13 or correct information. And then the Final EIR would also
14 include the mitigation monitoring and reporting program.

15 Then, once finalized, the EIR would be submitted
16 to the regents, the UC regents, to support the approval of
17 the design project, and then the regents would then
18 certify the EIR, adopt the mitigation monitoring program,
19 consider the alternatives, and, potentially, adopt a
20 statement of overriding considerations with respect to the
21 significant and unavoidable impacts to the project.

22 MS. NADIA PERALTA: So, with all due respect,
23 how seriously do you consider the alternatives? What kind
24 of way current people would have to be -- I mean, you
25 invite us to be here, and we have our opinion, but it kind

1 of seems like you know what you want to do. What does it
2 take then to change that, out of curiosity, or is this
3 just like a public --

4 MS. ALISA KLAUS: Sorry?

5 MS. NADIA PERALTA: There's these alternatives.
6 So you are considering alternatives. But what would it
7 take for one of those to happen? What kind of information
8 do you have to find?

9 MS. JOLIE KERNS: It's an opportunity for you to
10 comment on exactly that, on exactly what we presented.

11 MS. ALISA KLAUS: Yeah. Every project is
12 unique. The process in every project is unique.

13 Under CEQA, we have one proposed project, and
14 then we evaluate alternatives. We don't evaluate the
15 alternatives in as much detail as the proposed project.

16 In the case of -- it's -- and then we -- we
17 identify -- the EIR identifies the drawbacks and the
18 environmental benefits of the alternatives. Ultimately,
19 the decisionmakers are the ones who -- meaning, the
20 regents -- are the ones who make a decision about whether
21 an alternative that reduces the environmental impact is
22 feasible.

23 So the regents adopted one of the alternatives
24 that was proposed -- that was included in the 2005 LRDP
25 EIR. So --

1 MS. NADIA PERALTA: How many trees are you
2 cutting down?

3 MS. ALISA KLAUS: About --

4 MS. JOLIE KERNS: We're somewhere around -- we
5 have to be -- 190.

6 MS. ALISA KLAUS: Something like that, yeah.

7 MS. JOLIE KERNS: Around 190.

8 MS. NADIA PERALTA: All redwoods or mixture of
9 tan oak?

10 MS. JOLIE KERNS: Yeah, it's a mixture.
11 Anything over a one-inch caliber is included in that
12 count. So there's absolutely some redwoods that are
13 coming down. I don't think -- I don't know how many oaks.
14 There's not that many oaks on that site. There's not much
15 on the kind of west end.

16 MS. NADIA PERALTA: Right there?

17 MS. JOLIE KERNS: No, it's, actually, fairly
18 sparse right there, but there is, obviously, some, but --
19 yeah, there are a lot of redwoods.

20 MS. NADIA PERALTA: Okay.

21 MS. ALISA KLAUS: Right. You can take a look
22 into the EIR. There's a diagram of tree removal in the
23 EIR.

24 MS. NADIA PERALTA: Okay.

25 MS. ALISA KLAUS: So, if you would like to

1 comment on the EIR, you can -- number one, you can provide
2 an oral comment at this meeting. You can also submit a
3 written comment here. There's some forms back there that
4 you can fill out, or you can just write it on a piece of
5 paper. There's a box labeled "comments" in the back of
6 the room where you can submit those written comments. Or
7 you can send written comments by snail mail to the
8 address -- to this address. Or you can e-mail a comment
9 to eircomment@ucsc.edu. All of this information is on the
10 handout in the back.

11 And then, if you would like -- let's go to the
12 next slide.

13 If you'd like to -- how many of you would like
14 to provide an oral comment?

15 MS. NADIA PERALTA: I guess I have some
16 questions that I've been holding on to. So is there going
17 to be place for that before the -- if possible?

18 MS. ALISA KLAUS: Well, I think what we'll do is
19 we'll take any comments on the EIR first, because that's
20 one of the kind of main purposes of this meeting. And
21 then maybe we can sort of end the formal meeting, and then
22 we can stay and answer questions.

23 MS. NADIA PERALTA: Yeah. I feel like it was
24 useful to be here present together hearing each other's
25 questions, because I feel like -- I understand it's a

1 public hearing/participation gathering, and I feel like
2 asking questions also can inform whatever comments we may
3 make. So it's just -- I offer that, having a place for
4 questionings within the gathering, feels like a valuable
5 part of the process.

6 MS. ALISA KLAUS: Well, we can do that. We can
7 answer questions, especially. It's not --

8 MS. NADIA PERALTA: There's only a few of us.

9 UNIDENTIFIED SPEAKER: There's only a few of us
10 here.

11 MS. JOLIE KERNS: You can e-mail comments after
12 too, yeah.

13 UNIDENTIFIED SPEAKER: Okay.

14 UNIDENTIFIED SPEAKER: Do you have a pressing
15 question?

16 UNIDENTIFIED SPEAKER: Well, I have a couple
17 questions.

18 So you asked about how many trees would be cut.
19 But I didn't really get a sense, from the slides and
20 everything, the footprint, how much bigger it is than the
21 current.

22 MS. JOLIE KERNS: So Kresge currently has about
23 133,000-square feet, and the new renewal project will
24 accommodate 200,000-square feet. So it's, actually,
25 increasing quite a bit. And most of that is the kind of

1 new residential buildings and just adding more beds.

2 And there's a bit more space, 15,000, at the
3 academic building as well.

4 UNIDENTIFIED SPEAKER: Okay. Yeah. So that's
5 kind of more of that -- is it into that, like, the meadow
6 area? I'm trying to visualize where that --

7 MS. JOLIE KERNS: Where Kresge is?

8 UNIDENTIFIED SPEAKER: No. No. I know where it
9 is, but where it's expanding.

10 MS. JOLIE KERNS: Oh. Yeah. Let me show you a
11 site plan.

12 UNIDENTIFIED SPEAKER: I know cuz it's hard to
13 imagine. It is like this empty space behind some of the
14 building she's talking about. I think that's what it's
15 doing.

16 UNIDENTIFIED SPEAKER: Okay.

17 MS. ALISA KLAUS: Yeah. It's what's called the
18 Kresge Meadows, this little wooded, dirt area.

19 MS. JOLIE KERNS: Here. So you know the
20 basketball court reference point? That's about right
21 here. There are a lot of trees along this edge right
22 along, and there's quite a bit of topography right here
23 along the edge of the road, and then it kind of dips down.
24 And then there's quite a few kind of trees up in here.
25 There's some significant growth where I said they're kind

1 of bending around. You can see some of those there,
2 but....

3 Does that --

4 UNIDENTIFIED SPEAKER: Yeah, that answers.

5 MS. JOLIE KERNS: Okay.

6 UNIDENTIFIED SPEAKER: I also am curious. I
7 know that the university really wants to expand not just
8 in terms of the land mass, but also with more students.
9 And I'm wondering how this further development of Kresge
10 fits within that plan to accommodate more students on the
11 campus, because it seems like this is part of the 2005
12 LRDP, like you were saying.

13 And -- and I recently read about some other
14 plans the university has for other possible expansion.
15 You know, there's three different possibilities that -- so
16 this feels separate and related to, and that's all around
17 having more students as well. So I'm just wondering how
18 this fits within that as well.

19 MS. JOLIE KERNS: Right.

20 So this is under -- guided by the 2005 LRDP,
21 Long-Range Development Plan, and it sounds like what you
22 saw. There -- that really serves as a kind of guide for
23 growth. It looks at different areas of land use if there
24 are capital projects. You know, if we are to build, where
25 would some of that go? So, you know, our housing is,

1 typically, kind of around the perimeter. We have a kind
2 of academic core. So it just gives kind of guidelines for
3 that.

4 So our current LRDP takes us from 2005 to 2020,
5 and that's why we're looking at the next LRDP from 2020 to
6 2040. Every UC is required to do a Long-Range Development
7 Plan. So, again, it's just kind of a guideline for land
8 use.

9 So those are the scenarios you're talking about
10 I think, and this is accommodating existing meetings and
11 demands. So right now we're at a deficit of space for
12 classrooms, academic space for student support programs,
13 and certainly for beds.

14 So the beds we're adding here, like we said, is
15 about -- it's around 200. I think we wrote 175 to 225.
16 It will kind of fall within that. So it will bring Kresge
17 to be commensurate with the other colleges with the size.
18 Kresge, you know, in analyzing this in the very beginning,
19 everyone felt like that was an appropriate size for
20 Kresge.

21 It's an eight-acre site, but it's, actually,
22 pretty constrained, you know, with the ravine and
23 everything. With college beds, that -- with it comes kind
24 of more advising and office space at the provost office.
25 All of that happens kind of within the ten colleges. So

1 those were some -- also, the square footage for those also
2 have to be accommodated to support those beds.

3 So, with colleges, those are all just some of
4 the factors that played into how we think through what is
5 appropriate for Kresge. But the answer to your question
6 is under the 2005 LRDP, and it's accommodating existing
7 needs.

8 UNIDENTIFIED SPEAKER: What it sounds kind of
9 like you're asking is, like, the big picture in terms of
10 just more students on buses or more water or more -- I
11 guess the water looks like you tried to, you know,
12 mitigate that, some measures. I don't know if that was
13 your -- that's what I got from your question too is just
14 sort of, I guess, growth in general and how that might
15 affect just, you know, traffic and everything else.

16 MS. JOLIE KERNS: Yeah. And those are analyzed
17 in the EIR. The -- yeah.

18 UNIDENTIFIED SPEAKER: And part of the lawsuit
19 came out around some of that, around water usage and
20 things like that.

21 MS. JOLIE KERNS: Yeah. We've got a settlement
22 agreement in place that absolutely holds us to kind of
23 certain levels. We're doing quite well with the water,
24 actually.

25 Obviously, you know, we need housing on campus.

1 We need -- so, yeah. But that settlement agreement is
2 really part of the LRDP.

3 UNIDENTIFIED SPEAKER: Does it keep the water
4 usage about as it is? I mean, you know, it's amazing what
5 you can do these days, you know, have twice the people and
6 use the same amount of water. I don't know.

7 MS. ALISA KLAUS: There is an increase in water
8 usage. We'd have to look in the EIR to get the amount,
9 but there is some increase.

10 So, I mean, I feel like we could continue to
11 have a discussion, but, if we do have comments on the EIR,
12 that we should sort of take those, and, then we can close
13 the public hearing and continue discussion informally.

14 MS. JOLIE KERNS: Does anyone want to make a
15 comment?

16 UNIDENTIFIED SPEAKER: I doubt I can come up
17 with anything that you guys haven't looked at a hundred
18 times.

19 MS. ALISA KLAUS: There's plenty of opportunity
20 to make a comment. You know, it's your choice. If you
21 want to do it in this setting, you can go online and look
22 at the EIR.

23 UNIDENTIFIED SPEAKER: Well, I'll just say I'm,
24 you know, mostly curious to see how it's -- you know, I've
25 always loved the way it looks is, and I've just been

1 curious to see, with the challenge of enlarging it, and,
2 you know, the aesthetic issue, the first, you know,
3 consideration there for the Environmental Impact Report.
4 And that's my main issue coming here. I didn't know there
5 were any red-legged frog issues, but I'm happy to hear
6 that you're taking that into account.

7 But I don't have any specific EIR questions.

8 MS. ALISA KLAUS: Okay. So let's close the
9 public comment period and we can continue to chat.

10 MS. NADIA PERALTA: Could you give us a few more
11 minutes. I feel like -- I want to say something, but I --

12 MS. ALISA KLAUS: Fine. Absolutely. Fine. We
13 can wait a bit.

14 MS. NADIA PERALTA: Are you on some kind of time
15 constraint where we're over?

16 MS. ALISA KLAUS: No. No. I just didn't -- I
17 just wanted to --

18 MS. JOLIE KERNS: We didn't know anyone had any
19 comments.

20 MS. NADIA PERALTA: I have a comment. I'm just
21 figuring out.

22 MS. JOLIE KERNS: Oh, great.

23 UNIDENTIFIED SPEAKER: Do you mind if I ask a
24 few things while you think about that?

25 MS. NADIA PERALTA: Go ahead.

1 UNIDENTIFIED SPEAKER: Yeah. Where's the naked
2 man going to go?

3 MS. JOLIE KERNS: On the town hall. I think
4 it's appropriate on the town hall.

5 UNIDENTIFIED SPEAKER: The new town hall?

6 MS. JOLIE KERNS: Yeah. Yeah. Yeah, that's
7 been asked a lot.

8 UNIDENTIFIED SPEAKER: Yeah, I'm sure.

9 MS. JOLIE KERNS: And we'll give it a place.

10 All the silkscreen acoustic panels too that
11 really kind of makes the town hall what it is will
12 absolutely be brought over as well.

13 UNIDENTIFIED SPEAKER: And will it be -- I know
14 the layout of it has changed. Originally, it was sort of
15 a big, open space, and they put in the risers in the
16 current one.

17 MS. JOLIE KERNS: Yeah. The stage opened up to
18 that octagon so you have kind of a indoor/outdoor way of
19 kind of -- yeah.

20 UNIDENTIFIED SPEAKER: Will the new town hall
21 just be sort of this big, open room or have risers or, I
22 mean --

23 MS. JOLIE KERNS: It will be flat so that it can
24 accommodate a lot of different of functions. It's a
25 student space, so some of the lounges -- you know,

1 everything from kind of yoga to events and that kind of
2 thing. There will be a kind of large -- I don't know
3 exactly what yet, but that kind of north face that is on
4 the plaza will open up to the plaza. We talked about kind
5 of using the stramp, that new stair ramp, as amphitheater
6 seating for movies, performances.

7 UNIDENTIFIED SPEAKER: Oh, cool.

8 MS. JOLIE KERNS: Yeah. So that stage will be
9 right up front and open up on that kind of larger plaza
10 area.

11 UNIDENTIFIED SPEAKER: I'm sorry. So stage, you
12 mean like an indoor stage, I assume?

13 MS. JOLIE KERNS: Yeah, the stage will be
14 indoors, so the doors will open up, and there will garage
15 doors --

16 UNIDENTIFIED SPEAKER: Big folding rollup doors?

17 MS. JOLIE KERNS: Yeah. Yeah. So it can really
18 kind of function as an indoor/outdoor space.

19 Hi. Yeah.

20 UNIDENTIFIED SPEAKER: I have a question,
21 specifically, for Allison, actually.

22 How invested in this project is the Board of
23 Regents? Have they been briefed about it? Do they know
24 the history?

25 MS. JOLIE KERNS: Yeah. We -- I don't know how

1 invested. We had a funding. We had a regents's item that
2 went up. So they approved funding for preliminary plans
3 and design.

4 We have multiple funding streams for this
5 project. And they -- so it's looking at the kind of
6 academic portion and then the nonacademic portion, and
7 they saw both of that and saw the project for that. That
8 was in, I think, last May.

9 Yeah. And it will be going back to regents in
10 March, and that's with full budget approval and for design
11 CEQA approval.

12 UNIDENTIFIED SPEAKER: So they're not involved
13 with the EIR process?

14 MS. JOLIE KERNS: They decide on design CEQA.
15 So the EIR is the basis for CEQA, and CEQA is the
16 California Environmental Quality Act.

17 MS. ALISA KLAUS: So each campus prepares its
18 own EIRS, and we don't involve the regents in the EIR
19 preparation.

20 The regents would be responsible for certifying
21 the EIR in conjunction with making a decision.

22 UNIDENTIFIED SPEAKER: The new bridge, will it
23 look like the old other bridges, or is it a new
24 construction?

25 MS. JOLIE KERNS: No. We're looking at using

1 the existing structures, really just raising the depth
2 20 feet.

3 UNIDENTIFIED SPEAKER: Oh, interesting.

4 Isn't it going to be wider too?

5 MS. JOLIE KERNS: Yeah, it's nine-foot-six right
6 now, and we're looking to increase the width to 12'6".

7 UNIDENTIFIED SPEAKER: Oh, just a few feet.

8 MS. JOLIE KERNS: Just a little bit. It should
9 be able to be used for multimodal transportation, yeah.

10 UNIDENTIFIED SPEAKER: Okay.

11 MS. JOLIE KERNS: And that's determined, really,
12 by what the existing structure can handle -- the existing
13 structure can handle.

14 UNIDENTIFIED SPEAKER: Out of curiosity, where,
15 in one of the alternatives, it showed the large lecture
16 hall being in another location, and I'm wondering about
17 the decision to have it --

18 MS. NADIA PERALTA: Yeah.

19 UNIDENTIFIED SPEAKER: -- be in Kresge. And
20 also that seems to relate to the cultural character of
21 Kresge.

22 MS. NADIA PERALTA: Right.

23 UNIDENTIFIED SPEAKER: And how was that decision
24 made?

25 MS. JOLIE KERNS: Yeah. You know, like I said,

1 there's multiple funding for this project to even make
2 this possible.

3 It is -- on this side, it's miraculous to see
4 that they came together for this project. And one reason
5 that Kresge hasn't been renovated is because every
6 building is nestled at a different elevation, and it
7 really needs to be considered wholistically, so, rather,
8 than renovating one building and starting to kind of
9 change the look of Kresge and design. In order to do
10 that, there has to be a certain amount of, you know,
11 money.

12 So the lecture hall has been a priority of the
13 campus for a long time, and I think, with the kind of
14 multiple funding streams available, we're using general
15 finance funds for the academic part of Kresge. So the
16 apartment space and the classrooms and -- the campus
17 determined that this location would work quite well for
18 that.

19 There's an economy, certainly, of creating a
20 smaller footprint for academic and building in one
21 building, rather -- especially in on our campus, on our
22 kind of natural environment, by creating kind of smaller
23 footprints. So, when you think about kind of site
24 infrastructure and utilities and all of that, there's an
25 economy in creating kind of one building. That's one

1 reason why we're putting all academic together.

2 We also heard a lot in the kind of visioning
3 that, you know, academic used to be in the colleges,
4 primarily, in the college, and, as the campus grew, the
5 academic core was more kind of flushed out. A lot of
6 apartments are moving back in the core. So I think, when
7 the new humanities was built, the writing department moved
8 from Kresge. And there's no one full kind of academic
9 department at Kresge right now, and there was a push to
10 bring a kind of academic presence back. So that,
11 certainly, went to departments. Psych con is there,
12 Havoc, film additional media, obviously Kresge academic
13 administration, the writing program, and some seminar
14 rooms and general classrooms.

15 UNIDENTIFIED SPEAKER: It seems like, in the
16 alternative, though, was that lecture hall situated in
17 the --

18 MS. JOLIE KERNS: Yeah.

19 UNIDENTIFIED SPEAKER: I mean, in its own
20 footprint there too?

21 MS. JOLIE KERNS: Yeah. Yeah. There was a
22 study in 2012 that looked at a number of large classrooms
23 by Classroom Unit 1. So it would locate that large
24 lecture hall over there as a way of kind of not including
25 a lot of that at Kresge.

1 UCSC was that that wasn't the character of Kresge. So I'm
2 wondering about that incongruency, it seems like.

3 MS. JOLIE KERNS: Right. Yeah, I think
4 humanities had always had a strong presence kind of at
5 Kresge. There is science. I mean, the science
6 communication program is there. I think all the
7 departments have a very kind of visual communicative
8 aspect to them. If you think Havoc, some of the digital
9 media, the soft doc program. Those are all kind of
10 anchored there.

11 I think -- my understanding it's fairly
12 interdisciplinary in terms of, you know, kind of the
13 departments that are there.

14 But, yeah, I understand, certainly, writing and
15 all of that that comes out of there has more of a
16 community.

17 All of the spaces are what's currently
18 accommodated. But we'd be providing the academic building
19 currently exists at Kresge right now, the academic.

20 MS. NADIA PERALTA: Okay. I'll make a comment.

21 MS. ALISA KLAUS: All right. So did you grab a
22 comment card?

23 MS. NADIA PERALTA: Okay.

24 MS. ALISA KLAUS: So then you can just give the
25 court reporter your form.

1 MS. NADIA PERALTA: My name? Now?

2 MS. ALISA KLAUS: Yeah, please.

3 And, if you want to use the microphone, we can
4 turn it up or you can just speak.

5 MS. NADIA PERALTA: For the large audience.

6 Okay. My name is Nadia Peralta. I am a Kresge
7 alum.

8 My -- this is my first look at the EIR.

9 So, without getting further into it, which I'm
10 open to doing, I have a concern about the large academic
11 space -- I guess, that's G1 that I'm seeing on the map --
12 and the expansion overall from the -- you know, around
13 1,300-square feet to 2,000-square feet -- having a large
14 impact on the forested campus reserves above north of
15 Kresge as well as a concern about not hearing anything in
16 the proposed plan about how Kresge College -- I think
17 there could be an imagination around Kresge College
18 stewarding and taking care of the reserve and protecting
19 and stewarding the land around it.

20 And so I have -- because that is the gateway to
21 the larger campus reserve having a significant amount of
22 more foot traffic and people concerns me.

23 And I'd like to see an alternative considered
24 that, at least, takes away the very large classroom space
25 and considers, perhaps, just less expansion of some of

IND 7.1

IND 7.2

1 those buildings that we heard about.

2 And I can make a more detailed comment once I
3 have a better look.

4 That's it is for now.

5 MS. ALISA KLAUS: Is there anybody that else
6 would like to make a comment?

7 Then let's go close the public comment session.

8 And we still have time. We still have the room
9 for a little while longer. We can still continue to
10 answer questions or chat about the project.

11 Thank you.

12 (End of proceedings at 7:53 p.m.)

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IND 7.2
cont'd

1 STATE OF CALIFORNIA.)
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The foregoing proceedings were held before me,
LISA A. YORK MEESKE, a Certified Shorthand Reporter for
the State of California.

Said proceedings then and there at the time and
place previously stated was held on said day.

The proceedings was taken by me in shorthand at
the time and place therein named, and, thereafter, under
my direction, transcribed into longhand.

I further certify that I am not in any way
interested in the outcome of the proceedings.

IN WITNESS WHEREOF, I have hereunto set my hand
this _____ of _____, _____.

CERTIFIED SHORTHAND REPORTER
FOR THE STATE OF CALIFORNIA

Letter IND 7

COMMENTER: Nadia Peralta via Court Reporter Transcripts, Public Meeting in Santa Cruz

DATE: November 27, 2019

Response IND 7.1

The commenter expresses concern about impacts to the forested areas north of Kresge College, including direct intrusion into the forest and foot traffic. The commenter states that Kresge College plans could include stewardship of the surrounding land and forest.

As discussed in Section 4.2, *Agriculture and Forestry Resources*, the project would require removal of an estimated 176 trees. Removal of trees in the footprints of proposed new buildings would be necessary. As the commenter points out, the northern portion of Kresge College contains redwood forest. To the north and west of Kresge are the Campus Natural Reserve and other undeveloped lands. New development included in the project would occur within the existing Kresge College campus, and would not intrude into the Campus Natural Reserve. The project would not add a new pedestrian route into the Campus Natural Reserve, nor would the project increase campus population beyond the growth that was analyzed by the LRDP EIR, such that foot traffic through this area would be expected to increase. Because the project would not result in direct intrusion to the Campus Natural Reserve or an increase in student population, adverse impacts to this area are not expected.

For a discussion of tree removal and mitigation ratios, please refer to Response LA 1.13 above.

Response IND 7.2

The commenter states that an alternative to the project could consider less expansion, including not adding the large classroom space.

Alternatives that include less expansion and development are described in Section 6, *Alternatives*. This includes Alternative 2 (Renovate, Reuse and New Construction), Alternative 3 (Partial Demolition), and Alternative 4 (Off-Site Lecture Hall). Alternatives 1 and 2 would involve less expansion, and Alternative 4 would shift the new lecture hall to a different area of the UC Santa Cruz campus.

Classroom space at UC Santa Cruz has lagged behind demand, with no new general assignment classrooms constructed in the past ten years, while enrollment increased by 17 percent. The greatest demand is for classrooms with more than 300 seats. The existing UC Santa Cruz classrooms that can seat 300 students are currently significantly over-utilized.

Therefore, the project's objectives, as discussed in Section 2.3, *Project Need and Objectives*, include adding both beds and classroom seats to Kresge College, including a large lecture hall. Because of this primary objective, and in light of the existing analysis of several alternatives that would include less expansion and development, a specific alternative without a large lecture hall was not considered. Furthermore, Draft EIR Section 6, *Alternatives*, already analyzed the environmental impacts of a smaller lecture hall than proposed, as part of Alternative 3. The Draft EIR found that this alternative would reduce some environmental impacts of the proposed project, including the significant and unavoidable impact to historical resources, which would become less than significant.

Letter IND 8

1 UNIVERSITY OF CALIFORNIA SANTA CRUZ

2 EIR SCOPING PUBLIC MEETING

3 DATED: NOVEMBER 28, 2018

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9 **JOLIE KERN, INTERIM CAMPUS PLANNER**

10 **ALISA KLAUS, SENIOR ENVIRONMENTAL PLANNER**

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15 **Location:** University of California Santa Cruz, Kresge
16 Town Hall, 510 Porter-Kresge Road, UC Santa Cruz Main
17 Campus, Santa Cruz, California

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20 **Court Reporter:** Lisa A. York Meeske Certified Shorthand
21 Reporter, License Number 10617



1 Santa Cruz, California

2 --oOo--

3 (Time noted: 5:47 p.m.)

7:47:05 4 MS. JOLIE KERNS: Okay. We can go ahead and get
7:47:07 5 started.

7:47:07 6 So thanks everyone for coming to meet.

7:47:10 7 I'm Jolie Kerns. I'm the interim director of
7:47:13 8 campus planning here on campus, and I'm project manager
7:47:17 9 for the Kresge Renewal and Expansion Project.

7:47:20 10 I'm here tonight with Alisa Klaus, our senior
7:47:24 11 environmental planner, who manages our EIRs, our
7:47:28 12 environmental, also in the planning department.

7:47:31 13 Tonight we're just going to present the Kresge
7:47:35 14 renewal project, describe it, and show you what's included
7:47:38 15 in the EIR and talk about some of the findings of the
7:47:43 16 Environmental Impact Report.

7:47:44 17 And the purpose of this evening is, really, to
7:47:46 18 allow you to provide oral comments. So, directly after
7:47:50 19 that presentation, we'll be taking oral comments if you
7:47:55 20 would like to provide one. There are numerous ways to
7:47:58 21 comment on the EIR, and the comment period is just kind of
7:48:02 22 at the beginning. So we'll review that in the
7:48:07 23 presentation too. And then, if anyone has questions
7:48:09 24 afterwards, we're happy to stick around and discuss the
7:48:12 25 project a little bit more.

7:16 1 So who here is a student of Kresge? Great.

7:48:21 2 And are any alums? Uh-huh. Great.

7:48:26 3 So it sounds like you're pretty familiar then
7:48:28 4 with the college, so I won't go into tons of detail.

7:48:32 5 But, as you know, probably Kresge was the sixth
7:48:35 6 college on our campus. Our campus really is made up of
7:48:40 7 ten different colleges. This was a kind of specific idea
7:48:46 8 at the kind of founding of our -- of UC Santa Cruz to
7:48:50 9 provide a more intimate scale in a larger resource
7:48:54 10 institution.

7:48:56 11 So -- and it's -- Kresge was started in 1965.
7:49:03 12 It was a kind of radical academic experiment at the time.
7:49:08 13 Kin groups were formed with about 20 students and one
7:49:11 14 faculty member as an idea to break down that kind of
7:49:14 15 hierarchy between faculty and students; provide some
7:49:20 16 different social structures. It was built on ideas,
7:49:23 17 participatory democracy, consensus building, social
7:49:27 18 justice, and a lot of, I think, what you all probably know
7:49:30 19 from being in school here. So those ideas were reflected
7:49:37 20 right at the beginning in the original project.

7:49:39 21 So the original design for Kresge was
7:49:42 22 constructed in 1973 and designed by MLTW, Charles Moore
7:49:47 23 and Bill Turnbull of MLTW. And they locked into this kind
7:49:52 24 of academic experiment and started thinking about ideas of
7:55 25 community and smaller buildings nestled in the kind of

7:50:58 1 redwood forest, how to create kind of strong areas for
7:50:03 2 social engagement. And these are some their kind of early
7:50:08 3 sketches that you can probably see kind of hints of Kresge
7:50:13 4 now in these sketches. But these are early ideas of how
7:50:17 5 they started thinking about these ideas of community.

7:50:20 6 Their existing plan -- this is kind of Kresge
7:50:23 7 today, but this is the original plan from 1973 -- you can
7:50:27 8 see really focused on the organization of a kind of
7:50:31 9 street. So, instead of looking at other campus
7:50:35 10 precedents, the architects looked at an Italian hill town
7:50:39 11 and how kind of the streets encourages the sense of
7:50:43 12 community punctuated by different kind of gathering
7:50:46 13 spaces. You've got town hall where we are right now.

7:50:49 14 And this particular drawing, I think, is so
7:50:51 15 interesting because the street is represented as kind of a
7:50:53 16 black gray, and usually architects represent sort of the
7:50:57 17 buildings with that. But I think it was really to draw
7:51:01 18 attention to that kind of active, vibrant street scape.

7:51:06 19 So, starting with that, much of the process for
7:51:08 20 that project in '73 included kind of student input. So
7:51:12 21 there was a class that formed that spoke directly to the
7:51:16 22 architects and had informed the design, and we've been
7:51:21 23 quite inspired by that. And, from the beginning of the
7:51:24 24 project, we started this in about -- right in the
7:51:26 25 beginning of 2016. We've had a number of town halls to

7:51:30 1 continue to get kind of feedback from the students for
7:51:33 2 this.

7:51:33 3 So this is one meeting of the architects.
7:51:35 4 You'll recognize some of the people here tonight. It's
7:51:39 5 just starting the project. And just some other town halls
7:51:42 6 that we've had to get feedback on specific aspects of the
7:51:46 7 design and to kind of share updates of the design.

7:51:50 8 So the project, just for background, these
7:51:52 9 are -- it's too hard to read the text, but I just included
7:51:57 10 this so you can understand the -- the different programs
7:52:00 11 that are at Kresge. So we've got academic, residential,
7:52:05 12 and student support.

7:52:06 13 We currently have about 133,000-square feet,
7:52:09 14 and, with this project, we'll be jumping up to
7:52:12 15 200,000-square feet. So we're accommodating a lot more
7:52:17 16 student support spaces. Currently, with Kresge, we have
7:52:20 17 the CARE program, we have HSI grant space and the STARS
7:52:24 18 program for veterans and transfer students. But we're
7:52:29 19 adding CAPS, counseling and psychological services. SLUG
7:52:33 20 support will be based here, and the SHOPCO program, sexual
7:52:37 21 health and outreach program.

7:52:38 22 Residential, we're adding about 200 beds.
7:52:43 23 Kresge, right now, has 368 beds. It's the smallest of all
7:52:47 24 the colleges. So this will allow it to be commensurate
7:52:51 25 with the size of other colleges. We're also providing

7:52:55 1 space for the co-ops. So the natural food co-op, music
7:52:59 2 co-op, a lot of other kind of college life spaces, social
7:53:02 3 and study lounges.

7:53:04 4 Then the academic we're providing new
7:53:07 5 classrooms, which will replace existing classrooms at
7:53:11 6 Kresge, and a new large lecture hall and then department
7:53:15 7 space for HAVOC, history of art and visual culture, film
7:53:19 8 and digital media, science communication, the writing
7:53:23 9 program, and the Kresge provost's office or academic
7:53:30 10 administration.

7:53:31 11 So, as we started the kind of just beginnings of
7:53:34 12 this project and sort of understood what program we needed
7:53:38 13 to accommodate or what the space needs were that we needed
7:53:41 14 to accommodate, we did a kind of quick pass to test sort
7:53:47 15 of feasibility. So, in starting with kind of 23
7:53:50 16 building -- excuse me -- 22 buildings, we knew that there
7:53:53 17 were some repairs to make. We had to kind of think about
7:53:56 18 how we wanted to, physically, plan this and accommodate.
7:53:59 19 And we asked the architects to do a spectrum of options,
7:54:02 20 really ranging from kind of zero to zero with complete
7:54:06 21 renovation, but leaving all buildings there and just
7:54:09 22 renovating them to something at the very other end of the
7:54:12 23 gradient and demoing everything and rebuilding. And where
7:54:18 24 we are right now is really somewhere in the middle. But
7:54:20 25 this is really to kind of check off what is the best way

7 23 1 of kind of starting to address some of the challenges that
7:54:27 2 Kresge has and address feasibility.

7:54:30 3 And so we've captured a lot of this information
7:54:34 4 from kind of a visioning phase, planning phase in reports.
7:54:39 5 These are online, and we've also really kind of sunk our
7:54:43 6 teeth into some of the early work about college to kind of
7:54:47 7 understand what the original concepts were so we can
7:54:50 8 really be true to that if we think about how Kresge is
7:54:54 9 going to grow.

7:54:55 10 So just a quick timeline for reference. We are
7:54:59 11 really a little bit closer to December here. We're in the
7:55:03 12 design phase right now, and we'll be completing the design
7:55:07 13 phase in kind of the end of summer 2019. And we're
7:55:12 14 intending to start construction in fall 2019. So the
7:55:16 15 project will be phased. So we will have a kind of Phase 1
7:55:21 16 and Phase 2. That is, primarily, in order to keep all
7:55:25 17 functions kind of operating while the college is under
7:55:28 18 construction.

7:55:29 19 So we'll talk about the phasing, but, in
7:55:32 20 general, we build the new spaces. And then we move people
7:55:35 21 into new spaces, and then we tackle the renovation.

7:55:40 22 So that was a little bit about the kind of
7:55:42 23 process so far.

7:55:43 24 I'm going to walk now through just kind of
7:55:46 25 describing the project itself. There's a lot of text on

7 50 1 this page, but I'll just kind of hit some of the
7:55:53 2 highlights.

7:55:54 3 So, after kind of visioning and planning and
7:55:56 4 researching the project, these are the objectives that are
7:55:59 5 starting to kind of define and steer the project. Provide
7:56:03 6 new academic space in a single facility; provide new
7:56:07 7 general assignment lecture hall; create better connections
7:56:10 8 from Kresge College site to the core academic buildings.
7:56:14 9 We talk about this along with accessibility.

7:56:17 10 The north bridge is one of the kind of primary
7:56:20 11 routes to get to Kresge, and right now it's not
7:56:23 12 accessible. It's not ADA compliant. So, if you were in a
7:56:28 13 wheelchair, for example, it's very difficult to navigate
7:56:31 14 Kresge. It's difficult to navigate the college if you're
7:56:32 15 within the college as well. So, once you do get here,
7:56:32 16 there's quite a bit of topography you have to move
7:56:36 17 through. So it's been a big driver in a lot of the kind
7:56:39 18 of site planning we have done.

7:56:40 19 But the north ridge we are making it accessible
7:56:46 20 by raising the deck of it. So that it will come now -- so
7:56:47 21 the north ridge is right out here. If you came this way,
7:56:48 22 you walked up a number of stairs. It will now be raised
7:56:51 23 about 20 feet and come right into this plaza. And we'll
7:56:56 24 talk about other accessibility improvements kind of later
7 59 25 on.

7:57:59 1 So we're providing about 200 additional beds,
7:57:02 2 and we're providing 400 beds the first year of students in
7:57:07 3 res halls. We're providing additional space for student
7:57:11 4 support programs stewarding academic financial resources
7:57:15 5 efficiently creating functional outdoor gathering spaces
7:57:19 6 in a variety of scales. This is something we heard from
7:57:22 7 students quite a bit that the street offers a lot of sort
7:57:25 8 of nooks and crannies and smaller social spaces. But
7:57:29 9 having more kind of larger gathering spaces would be
7:57:33 10 beneficial and something that the students thought that
7:57:35 11 they kind of needed.

7:57:36 12 So bring Kresge College interior and exterior
7:57:41 13 areas into compliance and current code. All of our
7:57:44 14 colleges undergo kind of major maintenance cycles. Kresge
7:57:44 15 is now about 45 years. It's a wood structure, and we're
7:57:47 16 in a marine environment, so those structures take kind of
7:57:53 17 quite a beating. And you can look at it and see some of
7:57:55 18 the kind of wear and tear on the building.

7:57:57 19 So a lot of this project is really just driven
7:57:59 20 by bringing Kresge up to code and deal with some of the
7:58:04 21 kind of deferred maintenance issues.

7:58:06 22 Retain and enhance the essence of the initial
7:58:09 23 design and then locate all new program elements within the
7:58:13 24 kind of Kresge site boundary.

7:58:16 25 So the existing plan includes 22 buildings, 21

7 20 1 of which are included in the scope of the project. The
7:58:23 2 provost's house, which is located right here, is not
7:58:26 3 included in the scope of the project, so that's not being
7:58:29 4 touched at all.

7:58:31 5 This is about an eight-acre site. As you know,
7:58:35 6 it's a mix of residential, college, academic, and student
7:58:39 7 support space now. Kresge is bounded by the natural
7:58:42 8 reserve on the west, north, and east, and then Porter
7:58:46 9 College to the south. And the primary kind of connections
7:58:48 10 back to the academic core are to the north bridge and the
7:58:52 11 south bridge down here. Cut off a little bit.

7:58:57 12 So our approach really sort of balances a blend
7 :00 13 of removing some buildings, renovating some buildings, and
7:59:03 14 adapting them to different uses and then building new
7:59:06 15 construction in more kind of open sites.

7:59:08 16 So I'm going to walk through this. You can
7:59:10 17 start to understand how we're thinking about tackling this
7:59:13 18 and accommodating the extra square footage.

7:59:17 19 So, first, we sort of renovate existing
7:59:19 20 buildings. Those are shown in pink right now. And
7:59:24 21 we're -- and we'll go through the exact buildings in a
7:59:28 22 later slide.

7:59:29 23 Part of that is also rebuilding what was lost.
7:59:32 24 The original architects had a number of what they called
7 :36 25 sort of monuments, and maybe some of you, if you were here

7 39 1 earlier, remember some of these. So there was kind of
7:59:42 2 two-dimensional gateways that you would kind of walk
7:59:49 3 through, and we are bringing those back to be really kind
7:59:53 4 of true to that original design. A lot of those were
7:59:55 5 intended, again, to kind of create social -- areas of
8:00:00 6 social engagement on the street. So those are kind of
8:00:03 7 outlined here and are included in the project.

8:00:08 8 And then we looked at adapting buildings to new
8:00:11 9 uses. So right now, here, this is Building A1, R12, and
8:00:17 10 R13. A1 is currently used for the provost's office. So
8:00:21 11 academic offices, student support offices. This is,
8:00:25 12 actually, being adapted and renovated now to be an
8:00:29 13 intentional community. It will have 45 of 40 students.
8:00:33 14 So something like a vegan house or something kind of a
8:00:36 15 theme for all the students.

8:00:37 16 And then other college life spaces are centered
8:00:41 17 around the piazzetta. So rec room, the co-ops, natural
8:00:45 18 food co-op, and music co-op. Space 159 with the kitchen
8:00:49 19 is still remaining and a number of kind of social and
8:00:52 20 study spaces.

8:00:53 21 The piazzetta is one area that we felt really
8:00:57 22 benefitted from just kind of reprogramming, sort of
8:01:00 23 infusing it with a little bit more kind of programs that
8:01:03 24 encouraged, you know, kind of college life and social
8:01:06 25 spaces and really making it a kind of student-centered

8 :10 1 area. So the piazzetta kind of remains intact as a
8:01:13 2 social-gathering space.

8:01:15 3 And then the other kind of area that we're
8:01:17 4 starting to do that -- right now this is Building A2. It
8:01:21 5 currently has classrooms. This is the existing writing
8:01:24 6 center, and then these are two residential buildings.
8:01:26 7 With the new student support square footage that we're
8:01:31 8 bringing and some of the new programs, we're, actually,
8:01:33 9 adapting R9 and R10 for office space and counseling rooms
8:01:38 10 for SLUG support, CARE, the CAPS' offices. And then these
8:01:42 11 A2 buildings, the classrooms will have the STARS program
8:01:47 12 and HSI grant space. And then the writing center is,
8 :50 13 actually, going to turn into a Kresge College student
8:01:54 14 faculty center with an assembly space and a kind of
8:02:00 15 student flex room. The student flex room is really
8:02:03 16 replacing the photo co-op, which is not being rebuilt kind
8:02:07 17 of as it is, but it's being rebuilt as a more
8:02:10 18 flexible-type space. And then other student kind of
8:02:12 19 college enrichment programs and faculty support that will
8:02:18 20 be located in this building. So common ground, for
8:02:21 21 example.

8:02:21 22 We then remove existing buildings. And we, you
8:02:25 23 know, really kind of looked through the site as we're
8:02:27 24 talking to a lot of students. We've done a kind of
8 :31 25 buildings conditions' assessment. We remove buildings

8 35 1 where they had been already significantly altered or kind
8:02:38 2 of renovated and were not in their original condition
8:02:41 3 where they impeded accessibilities. So a good example of
8:02:45 4 that is, right here, this is R3. I think almost, in every
8:02:48 5 scheme, it was looked at R3 was -- this is very kind of
8:02:54 6 key route to allow the college kind of north-south to be
8:02:58 7 accessible. It gets quite steep right here, the waterfall
8:03:04 8 steps, and then really where residential space was
8:03:06 9 compromised. So I think there are -- while there's a lot
8:03:10 10 of kind of great things about the street, we also heard
8:03:14 11 some challenges with the street and having different
8:03:17 12 programs adjacent to each other or residential apartments
8 20 13 and bedrooms directly on the street that had not as --
8:03:24 14 that didn't provide as much kind of level of privacy in
8:03:27 15 certain spaces. And that was one -- one reason why R8 up
8:03:33 16 here is going to be removed.

8:03:38 17 And then, finally, we're constructing new
8:03:40 18 buildings to accommodate the kind of new square footage.
8:03:43 19 So the idea was really to allow newer buildings. 400 beds
8:03:47 20 is a lot of beds. We've been concerned about making sure
8:03:51 21 that we're thinking about the right kind of massing and
8:03:54 22 trying to make these buildings kind of in proportion to
8:03:58 23 this existing architecture. They were built 45 years ago,
8:04:01 24 and they're kind of low density -- is a much lower
8 04 25 density. And so it's -- by moving the site really to the

8:04:09 1 periphery and allowing kind of the new buildings to be on
8:04:12 2 the periphery and the edges, it allows the kind of street
8:04:15 3 in existing Kresge to remain kind of more intact. So that
8:04:20 4 was the kind of thinking, the planning approach.

8:04:23 5 But you're looking here at new residential
8:04:25 6 buildings, a new academic building. And then the town
8:04:29 7 hall is replaced -- it kind of replaces R11 and allows for
8:04:33 8 a larger civic plaza and is now down kind of in the south
8:04:37 9 end.

8:04:38 10 So what I just explained is shown on this
8:04:40 11 diagram, and this just outlines -- I'll let that --

8:04:49 12 UNIDENTIFIED SPEAKER: Memories.

8:04:51 13 MS. JOLIE KERNS: I know.

8:04:53 14 So, in all, eight buildings will be removed that
8:04:56 15 were part of that original plan. Two buildings are being
8:04:59 16 removed, which were not part of the original plan. That's
8:05:02 17 Annex A and B. Those were built, I think, in the late
8:05:07 18 '80s.

8:05:08 19 And then 11 buildings are being renovated, and I
8:05:11 20 walked through how we're going kind of doing adaptive
8:05:16 21 reviews with some of those. They're labeled here, but you
8:05:19 22 can kind of see that for yourself.

8:05:24 23 And then five buildings being newly constructed.
8:05:27 24 So the new town hall, new residential and the academic
8:05:31 25 buildings up at the north.

8 :33 1 So the new residential is -- we talked a lot
8:05:38 2 about -- we've had a lot of conversations with students.
8:05:40 3 Kresge's the only college that has kitchens in apartments
8:05:44 4 for freshmen. We know how important food is to the kind
8:05:48 5 of Kresge community. We've heard a lot of stories about
8:05:52 6 how important the culture of that is and how it kind of
8:05:54 7 brings people together, everybody in the community, and
8:05:57 8 everything that's important to Kresge.

8:05:58 9 So, while the building is absolutely a different
8:06:02 10 kind of typology for our first years, we've limited the
8:06:06 11 kind of community on each floor to 33 students, which is a
8:06:09 12 bit smaller than some other kind of res halls. Each floor
8 :14 13 has a communal kitchen, a social space, and a study
8:06:18 14 lounge. So we've been trying to kind of preserve that
8:06:21 15 idea of community in the new res halls. The res halls
8:06:25 16 also have kind of much larger common spaces at the ground
8:06:29 17 floor.

8:06:30 18 And, in the new academic building here, again,
8:06:33 19 kind of classrooms and academic space and the town hall
8:06:36 20 with an opportunity now to kind of open back up to the
8:06:39 21 outdoor, which this town hall originally did. This has
8:06:43 22 been renovated quite a bit. So the stage is, actually,
8:06:46 23 not where it originally was, and it opened up on to that
8:06:50 24 octagonal plaza.

8 :52 25 So, as you think about accommodating more square

8 :59 1 footage, we started to create just zones that reflect each
8:07:05 2 of the kind of functions, so allowing a bit more privacy
8:07:08 3 and now creating a true kind of residential loop.

8:07:12 4 Again, activating that piazzetta with college
8:07:15 5 and residential space creating a student support kind of
8:07:20 6 cluster here. A lot of these programs and students that
8:07:24 7 utilize these programs often utilize more than one of
8:07:27 8 them, and they -- the programs, themselves, kind of share
8:07:30 9 resources. And then really concentrating academic up
8:07:35 10 north where it has kind of now good access back to the
8:07:39 11 academic core, science hill, accessible access to the bus
8:07:44 12 transit stopover on Heller Drive.

8 :48 13 So, I mentioned accessibility. The pink just
8:07:51 14 shows accessible routes.

8:07:53 15 Kresge has about a 40- to 50-foot topography
8:07:58 16 change from south to north. So right now, if you were in
8:08:01 17 Kresge, you would need -- and wanted to get over to
8:08:05 18 Heller, you would need to walk down all the way to Heller
8:08:09 19 Drive, you know, kind of by Rachel Carson College to be
8:08:13 20 able to pick up a bus. So that connection to the bus stop
8:08:16 21 and across the bridge is critical, I think, for the
8:08:20 22 college and moving forward.

8:08:21 23 And then I mentioned the removal of R3, which
8:08:24 24 allows a more kind of open space here and a kind of stair
8 :29 25 and ramp system that will start to allow people to kind of

8 :33 1 move through.

8:08:33 2 The new residential buildings also -- we'll show
8:08:37 3 those in a bit. But they are sided so as to allow kind of
8:08:42 4 pedestrian trail that's also accessible. So there's no
8:08:46 5 stairs, and you can move, you know, freely really kind of
8:08:49 6 from north to south on that route as well.

8:08:53 7 Storm water management is -- this is kind of an
8:08:59 8 important aspect of our campus and how we manage our storm
8:09:02 9 water. Kresge spans two different watersheds, and we have
8:09:06 10 a number of different strategies in place to manage the
8:09:09 11 storm water; one is reusing the water. So we're
8:09:13 12 collecting water in kind of cisterns, harvesting it, and
8 :17 13 then filtering it to be used for toilet flushing and
8:09:20 14 irrigation; creating various kind of bio-detention zones,
8:09:24 15 and then its activating existing runnel network.

8:09:28 16 So part of the original design had a quite kind
8:09:32 17 of complex runnel network, and you can see a lot of those
8:09:36 18 details in the concrete how water was kind of channeled to
8:09:40 19 different spaces. So reactivating that as well.

8:09:44 20 And I mentioned that it's phased.

8:09:46 21 So one of the drivers in the project is to keep
8:09:48 22 the college operational during all of this construction.
8:09:51 23 So we're really looking at building the new buildings
8:09:57 24 first, possibly a couple renovated buildings, but building
8 :00 25 that kind of north end first, and then moving students and

8:05 1 the office space and everything kind of into these
8:10:08 2 buildings and then tackling the renovation. And, by
8:10:10 3 spacing it, that allows us to minimize any kind of
8:10:15 4 temporary relocation of activities, and, obviously, just
8:10:18 5 to allow the college to remain kind of active and open
8:10:22 6 during this construction.

8:10:24 7 So I'm going to walk through a few of the
8:10:27 8 spaces, the kind of separate zones, in a little bit more
8:10:30 9 detail, and then we're going to go kind of the EIR
8:10:34 10 process.

8:10:35 11 So what you're looking at right here is the
8:10:37 12 proposed project. It's a kind of aerial view. And then
8:10:42 13 we have an enlarged plan that shows some of these
8:10:46 14 different zones.

8:10:47 15 So, again, this is the piazzetta. This is a
8:10:50 16 really important feature of the original design. So we
8:10:53 17 are really kind of enhancing it, but not touching it in
8:10:58 18 any way. The buildings around it will be renovated and
8:11:01 19 rebuilt. All of the renovated buildings will be rebuilt
8:11:05 20 to, essentially, look as they do now.

8:11:08 21 So they will just be much more energy efficient,
8:11:13 22 and the interiors will be configured to support various
8:11:17 23 kind of living arrangements, I think, a little bit better.

8:11:22 24 But here's a rendering of the piazzetta. So
8:11:26 25 sitting here and kind of looking up the street, you have

8:11:29 1 R1, R2. This is A1. That's office space now, but will be
8:11:34 2 an intentional community. The mailroom will stay where it
8:11:36 3 is. There's various kind of social and study spaces with
8:11:39 4 this. And then some kind of features that really start to
8:11:42 5 soften some of the seating and -- around the piazzetta.

8:11:47 6 So moving -- moving over to here. We've got the
8:11:52 7 laundry. The laundry is staying exactly where it is. We
8:11:56 8 have got R2 again. R11 right here has been removed and is
8:12:00 9 being replaced by a new town hall. The town hall will now
8:12:04 10 open up onto a kind of larger civic plaza. We're
8:12:08 11 rebuilding the mayor's stand. And then what the
8:12:10 12 architects have been calling a kind of stramp, a stair and
8:12:15 13 ramp, that allows for accessibility; has some seating;
8:12:19 14 could maybe kind of operate as an amphitheater. The town
8:12:22 15 hall will have kind of doors that open on to the outside
8:12:27 16 allowing for both indoor and outdoor performances. And
8:12:27 17 then you see kind of the south end of that cluster of
8:12:30 18 student support spaces.

8:12:31 19 And, looking at that, here is the kind of
8:12:35 20 southern entry. So that's what we were just looking at.
8:12:37 21 Right now, this is R10, and the natural food co-op is
8:12:44 22 right here. So you're now kind of arriving in between the
8:12:47 23 town hall and what will be kind SLUG support. You're
8:12:51 24 seeing the very end of R4 right here. R4 -- now that the
8:12:57 25 end of that building is at the top of the stramp, kind of

8:00 1 facing a much more open area, we're adapting that very end
8:13:04 2 part to be a kind of social lounge.

8:13:08 3 One of the key aspects of the project has also
8:13:13 4 been to think through, kind of way-finding, and where the
8:13:17 5 arrival points are for the college. We asked a lot of
8:13:20 6 people, you know, where do you think the kind of gateway
8:13:24 7 to Kresge is, and we got a lot of different answers. So
8:13:27 8 we see it as kind of that north bridge, and we're
8:13:29 9 investing a lot in that, and then really this south entry.
8:13:32 10 There will be more housing coming with other projects to
8:13:36 11 the south, and Kresge will be a kind of critical link now
8:13:40 12 to move from the west end over to the academic core and
8:13:44 13 science hill. So this kind of starts to talk about that
8:13:47 14 southern entry.

8:13:48 15 So moving to the student support spaces here.
8:13:50 16 We are keeping the waterfall steps. That's remaining
8:13:54 17 as-is, and, these buildings all will be renovated similar
8:13:59 18 to the others.

8:13:59 19 And so this is just a view of what that will
8:14:03 20 look like when it's done, and, hopefully, that will be
8:14:06 21 very familiar to you. The intent, really, is to make it
8:14:09 22 look, frankly, exactly as it does now.

8:14:14 23 So moving north. This is the new kind of
8:14:17 24 academic building. So you can see this is replacing the
8:14:21 25 town hall. To orient you, the octagon is right here that

8:14:26 1 you probably walked through when you came into this
8:14:29 2 building, so that little octagon plaza. That had quite
8:14:34 3 intricate tile work that we're looking to bringing back,
8:14:37 4 and the building shifts back a little bit. So this
8:14:40 5 building accommodates a number of different programs, a
8:14:43 6 kind of large lecture hall and then academic office space.

8:14:46 7 I think one of the key concerns with this: It's
8:14:49 8 a 35,000-square-foot building, and it's really sort of
8:14:54 9 replacing town hall, which is about a two-story building.
8:14:57 10 And we were concerned that the massing of this building
8:14:59 11 would really not relate to the existing Kresge. So what
8:15:03 12 the architects looked at was taking queues from the
8:15:06 13 writing center, where you come in at the kind of ground
8:15:09 14 level, and then you go down two levels. So building down
8:15:12 15 into the ravine and taking advantage of the slope
8:15:16 16 difference and then tucking in the kind of smaller
8:15:20 17 classrooms and the academic office spaces over on the
8:15:23 18 side.

8:15:23 19 And then the lecture hall, which has a lot of
8:15:26 20 circulation, a lot of kind of traffic going in and out,
8:15:29 21 and a number of these larger classrooms are all kind of on
8:15:32 22 the -- on the top. The lecture hall also takes advantage
8:15:35 23 of the kind of topography. So it allows the break in the
8:15:39 24 seating to -- to work with the existing topography.

8:15:44 25 So this is now the new view coming across the

8:15:49 1 north bridge. The north bridge, again, has been raised
8:15:50 2 about 20 feet. So, if you were coming -- did anyone come
8:15:51 3 on north bridge to get here? So you arrived at the kind
8:15:54 4 of totem pole and you're going to go left and then you go
8:15:58 5 right and you go up a number of steps. It is about a 17-
8:16:02 6 to 20-foot difference kind of depending where. So this
8:16:06 7 will bring you now directly across. You're seeing a
8:16:09 8 classroom here. The provost's space is here, an outdoor
8:16:15 9 kind of terrace, and then a number of different kind of
8:16:18 10 academic and department space. And it's still about,
8:16:22 11 probably, 60 feet above the floor of the ravine. So you
8:16:26 12 really do ride up in the canopy looking at the natural
8:16:29 13 reserve.

8:16:30 14 And, in the background, you've got the kind of
8:16:33 15 end of one of the new residential buildings with a new
8:16:37 16 cafe at the base, which will kind of spill out onto the
8:16:42 17 academic plaza and then the end of R. Lou right here.

8:16:49 18 Looking up from the street, you can start to
8:16:52 19 kind of see the academic building straight on in that kind
8:16:55 20 of academic plaza and then really opening up some of this
8:17:00 21 edge here to the natural ravine. This will be kind of a
8:17:03 22 college common area.

8:17:06 23 So moving behind the kind of newly constructed
8:17:09 24 residential buildings, again, taking advantage of more
8:17:15 25 open site and having Porter/Kresge Road. The buildings

8:17:18 1 are really sort of designed to bend around existing and
8:17:23 2 significant growth of redwood trees and to kind of work
8:17:27 3 within the topography in that area. So they're all kind
8:17:30 4 of nestled in at different elevations. They've got 133
8:17:35 5 students in each building, and it's four stories on top of
8:17:39 6 a kind of more open, transparent common space. So down
8:17:44 7 here are kind of social lounges. I think there's an
8:17:47 8 allergy kitchen and just kind of common space.

8:17:52 9 And then I had mentioned the sort of accessible
8:17:54 10 route. I think the residential buildings, really, take on
8:17:57 11 more of the kind character of the forest than the street.
8:18:00 12 So, you know, all of the buildings are painted white that
8:18:03 13 are on the street. They're painted kind of ochre to blend
8:18:07 14 into the forest for the backs of the buildings. And I
8:18:12 15 think the architects are looking at kind of cladding in
8:18:15 16 materials whose inherit property is really kind of similar
8:18:17 17 to that ochre color.

8:18:19 18 And then we're back at the piazzetta. So,
8:18:23 19 again, you're looking at kind of R1, rec center and music
8:18:26 20 co-op in R13, and you're seeing how kind of the new
8:18:32 21 residential, again, kind of starts to peek over and,
8:18:37 22 hopefully, start to engage with some of these kind of
8:18:41 23 existing outdoor spaces.

8:18:43 24 So all of the social lounges in the new
8:18:46 25 residential are at the end, so where they start to open up

8:18:49 1 onto existing kind of gathering or social spaces. It's
8:18:53 2 sort of knitting some of the new buildings together with
8:18:57 3 kind of the existing construction and existing design.

8:19:00 4 So I am -- just an overview of the project so
8:19:07 5 far and what's included in the EIR and describing the
8:19:10 6 project.

8:19:11 7 I'm going to turn over the presentation to Alisa
8:19:15 8 Klaus, who's going to walk through the EIR, itself, and
8:19:20 9 explain.

8:19:27 10 MS. ALISA KLAUS: So the Environmental Impact
8:19:31 11 Report, or EIR, is prepared in compliance with California
8:19:35 12 Environmental Quality Act, or CEQA, and the basic
8:19:39 13 principal of CEQA is that it requires state and local
8:19:43 14 government agencies to inform decisionmakers and the
8:19:46 15 public about the potential environmental impacts of the
8:19:49 16 proposed projects and to reduce those environmental
8:19:52 17 impacts to the extent feasible. And, for the purposes of
8:19:55 18 CEQA, the University of California is a public agency.

8:19:59 19 And, if the project has potential to cause
8:20:02 20 significant adverse environmental impacts, then a detailed
8:20:07 21 study called an Environmental Impact Report is required.

8:20:10 22 The EIR contains an in-depth analysis of the
8:20:14 23 potential environmental impacts in a variety of different
8:20:17 24 areas, which we'll run through briefly in a minute;
8:20:21 25 measures to reduce or avoid those impacts, which are

8:20:24 1 called mitigation measures, and an analysis of
8:20:26 2 alternatives to the project.

8:20:31 3 We initiated the EIR process for the Kresge
8:20:36 4 College Renewal and Expansion Project in last -- this past
8:20:41 5 spring with what's called a scoping period. We issued a
8:20:44 6 Notice of Preparation to announce -- to give -- to request
8:20:51 7 input from members of the public and public agencies on
8:20:54 8 what issues should be addressed in the EIR. And that --
8:21:02 9 issuing that notice of preparation initiated a 30-day
8:21:05 10 scoping period. And, during that scoping period, we held
8:21:09 11 a public comment meeting in this room to -- where people
8:21:15 12 could provide oral comments on the content of the EIR or
8:21:20 13 the scope of the EIR.

8:21:23 14 Now, in November 15th, we published a draft of
8:21:28 15 the Environmental Impact Report, and that -- normally, we
8:21:31 16 would issue the public -- the EIR for a period of 40
8:21:38 17 days -- a 45-day public review period. Because that would
8:21:41 18 take us into the holiday period, and it also covers -- you
8:21:44 19 know, encompassed the Thanksgiving holidays. We've
8:21:47 20 extended that a little bit longer than 45 days to January
8:21:51 21 7th.

8:21:52 22 And we are holding two public -- this is the
8:21:54 23 second of two public comment meetings where people can
8:21:58 24 provide oral comments on the EIR.

8:22:01 25 And we are anticipating that the Final EIR would

8:06 1 be completed in March of 2019 and would be presented to
8:22:10 2 the regents to support their decision regarding approval
8:22:16 3 of the design of the Kresge College project.

8:22:21 4 The EIR covers -- I'm going to skip to this next
8:22:29 5 slide.

8:22:29 6 So the topics covered in the EIR, I think,
8:22:32 7 there's 17 topics, and they range from aesthetics to
8:22:38 8 biological resources to population and housing,
8:22:40 9 transportation and traffic, a whole range of impacts.
8:22:44 10 And, for each -- for each impact, the EIR makes a
8:22:50 11 determination as to whether the impact is -- whether there
8:22:54 12 is no impact, whether there is a less-than-significant
8:23:02 13 impact, whether there is an impact that could be
8:23:07 14 significant, but would reduce to a less-than-significant
8:23:09 15 level with mitigation measures, or whether it's a
8:23:13 16 significant and unavoidable impact. In other words, it
8:23:18 17 would impact, but even with mitigation measures, would
8:23:18 18 remain significant.

8:23:18 19 The Kresge College EIR is -- it's a project
8:23:23 20 level EIR. So it's an EIR for the Kresge project,
8:23:25 21 specifically. But it is -- takes advantage of the process
8:23:31 22 called tiering under CEQA. So this EIR is tiered for most
8:23:36 23 topics from the 2005 Long-Range Development Claim EIR, the
8:23:41 24 2005 LRDP EIR. So it relies on the LRDP EIR for general
8:23:48 25 setting for cumulative impacts and for certain other

8:23:53 1 aspects of the analysis.

8:23:56 2 That is not the case for two sets of impacts,
8:24:00 3 population and housing and water supply, and so, for those
8:24:06 4 topics, the Kresge EIR is not tiered. It's a standalone
8:24:14 5 analysis.

8:24:15 6 Then, in addition to the impact analysis, the
8:24:19 7 EIR includes an analysis of the alternatives to the
8:24:22 8 project. Analysis of alternatives is required to look at
8:24:30 9 ways that -- to look at alternatives for the project that
8:24:34 10 would, number one, meet most of the project objectives,
8:24:38 11 but would avoid less-than-significant impacts of the
8:24:40 12 project.

8:24:46 13 And so I'm just going to run briefly through the
8:24:52 14 findings of the Kresge EIR.

8:24:55 15 The Kresge EIR identified significant
8:24:58 16 unavoidable impacts in three areas. One of them is in the
8:25:02 17 area of aesthetics. The sort of technical term for the
8:25:06 18 type of impact is it's an impact on visual character and
8:25:11 19 quality, and this is directly related to the cultural and
8:25:15 20 historic resources impact.

8:25:18 21 So the culture -- the EIR found significant
8:25:22 22 unavoidable project level cumulative adverse effects on
8:25:27 23 the Kresge College historic district through demolition,
8:25:31 24 renovation, and new construction.

8:25:33 25 So, in preparation for the EIR, the campus

8:38 1 prepared an assessment of the -- a historic resources
8:25:46 2 assessment of Kresge College, and that assessment
8:25:49 3 determined that the Kresge College complex of buildings
8:25:54 4 was eligible for the California -- for listing on the
8:25:58 5 California Register of Historic Resources for its
8:26:01 6 significance in the areas of design and education. So
8:26:07 7 Kresge College has been considered to be a historic
8:26:11 8 resource for purposes of CEQA.

8:26:15 9 So the EIR identified mitigation measures
8:26:19 10 including development of an interpretive program regarding
8:26:22 11 the history of Kresge College and also the digitization of
8:26:28 12 records to maintain -- kind of to retain and make
8:33 13 available the historic -- the historic aspects of Kresge
8:26:39 14 that will not be present anymore, but determined that,
8:26:42 15 even with those mitigation measures, the impact would be
8:26:45 16 significant and unavoidable.

8:26:49 17 And the third significant unavoidable impact is
8:26:53 18 the temporary construction noise impact that results
8:26:56 19 simply from the fact that construction will take place in
8:27:00 20 close proximity to existing occupied residential and
8:27:04 21 academic buildings.

8:27:05 22 The EIR also identified a number of impacts that
8:27:10 23 would be potentially significant, but would reduce --
8:27:14 24 would be reduced to less-than-significant levels through
8:16 25 mitigation measures. And the first one is construction

8:20 1 phase impacts to California red-legged frog, which are not
8:27:24 2 known to exist -- has not been found on the Kresge side.
8:27:27 3 But, given the overall setting and locations of known
8:27:32 4 aquatic habitat for red-legged frog, there is a potential
8:27:36 5 that they might travel onto the site during construction
8:27:39 6 and potentially be harmed. But the project would
8:27:42 7 incorporate mitigation measures to make sure that no frogs
8:27:46 8 were harmed.

8:27:48 9 There is also potential for construction traffic
8:27:50 10 impacts to roadways, including emergency access, and a
8:27:54 11 mitigation measure requiring development and
8:27:58 12 implementation of a construction traffic mitigation plan
8:28:02 13 would reduce that impact to a less-than-significant level.

8:28:06 14 The third impact -- it's, actually, a bit
8:28:09 15 technical -- unanticipated discovery of tribal cultural
8:28:16 16 resources. That's not because there's tribal resources
8:28:19 17 thought to be present at Kresge. It's simply to ensure
8:28:22 18 that mitigation is incorporated should any such resources
8:28:26 19 be encountered during construction.

8:28:31 20 I'm going to have -- call Jolie back up to talk
8:28:36 21 about alternatives to the project.

8:28:38 22 MS. JOLIE KERNS: So every -- as part of an EIR,
8:28:41 23 we evaluate alternatives to the project. These
8:28:45 24 alternatives are to show alternative kind of projects that
8:28:52 25 would have a lesser impact than the proposed project,

8:56 1 itself.

8:28:57 2 One requirement to look at a kind of no-project
8:29:01 3 alternative. So what would the impact be if we did not do
8:29:04 4 anything, if we left Kresge as-is?

8:29:07 5 So -- and then alternatives are evaluated
8:29:09 6 against the project objectives. I went through those at
8:29:13 7 the very kind of beginning of this presentation. There's
8:29:15 8 about 12 or 13. So they're evaluated against those to
8:29:19 9 understand if they meet those project objectives fully or
8:29:23 10 partially or not at all.

8:29:24 11 So the first alternative is kind of no-project
8:29:27 12 alternative. The buildings remain. No significant
8:29:33 13 renovations. Obviously, some of the kind of maintenance
8:29:38 14 issues would continue to degrade. It would not be brought
8:29:42 15 up to kind of current code and some of the impacts with
8:29:46 16 that.

8:29:47 17 So, Alternative 2, because the significant
8:29:49 18 impact dealt with Kresge as a cultural resource, we looked
8:29:54 19 at alternatives that would keep more of the buildings.
8:29:59 20 And Alternative 2 is renovate, reuse, and new
8:30:06 21 construction. So Alternative 2 renovates and reuses 18
8:30:08 22 buildings and removes three. It removes the -- so it
8:30:17 23 removes Annex B and replaces that with an academic
8:30:21 24 building; removes the rec center and R7. So it builds one
8:29 25 new academic building at the Annex B site. Sorry. Down.

8:30:33 1 There it goes. Here.

8:30:35 2 Because of the footprint is quite small, and
8:30:39 3 there's a number of trees around it, that building will
8:30:42 4 probably be three- or four-stories high. And then it
8:30:45 5 builds one new residential building. So it meets only
8:30:50 6 some of the objectives.

8:30:54 7 The academic remains where it is in these kind
8:30:56 8 of existing classrooms. It's not in a single facility.
8:31:01 9 We're not hitting the number of beds that we need, nor the
8:31:04 10 number of kind of classroom seats. There's little
8:31:08 11 opportunity for larger kind of social gathering spaces or
8:31:12 12 just more kind of outdoor gathering spaces at different
8:31:17 13 scales.

8:31:17 14 And then accessibility is provided by site
8:31:21 15 elevators. It's something on campus we -- we have a very
8:31:27 16 challenging campus in thinking through accessibility
8:31:31 17 because of all the topography. But we try to provide kind
8:31:35 18 of universal equal access so that everyone really has an
8:31:39 19 opportunity to take the same kind of routes. So those are
8:31:42 20 some of the objectives that are not met.

8:31:45 21 Some of the student support space that we have
8:31:48 22 in the project would not be able to be located here. So
8:31:51 23 we don't have enough space for that.

8:31:56 24 So moving on to Alternative 3, partial
8:32:00 25 demolition. This one renovates and reuses 13 buildings.

8 04 1 It removes eight, so, again, R7, the triplets, and the rec
8:32:10 2 center, Annex B, and R3 and R5. We build one new smaller
8:32:19 3 academic building at the existing town hall location and
8:32:23 4 then use R8 as an -- kind of adaptive reuse project for
8:32:29 5 some of the academic office spaces as well as the new kind
8:32:33 6 of student faculty center or the writing center. And then
8:32:38 7 it builds two new residential buildings, and that's 116
8:32:42 8 beds.

8:32:42 9 So this one also does not meet all the project
8:32:46 10 objectives. It kind of partially meets some of them, and
8:32:50 11 a number of them are just not met at all.

8:32:53 12 Again, not much opportunity for kind of outdoor
8 56 13 gathering spaces. The academic is not kind of
8:33:00 14 concentrated in one area, and this is -- these impacts are
8:33:03 15 outlined in the EIR. So I won't go through kind of all of
8:33:07 16 that. You can read through it.

8:33:09 17 And Alternative 4 looks at renovating Kresge,
8:33:15 18 itself, building some new construction, and adaptively
8:33:19 19 kind of reusing some of the buildings. But relocating the
8:33:23 20 lecture hall offsite altogether. So the -- it renovates
8:33:28 21 and reuses 16 buildings, removes five, Annex A, R5, R7, up
8:33:34 22 here, and the triplets and the mini gym. So that kind of
8:33:37 23 opens up this area for new residential. Builds new
8:33:40 24 residential here, and then looks at locating the lecture
8 44 25 hall on a site that's adjacent to classroom unit one. So

8 49 1 this is over by Cory Plaza and the bookstore.

8:33:54 2 The academic space then at Kresge remains
8:33:57 3 distributed in existing spaces. It's not concentrated,
8:34:01 4 and, again, little opportunity for kind of some of the
8:34:05 5 larger spaces, again, that I mentioned in some of the
8:34:08 6 other alternatives.

8:34:19 7 MS. ALISA KLAUS: So, once the public review
8:34:21 8 period has been completed, the next step is that we will
8:34:27 9 prepare the Final Environmental Impact Report.

8:34:30 10 The Final EIR includes responses to every
8:34:33 11 comment that has been made on the Draft Environmental
8:34:37 12 Impact Report. If necessary, it also makes minor changes
8 44 13 to the Draft Environmental Impact Report to clarify or
8:34:48 14 correct information in the Draft EIR. And then the Final
8:34:51 15 EIR also includes a Mitigation and Monitoring Reporting
8:34:55 16 Program.

8:34:55 17 And then the -- when the project goes to the
8:35:01 18 regents for design approval, the regents would be asked to
8:35:09 19 certify the EIR, to adopt the Mitigation Monitoring and
8:35:13 20 Reporting Program, essentially, the conditions of the
8:35:16 21 project, and to consider the feasibility of the
8:35:19 22 alternatives and their ability to meet project objectives
8:35:23 23 and adopt CEQA findings, and, if applicable, a statement
8:35:28 24 of overriding consideration in mitigation in relation to
8 35 25 the significant unavoidable impacts of the project.

8:35:37 1 I know that's quite a mouthful, but I'm happy to
8:35:41 2 talk with anybody who'd like more detail about the CEQA
8:35:46 3 process.

8:35:46 4 If you would like to comment on the
8:35:48 5 Environmental Impact Report, on the Draft EIR, first of
8:35:50 6 all, you can provide your oral comment at this meeting.
8:35:53 7 Secondly, you can submit a written comment. We have forms
8:35:57 8 for written comments, or you can just hand in a piece of
8:36:00 9 paper. There's a box labeled comments in the table over
8:36:04 10 there.

8:36:05 11 You can send written comments to this address.
8:36:07 12 And all of this information is on the handout, so, if you
8:36:11 13 want to -- you don't have to copy down the address. If
8:36:16 14 you'd like to submit a comment, or you can e-mail a
8:36:19 15 comment to eircomment@ucsc.edu.

8:36:25 16 If you would like to provide an oral comment at
8:36:30 17 this meeting, first of all, we ask that you fill out a
8:36:33 18 request-to-speak form. No one's going to make a judgment
8:36:39 19 about whether to grant you that request. But, basically,
8:36:42 20 all that does is provide your name so that you can give it
8:36:46 21 to the court reporter so that she can spell it correctly
8:36:48 22 in the transcript.

8:36:50 23 The court reporter is recording all of the
8:36:53 24 comments and will prepare a transcript that will be
8:36:57 25 included in the Draft EIR, and then all comments made at

8 03 1 this meeting will be responded to, will have responses in
8:37:08 2 the EIR in the Final EIR.

8:37:10 3 We ask that you try to keep your comments to
8:37:12 4 three minutes in order to allow everyone an opportunity to
8:37:15 5 speak if we have a lot of people who want to comment. We
8:37:20 6 do not have an indicator light. And then we just ask that
8:37:28 7 everybody -- anybody who wants -- everybody who wants to
8:37:32 8 speak be allowed an opportunity to speak before anybody
8:37:36 9 comes up to make a followup comment.

8:37:40 10 So do we have any questions about the EIR
8:37:44 11 process or the kind of process for commenting this
8:37:48 12 evening?

8 :51 13 UNIDENTIFIED SPEAKER: Are we allowed to ask
8:37:53 14 questions about the design, or is it just about the
8:37:55 15 environmental impact now?

8:37:59 16 MS. ALISA KLAUS: Well, at this time, if you
8:38:01 17 have specific questions about what is in the project or
8:38:03 18 buildings or just what's going to be kept, but right now
8:38:06 19 the main purpose of this is to take -- receive oral
8:38:11 20 comments on the EIR. And then, once we've concluded that
8:38:14 21 comment session, then we can have kind of a more informal
8:38:18 22 question and answer or discussion about design, itself.

8:38:22 23 UNIDENTIFIED SPEAKER: I have a question about a
8:38:25 24 term that was used in the presentation that I'm not
8 :29 25 familiar with.

8:30 1 What is a runnel network?

8:38:34 2 MS. JOLIE KERNS: I think it's referring to
8:38:38 3 there's channels around the site in the edges of the
8:38:42 4 buildings to allow storm water to run off and be directed
8:38:46 5 to the mountain or other locations. So there's a series
8:38:51 6 of channels that allow the water to run off.

8:38:55 7 UNIDENTIFIED SPEAKER: To a collection?

8:38:57 8 MS. JOLIE KERNS: To a collection.

8:38:59 9 UNIDENTIFIED SPEAKER: Thank you.

8:39:01 10 MS. JOLIE KERNS: Sure.

8:39:03 11 MS. ALISA KLAUS: Any other questions?

8:39:05 12 UNIDENTIFIED SPEAKER: What are the triplets?

8:08 13 Sorry. But has that been added since the beginning? I
14 don't remember.

8:39:13 15 MS. JOLIE KERNS: No. The design it was,
8:39:16 16 actually, built a couple years after '73, but it's three
8:39:19 17 little apartments that house -- right now they house
8:39:22 18 staff. So there's nine people living in those. So three
8:39:27 19 apartments that are just north of R13 right around
8:39:32 20 Porter/Kresge Road right next to the rec centers.

8:39:42 21 UNIDENTIFIED SPEAKER: They were originally
8:39:43 22 designed for guest faculty as well.

8:39:47 23 UNIDENTIFIED SPEAKER: Okay.

8:39:49 24 UNIDENTIFIED SPEAKER: Can you clarify the
8:52 25 current number of beds at Kresge College.

8 :56 1 MS. JOLIE KERNS: Yeah. It's right about 368,
8:40:00 2 360.
8:40:01 3 UNIDENTIFIED SPEAKER: Thank you.
8:40:06 4 UNIDENTIFIED SPEAKER: One thing that would,
8:40:07 5 actually, make a big difference is the thought of sharing
8:40:12 6 one kitchen among the 33-some people. When we originally
8:40:19 7 did the college, the maximum that anybody had to share was
8:40:24 8 eight. And I'm just curious -- if everybody is going
8:40:28 9 someplace else to eat cuz they can't share a kitchen with
8:40:33 10 30-some people.
8:40:34 11 MS. JOLIE KERNS: All of the students go to
8:40:38 12 another facility. Even right now, in apartments, they
8 :43 13 have a kind of meal plan. So Kresges are going Porter
8:40:46 14 College.
8:40:46 15 UNIDENTIFIED SPEAKER: Oh, gosh.
8:40:48 16 UNIDENTIFIED SPEAKER: So they're all going all
8:40:50 17 the way down to Porter to eat?
8:40:53 18 MS. JOLIE KERNS: There's different meal plans.
8:40:54 19 So, you know, I think they have a couple plans --
8:40:56 20 UNIDENTIFIED SPEAKER: Okay. But it's a forced
8:40:58 21 eating on the meal plan?
8:41:00 22 UNIDENTIFIED SPEAKER: We're not required to eat
8:41:02 23 on a meal plan.
8:41:05 24 MS. JOLIE KERNS: It's optional.
8 :06 25 UNIDENTIFIED SPEAKER: I'm Building 11. I have

8 08 1 two roommates who are not on meal plans, and two with a
8:41:12 2 second day out of five day.

8:41:14 3 UNIDENTIFIED SPEAKER: Okay.

8:41:15 4 UNIDENTIFIED SPEAKER: And I think somebody has
8:41:17 5 a 55 swipe. So we divide meals for a quarter.

8:41:22 6 MS. JOLIE KERNS: I believe, at the new res
8:41:25 7 hall, they are -- actually, I don't know if it's a
8:41:29 8 residential question.

8:41:30 9 UNIDENTIFIED SPEAKER: The residence hall is a
8:41:32 10 new one for those eating on a five-day or seven-day plans.
8:41:36 11 And the kitchens that are on this floor for social
8:41:41 12 gathering and not for regular cooking. And also there's a
8 44 13 larger kitchen located in one of the buildings as well, a
8:41:48 14 communal cooking. But, all the apartments that will still
8:41:53 15 be at Kresge, they won't be required.

8:41:55 16 MS. JOLIE KERNS: Well, I think a lot of
8:41:57 17 students do use their kitchens for just kind of routine
8:42:01 18 dinner. We heard a lot about how the communal aspect,
8:42:05 19 with cooking with a lot of friends over, was kind of
8:42:08 20 really important. So it's functioning kind of for that,
8:42:12 21 but it's not as an apartment kitchen.

8:42:16 22 UNIDENTIFIED SPEAKER: It's interesting. The
8:42:17 23 first few years we had people who didn't have kitchens
8:42:22 24 eating over in the class rather than go all the way down
8 28 25 to the mess hall. So it's a radical change.

8:42:31 1 UNIDENTIFIED SPEAKER: I know. You have a
8:42:34 2 protocol. We're just providing a story.
8:42:37 3 MS. ALISA KLAUS: Why don't we kind of maybe
8:42:40 4 continue this discussion more informally after we get a
8:42:44 5 couple comments.
8:42:45 6 UNIDENTIFIED SPEAKER: Sure.
8:42:48 7 MS. JOLIE KERNS: I think right now it's just
8:43:08 8 making sure, if anyone wants to make an oral comment, we
8:43:13 9 can take those, and make sure that they're on the record.
8:43:17 10 MS. ALISA KLAUS: So does anybody --
8:43:19 11 MS. BECKY STEINBRUNER: I would.
8:43:21 12 MS. ALISA KLAUS: You got a form.
8:43:23 13 So all you need to do is just write your name
8:43:27 14 and hand it to Lisa, the court reporter, so she can get
8:43:31 15 your name right.
8:43:32 16 And is the microphone on?
8:43:51 17 MS. BECKY STEINBRUNER: Okay. My name is Becky
8:43:54 18 Steinbruner. I live in Aptos. I've not been able to
8:43:57 19 thoroughly review this material. I had difficulty
8:43:59 20 accessing it online. Maybe you were the person that
8:44:08 21 responded and reactivated the material. So I was only
8:44:12 22 able to view it just for a little while this afternoon.
8:44:16 23 But I appreciate the presentation here tonight.
8:44:21 24 What I have a question with is, if they're going
8:44:27 25 to be up to 225 beds added, what will be the total number

IND 8.1

8 34 1 of beds? I'm not really understanding that. It said it
8:44:37 2 would provide 400 beds for all first-year students, but is
8:44:42 3 that really sufficient for the anticipated growth of the
8:44:46 4 college?

8:44:47 5 I'm aware that UCSC is planning to increase
8:44:52 6 enrollment significantly, and so I really wonder if this
8:44:56 7 is going to be enough expansion to really accommodate the
8:45:02 8 students into the future.

8:45:05 9 If there are 368 beds now, that's only adding
8:45:11 10 just a few more beds. I don't quite understand how this
8:45:15 11 all figures out.

8:45:15 12 So I'd like that very clearly explained and
8 20 13 encourage, actually, more residential spaces. Because, as
8:45:26 14 we all know, there is a housing crisis in the city and
8:45:30 15 county, and it behooves the university to step up and
8:45:36 16 house 100 percent of its students. It's fair to the
8:45:40 17 students, and it's fair to the community. And I would,
8:45:43 18 actually, like to see more attention paid to the housing
8:45:48 19 and number of beds added.

8:45:52 20 I also would like to make sure -- and, again,
8:45:55 21 maybe this is in there. I've not been able to review the
8:45:58 22 impacts. But you said that, the buildings, many would
8:46:03 23 remain with the same design and character, but be more
8:46:08 24 energy efficient.

8 09 25 To that end, I hope that there will be modern

IND 8.1
cont'd

IND 8.2

8:46:13 1 hot water recirculation so that, when people are running
8:46:17 2 the water waiting for it to heat up, that that is then
8:46:21 3 recirculated and used somehow within the internal plumbing
8:46:25 4 of the buildings to reduce water use.

8:46:28 5 And I'm very happy to see that storm water
8:46:31 6 management is being incorporated into the design. I would
8:46:34 7 like to see more of that and bringing in student engineers
8:46:41 8 to help with the design so those groundwater recharge
8:46:46 9 elements.

8:46:47 10 Thank you very much.

8:46:55 11 MS. ALISA KLAUS: Okay. Thank you.

8:46:58 12 Is there anybody else who would like to make a
8:47:01 13 comment?

8:47:01 14 UNIDENTIFIED SPEAKER: I have a question.
8:47:02 15 Will there still be showers in the student
8:47:05 16 lounge?

8:47:07 17 MS. ALISA KLAUS: Let's talk about details like
8:47:10 18 that.

8:47:10 19 UNIDENTIFIED SPEAKER: If there's not going to
8:47:12 20 be, I would like to make a comment about it. That's why I
8:47:16 21 asked.

8:47:17 22 MS. JOLIE KERNS: Do you mean in the STAR
8:47:19 23 lounge?

8:47:20 24 UNIDENTIFIED SPEAKER: Is that STARS? It's
8:47:22 25 attached to the student lounge.

↑
IND 8.2
cont'd

IND 8.3

8 :26 1
8:47:29 2
8:47:30 3
8:47:33 4
8:47:39 5
8:47:41 6
8:47:44 7
8:47:45 8
8:47:47 9
8:47:52 10
8:47:53 11
8:47:54 12
8 :56 13
8:48:04 14
8:48:07 15
8:48:10 16
8:48:14 17
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MS. JOLIE KERNS: There's --

UNIDENTIFIED SPEAKER: Well, go ahead.

MS. JOLIE KERNS: There's some showers in some spaces, and then, obviously, showers in the res hall.

UNIDENTIFIED SPEAKER: There's currently showers in the commuter lounge. Is what you're referring to?

UNIDENTIFIED SPEAKER: Yes.

UNIDENTIFIED SPEAKER: And, in the STARS' design, I believe they have some showers incorporated in that design.

UNIDENTIFIED SPEAKER: That's fine then.

UNIDENTIFIED SPEAKER: Yeah.

MS. ALISA KLAUS: Any other comments?

Then we will go ahead and close the public comments' session. And then we, Jolie and I and also there's members of architecture team who are here today as well, and, if you have questions about the project and the process or about the EIR, please, we'll be happy to stay and talk with you.

(End of proceedings at 6:48 p.m.)

1 STATE OF CALIFORNIA.)
2 COUNTY OF MONTEREY) ss.
3)

4 The foregoing proceedings were held before me,
5 LISA A. YORK MEESKE, a Certified Shorthand Reporter for
6 the State of California.

7 Said proceedings then and there at the time and
8 place previously stated was held on said day.

9 The proceedings was taken by me in shorthand at
10 the time and place therein named, and, thereafter, under
11 my direction, transcribed into longhand.

12 I further certify that I am not in any way
13 interested in the outcome of the proceedings.

14 IN WITNESS WHEREOF, I have hereunto set my hand
15 this 29th of Jan, 2018.

16
17 _____
18 CERTIFIED SHORTHAND REPORTER
19 FOR THE STATE OF CALIFORNIA
20
21
22
23
24
25

Letter IND 8

COMMENTER: Becky Steinbruner via Court Reporter Transcripts, Public Meeting in Santa Cruz

DATE: November 28, 2019

Response IND 8.1

The commenter requests clarification on the number of beds that the project would add compared to existing conditions, particularly regarding the number 400 that was mentioned in the public meeting presentation. The commenter states that more attention should be paid to the number of beds that the project would add, and that the university should house 100 percent of its students.

Kresge College currently provides approximately 365 student beds. The number 400 refers to the number of beds that would be included in the three new residential buildings that would be added by the project (RNEW). The project would also demolish buildings that currently house students (removing 365 beds) and add 165 beds to existing buildings that would be renovated. Therefore, the project would add a net increase of 175 to 225 beds (approximately 200).

As described in Section 4.13, *Population and Housing*, UC Santa Cruz has a need for approximately 13,102 on-campus student beds, but currently provides only 9,338 beds. While UC Santa Cruz is not required to house 100 percent of its students, the proposed project, the Crown College Major Maintenance Project, and the Student Housing West project would together add 3,098 beds, net, to UC Santa Cruz.

Response IND 8.2

The commenter recommends that the project use a modern hot water recirculation system to improve energy efficiency and water conservation.

Please refer to Section 4.17, *Utilities*, for a discussion of water conservation and energy efficiency measures included in the project. Water-related LRDP EIR mitigation measures, which are being voluntarily implemented by UC Santa Cruz, would promote water conservation and use of reclaimed water. This includes: high-efficiency washing machines; requirement of waterless urinals for all new or replacement urinals; consideration of new water reclamation (including rainwater grey water) measures before campus annual water consumption reaches 300 million gallons. Regarding energy efficiency, the project includes design features to enable UC Santa Cruz to achieve its target of making buildings 30 percent more energy efficient than the 2013 California Energy Code requirements. This includes: building orientation and shading that maximizes heating/cooling efficiency, LED lighting, and energy recovery ventilators.

Response IND 8.3

The commenter recommends that student engineers assist in the design of the project's stormwater management system.

This comment does not conflict with or challenge the analysis and conclusions of the EIR. However, the commenter's recommendation is herewith shared with the University decision makers for their consideration.

4 Corrections and Additions to the Draft EIR

The following section provides a summary record of all proposed text corrections, changes, and additions to the Draft EIR. These changes are the result of document review during the public review period and minor modifications made during project design, as outlined in Section 2.3 of this Final EIR. These changes serve to clarify and amplify the content of the EIR. None of the changes would result in alterations to degree of impact or conclusions presented in the Draft EIR, and therefore do not constitute significant new information, in accordance with CEQA Guidelines section 15088.5. Rather, the changes serve to clarify and strengthen the content of the EIR. Accordingly, recirculation is not warranted.

Revisions to the Draft EIR text are shown using ~~striketrough~~ to show where text has been deleted and underline font to show where text has been added. All page references are to the Draft EIR.

Recurring Corrections

The Draft EIR Project Description states that the project would involve demolition of ten existing buildings. The project has been revised to retain the Annex B building, reducing the number of buildings proposed for demolition to nine. The Draft EIR is revised to reflect this change. The text below shows the first instance of this correction in the Draft EIR. Each subsequent reference to demolition of ten buildings is likewise corrected.

Section 2.4, Project Characteristics (Page 2-15):

To achieve the objectives described above, the project would involve demolition of ~~nineteen~~ existing buildings; construction of a new cluster of residential buildings, an academic building, and a multi-purpose assembly space; and renovation or reconstruction of all remaining existing buildings.

The Draft EIR Project Description states that the project would involve demolition of two graduate buildings. As noted above, the project has been revised to retain Annex B. The Draft EIR is revised to reflect this change. The text below shows the first instance of this correction in the Draft EIR. Each subsequent reference to the demolition of two graduate buildings, or reference to demolition of Annex B, is likewise corrected.

Section 2.4.1, Building Demolition and Construction (Page 2-15):

The following buildings would be demolished:

- The existing Town Hall building (G1) that includes the Owl's Nest Café and student services spaces, at the northern tip of the college
- Three residential buildings (R5, R7, R8) at the north end of the college, two residential buildings (R3, R11) located along Lower Plaza, and one residential building (Triplets), located in the central-west part of the college
- The Mini Gym (Recreation Room) in the central-west part of the college
- One~~Two~~ graduate academic buildings (Annex A, ~~Annex B~~) at the central-east part of the college

The Draft EIR Project Description states that the project would involve demolition of 51,670 gross square feet (gsf). Revisions to the project have resulted in a reduced sum of 49,129 gsf proposed for demolition, due to Annex B being retained. The Draft EIR is revised to reflect this change. The text below shows the first instance of this correction in the Draft EIR. Each subsequent reference to the total gross square footage to be demolished, or the square footage involved in demolition of Annex B, is likewise corrected.

Section 2.4.1, Building Demolition and Construction (Page 2-15):

Annex B	2,541
Total	<u>49,129</u> 51,670

Section 1 Introduction

Section 1.4, Environmental Review Process (Page 1-7):

To ensure inclusion in the Final EIR and full consideration by the lead agency, comments on the Draft EIR must be received during the public review period, which ends at 5:00 p.m., January 7, 2019~~December 17, 2018~~.

Section 2 Project Description

Figure 2-12 footnote (Page 2-19):

¹ Actual height and design of North Bridge may vary from the approximation shown.

Section 2.4.2, Building Renovation (Page 2-22):

Most ~~All~~ remaining buildings would be fully renovated, which would entail:

Table 2-2 (Page 2-22):

Table 2-1 Existing Building Change in Use Summary¹

Building	Change in Use
A1 ²	Convert from administration to residences
A2	Convert from academic to student support office space
G2	n/a
R1	n/a
R2	n/a
R4	n/a
R6	n/a
R9	Convert from residential to office occupancy for student support programs
R10	Convert from residential to office occupancy for student support programs
R12 ³	Convert from office occupancy to student co-op space
R13 ⁴	Convert to residential common space occupancy

¹ All buildings listed in the table would be fully renovated, except for the A1, R12, and R13 buildings

² Building A1 would be partially renovated, with a new envelope, systems, windows, and first floor interior improvements; interior improvements to the second and third floor would be conducted depending on the final cost of other project improvements.

³ Building R12 would be converted to student co-op space; renovations would be limited to accessibility improvements.

⁴ Building R13, which would be converted to residential common space and student co-op space; renovations would be limited to accessibility improvements. but not renovated.

Section 2.4.4, Outdoor Amenities (Page 2-23):

- A civic plaza/recreational lawn (~~named the Stramp~~) with seating and social gathering areas north of the new Town Hall, in the southern-central portion of the complex

Section 2.4.5, Circulation and Access Improvements (Page 2-29):

The existing pedestrian bridge (North Bridge) that traverses the ravine to the east of the site (Moore Creek Ravine) would be modified ~~elevated~~ to meet current accessibility codes and to provide an accessible route into the college from the Heller Drive shuttle stop. ~~To minimize construction impacts and reduce the amount of new material required, a new deck would be added approximately 15 feet above the existing bridge.~~ This would involve the following:

- Addition of stairs directly accessing the new Academic Plaza and an ADA accessible ramp on the west end of the bridge
- ~~▪ Removing existing wood decking and all other items at the existing deck surface~~
- ~~▪ Adding horizontal bracing in the plane of the existing deck framing, extending the full length of the existing deck~~
- ~~▪ Installing new abutment foundations at each end of the bridge and at intermediate locations between the existing and new bridge ends as required to maintain an approximate 25 feet between bridge foundations.~~
- ~~▪ Strengthening the existing transverse (north-south) lateral bracing at four locations, including new braces, steel plates on columns, and micropiles at foundations~~
- ~~▪ Adding steel columns and beams to support new, elevated deck framing~~
- Installing new concrete retaining walls, handrails, guardrails, signage, and lighting along the bridge, as needed

Section 2.4.7, Stormwater Management (Page 2-32):

The proposed stormwater management system, shown in Figure 2-21, involves natural features in the Backyard to promote infiltration and more urban solutions including surface runnels and sub-surface pipes through the rest of the site. The system would include bioretention, two sub-surface retention tanks ~~(a retention tank and a reuse tank)~~ that would provide for storage of captured stormwater, a treatment room including a blending tank that would treat and reuse ~~of~~ captured stormwater, and re-use of existing surface runnels (i.e., narrow channels in the ground through which liquid can flow) and sub-surface pipes for water conveyance. Most stormwater would be conveyed to the two sub-surface stormwater harvesting tanks. In addition, dispersed bio-swale locations around the site ~~Backyard~~ would capture and treat ~~filter~~ some stormwater before infiltrating into native soils ~~discharge to this tank~~. In hardscaped areas of the complex, surface runnels and sub-surface pipes would convey ~~channel~~ stormwater to the Backyard, bio-retention rain gardens, bio-swales, and/or the retention tanks. A new stormwater harvesting tank would be installed south of the southernmost RNEW building and another at the ACAD plaza ~~beneath the pathways south of R10~~. Water would be pumped from these ~~this~~ tanks to a new water treatment room ~~reuse tank~~ located north of the northernmost RNEW building, west of the proposed ACAD building ~~beneath the proposed pavilion where the R8 building is currently located~~. The reuse system ~~tank~~ would supply water to the College's purple pipe (i.e., non-potable water) network.

Section 2.4.9, Utilities (Page 2-34):

A new utility corridor is being proposed to run north- through the Upper Street and extending south to the stormwater storage tank south of R10. This corridor would connect the northern end of the civic plaza south of the Stramp to an east-west utility corridor along the Lower Street.

Section 2.5, Project Population (Page 2-38):

The project would result in a net increase of ~~approximately 200~~175 to 225 student beds. Student housing projects do not, in themselves, increase student enrollment; rather they accommodate the students that are or will be enrolled regardless of the project, and they have the potential to accommodate students who live off-campus but would prefer to live on-campus. ~~Therefore, Thus,~~ the residential component of the proposed project would not be considered a use that generates new student population.

The new ACAD building would replace office and classroom spaces in buildings that would be demolished or redeveloped as non-academic space. As shown in Figure 2-10 and Table 2-2, the project would demolish one ~~two~~ existing academic buildings (Annex A ~~and Annex B~~) and would convert buildings A1, ~~and A2,~~ and Annex B to residential, ~~and~~ student support service, and maintenance workshop uses, respectively. These existing buildings would no longer be used as academic space. Therefore, the project would eliminate all existing 363 general assignment classroom seats at Kresge College.

Figure 2-20 caption (Page 2-31):

Figure 2-20 Proposed Potential North Bridge Improvements

Figure 2-20 footnote (Page 2-31):

¹Actual height and design of North Bridge may vary from the design shown

Additionally, the following figures in Section 2, *Project Description*, have been revised:

- Figure 2-10: Summary of Building Demolition, Construction, and Renovation
- Figure 2-11: Proposed Site Plan
- Figure 2-17: Proposed Programmatic Reorganization
- Figure 2-18: Proposed Outdoor Amenities
- Figure 2-19: Proposed Circulation and Access
- Figure 2-21: Proposed Stormwater Management System
- Figure 2-22: Project Water Supply, Stormwater, and Sanitary Sewer Plan
- Figure 2-23: Draft Phasing Plan

The updated figures are shown on the following pages.

Figure 2-10 Summary of Building Demolition, Construction, and Renovation

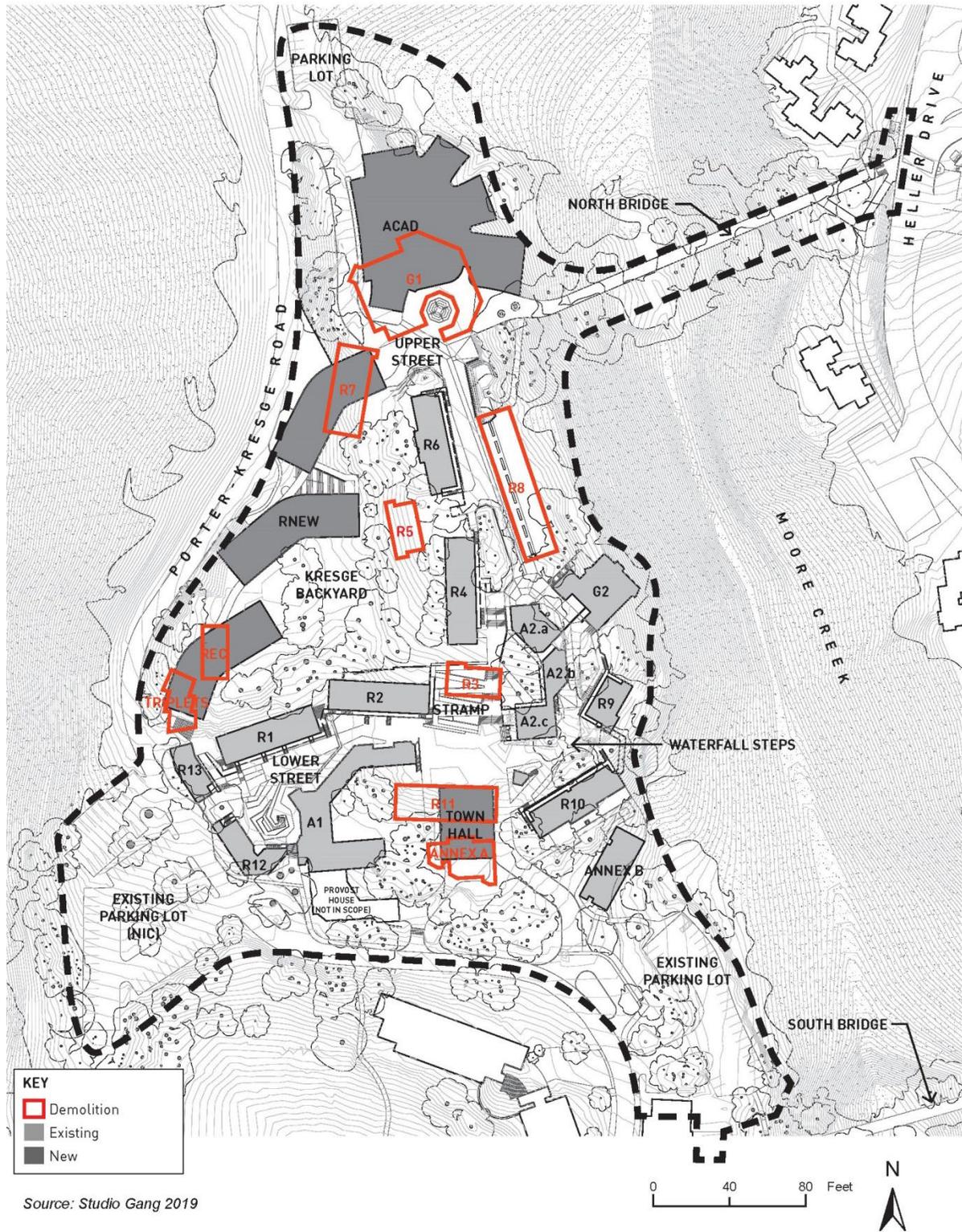


Figure 2-11 Proposed Site Plan

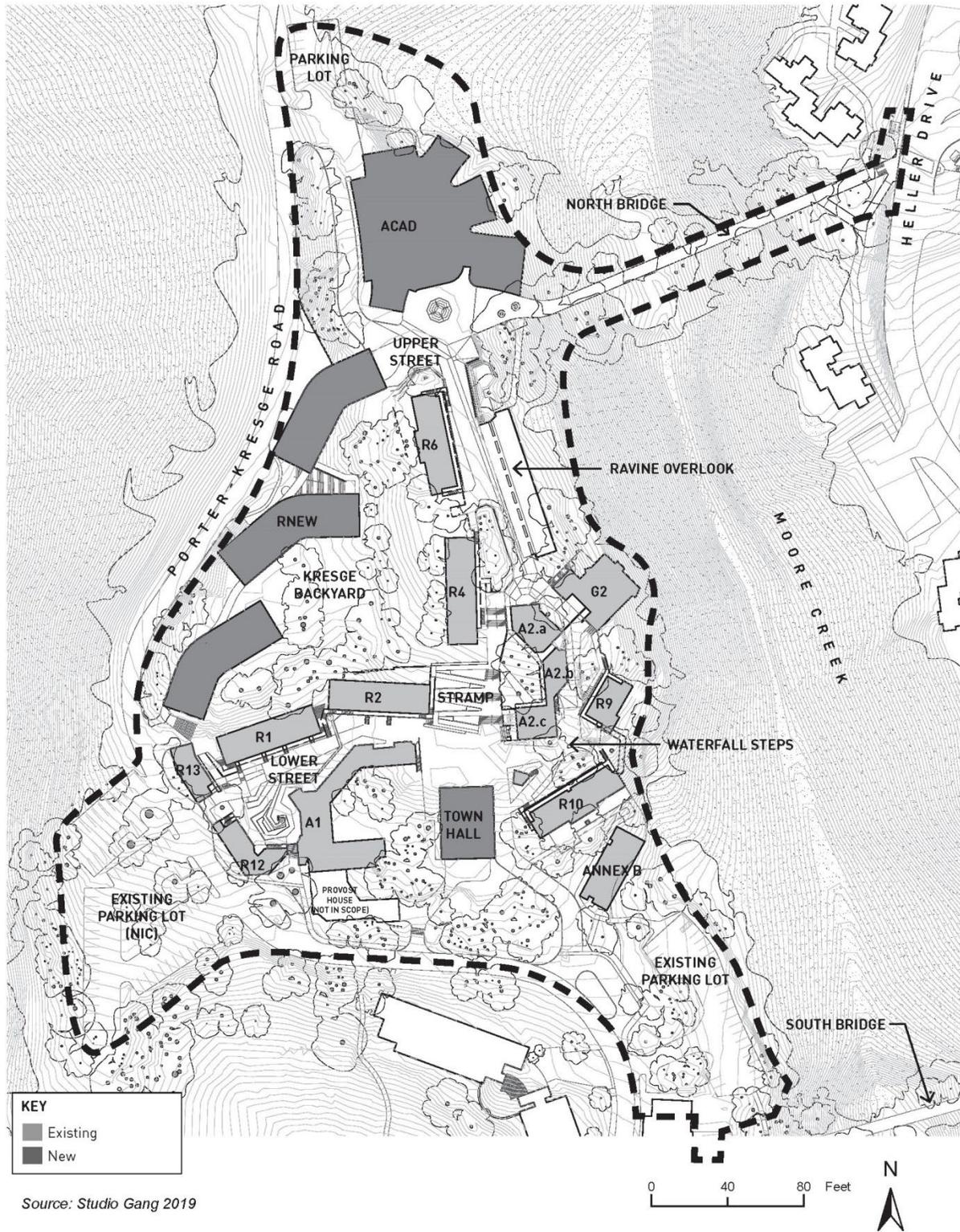


Figure 2-17 Proposed Programmatic Reorganization

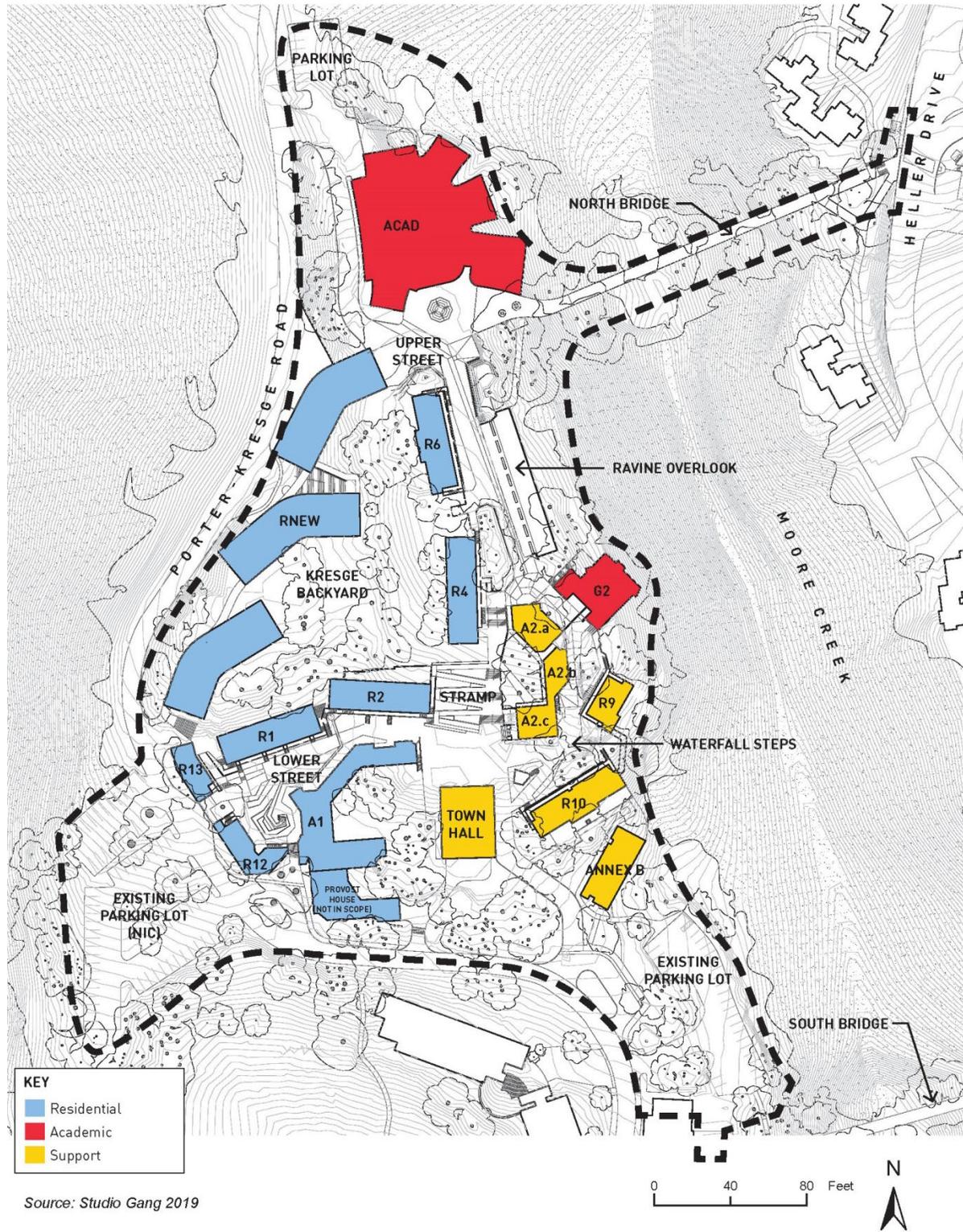
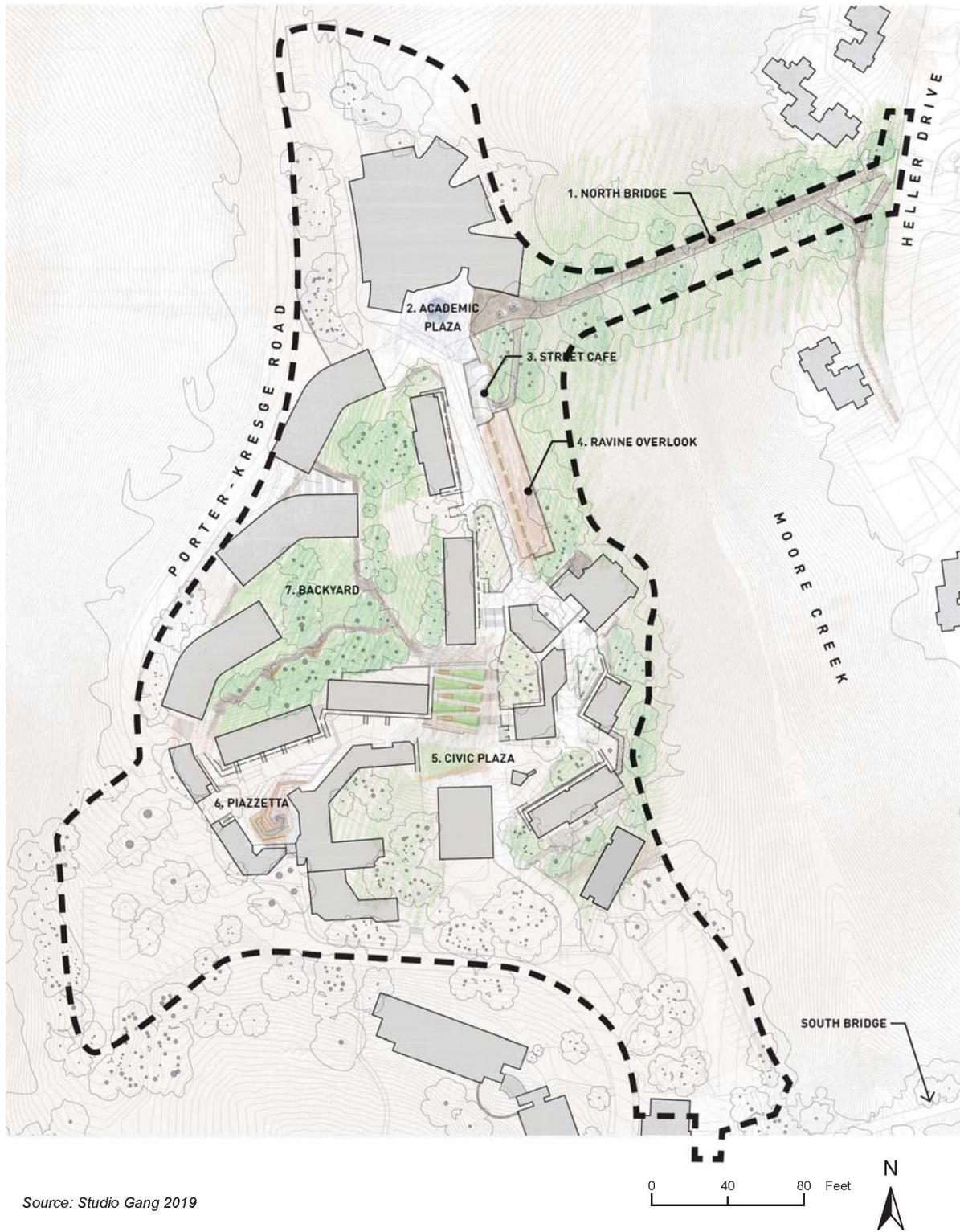
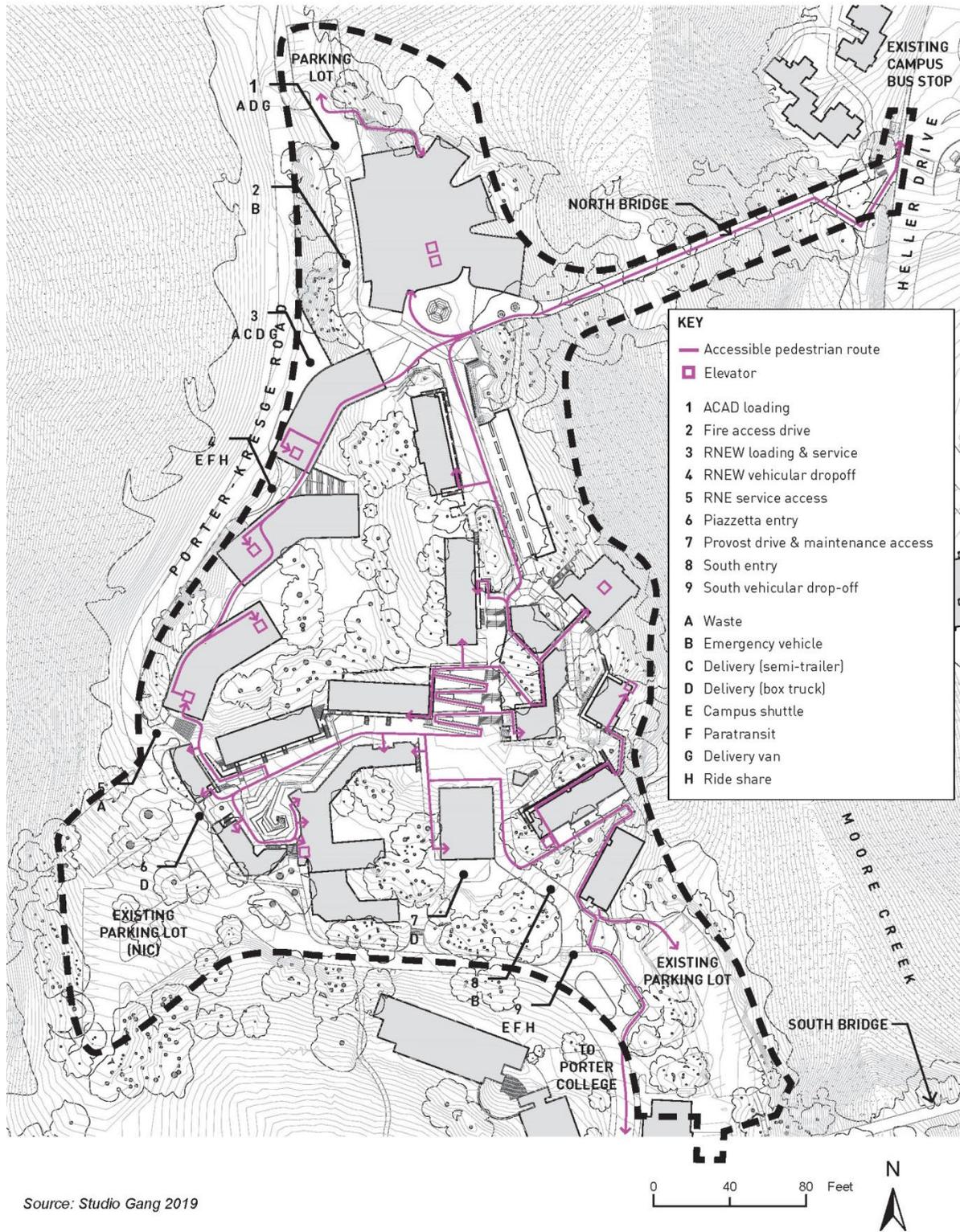


Figure 2-18 Proposed Outdoor Amenities



Source: Studio Gang 2019

Figure 2-19 Proposed Circulation and Access



Source: Studio Gang 2019

Figure 2-21 Proposed Stormwater Management System

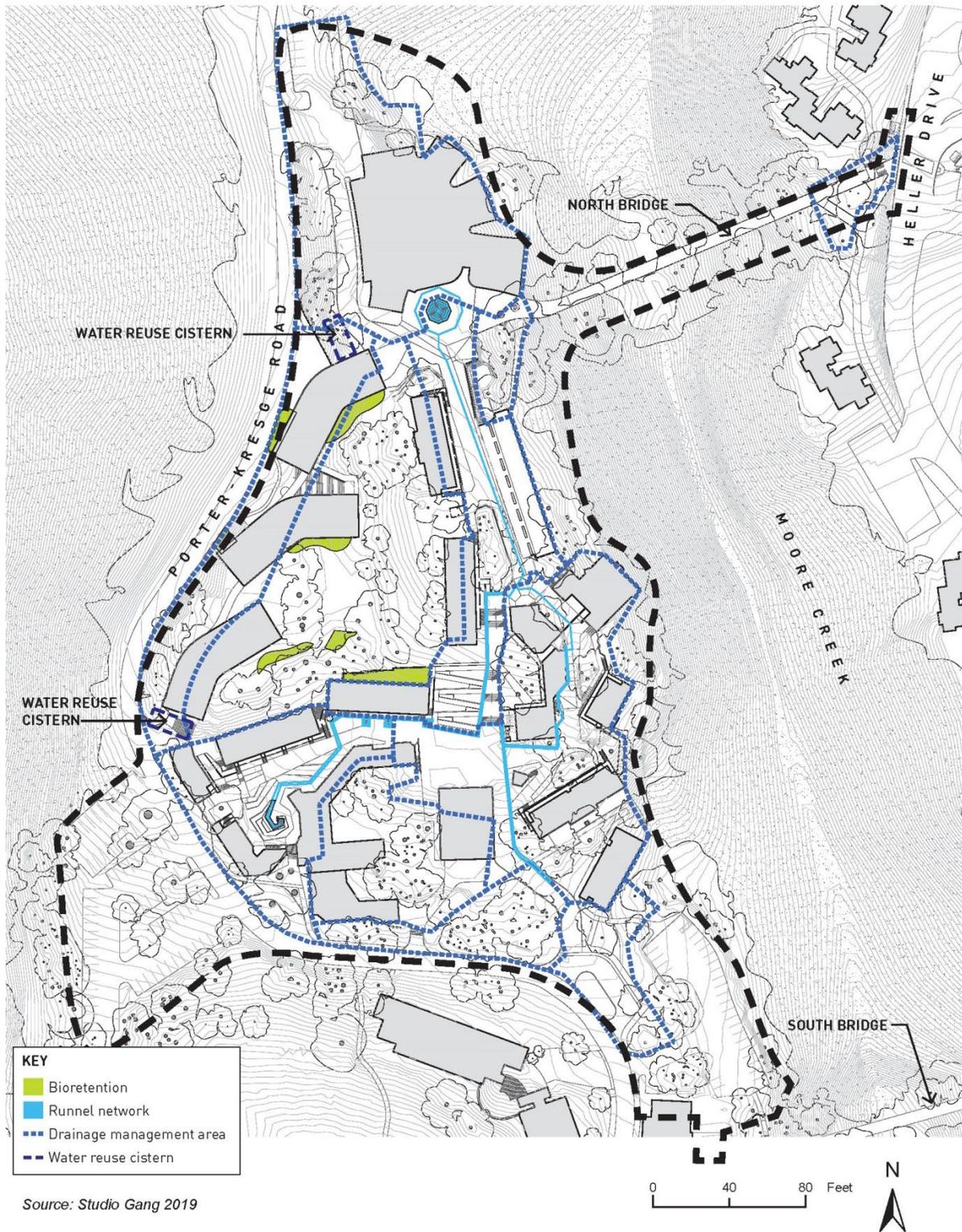


Figure 2-22 Project Water Supply, Stormwater, and Sanitary Sewer Plan

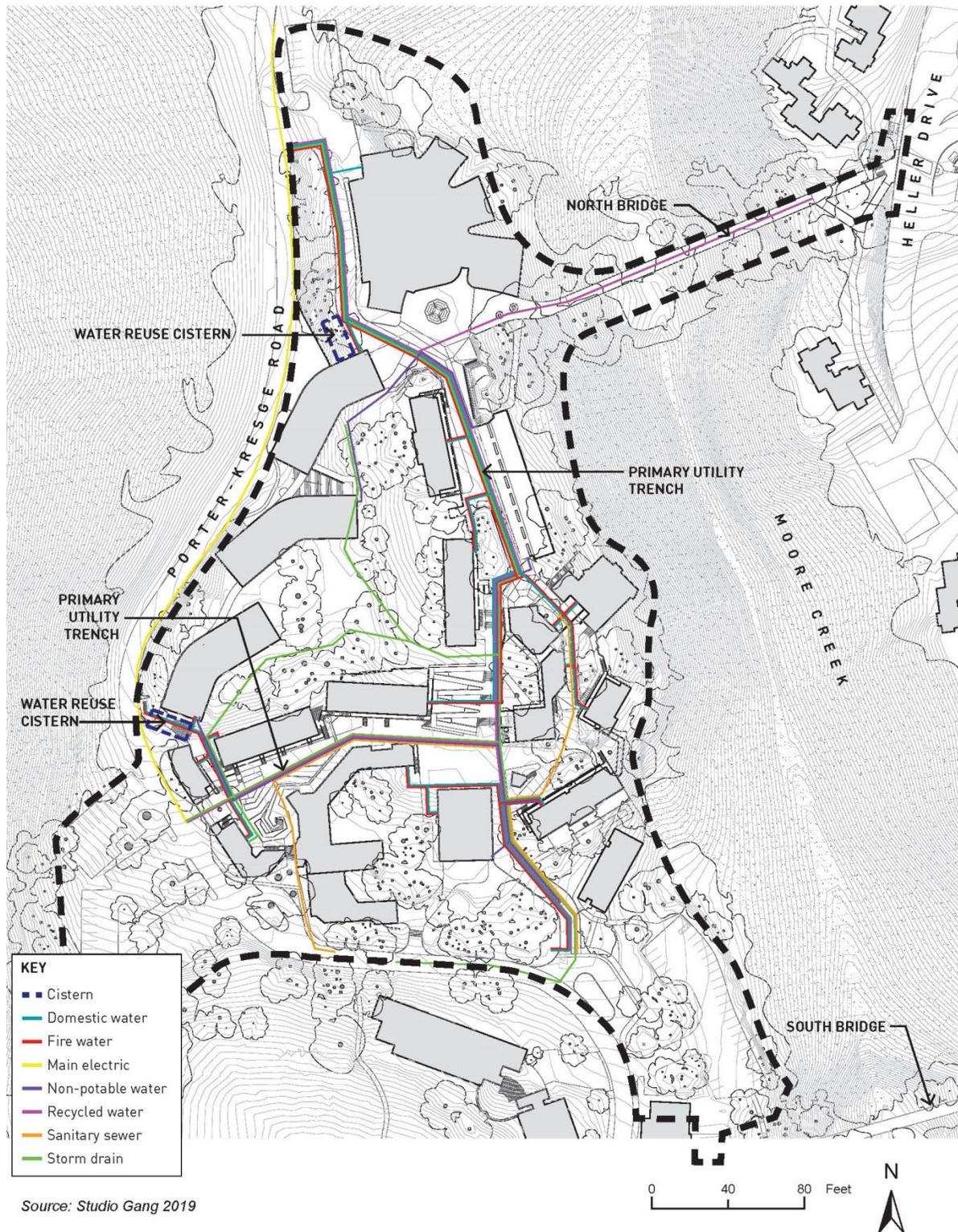
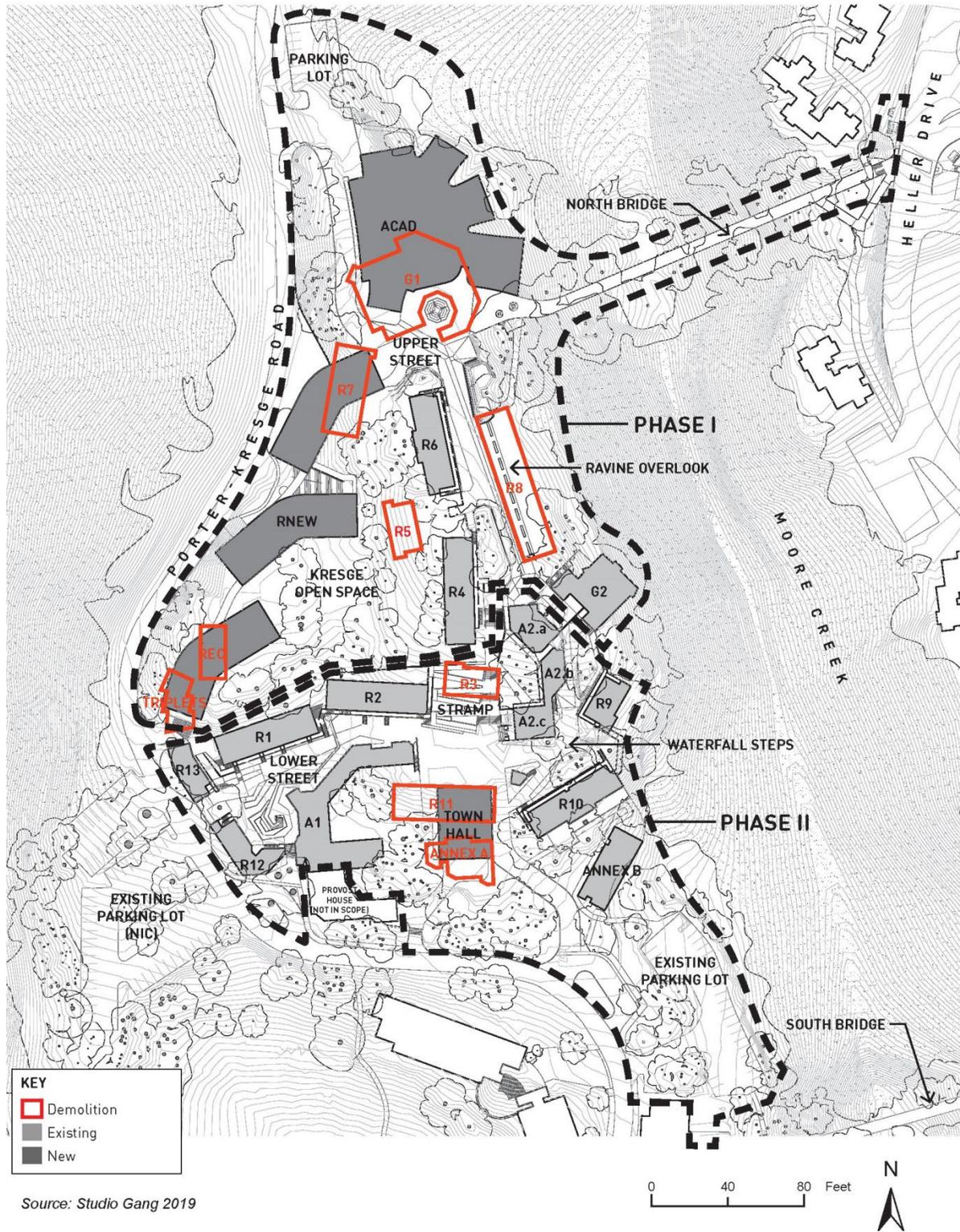


Figure 2-23 Draft Phasing Plan



Section 4.1 Aesthetics

Figure 4.1-7, bottom image caption (Page 4.1-20)

View 1 Simulation: westward view of ACAD building from the North Bridge (Actual height and design of North Bridge may vary from the approximation shown)

Figure 4.1-8, bottom image caption (Page 4.1-21)

View 2 Simulation: northward view of proposed ACAD building from proposed ravine overlook (Actual height and design of North Bridge may vary from the approximation shown)

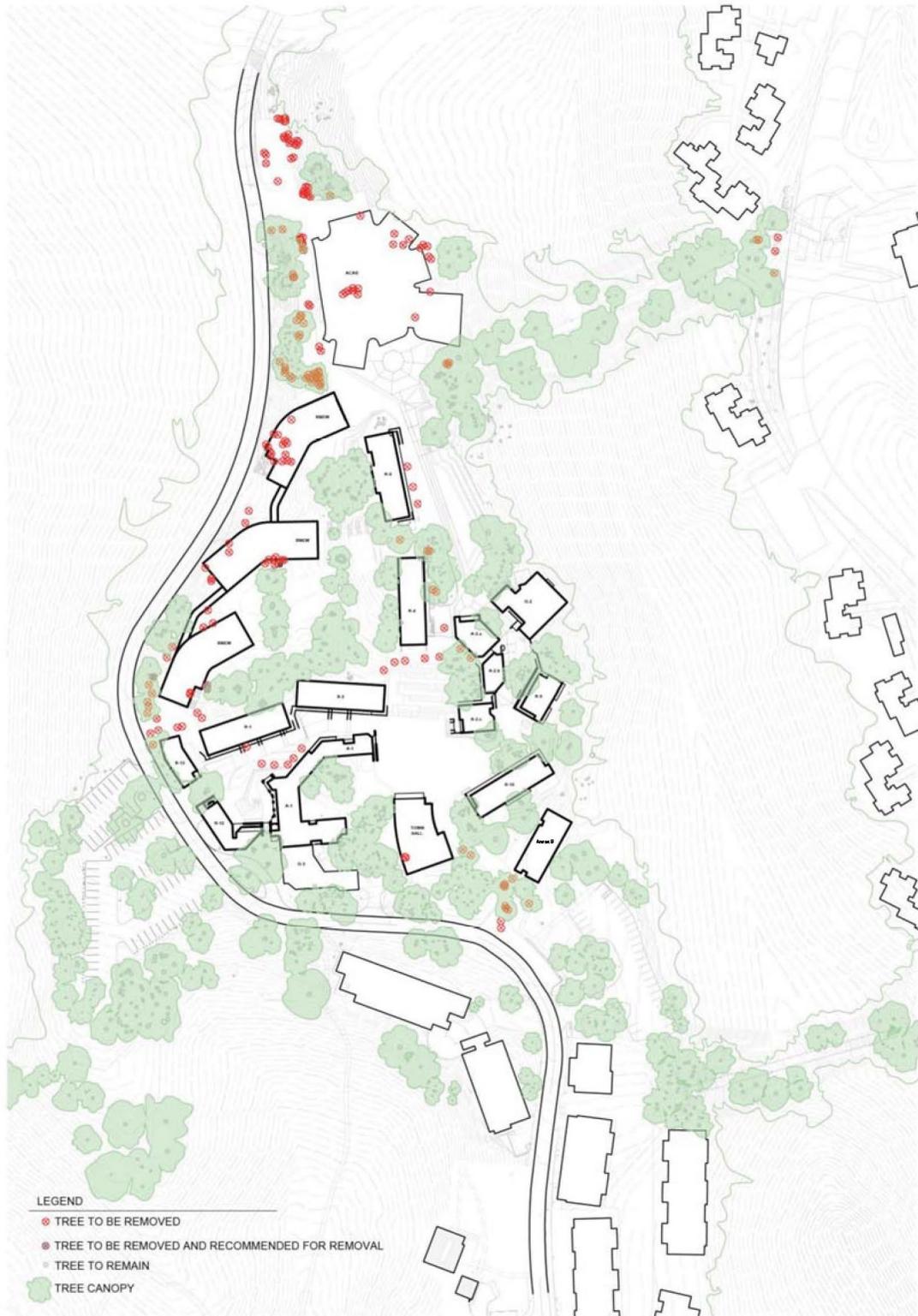
Impact AES-1 (Page 4.1-25):

The project also would involve ~~reconstruction~~ modification of the North Bridge, a pedestrian route that crosses Moore Creek at the northeast end of the project site. ~~A new pedestrian deck would be constructed approximately 15 feet above the height of the existing North Bridge.~~¹ Stairs and a, ADA-accessible ramp would be added on the west end of the bridge, directly accessing the new Academic Plaza. New concrete retaining walls, handrails, guardrails, signage, and lighting would be added, as needed. Figure 4.1-7 shows a photograph of existing conditions at the North Bridge, looking westward toward the proposed ACAD building. The visual quality of the site would be altered but not reduced by ~~the addition of the deck that would raise the height of the bridge by 15 feet~~changes to the bridge.

Section 4.2 Agriculture and Forestry Resources

Figure 4.2-3 (Page 4.2-9) has been revised, as shown on the following page.

Figure 4.2-3 Tree Removal Locations



Source: Studio Gang, 2018

0 100 200 Feet



Section 4.3 Air Quality

Section 4.3.3, Impact Analysis (Page 4.3-9):

The project would require 3,700 cubic yards (cy) of fill material and would generate 11,000 cy of cut material; the remaining 7,300 cy of cut material would be exported from the project site.² Additionally, it was conservatively assumed that 51,670~~49,129~~ sf of building material would be demolished as part of the project, including R5.³

Section 4.4 Biological Resources

Impact BIO-2 (Page 4.4-17):

~~Proposed improvements to the North Bridge would require placement of new concrete abutments at both ends of the bridge include addition of stairs and a ramp at the west end of the bridge. Habitat on the upper slope of the gulch where bridge abutments would be placed is consistent with the upland redwood forest at the north end of the project site, although bridge footings would not require tree removal in undeveloped areas. The bottom of the gulch directly under the pedestrian bridge is largely denuded of vegetation and shows no signs of flow due to the ephemeral nature of this stream. What vegetation is present is also consistent with upland habitats. No project elements are planned for the bottom slopes of the gulch or streambed of the Kresge Tributary; all work would be confined to the deck of the exiting bridge and the area at the western end of the bridge (for the addition of stairs and an accessible ramp) or the abutments on the upper slope of the gulch. No construction activities, staging, or access would occur in the stream or gulch.~~

Section 4.5 Climate Change/GHG Emissions

Section 4.5.2, Regulatory Setting (Page 4.5-11):

Climate Protection

Each campus and the UC Office of the President will develop strategies for meeting the following University goals:

- Climate neutrality from Scope 1 and 2 sources by ~~2053~~2025
- Climate neutrality from specific Scope 3 sources (as defined by the American College and University Presidents' Climate Commitment by 2050 or sooner)

Section 4.5.3 Impact Analysis (page 4.5-14)

...the South Coast Air Quality Management District (SCAQMD) has adopted an approach for assessing construction emissions that includes amortizing construction emissions over the project's life span, defined as 30 years, then adding those emissions to the project's operational emissions (SCAQMD 2008). This approach has been applied to the project and the impact of the

² The cut and fill totals reported are estimated based on rough grading approximations based on 100 percent schematic design and do not include fine grading and/or adjustments that have to do with various paving surfaces.

³ Building renovations were not modeled as part of CalEEMod.

project’s total emissions (construction plus operational) is evaluated using the thresholds described below.⁴

Section 4.6 Cultural and Historical Resources

Table 4.6-2 (Page 4.6-17):

Table 4.6-2 Kresge Buildings to be Altered or Demolished

Building	Contributing Status to KCHD	Action Proposed under Project
Town Hall (G1)	Contributor	Demolished
Study Library and Writing Center (G2)	Contributor	Fully renovated
Administration Building (A1)	Contributor	Fully <u>Partially</u> renovated; converted to residences
Academic Building (A2)	Contributor	Fully renovated; converted to student support office and lounge space
Seminar Building (R12)	Contributor	Fully <u>Partially</u> renovated; converted from office occupancy to study co-op space
Commuter Lounge (R13)	Contributor	Converted to residential common space occupancy
Residential Apartments (R1)	Contributor	Fully renovated
Residential Apartments (R2)	Contributor	Fully renovated
Residential Suites (R3)	Contributor	Demolished
Residential Apartments (R4)	Contributor	Fully renovated
Residential Apartments (R5)	Contributor	Demolished
Residential Suites (R6)	Contributor	Fully renovated
Residential (R7)	Contributor	Demolished
Residential Suites (R8)	Contributor	Demolished
Residential Suites (R9)	Contributor	Fully renovated; converted from residential to office occupancy for student support program
Residential Suites (R10)	Contributor	Fully renovated; converted from residential to office occupancy for student support program
Residential Apartments (R11)	Contributor	Demolished
Triplets	Contributor	Demolished
Mini Gym (Recreation Room)	Contributor	Demolished
Graduate Annex A	Non-Contributor	Demolished
Graduate Annex B	Non-Contributor	Demolished <u>Converted to Residential Use</u>

Impact CUL-1, Mitigating Design Features (Page 4.6-21):

Several other monuments that have been removed, including the archways between A2 and G2, and R4 and R6, would be ~~are intended to be~~ rebuilt per the original design to the greatest extent feasible.

⁴ UC Santa Cruz currently plans to retain Annex B. However, this building has been included in the total square footage of demolition in CalEEMod for a conservative emissions estimation.

Section 4.8 Geology and Soils

Impact GEO-2 (Page 4.8-9):

The proposed project would ~~construct a new deck, 15 feet above the existing bridge and would include improvements to the abutment foundations within the ravine~~ add stairs and an accessible ramp on the west end of the bridge. The Feasibility Study prepared for the project recommends a quantitative assessment of potential slope stability hazards in these and other areas adjacent to steep slopes that flank the east, west, and south periphery of the project area, including shear strength testing and site-specific geologic modeling of slopes (PCE 2016).

Impact GEO-4 (Page 4.8-10):

However, karst conditions were noted to the east and southwest of the project site (PCE 2016). Based on this information, karst-related hazards could affect the project in the southern portion of the site ~~and the eastern North Bridge abutments.~~

Section 4.9 Hazards and Hazardous Materials

Impact HAZ-1 (Page 4.9-14):

The proposed project would demolish ~~ten~~ nine existing buildings and renovate ~~the most~~ remaining buildings.

Section 4.10 Hydrology and Water Quality

Impact HWQ-1, Operation (Page 4.10-13 to 4.10-14):

The proposed project includes the following stormwater quality management measures: raised rain-garden planters, bioretention rain gardens, bioretention, two subsurface retention tanks, re-use of existing surface runnels, and subsurface pipes for water conveyance. Per LRDP Mitigation Measure HYD-3D, and as specified in more detail by the Campus Post Construction Requirements (PCRs), future projects are required to maximize infiltration of runoff by capturing runoff preferably near the area where new runoff is generated. With implementation of the proposed project, most stormwater would be directed to two sub-service stormwater harvesting tanks. In addition, dispersed bio-swale locations around the site would capture and treat some stormwater before infiltrating into native soils. ~~on-site surface bioretention systems located around Kresge Meadow (which would be renamed the Backyard), and conveyed to the sub-surface retention tank.~~ In hardscaped areas, surface runnels and sub-surface pipes would convey channel stormwater to the Backyard, bio-retention rain gardens, bio-swales, and/or the retention tanks. A new stormwater harvesting 80,000-gallon retention tank would be installed south of the southernmost RNEW building and another at the ACAD plaza beneath the pathways south of residential building R10. Water would be pumped from these retention tanks to a new water treatment room located north of the northernmost RNEW building, west of the proposed ACAD building ~~reuse tank that will be installed beneath the Moore Creek Deck, to the east of the R8 building.~~ All of these stormwater detention and capture systems would serve to minimize the amount of runoff that leaves the project site and consequently would minimize the transport of sediment and other pollutants to downstream waterbodies.

Impact HWQ-3 (pages 4.10-15 to 4.10-16):

The introduction of impervious surfaces and other project features, such as a small parking lot, building rooftops (both new and renovated), ~~the North Bridge pedestrian deck~~, the Moore Creek Deck, and pedestrian paths through the Backyard could increase the rate and/or amount of surface runoff.

Section 4.11 Land Use and Planning

Impact LU-1, LRDP Principles, Sustainability – Promote Sustainable Practices in Campus Operations (Page 4.11-9):

Transportation alternatives would be addressed by constructing a new pedestrian connection to Porter College at the south end of Kresge College and improving ~~elevating~~ the pedestrian North Bridge to meet current accessibility codes.

Impact LU-1, LRDP Principles, Natural and Cultural Resources – Respect Major Landscape and Vegetation Features (Page 4.11-10):

~~The reconstructed~~ Improvements to North Bridge accessibility also would preserve the existing topography of the Kresge Tributary.

Impact LU-1, LRDP Principles, Access and Transportation – Promote a Walkable Campus (Page 4.11-11):

The existing pedestrian bridge would be improved ~~elevated~~ to meet current accessibility codes and to provide an accessible route into the college from the Heller Drive shuttle stop.

Section 4.12 Noise

Impact N-1 (Page 4.12-9):

Demolition during Phase 2 would occur in the center of the complex (R3) and in the southeast portion of Kresge (Annex A ~~and B~~), approximately 50 feet from residences R4, R10, and R11.

Section 4.15 Transportation/Traffic

Impact T-2 (Page 4.15-18):

The main pedestrian improvement would be an additional pedestrian deck on the addition of stairs directly accessing the new Academic Plaza from the North Bridge and an ADA accessible ramp on the west end of the bridge that would maintain accessibility to/from Kresge College. The current configuration of the North Bridge does not meet requirements of the Americans with Disability Act (ADA). ~~The elevation of the pedestrian walkway on the bridge would~~ The proposed improvements to the bridge would provide an accessible route from Kresge College to/from the Heller Drive shuttle stop.

Impact T-4 (Page 4.15-24):

In addition, the existing pedestrian bridge (North Bridge) that traverses Kresge Tributary to Moore Creek Ravine ~~be elevated~~ would be improved to provide an accessible route into the college from the Heller Drive shuttle stop.

Section 4.17 Utilities and Service Systems

Impact UTIL-3 (Page 4.17-15):

As discussed in Section 2, *Project Description*, the proposed system would include bioretention, two sub-surface retention tanks (~~a retention tank and a reuse tank~~) that would provide for storage of captured stormwater, a treatment room including blending tank that would treat ~~and reuse~~ of captured stormwater and re-use of existing surface runnels (i.e., narrow channels in the ground through which liquid can flow), and sub-surface pipes for water conveyance. In hardscaped areas, surface runnels and sub-surface pipes would convey channel stormwater to the ~~Backyard~~, bioretention rain gardens, bioswales, and/or the retention tanks.

Section 6 Alternatives

Table 6-1 (Page 6-6):

Table 6-1 Comparison of Project Alternatives' Buildout Characteristics

Project Alternative	Building Demolition	Feature				
		New Building Construction	Building Renovation	Net Increase in Beds	Net Academic Seats	North Bridge
Proposed Project	9 buildings 49,129 sf	Three buildings [ACAD, RNEW (three wings), Town Hall] 79,530 sf	11 10 buildings (8 fully, 3 partial or <u>accessibility improvements only</u>)	200	520	Rebuilt <u>Rebuilt Stairs and ADA ramp on west end</u>
Alternative 1: No Project	None	None	None	0	0	No change
Alternative 2: Renovate, Reuse, and New Construction	Three buildings (Annex B, R7, Mini Gym)	Two buildings [ACAD (at southern end of site) and RNEW (reduced to one building)]	18 buildings	33	462	Rebuilt <u>Rebuilt Stairs and ADA ramp on west end</u>
Alternative 3: Partial Demolition	Eight buildings (Annex A, Annex B, R3, R5, R7, Town Hall, the Triplets, and Mini Gym)	Three buildings [ACAD (smaller), RNEW (two buildings), Town Hall]	13 buildings	116	520	Rebuilt <u>Rebuilt Stairs and ADA ramp on west end</u>
Alternative 4: Off-Site Lecture Hall	Five buildings (Annex A, R5, the Triples, Mini Gym, R7)	Two buildings [off-site lecture hall, RNEW (reduced to two buildings)]	16 buildings	109	462	Rebuilt <u>Rebuilt Stairs and ADA ramp on west end</u>

Section 6.3.1, Description (Pages 6-8 to 6-10):

~~With the new academic building located at the south end of the site, the site for one of the cisterns for stormwater harvesting under the proposed project would not be available. Because limited space would be available to locate the cistern elsewhere, this alternative would instead~~ rely more heavily on bioretention, to meet the Post Construction Requirements through infiltration of runoff into the soil rather than through re-use.

Section 6.3.2, Impact Analysis (Page 6-14):

In addition, Alternative 2 would be consistent with the principle of promoting a walkable campus, ~~by reconstructing the pedestrian~~ improving North Bridge and adding elevators for accessibility.

Section 6.4.1, Description (Page 6-18):

Alternative 3 would meet some of the project objectives: it would provide a new general lecture hall (Objective 2), locate all new program elements within the Kresge project site boundary (Objective 11), and meet current code and accessibility requirements by ~~improving the North Bridge~~ accessibility and renovating remaining buildings (Objective 9).

Section 6.4.2, Impact Analysis (Page 6-22):

However, Alternative 3 may not be able to accommodate the proposed storage tanks for stormwater runoff within Kresge College.

Section 6.5.1, Description (Page 6-26):

~~For stormwater management, retaining Annex B and R8 would eliminate the proposed locations for stormwater harvesting and storage tanks. Because of space constraints elsewhere at Kresge College under Alternative 4, it is unlikely that the complex could accommodate these stormwater features in another location.~~

Section 6.5.2, Impact Analysis (Page 6-31):

However, Alternative 4 may not be able to accommodate within Kresge College the proposed stormwater ~~management system harvesting and filtering tanks~~ for stormwater runoff.

Section 6.5.2, Impact Analysis (Page 6-32):

Alternative 4 would include features to improve pedestrian connectivity. As with the proposed project, this alternative would ~~improve~~ reconstruct the North Bridge accessibility by adding stairs and an ADA accessible ramp on the west end of the bridge; in addition, it would add a new pedestrian bridge and elevator to connect the off-site lecture hall to Quarry Plaza, further improving accessibility.

5 Mitigation Monitoring and Reporting Program

Public Resources Code Section 21081.6(a)(1) requires that a Lead Agency adopt a Mitigation Monitoring and Reporting Program (MMRP) before approving a project in order to mitigate or avoid significant impacts that have been identified in an Environmental Impact Report (EIR). The purpose of the MMRP is to ensure that the required mitigation measures identified in the EIR are implemented as part of the overall project development process. In addition to ensuring implementation of mitigation measures, the MMRP provides guidance to agency staff and decision-makers during project implementation, and identifies the need for enforcement action before irreversible environmental damage occurs. The MMRP must be adopted when the University makes a final decision on the project.

The following table summarizes the mitigation measures identified in the Final EIR for the Kresge College Renewal and Expansion Project. Specifically, the table identifies each mitigation measure; the action required for the measure to be implemented; the time at which the monitoring is to occur; the monitoring conditions; and the agency or party responsible for ensuring that the monitoring is performed. Once completed, all monitoring actions will be reported in writing to or by UC Santa Cruz Physical and Environmental Planning, which will maintain mitigation-monitoring records for the proposed project.

Mitigation Measure	Action Required	Implementation Timing	Monitoring Frequency	Responsible Party
Biological Resources				
<p>BIO-1(a). Worker Environmental Awareness Program Prior to any ground disturbing activities, a qualified biologist shall conduct a training session for all construction personnel. At a minimum, the training shall include a description of California red-legged frog and other special-status species with the potential to occur on-site, their habitat, the importance of the species, the measures being implemented to avoid and minimize impacts as they relate to the project, and the boundaries within which the work may be accomplished.</p>	<p>Conduct training session for all construction personnel on special-status species avoidance.</p>	<p>Prior to ground disturbing activities.</p>	<p>Once for each construction crew involved in ground disturbance.</p>	<p>UC Santa Cruz – qualified biologist.</p>
<p>BIO-1(b). California Red-legged Frog Avoidance and Minimization The following measures shall be implemented to avoid and minimize impacts to California Red-legged Frog:</p> <ol style="list-style-type: none"> 1. A qualified biological monitor shall be present during all initial vegetation clearing and ground disturbance. If a rain event (over 0.25 inch) occurs, the biologist shall inspect the site again prior to resuming work. 2. To prevent the inadvertent entrapment of individuals, all excavated, steep-walled holes or trenches shall be covered at the end of each workday with plywood or similar materials. If this is not possible, one of more escape ramps constructed of earth fill or wooden planks (no greater than 45 degrees) shall be established in the hole. Before such holes or trenches are filled, they shall be thoroughly inspected for any animals. 3. All food trash from project personnel shall be placed in containers with secure lids before the end of work each day to reduce the likelihood of attracting predators to the project site. If containers meeting these criteria are not available, all food trash shall be removed from the project site at the end of each workday. 	<p>Conduct biological monitoring during vegetation clearing and ground disturbance, including site inspection after rain events before resuming work.</p>	<p>During initial vegetation clearing and ground disturbance, after rain events.</p>	<p>On-going during initial vegetation clearing and ground disturbance, and again after rain event (over 2.5 inches) prior to resuming work.</p>	<p>UC Santa Cruz – qualified biologist.</p>
	<p>Cover holes and trenches at the end of each workday, as described in the measure.</p>	<p>During construction.</p>	<p>On-going (daily) throughout project construction.</p>	<p>UC Santa Cruz and construction contractor.</p>
	<p>Secure or remove food trash at the end of each workday, as described in the measure.</p>	<p>During construction.</p>	<p>On-going (daily) throughout project construction.</p>	<p>UC Santa Cruz and construction contractor.</p>

Mitigation Measure	Action Required	Implementation Timing	Monitoring Frequency	Responsible Party
Cultural and Historical Resources				
<p>CUL-1(a). Interpretive Program A historic preservation professional qualified in accordance with the Secretary of the Interior’s Professional Qualification Standards shall be retained by UC Santa Cruz to prepare an on-site and online interpretive program that includes a brief history of the KCHD and its significance. The program shall be presented through on-site displays, a website, and/or mobile phone application and include historic photographs, architectural plans and drawings, and other relevant information depicting the architectural and cultural significance of Kresge College. The program shall be completed within one year of project completion with the website and/or mobile phone application overseen by UC Santa Cruz for a period of five years.</p>	<p>Prepare an on-site and online interpretive program, as described in the measure.</p>	<p>Within one year of project completion.</p>	<p>Website and/or mobile phone application overseen by UC Santa Cruz for a period of five years.</p>	<p>UC Santa Cruz – historic preservation professional.</p>
<p>CUL-1(b). Records Digitization UC Santa Cruz shall digitize photographs, drawings, and plans relating to the early design and development of Kresge College. This will include, but may not be limited to, photographs of Kresge College by Morely Baer, currently on file with the UC Santa Cruz Special Collections and Archives; and original drawings of Kresge College by Dan Kiley on file with the Archival Collections at the Harvard Graduate School of Design. The digitized files shall be made accessible through their inclusion in the UC Santa Cruz Library Digital Collections and the Interpretative Program outlined in Mitigation Measure CUL-1(a).</p>	<p>Digitize and make accessible historic materials related to Kresge College, as described in the measure.</p>	<p>Within one year of project completion.</p>	<p>Digitized files included in the UC Santa Cruz Library Digital Collection will be available indefinitely, maintained as part of the collection.</p>	<p>UC Santa Cruz</p>

Mitigation Measure	Action Required	Implementation Timing	Monitoring Frequency	Responsible Party
Transportation/Traffic				
<p>T-3. Construction Traffic Mitigation Plan The University shall require the preparation and implementation of a Construction Traffic Management Plan that will include, but will not necessarily be limited to, the following elements:</p> <ul style="list-style-type: none"> ▪ Identify proposed truck routes to be used. ▪ Specify construction hours, including limits on the number of truck trips during the AM and PM peak traffic periods (7:00 – 9:00 AM and 4:00 – 6:00 PM), if conditions demonstrate the need. ▪ Include a parking management plan for ensuring that construction worker parking results in minimal disruption to surrounding uses. ▪ Include a public information and signage plan to inform student faculty and staff of the planned construction activities, roadway changes/closures, and parking changes. ▪ Store construction materials only in designated areas that minimize impacts to nearby roadways. ▪ Limit the number of lane closures during peak hours to the extent possible. At no time will more than one lane on any roadway be closed. Inform the campus at least two weeks before any partial road closure. ▪ Use California Department of Transportation (Caltrans) certified flag persons for any temporary lane closures to minimize impacts to traffic flow, and to ensure safe access into and out of the project sites. ▪ Install traffic control devices as specified in the Caltrans Manual of Traffic Controls for Construction and Maintenance Work Zones. ▪ When a pedestrian/bicycle path is to be closed, detour signs will be installed to clearly designate an alternative route. Temporary fencing or other indicators of pedestrian and bicycle hazards will be provided. ▪ To minimize disruption of emergency vehicle access, affected jurisdictions (Campus Police, City Police, County 	Prepare a Construction Traffic Management Plan, with the elements listed in the measure.	Prior to start of each phase of construction activities.	Once.	UC Santa Cruz and construction contractor.
	Implement the Construction Traffic Management Plan, including all of the elements listed in the measure.	During construction.	On-going throughout project construction.	UC Santa Cruz and construction contractor.

Mitigation Measure	Action Required	Implementation Timing	Monitoring Frequency	Responsible Party
<p>Sheriff, and City Fire Department) will be consulted to identify detours for emergency vehicles, which will then be posted by the construction contractor.</p> <ul style="list-style-type: none"> ▪ Ensure that access to fire hydrants remains available at all times. ▪ Coordinate with local transit agencies for temporary relocation of routes or bus stops in works zones, as necessary. ▪ Coordinate with other projects under construction in the immediate vicinity; so an integrated approach to construction-related traffic is developed and implemented. 				
Tribal Cultural Resources				
<p>TCR-1. Unanticipated Discovery of Tribal Cultural Resources In the event that cultural resources of Native American origin are identified during construction, all earth disturbing work in the vicinity of the find must be temporarily suspended or redirected until an archaeologist has evaluated the nature and significance of the find and an appropriate Native American representative is consulted, based on the nature of the find. If UC Santa Cruz determines the resource is a tribal cultural resource and thus significant under CEQA, a mitigation plan shall be prepared and implemented in accordance with state guidelines and in consultation with affected Native American groups. The plan shall include avoidance of the resource or, if avoidance of the resource is infeasible, the plan shall outline the appropriate treatment of the resource in coordination with the archeologist and the appropriate Native American tribal representative. Appropriate treatment depends on the nature of the potential tribal cultural resource and may include, but would not be limited to capping, interpretive signage, or access provisions for local Native American tribes.</p>	<p>In the event that tribal cultural resources are identified during construction, suspend earth disturbing work and consult Native American representative, as described in the measure.</p>	<p>During ground-disturbance construction activities.</p>	<p>On-going throughout ground disturbance.</p>	<p>UC Santa Cruz, construction contractor, and Native American representative.</p>