

U N I V E R S I T Y

of

C A L I F O R N I A

S A N D I E G O

■

M A S T E R P L A N

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M A S T E R P L A N

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FOREWORD

The official physical development plan for the University of California, San Diego (UCSD) is encompassed in its Long Range Development Plan (LRDP), 1981.

The Master Plan, which follows, is the latest in a series of advisory planning studies developed by UCSD to further detail the conceptual guidance established in the LRDP.

The UCSD LRDP will be updated in the near future to incorporate the principles outlined in this Master Plan. The LRDP update will be subject to the California Environmental Quality Act.

July, 1989

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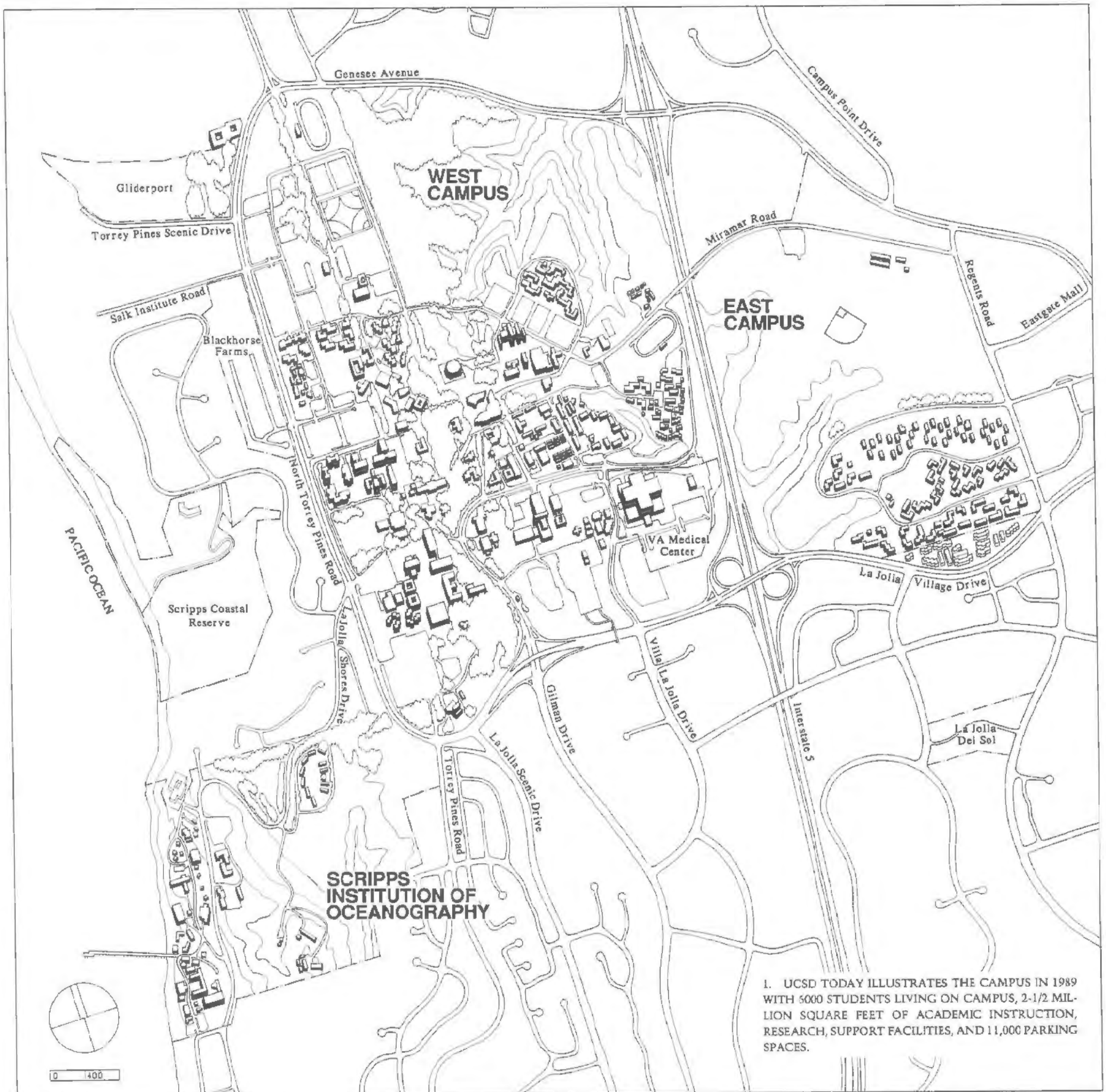
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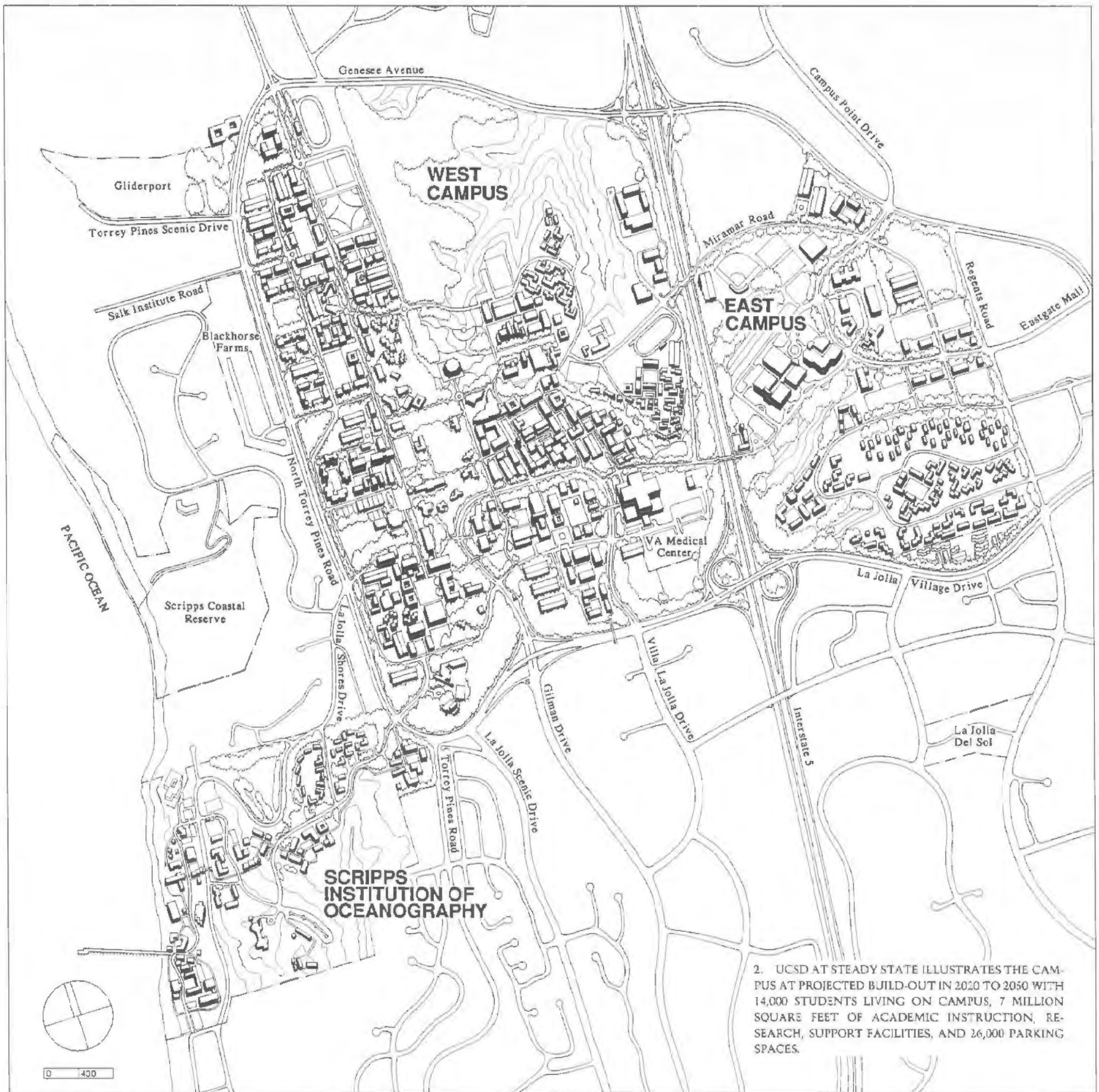
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I N T R O D U C T I O N



1. UCSD TODAY ILLUSTRATES THE CAMPUS IN 1989 WITH 6000 STUDENTS LIVING ON CAMPUS, 2-1/2 MILLION SQUARE FEET OF ACADEMIC INSTRUCTION, RESEARCH, SUPPORT FACILITIES, AND 11,000 PARKING SPACES.



2. UCSD AT STEADY STATE ILLUSTRATES THE CAMPUS AT PROJECTED BUILD-OUT IN 2020 TO 2050 WITH 14,000 STUDENTS LIVING ON CAMPUS, 7 MILLION SQUARE FEET OF ACADEMIC INSTRUCTION, RESEARCH, SUPPORT FACILITIES, AND 26,000 PARKING SPACES.

INTRODUCTION

The University of California, San Diego has emerged as a leading center of teaching and research. With an exceptional climate and setting, UCSD has proved to be well-suited to the needs of its faculty, staff, and students for nearly three decades.

Located at the heart of a regional system of canyons and mesas, on a site with some breathtaking views of the Pacific Ocean and the surrounding foothills, the San Diego campus is a place of remarkable natural beauty.

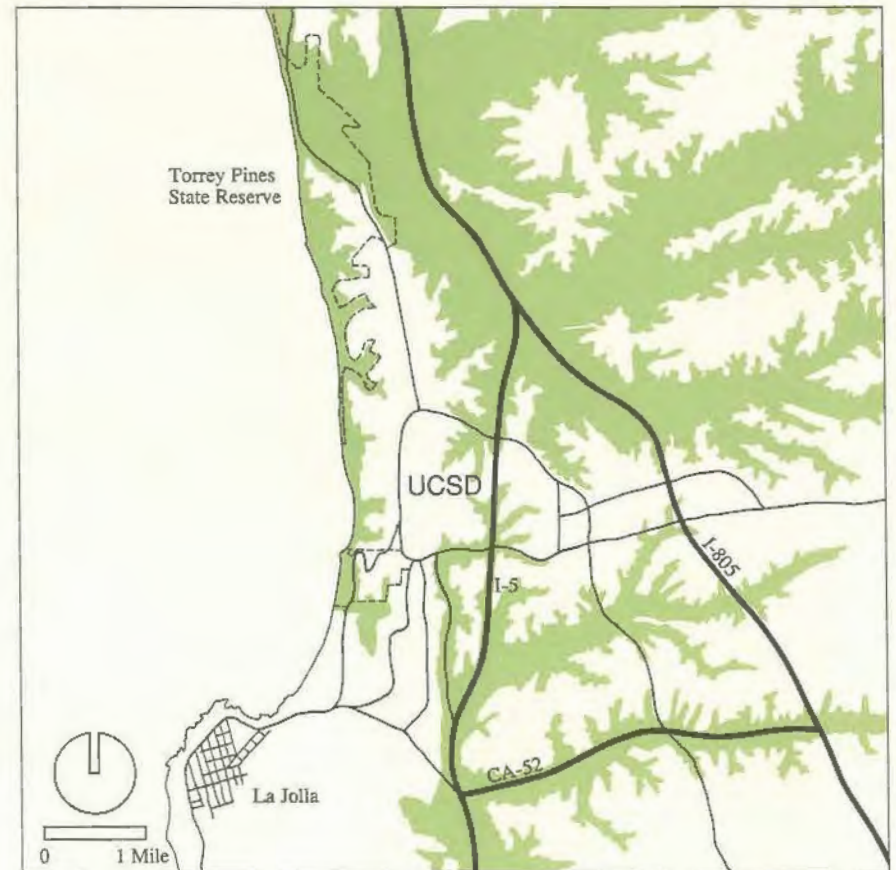
Given its outstanding faculty, its creative leadership, its role in the University of California, as well as this enviable location, it is not surprising that UCSD's enrollment has steadily risen and support for its research and teaching programs consistently increased. This growth has continuously challenged UCSD to simultaneously accommodate growth and advance the quality of the physical setting.

The physical setting of a university is an integral part of the educational experience for all of those who come to live, learn, and work there. John Galen Howard, who oversaw the development of the Berkeley campus in the first quarter of the 20th Century, is instructive on the University's obligations in this respect:

Men and women come to the University at the most impressionable period of their lives, and lost is the most important of opportunities for raising the standard of their taste and cultivating their higher instincts, if they do not find themselves at once in an atmosphere of artistic surroundings.

This relationship is not lost on the men and women who administer UCSD, teach its students, and carry out its research programs. With growth has come a strong sense of stewardship, a strong desire to foster what is best about the campus.

This Master Plan is a response to this desire, as well as to the need to accommodate the campus' academic plans. By defining the qualities that are most critical to the campus' identity and its strength as an academic setting, and by suggesting ways in which they can be preserved and enhanced as the campus grows, the Master Plan provides a basis for stewardship. Further, there are special problems and opportunities associated with developing a master plan for a major university that is already substantially developed and is anticipating continued growth.



3. THE CAMPUS, SITUATED AT THE EDGE OF THE PACIFIC OCEAN, HAS WITHIN ITS PROPERTY, CANYONS WHICH ARE PART OF AN EXTENSIVE OPEN SPACE SYSTEM. THESE CANYONS SUPPORT AN ARRAY OF NATIVE PLANT LIFE AND WILDLIFE AND SHOULD BE PROTECTED FROM FUTURE DEVELOPMENT.

Each generation writes its biography in the buildings it creates.

—Lewis Mumford



4. THE CAMPUS IS ORGANIZED INTO NEIGHBORHOODS

The Guiding Principles of the Master Plan

The Master Plan proposes five organizing principles for the campus that together will provide an overall direction for its future development:

Neighborhoods

The development of the campus should occur within neighborhoods.

The neighborhood is the "building block" of campus development. A neighborhood has clear boundaries and a distinct character. Its buildings and open spaces provide an appropriate setting for a college or a cluster of related disciplines and the housing that accompanies it.

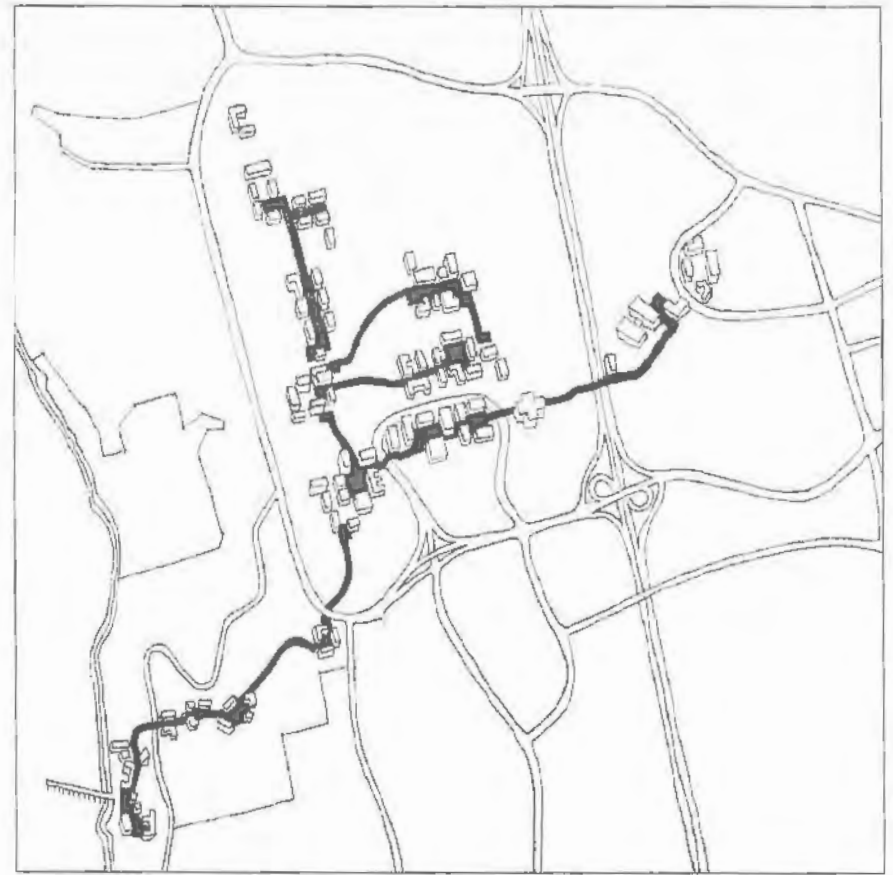


5. MUIR COLLEGE IS AN EXAMPLE OF A DISTINCT CAMPUS NEIGHBORHOOD.

Academic Corridors

Although some departments and programs can function effectively without close contact with other programs, most benefit from contiguity with related disciplines. To maximize the benefits to disciplines of the latter type, a series of "academic corridors" should be established across neighborhood boundaries to bring related academic departments and disciplines into proximity and provide a basis for locating key academic facilities.

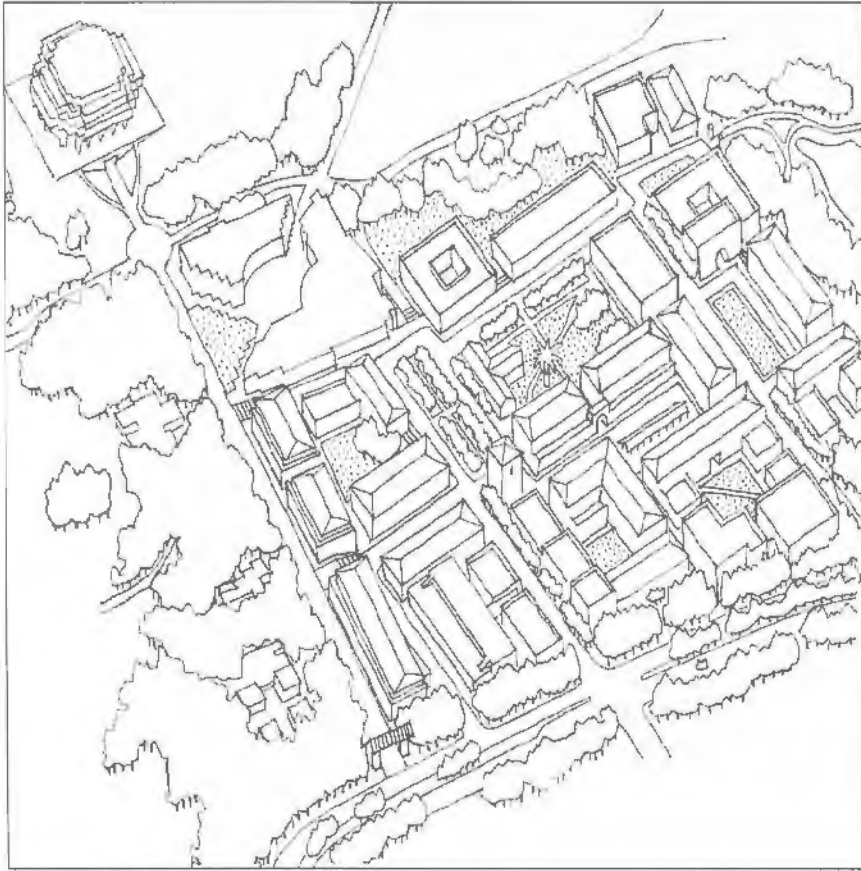
Five such corridors have been identified: Marine Sciences, Life Sciences, Humanities, Social Sciences, and Engineering, Math and Physics. Each relates to existing departments, and provides appropriate locations for their expansion.



6. RELATED DEPARTMENTS ARE LINKED BY ACADEMIC CORRIDORS



7. THE SOCIAL SCIENCES CORRIDOR WILL CONNECT MUIR COLLEGE WITH A PROPOSED SIXTH COLLEGE.

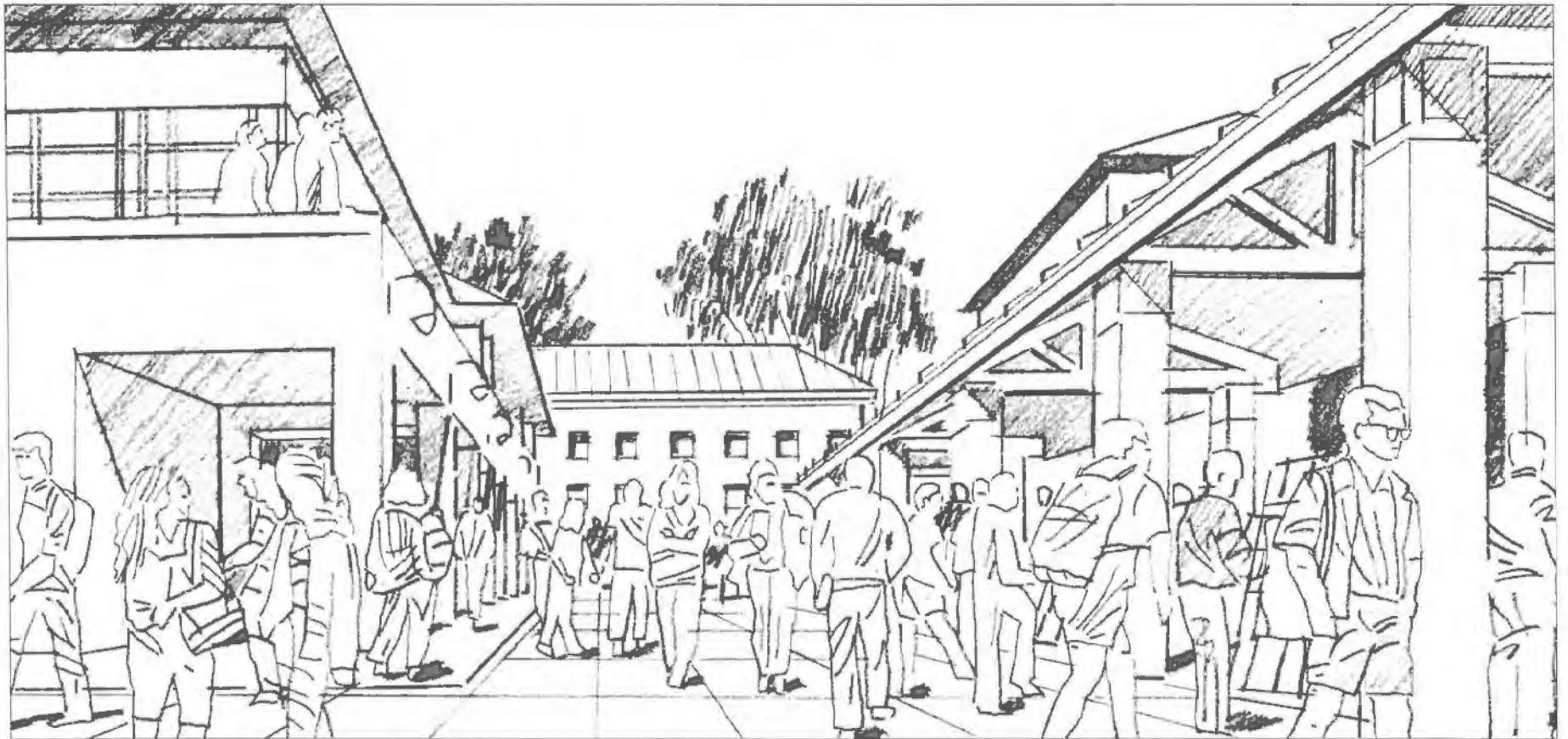


8. THE CAMP MATTHEWS AREA WILL BECOME UNIVERSITY CENTER.

University Center

UCSD should develop a "University Center" that will be the hub of campus activity and the focus of its undergraduate teaching programs.

Existing "centers of gravity" on campus serve as gathering points. What is needed is a "town center," easily accessible to visitors and convenient to west campus neighborhoods, that can function as the "heart" of campus social and academic life.



9. UNIVERSITY CENTER WILL BE THE FOCUS OF CAMPUS ACTIVITY.

The Park

The shoreline, mesas, canyons, and eucalyptus groves constitute ecologically sensitive natural resources of great local importance. They are a major source of UCSD's identity for all those who live and work on the campus. They need to be identified and treated as a great park, to be preserved and protected for future generations of scholars and students.

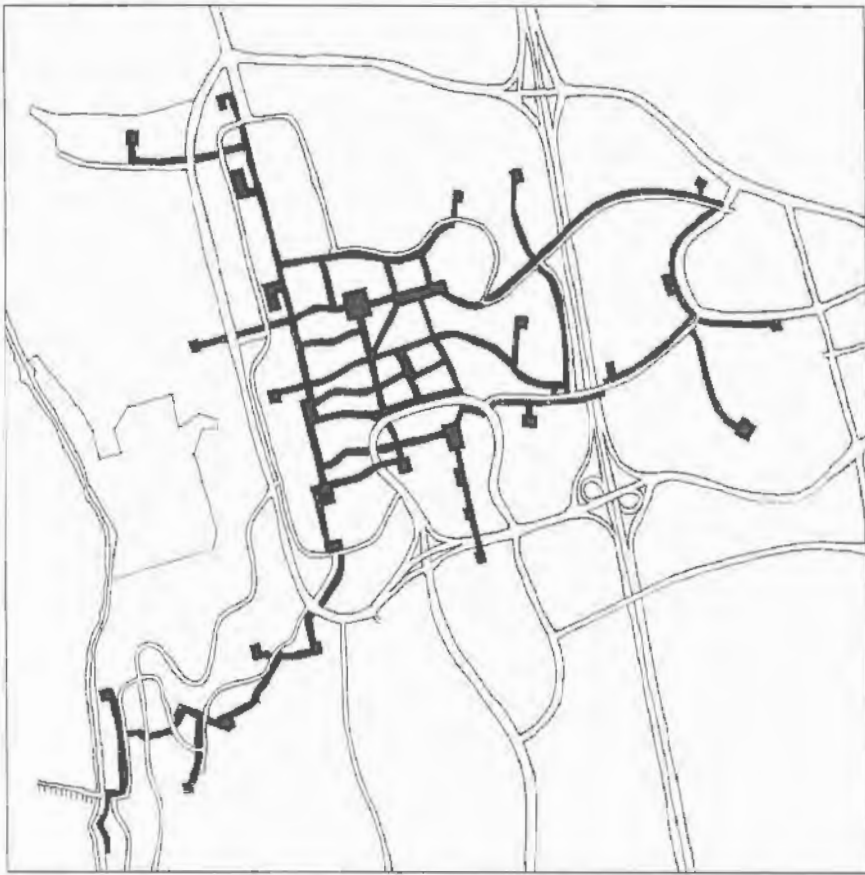
The UCSD Park together with the nearby U.C. Scripps Coastal Reserve, Torrey Pines State Reserve and Los Penasquitos Lagoon constitute the major remaining natural reservation for coastal communities in San Diego. The University recognizes its stewardship responsibilities in conserving its portion of these regionally important ecosystems.



10. THE PARK LINKS THE SENSITIVE LANDS ACROSS THE CAMPUS.



11. THE PARK PLACES A RICH AND VARIED NATURAL SETTING AT THE HEART OF THE CAMPUS.



12. NEW ROADS AND PATHS CONNECT NEIGHBORHOODS, OPEN SPACE, AND THE SURROUNDING COMMUNITY.

Connections

The connections between the different parts contribute to making UCSD function as a single place. Its connections to the region can also strengthen the campus' ties to the larger community.

Roads and paths, public entries, landmarks, view corridors and landscape features - all of these can help connect the different parts of UCSD. Establishing these links is critical if the campus is to have an overall sense of coherence as a place and as a community. Similarly, it is critical that the campus connect to the region in ways that are seen as positive and beneficial by the larger community.



13. THE "LIBRARY WALK" REINFORCES THE CONNECTION TO THE CENTER OF THE CAMPUS.

U C S D 1 9 8 9

UCSD 1989

Academic Plans

UCSD has three organizational divisions that administer the campus' academic life. The Vice Chancellor, Marine Sciences oversees Scripps Institution of Oceanography. The General Campus is an organizational entity that includes twenty-one academic departments, numerous interdisciplinary programs, and the professional schools falling within the purview of the Vice Chancellor, Academic Affairs. The Vice Chancellor, Health Sciences oversees the School of Medicine and Medical Center.

The Donahoe Act of 1960, which enacted most of the provisions of the Master Plan for Higher Education in California, assigned the University of California a three-fold mission comprising research, instruction, and public service.

Building on the planning efforts of the 1950s, UCSD first orchestrated the development of the Academic Master Plan of the campus in 1963. The centerpiece of the Plan was the proposal to develop an innovative system of autonomous liberal arts colleges within a single university campus.

This idea captured the essence of UCSD's desire to organize the new campus as a series of interdisciplinary schools. As multidisciplinary academic communities, each college would thus have its own general education requirements and major curricula, faculty, classrooms, residence halls, dining facilities, and administration. Each college would offer not only a broad, liberal education, but also an in-depth education in a limited array of disciplines and majors. All students could take courses or pursue majors in other colleges as necessary or desirable, although the 1963 Plan sought to structure the colleges so that students could get approximately two thirds of their university experience, both academic and extra-curricular, within a single college.

The Academic Master Plan also called for faculty members to form campus-wide academic departments. One consequence of the early implementation of this plan was the physical dispersion of faculty affiliated with the same campus-wide departments among different colleges.

In terms of enrollments, the 1963 Plan envisioned a campus of 27,500 students at full-size (three-quarter average headcount), with twelve colleges of 2,000 to 2,500 students, including 10,450 graduate students (38% of total enrollments).

Academic planners intended the system to provide an undergraduate educational environment that combined the intimacy of a small college, the interdisciplinary tradition of SIO, and the resources of a large university. In addition to providing the academic and administrative framework for a new campus, the "College System" also provided the main theme that guided the west campus' physical development.

Although UCSD was envisioned from the outset as a large university, the expected pace of its growth has varied. In the late Seventies, for example, demographics, a stagnant economy, and a freeze in State funding combined to make the rapid growth of the campus seem unlikely. Ten years later, these factors have reversed themselves. The campus' academic programs are expanding, and its current facilities needs reflect that changed reality. Significant growth and some important changes in emphasis are projected. Among the ways in which this may affect the campus are:

- UCSD's population will increase substantially, creating a corresponding demand for new facilities, housing, services, utilities, and parking.
- In departing from UCSD's 1963 Plan, college clusters will no longer be required to house the full range of academic disciplines. Departmental consolidation and disciplinary interrelationships will be stressed.
- Buildings to house as many as four professional schools may be added.

- The east campus will be developed, and will include medical facilities, recreation facilities, and a Science Research Park. This last development will attract science and technology-based research enterprises that can benefit from proximity to and collaboration with the University.

- SIO will need new facilities in order to maintain its position of leadership in marine sciences research and meet the needs of its teaching programs.

Translating academic objectives into space projections, this Master Plan anticipates a total steady state demand for approximately 11 million assignable square feet of facilities (including 4 million sq. ft. of housing) on campus, about 65% of which is new facilities.

If the campus is to continue to address all aspects of University life, it must recognize more than the need for space and facilities. The buildings and open spaces of a campus establish patterns of movement and social encounter opportunities for exchange among the academic community with educational and collegial consequences. UCSD has an opportunity to build an environment that reflects its purpose by the organization of its public spaces and academic buildings. As a public institution, the campus has the responsibility to do so as it develops its facilities.

14. UCSD IN 1953 CONSISTED ONLY OF SCRIPPS INSTITUTION OF OCEANOGRAPHY. CAMP MATTHEWS, A MILITARY BASE, WAS LOCATED ON WHAT IS NOW THE WEST CAMPUS. U.S. HIGHWAY 101 AND MIRAMAR ROAD WERE THE MAJOR ROADS SERVING THE AREA.

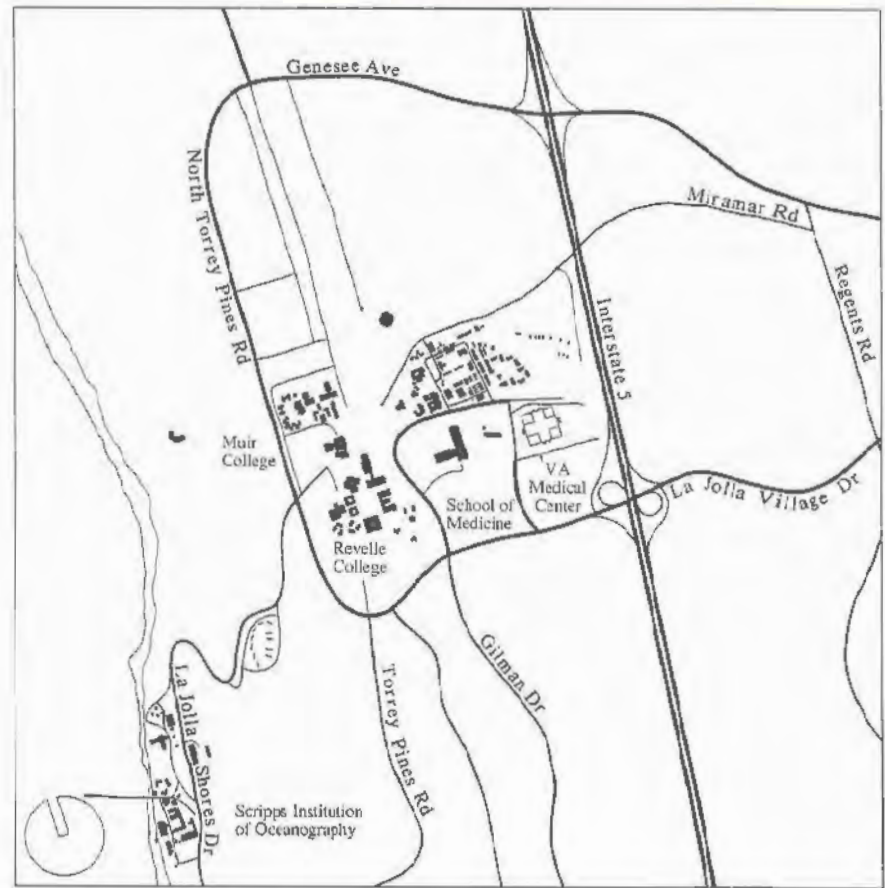
15. UCSD IN 1964 HAD EXPANDED FROM SCRIPPS INSTITUTION OF OCEANOGRAPHY TO THE WEST CAMPUS. REVELLE COLLEGE WAS UNDER CONSTRUCTION, THE CENTRAL LIBRARY WAS BEING SITED, AND INTERSTATE 5 AND LA JOLLA VILLAGE DRIVE WERE IN PLACE.

16. UCSD IN 1973 INDICATED MAJOR WEST CAMPUS DEVELOPMENT. REVELLE AND MUIR COLLEGES WERE COMPLETED. THE SCHOOL OF MEDICINE, VETERANS ADMINISTRATION MEDICAL CENTER, AND THE CENTRAL LIBRARY WERE DEVELOPED. NORTH TORREY PINES ROAD REPLACED THE U.S. HIGHWAY 101 ALIGNMENT, AND GENESEE AVENUE WAS IN PLACE.

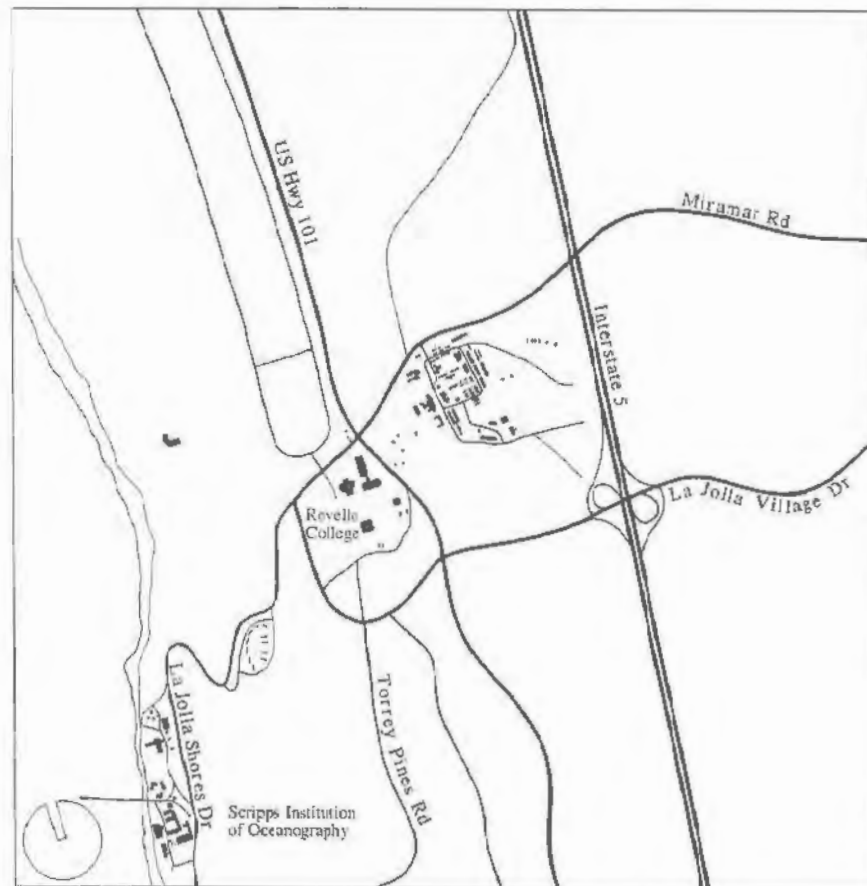
17. UCSD IN 1983 HAD THREE COLLEGES DEVELOPED, REVELLE, MUIR, AND THIRD. MESA HOUSING ON THE EAST CAMPUS HAD BEEN ADDED AND SIO HAD EXPANDED ALONG BIOLOGICAL GRADE.



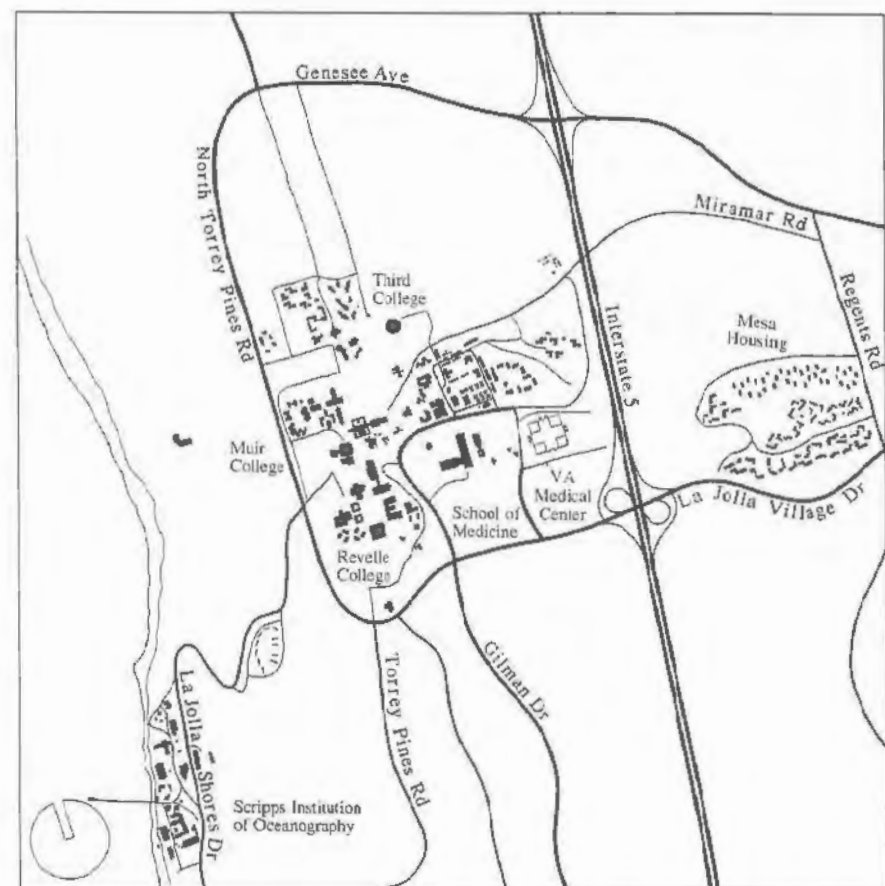
14.



16.



15.



17.

The way in which buildings and open spaces are designed should respect the campus' academic traditions and its physical setting, even as they reflect its academic ambitions and successes. Thus each new building or structure should be evaluated in terms of how it serves the University's commitment to excellence in inquiry and to breadth of education. It should be seen as an opportunity to contribute to these larger goals, even as it meets the needs of a particular department or program.

The guiding principles of the Master Plan - the ideas of neighborhoods, academic corridors, a University Center, the Park, and the connections between them - are intended to provide a framework for development that will allow the campus to realize these goals. The application of these principles in detailed planning is therefore a critically important element in the Master Plan's successful implementation.

The Campus Today

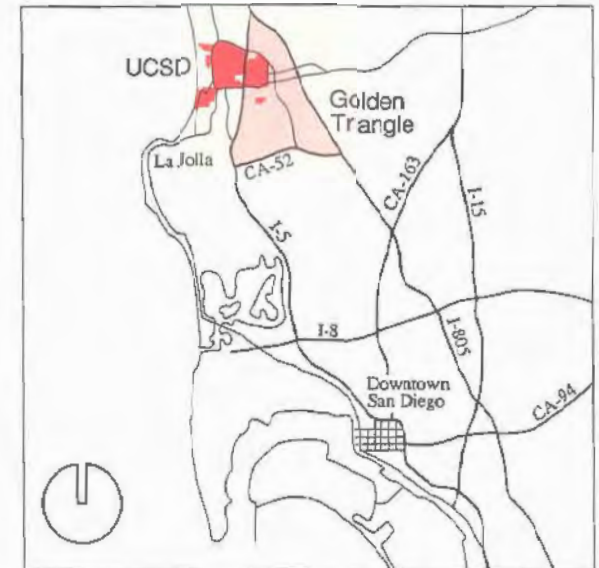
While there has been rapid growth in the campus population and in the construction of new facilities, there are major areas of the campus which still remain undeveloped.

UCSD now has 16,575 undergraduate and graduate students, faculty and researchers numbering 2,125, and a staff of 6,500. The campus has one of the best medical schools in the country. SIO is one of the world's premier research organizations. Theatre, art, and music graduate programs have achieved national recognition and attract thousands of visitors each year for performances and exhibitions. A new graduate school of International Relations and Pacific Studies is being built. A School of Architecture is expected to open in 1991-92.

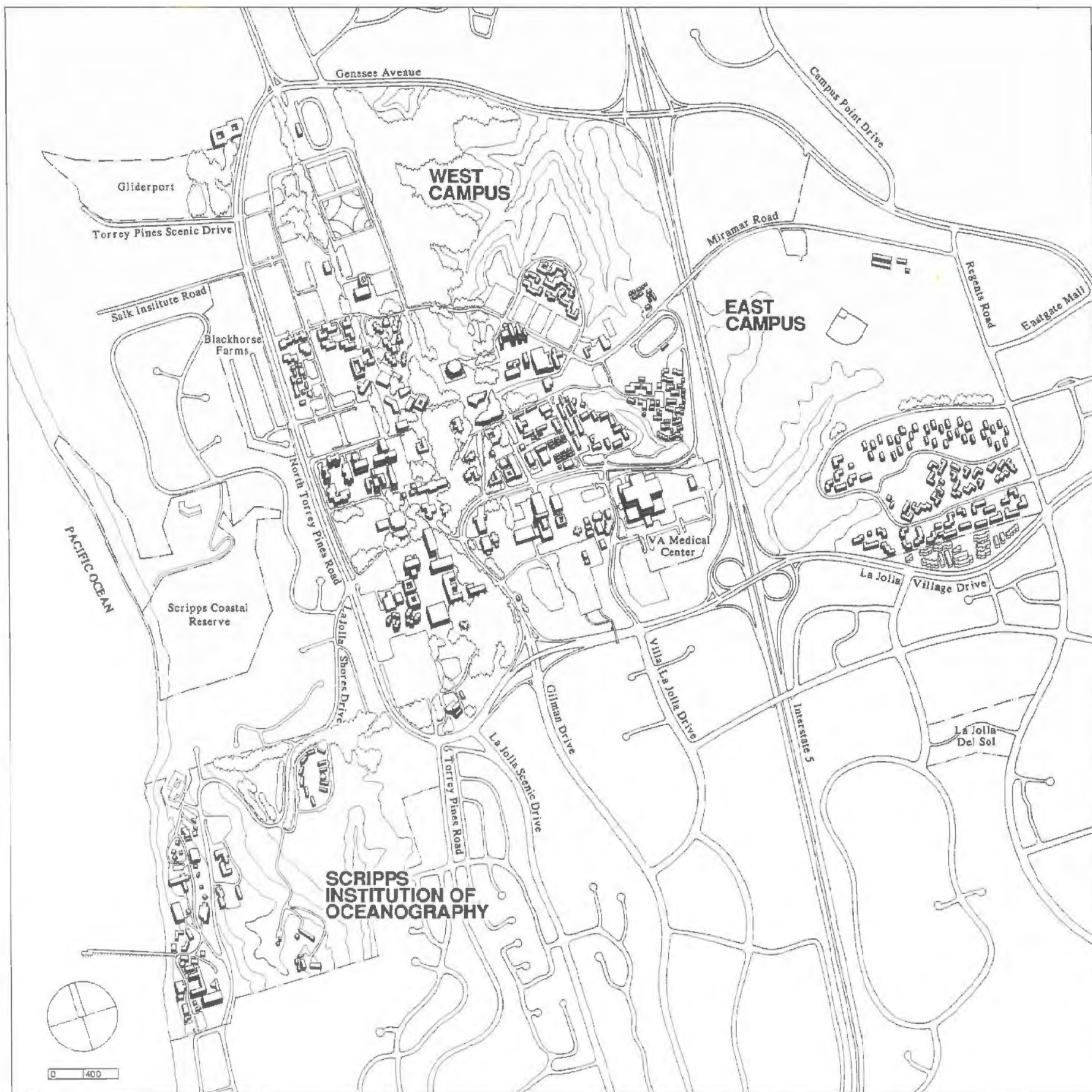
There is a growing demand for admission and the continuing growth and vitality of the region promise that UCSD will continue to grow.

With an increase in instruction and research needs and an increase in state and private support for the University, substantial construction is now planned or underway on campus.

Thus, the Master Plan comes at a critical juncture for UCSD. Appropriate action can support those issues which are intrinsic to its academic setting. With a clear understanding of those qualities, concepts for their preservation and extension, and the tools necessary to guide UCSD's expansion, it should be possible to maintain and strengthen both its man-made character and its unique natural resources. Serious questions emerge as to what sense of image will define UCSD's academic and research community.



18. THE CAMPUS IS LOCATED IN LA JOLLA, LONG KNOWN AND RESPECTED AS A WESTERN CENTER FOR ART AND CULTURE. IT IS ALSO ON THE EDGE OF THE GOLDEN TRIANGLE, ONE OF THE MOST PRESTIGIOUS OFFICE AND RETAIL ADDRESSES IN SAN DIEGO.



Steady State Program

The Master Plan is based on UCSD's current projected steady-state program, which will occupy facilities on the west campus, east campus, and at SIO. The tables in this chapter compare UCSD in 1988-1989 and at steady state, when the campus will be developed to capacity.

Table 1 shows the demographic basis for facilities requirements for the steady state year, estimated to occur no later than 2020. There are currently 8,625 faculty and staff, and 16,575 students on campus. Faculty and staff are to grow to 20,800 while the combined student population increases to 27,500.

Table 2 provides a general allocation of new graduate, undergraduate, and staff living accommodations, adding housing for up to 5,100 more undergraduates and for an additional 2,000 graduate students, and 150 living units for academic staff.

All of the resident, unmarried undergraduates who live on campus are presently housed on the west campus. They represent 35% of the total undergraduate body. UCSD's goal is to increase this to 50%, if the prevailing market conditions are favorable. At steady state, the undergraduate student population is projected to reach 20,000, which means that 10,000 would be housed on campus.

There are currently 4,900 beds for resident undergraduates on the west campus in a mix of apartments and dormitories; 5,400 additional beds (5,100 net additional beds) are required to meet the steady state demand. At a minimum density of 260 beds per acre, this can be met in about 22 acres of land. Current campus housing net densities are:

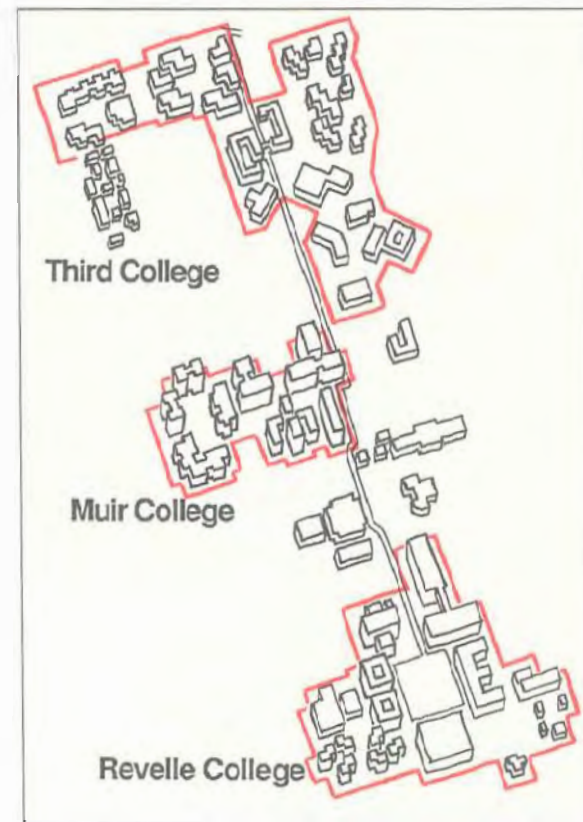
Muir	380 beds/acre
Revelle	260 beds/acre
Warren	170 beds/acre
Third	110 beds/acre

The recommended density of future graduate student and staff housing is ± 200 beds per acre on the west campus and ± 100 beds per acre on the east campus. There is currently the potential to house 1,800 graduate students. 1,950 additional beds are required to meet the steady state demand.

Off-campus locations may be considered for graduate student housing. The complex at La Jolla Del Sol is one example where such housing exists. With the coming of light rail transit (LRT) service, locations along that line can be considered for added graduate student, staff, or faculty housing.

The steady state program, Table 3, projects adding 4-3/4 million assignable square feet of new academic and support facilities. Up to four professional schools may be added to the west campus between 1988 and steady state.

The parking required to meet the demands of the steady state population at present campus standards is shown in Table 4. There are 10,700 parking spaces at present. Approximately 15,000 spaces will need to be added to meet the demand if parking ratios remain constant.



20. EXISTING WEST CAMPUS DENSITIES WERE IDENTIFIED WITHIN REVELLE, MUIR AND THIRD COLLEGES. A BOUNDARY WAS DRAWN AROUND EACH COLLEGE, EXCLUDING MAJOR PLAYFIELDS AND LARGE PARKING AREAS. THIS ACREAGE WAS THEN DIVIDED BY THE AMOUNT OF SQUARE FOOTAGE OF BUILDING TO DETERMINE THE FLOOR AREA RATIO. MUIR COLLEGE IS THE MOST DENSE AT A FAR OF 1.8. REVELLE COLLEGE HAS A FAR OF 1.3 AND THIRD COLLEGE A FAR OF .53. AT A REVELLE COLLEGE DENSITY IT WOULD TAKE ± 125 ACRES TO MEET THE PROJECTED PROGRAM OF HOUSING AND ACADEMIC USES. AT A MUIR COLLEGE DENSITY IT WOULD TAKE ± 90 ACRES AND AT A THIRD COLLEGE DENSITY IT WOULD TAKE ± 300 ACRES. THESE PROJECTIONS DO NOT INCLUDE THE LAND AREA REQUIRED FOR PARKING. EXCLUDING HOUSING AND COMMONS FACILITIES THE FAR OF MUIR IS 2.15, THE FAR OF REVELLE IS 1.35, THE FAR OF THIRD IS .59.

TABLE 1: UCSD Population Projections*

Category	Estimated 1988-89	Projected Steady State
West Campus		
Faculty/Researchers	1,900	4,175
Students	16,400	27,275
Staff	5,800	12,250
West Campus Pop. Subtotal	24,100	43,700
East Campus		
SMF	0	2,100
SIO		
Faculty/Researchers	225	600
Students	175	225
Staff	700	1,675
SIO Population Subtotal	1,100	2,500
Total		
Faculty Researchers	2,125	4,775
Students	16,575	27,500
Staff	6,500	16,025
UCSD Population Total	25,200	48,300

* Population projections exclude campus visitors, the Science Research Park, and students, faculty, staff, patients and visitors at UCSDMC and academic facilities in Hillcrest.

TABLE 2: UCSD Housing Projections

	Estimated 1988-89	Projected Steady State
West Campus		
Undergraduate	(4,900 beds)	(10,000 beds)
Graduate	0	(1,000 beds)
East Campus*		
Graduate	(1,600 beds)	(2,550 beds)
SIO		
Graduate	(160 beds)	(200 beds)
Staff	0	(150 units)
Total		
Undergraduate	4,900 beds	10,000 beds
Graduate	1,760 beds	3,750 beds
Staff	0	150 units

* Includes La Jolla del Sol's potential for accommodating approximately 570 beds for graduate students in 380 units.

TABLE 3: UCSD Academic, Libraries and Administrative Support Projections

Steady State	Estimated 1988-89	Projected Steady State
West Campus	2,000,000 asf	5,000,000 asf
East Campus	0	1,300,000 asf
SIO	380,000 asf	780,000 asf
Total	2,400,000 asf	7,100,000 asf

TABLE 4: UCSD Parking Space Projections

Steady State	Estimated 1988-89	Projected Steady State
West Campus	10,000	19,700
East Campus	0	4,900
SIO	700	1,600
Total	10,700	26,200

The Setting

Regional Context

La Jolla's long history of commitment to the arts, sciences, and the quality of life has been reinforced by the founding and growth of the campus. More recently, these qualities plus the climate and physical beauty, and the economic opportunities offered by the region have spurred a new cycle of growth adjacent to the University.

UCSD is on the edge of the "Golden Triangle" (an area bounded by I-5, I-805, and CA-52), one of the most rapidly growing commercial and retail areas in San Diego. Some of this growth emanates from the aura surrounding La Jolla. Some is due to its proximity to the campus and its association, however indirectly, with UCSD's national prominence in the fields of science, engineering, and medical research. As the City's 1986 University Community Plan put it:

The current prospects for the community, as evidenced by recent project approvals, are for high intensity, innovative, mixed use development on a scale unmatched by any new urbanizing community of the City.

In addition, the University Community Plan established as one of its goals to:

Create a physical, social, and economic environment complementary to the University of California at San Diego and its environs, and the entire San Diego Metropolitan Area.

The pattern of commercial retailing in the Golden Triangle was first established by the University Town Center development. With the construction of La Jolla Village Square shopping center, there are now more than 1,150,000 square feet of retail commercial space in the area. Recent midrise office complexes have added to the mix of businesses and to the daytime population. The market for more retail and housing exists.

Regional planning issues are:

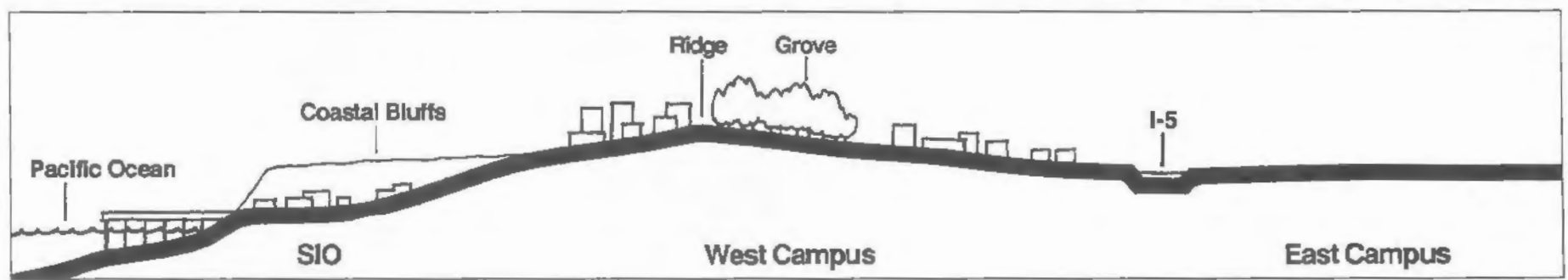
- Maintenance of the balance between jobs and housing.
- Continued provision of good access, via automobile, light rail transit, and bus service.
- The quality and mix of development.
- Preservation of the "last great open space" network in the San Diego coastal area which includes the Torrey Pines State Park as well as the surrounding canyon systems.
- Protection of the coastal resources.

By planning its own growth while avoiding the problems of sprawl and traffic congestion, UCSD provides a model for development in the entire region, as evidenced by receipt of a Governor's transportation award which was granted in 1988 for UCSD's outstanding ridesharing program.

The best environment is one in which there are both new stimuli and familiar reassurances, the chance to explore and the ability to return.

—Kevin Lynch

21. FROM SOUTHWEST TO NORTHEAST, THE CAMPUS CHANGES DRAMATICALLY FROM OCEANFRONT AND COASTAL CLIFFS TO HIGH RIDGES AND GENTLE SLOPES.



The UCSD Campus

UCSD has three major contiguous land components: Scripps Institution of Oceanography (SIO), west campus, and east campus. Each has evolved to a specific function in UCSD operations. They are the areas principally considered in this Plan.

Additional areas are part of UCSD but are not considered in the Master Plan. They are Blackhorse Farms, the Gliderport, La Jolla del Sol, Mt. Soledad Laboratory, UCSD Medical Center and academic facilities in Hillcrest, Elliot Field Station, Nimitz Marine Facility, and Torrey Pines Center. Adjacent to the campus is the University of California Scripps Coastal Reserve, an area preserved in its natural state for teaching and research purposes.

UCSD is situated along a rugged coastline. The cliffs and canyons, the "classic" dry landscapes of the chaparral and eucalyptus groves create a setting of great natural beauty. The campus is part of a regional ecosystem and its natural habitats extend or formerly extended north, south, and east. These habitats, now conserved in the Park, support a substantial variety of native and naturalized plant and animal life.

Spectacular views of the region are available from the west campus, toward both the ocean and the foothills. Hillside within Scripps Institution of Oceanography (SIO) provide dramatic views of the ocean. Other vista points offer views of adjoining open space, natural reserve areas, and campus landmarks such as the Central University Library.

Its setting and natural features make this campus one of the most beautiful university settings in the world. It is a major goal of this Plan that this quality be preserved.

West Campus

The west campus is 627 acres bordered by La Jolla Village Drive on the south, North Torrey Pines Road on the west, Genesee Avenue on the north, and the I-5 Freeway on the east.

Physically, the west campus consists of a north-south ridge running parallel to North Torrey Pines

Road that reaches its highest point at the north end of the Supercomputer. East of this ridge the land is gently sloping except at the canyons and the I-5 corridor. A second, smaller ridge, running east-west along the Miramar Road corridor, divides UCSD's canyons into two families, one draining north into Penasquitos Lagoon and the other south into Rose Canyon.

The vegetation on the campus includes the eucalyptus grove, introduced in the 1920s, and the exceptional chaparral and coastal sage scrub landscape of the canyons. Other non-native plantings, less compatible with the dry campus landscape and each other, have been introduced more recently in association with specific buildings.

The west campus was the site of Camp Matthews, a World War II era Marine Corps training camp. It was acquired at a time when the surrounding area was open and undeveloped land.

Over the years, development on the west campus has followed a pattern of individual colleges. Development is concentrated on both sides of the eucalyptus grove, both along the north-south ridge and in the central west campus. Major undeveloped areas remain. These include the grove, Pepper Canyon, the ridge area north of Third College, and the open space area north and northeast of the Central Library.

The west campus also houses the Stuart Collection, an internationally known collection of commissioned contemporary art placed in outdoor settings. It is anticipated that the collection will be extended to the east campus as it develops.

East Campus

The east campus consists of 270 acres of relatively flat, mostly undeveloped land east of the west campus across the I-5 corridor. Canyon fringes extending in from that corridor provide the only topographic feature to the land. Grading by the military has damaged much of the original vegetation and topography.

Existing development on the east campus is limited to the Mesa Apartments graduate student complex and a baseball field soon to be relocated within the boundary of the east campus.

Scripps Memorial Hospital, La Jolla Country Day School, Lawrence Community Center, and a number of other facilities, although not on UCSD land, are contiguous to east campus lands and should continue to be considered and informed with respect to future planning.

SIO

SIO consists of 160 acres in four distinct areas:

- Lower SIO or SIO west, a long, narrow 35-acre area along the shoreline where the majority of development has taken place.
- The hillsides, located east of Lower SIO, consisting of quite steep slopes (25% or greater), natural and man-made, some of which may be suitable for "stair-stepped" development, but most of which will be preserved as open space.
- The mesa, a large, flat expanse of land within SIO east that offers the best site for new development.
- The canyons, including Seaweed Canyon and Skeleton Canyon. Skeleton Canyon has been established by the campus as a natural study area.
- Vegetation - A large part of the undeveloped portion of SIO consists of native coastal sage scrub, mixed chaparral and riparian vegetation. The least disturbed portions, which have high preservation value, contain healthy and diverse species representative of this part of the coast.
- There are also eucalyptus trees concentrated at the north central and northeast portions of SIO. These are a continuation of the west campus groves.
- SIO west consists primarily of non-native vegetation associated with buildings and open spaces, except for the fragile environment of the bluff.

LAND CONSTRAINTS

To identify developable land as a first step in the planning process, it was necessary to identify the areas which are not well-suited for development. A detailed inventory of existing land use and characteristics was made in the late 1970s that identified many of the geotechnical constraints, archaeological and paleontological sites, and biological resources present in the campus. The information it contains was substantially added to from site visits, interviews, literature search, review of aerial photographs of the campus taken at different times, and evaluations of specific campus landscape and archaeological resources. Based on this analysis, the following lands were viewed as not desirable for future development.

View corridors: including major views from high points on the campus, views into the campus from the surrounding terrain, and more local views within UCSD. Care should be taken to preserve views in any new development.

Geological and archaeological areas: including faults, steep slopes (greater than 25%), and major archaeological sites. The impacts of some archaeological sites appear mitigable. At SIO, some hillside sites may be usable for "stair-step" development.

Natural resource areas: including canyons and most hillsides should not be developed. The Scripps Coastal Reserve, which includes the 40-acre knoll above Black's Beach, is part of the University's Natural Reserve System, and is excluded from development.

West campus eucalyptus grove: including all mature stands of eucalyptus. These groves should be restored and enhanced. West campus edges should be planted in eucalyptus groves to unify the image of UCSD.

Native and naturalized communities: including areas throughout the Park. These serve important functions as resources for teaching and research. Academic use of such outdoor laboratories is to be encouraged and may constrain future development, as alternative sites for such activities are increasingly unavailable near the campus.

Campus-wide open space: including glades, lawns, courtyards, and playfields. These are not an absolute land constraint, but they are valuable spaces and if used for development they should be replaced, if possible, with equal facilities in proximity to the built areas served.

Neighborhood open space: including plazas, courtyards, and lawns associated with neighborhood development. Similar to campus-wide open space, these also are not an absolute land constraint, but spaces of this sort are essential to the identity and spirit of the campus and should be maintained.

Built areas: including all existing development, exclusive of infill sites. In a few cases, such as in the Matthews area and Third College, there is the potential for future redevelopment which replaces existing buildings at a higher density.

22. CANYONS AND STEEP SLOPES ARE IDENTIFIED IN THIS PLAN AS NOT DESIRABLE TO DEVELOP FOR FUTURE BUILDINGS. SOME LANDS WITHIN THIS DESIGNATION ARE MORE ECOLOGICALLY SENSITIVE AND SHOULD HAVE LIMITATIONS PLACED ON USE. MEANS SHOULD BE SOUGHT TO JOIN CANYONS WITH THOSE EXTERNAL TO THE CAMPUS FOR PURPOSES OF ENHANCING REGIONAL ECOLOGY.

23. THE MATURE EUCALYPTUS TREES ARE A BEAUTIFUL RESOURCE ON CAMPUS WHICH HAVE BEEN SERIOUSLY ENCROACHED UPON IN THE PAST THREE DECADES. EVERY ATTEMPT SHOULD BE MADE TO PRESERVE THESE TREES.

24. PLAYFIELDS AND GLADES (LAWN AREAS) ARE ESSENTIAL OPEN SPACES FOR CAMPUS ACTIVITIES. SOME OF THESE AREAS CAN BE DEVELOPED. IF POSSIBLE, THE RECREATIONAL LAND SHOULD BE REPLACED. NEW PLAYFIELDS SHOULD NOT BE AT THE EXPENSE OF ECOLOGICALLY SENSITIVE AREAS.

25. BUILT AREAS ON CAMPUS OFFER CONSTRAINED DEVELOPMENT SITES. SMALL INFILL BUILDING SITES EXIST, AND IN SOME CASES BUILDINGS WILL HAVE TO BE REMOVED BEFORE NEW SITES CAN BE ADDED.



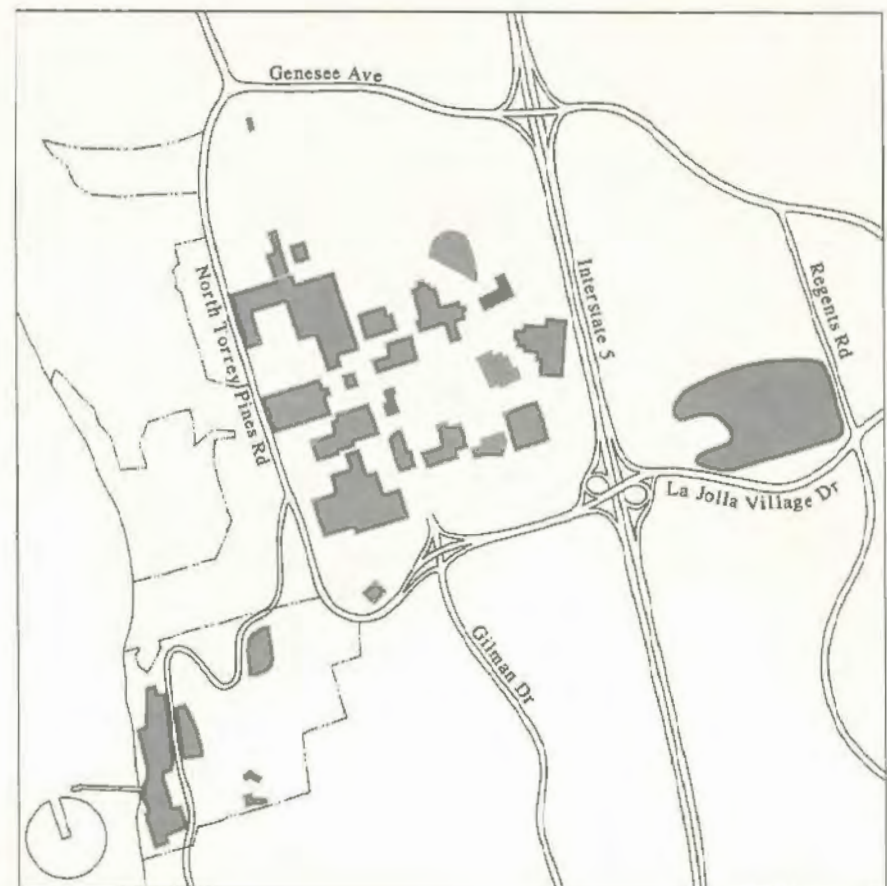
22.



24.



23.



25.

DEVELOPABLE LAND

Having identified some land as constrained for development, ±380 acres of developable land remain on the campus, in the following locations (see Table 5):

West campus: there are about 170 acres of developable land within the area bounded by the I-5 on the east, Genesee Avenue on the north, North Torrey Pines Road on the west, and La Jolla Village Drive on the south.

East campus: there are about 160 acres suitable for development. Of these, 30 acres are designated for the planned Science Research Park, and 40 acres for medical facilities. This leaves 90 acres available for development of additional academic and recreational uses, housing, open space, and parking facilities.

SIO: there are about 49 acres suitable for development, including 6 acres of "stepped" development sites with slopes over 25%.

This represents enough developable land in appropriate locations to accommodate the 1988 steady state projected program at existing average densities. Assuming a majority of parking to serve the west campus will be structured at steady state, it will not be necessary to infringe upon environmentally sensitive sites in order to meet projected space requirements.



26. AFTER SUBTRACTING THE SENSITIVE AREAS, THE LAND REMAINING FOR FUTURE DEVELOPMENT IS APPROXIMATELY ±170 ACRES-WEST CAMPUS; ±160 ACRES-EAST CAMPUS; ±50 ACRES-SIO.

COMPARING THESE LAND AREAS WITH THE REVELLE COLLEGE DENSITY OF 1.3 FAR, OVER 90 ACRES ARE REQUIRED FOR ACADEMIC AND SUPPORT, 25-40 ACRES ARE REQUIRED FOR HOUSING, AND 45-60 ACRES ARE REQUIRED FOR PARKING ON THE WEST CAMPUS.

TABLE 5: UCSD Preferred Developable Land

	Total Land Area	Land Sensitive to Development*	Preferred Developable Land**
West Campus	630 ac.	460 ac.	170 ac.
East Campus	270 ac.	110 ac.	160 ac.
SIO Campus	160 ac.	110 ac.	50 ac.
Total	1,060 ac.	680 ac.	380 ac.

* This category includes land already developed.

** Acreage estimates are approximate.

T H E P L A N

THE PLAN

In the simplest terms, a master plan has two goals: first, to accommodate a given need for new facilities; and second, to create a setting which allows these facilities to be built while it embodies the values of the community. What this Plan proposes then, is a way of organizing development so these two goals — “quantity and quality” — can be met.

The Master Plan proposes a series of concepts for organizing future development of buildings, open spaces, and infrastructure. This chapter deals with the concepts and planning principles. Guidelines for development are given in a subsequent section of the Master Plan.

The Neighborhoods

The 1963 LRDP envisioned UCSD as a campus of neighborhoods. It has evolved in that fashion. Lower SIO, Revelle, Muir, and Third Colleges are the most complete examples. Each is a distinct area separated from other development by a clear boundary. Each has a specific character that grows out of the pattern of its development, the arrangement of its buildings and open spaces.

The concept of neighborhoods as the “building blocks” of development was put forward in the earliest plan for the campus. The 1963 Plan proposed to array clusters of undergraduate college neighborhoods along two major pedestrian axes. This inherently compact development pattern ensured the preservation of a substantial amount of open space outside of the built areas. By planning colleges of about 2,000 to 3,000 students, it emphasized the need to maintain neighborhoods of a human scale within the larger campus environment.

Compact and carefully defined neighborhoods provide a necessary sense of place. They make it easier for people to orient themselves in their immediate surroundings and ultimately to grasp the campus as a whole. By limiting development to the neighborhoods — that is, to areas with distinct boundaries — it will be easier to develop the campus while preserving its overall character.

The Concept

A neighborhood is a place with common academic or other campus functions. Consequently, it should be made up of related buildings and open spaces within a defined area with clear boundaries. These boundaries can be created by open space, by a significant road or pedestrian pathway, or by a well-defined parking zone. What is important is a sense of the neighborhood’s separation from campus—wide open space and adjoining development. This, in turn, makes it easier to give each neighborhood its own character.

Restricting development to clearly defined neighborhoods implies that the growth of UCSD will be accommodated in existing neighborhoods as well as new ones. Development will not occur evenly across the campus. Each new building within a neighborhood should be seen as an opportunity to enhance the neighborhood by helping to “complete it” by defining its walkways and open spaces, its borders, or its entries, creating a focal point, and other means.

The following principles guide the Master Plan for development of the neighborhoods:

- Buildings are clustered compactly in relation to a clear center. Individual buildings should relate well to their neighbors.
- Each neighborhood has a “theme”, architecturally, and its open space patterns and landscape.
- The neighborhood as a whole is related to its surroundings, open spaces, adjoining development, roads, pathways, and parking. Each has boundaries that define its territory and entries clearly.

- Neighborhood plans anticipate mixed uses which integrate housing, academic facilities, services, open spaces, and amenities.
- Each neighborhood has its own mix of services and activities, such as cafes, dining, recreation, copy and computer centers, lounges and exhibition spaces.
- Common open spaces, such as plazas, malls, and connecting walks (being the centers of communities or corridors without walls) should be treated with the same importance as buildings and planned accordingly.

27. THE CAMPUS NEIGHBORHOODS ARE CONNECTED BY PATHWAYS TO EACH OTHER AND TO THE UNIVERSITY CENTER.

THE NEIGHBORHOODS ARE AS FOLLOWS:

SIO:

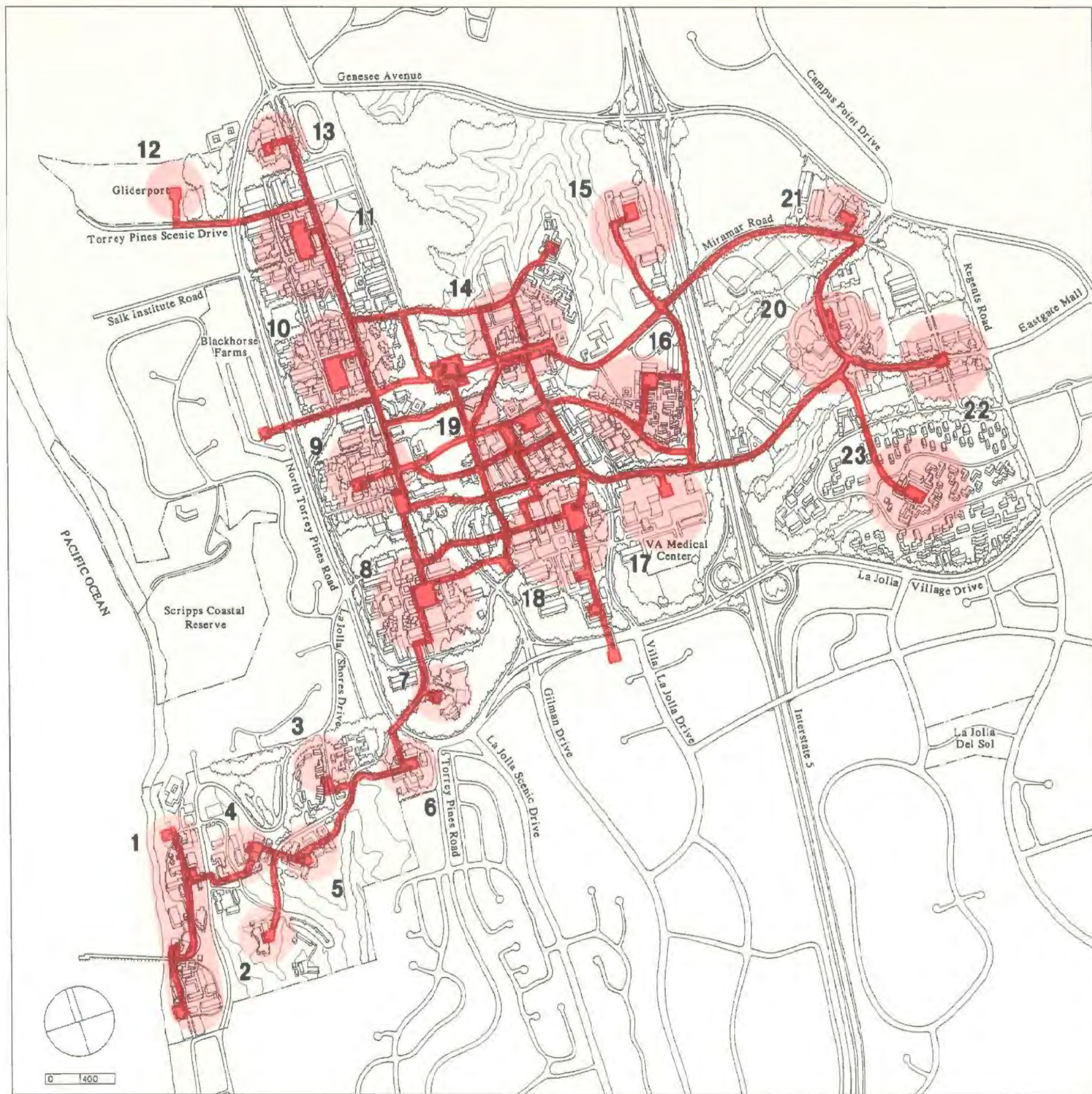
1. SIO WEST
2. AQUARIUM
3. SIO HOUSING
4. SIO EAST
5. SIO EAST
6. SIO EAST

WEST CAMPUS:

7. THEATRE CLUSTER
8. REVELLE COLLEGE
9. MUIR COLLEGE
10. THIRD COLLEGE
11. SIXTH COLLEGE
12. GLIDERPORT
13. NORTH POINT
14. WARREN COLLEGE
15. CAMPUS SERVICES COMPLEX/BIOLOGY FIELD STATION
16. FIFTH COLLEGE
17. VA MEDICAL CENTER
18. SCHOOL OF MEDICINE
19. UNIVERSITY CENTER

EAST CAMPUS:

20. HEALTH SCIENCE
21. ACADEMIC RESERVE
22. SCIENCE RESEARCH PARK
23. MESA HOUSING



Academic Corridors

The original plan for UCSD was that each cluster of colleges would contain some component of each academic department on the Oxford model, as well as a percentage of undergraduate housing. While some departments are still scattered in many different locations, the consolidation of departments is increasingly the pattern sought by the faculty. This trend is recognized and reinforced in the Master Plan by organizing development within "academic corridors" — linear groupings of related academic departments and disciplines.

The Concept

The identification of these corridors is intended to assist the campus in grouping the facilities of related departments in reasonable proximity to each other. Corridors would become a focus of the academic life of students and faculty in these related departments on a day to day basis.

The corridors concept is a guideline, a tool to assist in locational decisions.

These academic corridors overlap in some cases. They are not meant to be exclusive preserves for the related disciplines. They are intended only to provide a general guideline for the location of new facilities and the relocation of existing ones over time. Corridors are linked together by a clear system of pedestrian walkways. Along and within these are formal and informal gathering places where colleagues can meet and where academic exchange and processions can take place.

Five corridors have been identified:

Humanities Corridor: extending east from Muir College to Fifth College.

Math, Engineering & Physics Corridor: encompasses math and computer science in Muir College and physics and engineering spanning Warren and Fifth Colleges and, if necessary, University Center.

Life Sciences Corridor: extending south from Muir College, then east from Revelle College, to the School of Medicine and the Satellite Medical Facility on the east campus.

Social Sciences Corridor: extending north from Muir College to Sixth College.

Marine Sciences Corridor: extending from SIO west to Torrey Pines Road. A clear pedestrian linkage through the theatre cluster to the Life Sciences corridor should be provided.



University Center

The University Center is to be the hub of activity on campus. The Plan puts major classrooms, student services, senior administrators, academic space, and much of the urban life that supports a great university in the Matthews area near the Central Library. Some of these activities are now there. Others are to be developed.

Many universities border an active commercial district or street in a larger community. These areas, with their cafes, bookstores, theaters, and street life are often the real heart of the university. UCSD, however, lacks such an off-campus district, and there is little likelihood that future development in the region will provide one.

The Matthews area offers the possibility of creating such a quarter within the campus proper. Its "town-like" grid of streets and buildings lends itself to redevelopment as a more urban, mixed-use setting. It also lends itself to phased development, so that the Matthews area's transformation can occur in tandem with that of the rest of the campus.

The Concept

The University Center Plan envisions a mixed-use area that functions as the:

Academic Center: there is sufficient land in the Matthews area for academic facilities. Buildings with exceedingly large footprints or with blank walls may not be appropriate.

Hub of the Instructional Core: classrooms at the University Center will be within 10 to 15 minutes walking distance of the colleges making up the instructional core (Muir, Third, Fifth, and Warren).

Town Center: a "downtown" for the entire campus, with stores, snack bars and restaurants, a theater or concert hall, gallery, and other social and cultural attractions.

Student Service Center: student services are concentrated in the University Center, in close proximity to student-oriented "town center" activities.

Administrative Center: in new structures, key campus administrative offices remain in the University Center, where they will be central and convenient to all campus units.

Special Housing: there is the opportunity for special housing which may not directly relate to a college, such as international student housing or short-term guest/faculty housing.

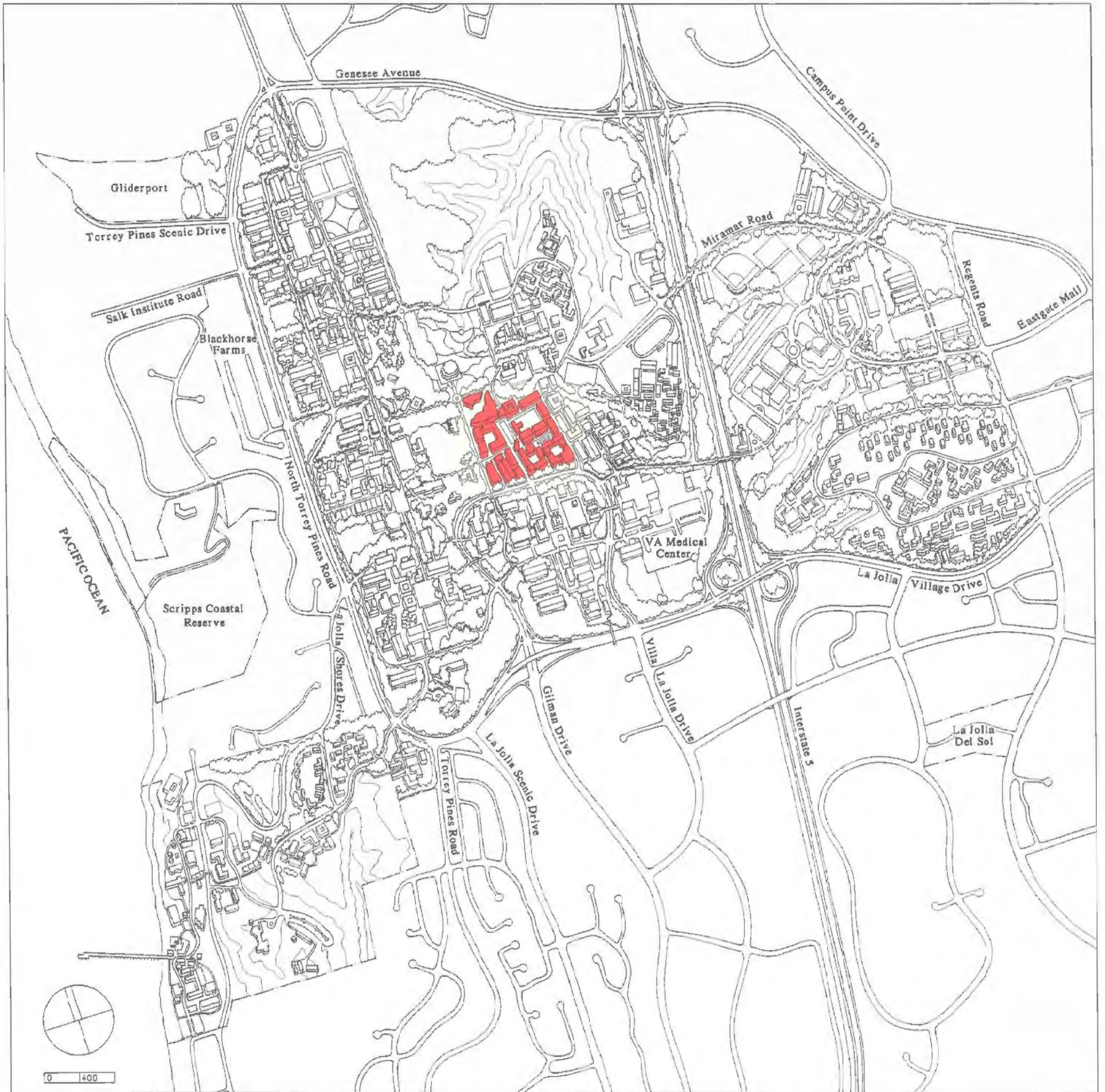
These different activities coexist successfully within a relatively compact area. The existing pattern of streets and open spaces in the Matthews area suggests "transparent" facades with many lively activities at street level. Offices, studios and classrooms can locate above street level. Academic facilities can be designated around interior courts and quadrangles. Public spaces that already exist are included in the Plan and are used to organize future buildings.

The University Center should have its own architectural theme which would extend from "library walk" to Pepper Canyon, and from University Drive to a new glade east of Price Center. Programmatically, the boundaries of University Center extend between "library walk" and Russell Drive.

29. NEW THREE AND FOUR STORY BUILDINGS FRAME EXISTING QUADRANGLES AND ADDRESS THE GRID OF STREETS WITHIN THE PROPOSED UNIVERSITY CENTER.

30. THE UNIVERSITY CENTER IS THE FOCUS OF THE CAMPUS, THE CENTER FOR STUDENT LIFE.





The Park

If there is any single physical feature of UCSD that identifies it in the minds of the public, it is its natural setting: the eucalyptus groves and canyons of the west campus, and the chaparral-covered mesa and coastline of SIO. UCSD has acknowledged their importance by designating natural reserve areas on the west campus and at SIO. The eucalyptus grove has also been identified as a source of the campus' identity. These are strong and positive steps toward a goal that seems paramount: to preserve and enhance its open spaces as natural resources and visual, educational, research and recreational amenities.

SIO is a model for the preservation of natural resource areas. Its long tradition of stewardship for its natural setting reflects its abiding interest in the physical environment. The natural setting is especially prominent at SIO, and over the years the buildings have evolved to fit within it. This is less the case on the west campus, where some of the natural resource areas occur in the midst of development. To date there has been little development on the east campus, but its canyons are in much worse condition, having been seriously damaged by past uses.

The Concept

As a strategy to preserve the sensitive lands for future generations to enjoy, the canyons, steep slopes, native vegetation and eucalyptus groves are designated as the Park. The UCSD Park is an area of the campus where development is restricted. The Park (whose environs are distinct from land areas which fall within the boundaries of the university-wide Natural Reserve System administered by the University of California Office of the President) consists of three components, each with different constraints:

Ecological Reserve: This includes the canyons north of Voigt Drive, and Skeleton Canyon with its associated buffer/transition area at SIO.

No buildings, facilities, roads, or driveways will be permitted in this area of the Park.

Grove Reserve: Includes the major west campus eucalyptus grove stretching from Genesee Avenue to the northern end of SIO.

New developments in this portion of the Park are strongly discouraged and would require an amendment of the Master Plan. Further, any development in the grove area east of Hopkins Drive and north of Voigt Drive would require an Environmental Impact Statement (EIS) or Environmental Impact Report (EIR), as appropriate, of that development on the ecological integrity of the associated natural ecosystems.

Preserve Lands: Includes hillsides, bluffs, and disturbed canyons.

New developments in this portion of the Park are strongly discouraged and would require an amendment of the Master Plan. In addition, new developments on the hillsides at SIO, surrounding Seaweed Canyon and the future Aquarium site, will require an EIS or EIR, as appropriate, to determine impacts on the ecological integrity of the associated natural ecosystems of the site. Efforts should be made to restore portions of the disturbed areas to complete and connect the grove and the ecological reserves of the Park to enhance the integrity of the natural ecosystems.

Analysis of the inventory of projected need for facilities against land capacity clearly shows that the area set aside for the Park does not conflict with academic or administrative priorities.

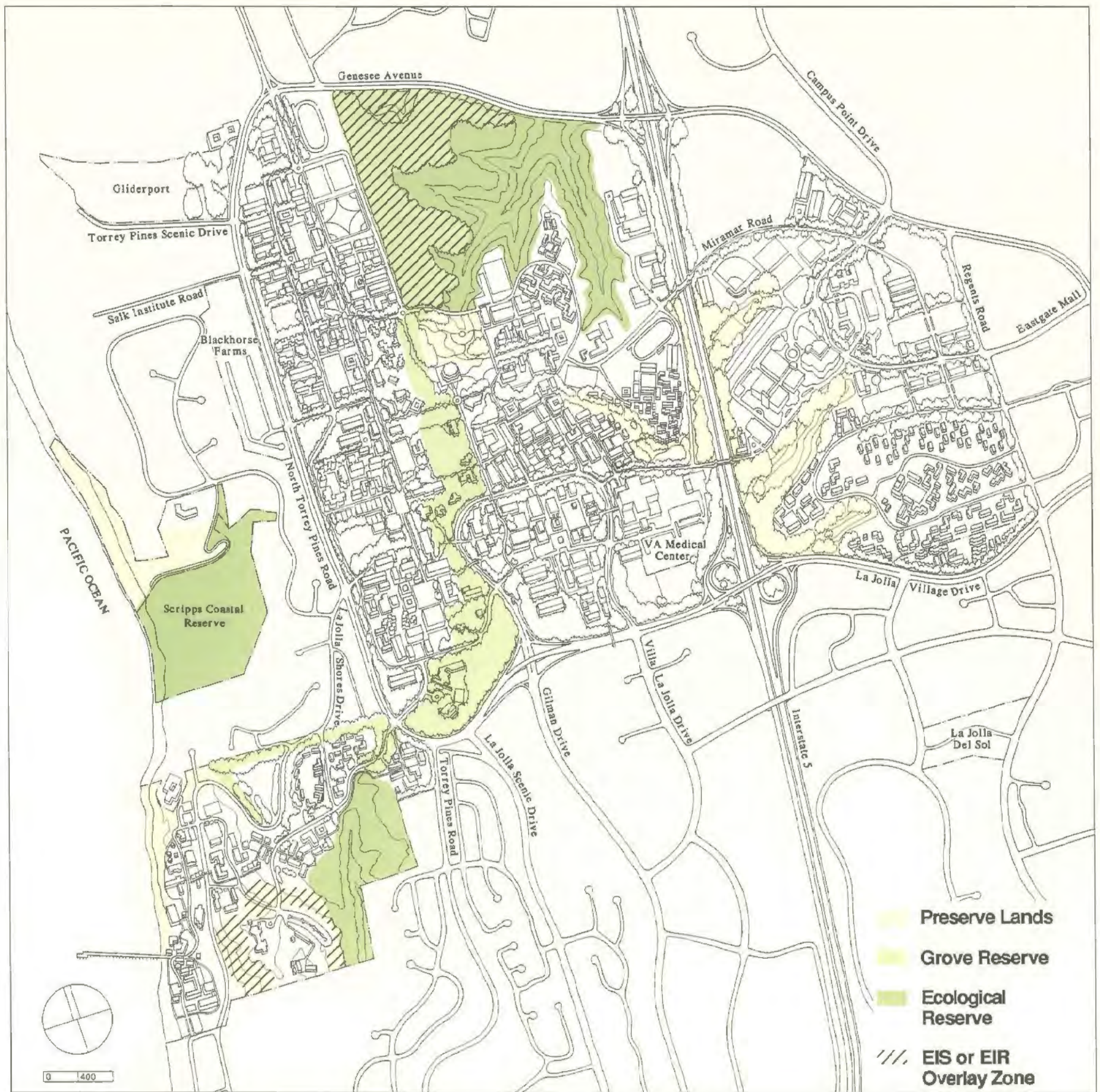
Although it should be maintained as a separate district, the Park is part of the campus' overall open space system, which also includes glades, playing fields, and other campus-wide open spaces. The landscaping of these areas should be appropriate to their use. Where no special use is present, the landscaping should be compatible with the rustic landscape of the Park in that area.

The Park is intended as a resource and an amenity. While parts of it will require greater care than others to ensure their preservation, the overall intention is to make it accessible for human use, and to provide the neighborhoods with "breathing space" and the presence of nature. An exception is the designated canyons and hillsides where human intervention or use will disrupt a fragile ecology.

The Park must have a maintenance and management program to protect and/or enhance the vegetation and pathway system.

A great object of all that is done in a park, of all the art of a park, is to influence the minds of men through their imagination.

—Frederic Law Olmsted



The Campus Open Space System

As UCSD grows, the planning of the University's environment is critical. The "out of doors" is what gives the campus its image and the people who fill the streets, activate the plazas, stroll through the grove, and play in the fields, give UCSD its personality. The contact with this special setting is enough to start the day joyfully.

The campus offers unique and extremely diversified grounds in addition to that of grove and canyons. Major playfields, beautiful lawns, plazas, military quadrangles, intimate courtyards, and the outdoor Stuart Art Collection make up an open space of great use and variety.

The Master Plan attempts to organize this diverse landscape and define a hierarchy for open space which future generations can protect and enhance as development occurs.

The Concept

The landscape of UCSD can be grouped into three categories: rustic, discrete, and transitional.

Rustic:

The rustic landscape has dry, non-irrigated, "classically Californian" vegetation. On the west campus the rustic areas contain both the native chaparral vegetation of the canyons, as well as the non-native eucalyptus groves. It also includes many varieties of trees, ground cover bushes and brush that are important elements of the campus landscape. The Park (previously described) would be considered the protected district in this system.

The rustic pertains to the land outside the neighborhoods. The campus edges, the surface parking areas, the campus entries should all be rustic in character. Within the rustic category, great diversity of plant material can exist. For example, acceptable trees would include varieties of Melaleuca, Acacia, Sycamore, Oak, Pine, and others suitable to the San Diego coastal environment. Irrigated lawns, exotic plants, and manicured or formal plantings should be avoided. Most campus roads fall within the rustic category and should be landscaped accordingly. Major roads such as "University Drive", "East Campus Drive", and the North and South Entry Drives should be defined by the eucalyptus.

Discrete:

The discrete landscape is a more urban landscape — the landscape between walls. Major plazas, such as in Revelle or Warren, neighborhood parks such as in Matthews quadrangle, and the small courtyards such as those within Muir College, make up this discrete landscape. Planting will be watered and maintained. There will be fountains, sculptures, special lighting and seating aimed to give each space its own life and character.

The discrete landscape within the neighborhoods can take whatever character is appropriate. While issues such as water conservation remain important, the choice of vegetation can vary widely from neighborhood to neighborhood.

Some examples of discrete landscape are:

Plazas — As in major cities, the plaza is the focus of civic activity. Plazas can have great diversity of use such as major rallies, concerts, and outdoor eating. A plaza gives a sense of place and becomes the focus of a neighborhood. Revelle Plaza is currently the main plaza, the place where major gatherings occur. As the campus expands, other large plazas will be introduced, possibly, in the School of Medicine, Sixth College, and the upper lands of SIO.

Neighborhood Green — Within some neighborhoods, there are large enclosed lawn areas or glades such as Matthews quadrangle. As opposed to plazas, which are predominately paved, these greens are more landscaped. Used for picnicking, studying, strolling, these greens greatly enhance the livability of a neighborhood.

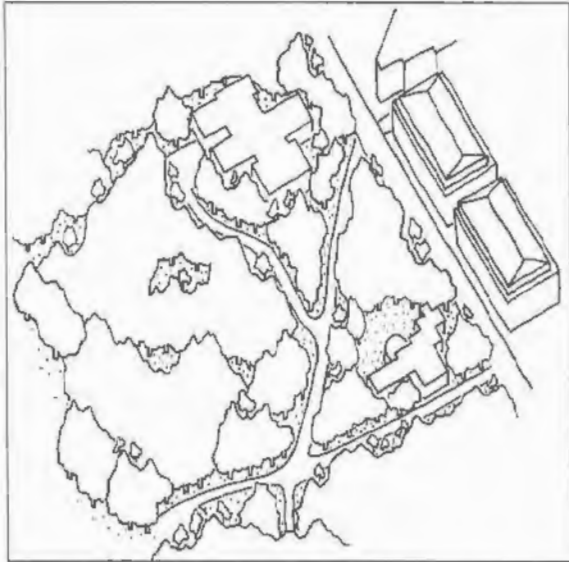
Courtyards — Throughout SIO and the west campus neighborhoods, small beautifully scaled courtyards can be discovered. These special places, some active, some passive, bring sunlight and air to the buildings and become active at night. The courtyards tend to link together informally, and should be encouraged in all new construction.

Transitional:

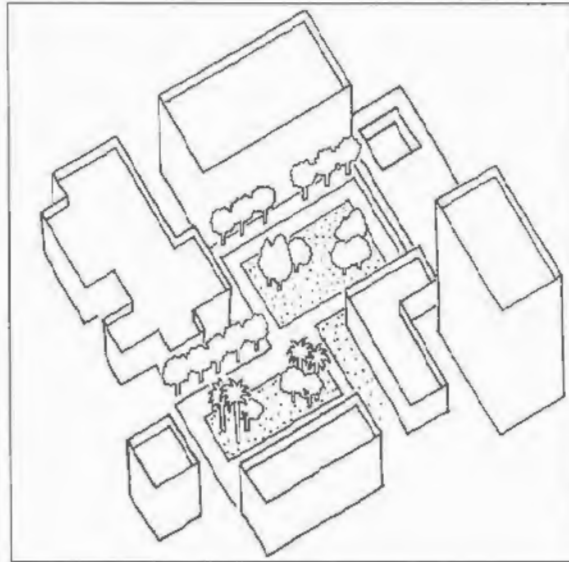
The next category is the transitional landscape, called transitional because it is what ties the natural with the man-made or discrete urban landscape.

The playfields, large lawn areas, major walks, all of the common lawn spaces which do not belong to a particular neighborhood, are within this category.

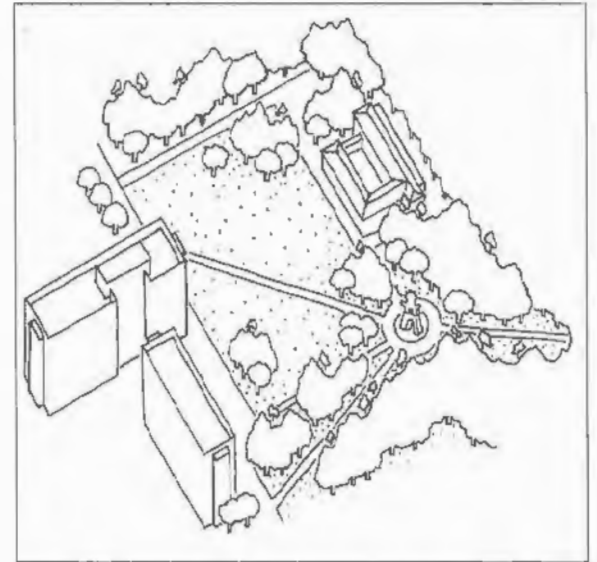
Muir Lawn, for example, will expand when the surface parking area west of the Faculty Club is relocated. This lawn will be the "transition" between the intimate courtyards of Muir College and the groves of the Park. Other examples of transitional landscape are the lawn at the School of Medicine, the "Revelle Henge" lawn, and the recreation fields.



32. THE WEST CAMPUS EUCALYPTUS GROVE IS AN EXAMPLE OF THE RUSTIC LANDSCAPE.



33. THE COURTYARDS WITHIN A NEIGHBORHOOD ARE AN EXAMPLE OF THE DISCRETE LANDSCAPE.



34. THE FUTURE MUIR GREEN, WEST OF THE FACULTY CLUB, IS AN EXAMPLE OF THE TRANSITIONAL LANDSCAPE BETWEEN THE RUSTIC OF THE GROVE AND THE DISCRETE OF THE NEIGHBORHOODS.





36. THE DISCRETE LANDSCAPE IS WITHIN THE NEIGHBORHOODS. IRRIGATED PLANTING, FOUNTAINS, AND PLAZAS ARE ALL ENCOURAGED.

Recreational Open Space

With some of the finest beaches in California, the water's edge should be the focus of recreational activities. Surfing, swimming, jogging, and scuba diving are all part of UCSD recreational opportunities.

There are many recreational fields existing, under construction, and proposed. Within the west campus, Revelle, Muir, Third, Warren, and Fifth Colleges all have playfields. The north fields which consist of four softball fields, three soccer fields, and a running track are currently under construction. Large assemblies and outdoor performances can be accommodated on certain playfields.

On the east campus, a new recreation area is proposed which will include a baseball field with seating, three soccer fields, and a campus events facility which will house major indoor assemblies and performances.

Near the recreation fields there are two existing and one proposed recreational center on the west campus. Sited to provide easy access within a few minutes' walk, the three centers are the Main Gym, Canyonview, and the proposed Recreational Intramural Athletic Complex (RIMAC). A possible site for RIMAC is south of the north fields. Within these facilities are 25- and 50-meter swimming pools, racketball courts, handball courts, gymnasium and tennis courts. A second 50-meter swimming pool is proposed for the Canyonview facility. Scattered throughout the campus are multiple tennis courts. A tennis stadium may be added in the future. Wherever possible parking garages should have tennis courts on the top level.

Together, these recreational facilities support the intercollegiate athletic teams, club sports teams, and intramural sports programs of the campus.

37. RECREATIONAL OPEN SPACE IS A PART OF THE TRANSITIONAL LANDSCAPE. THIS INCLUDES IRRIGATED LAWN AREAS FOR SPECIAL GATHERING AND ATHLETIC EVENTS WHICH TYPICALLY ARE OUTSIDE NEIGHBORHOOD BOUNDARIES.

1. "REVELLE HENGE"
2. SCHOOL OF MEDICINE GREEN
3. MUIR FIELD
4. MUIR GREEN
5. UNIVERSITY CENTER GLADE
6. THIRD COLLEGE PLAYFIELD
7. NORTH PLAYFIELDS
8. WARREN PLAYFIELD
9. FIFTH COLLEGE PLAYFIELD
10. EAST CAMPUS PLAYFIELDS

INDOOR RECREATIONAL FACILITIES

11. MUIR GYM
12. POSSIBLE LOCATION FOR RIMAC
13. CANYONVIEW
14. PROPOSED EVENTS FACILITY



A key goal of the Master Plan is to define the connections necessary to link UCSD's neighborhoods together and to link the campus more effectively to its region.

The planning of pedestrian circulation, roads, and a shuttle bus system present opportunities for tying the different parts of the campus together. At the regional level, new entries, preservation of key view corridors, the provision of parking, and the development of alternative modes of transit have the potential for strengthening linkages with the region.

As UCSD evolves, its three major parts — the west, east, and SIO campuses — will begin to merge together. This process can be facilitated by establishing clearer and better connections, not only between these larger areas, but among neighborhoods, colleges, and the Park.

Pedestrian Circulation

There are many opportunities to create a more coherent pattern of pedestrian circulation. The basic concept is to reinforce the connections among neighborhoods and between them and the University Center.

The Concept

The Plan envisions specific designs for each type of pedestrian walk. Where possible, these will be separated from areas of heavy vehicular traffic. The "ridge walk" (the major north-south pedestrian spine connecting Revelle College with the north campus) and the "library walk" are to be grand academic promenades. Cross campus walks should invite easy and efficient movement. These should be reasonably direct, and compatible in planning and design with their surroundings. With the possible exception of a major pedestrian link between Peterson Hall and the Price Center, where these walks pass through the Park they should follow the terrain with sensitive paving, soft edges, and places to sit. When they reach the canyons they should pass along their edges or

bridge over them. The "campus meander" is to be a system of minor pathways which provides a means to experience the campus' natural features informally without harming them. While cross campus walks are direct, this group of paths is meant to invite relaxation and contemplation.

The development pattern of the east campus is dictated by the nature of the large-scale building projects planned for it. These building complexes are widely separated from one another. As a result, pedestrian circulation within the east campus will be somewhat difficult. Tree planting, paths and landscaping should ease and encourage walking between facilities.

Major pedestrian ways should be defined to link the various neighborhoods and recreational facilities. A clear continuous walk should originate at the Pacific Ocean and, as a common thread, tie SIO, west campus, and east campus together.

With the proposed LRT station, pedestrians may in the future arrive at a "Life Sciences bridge" area. From there, walkways will link to the various neighborhoods.

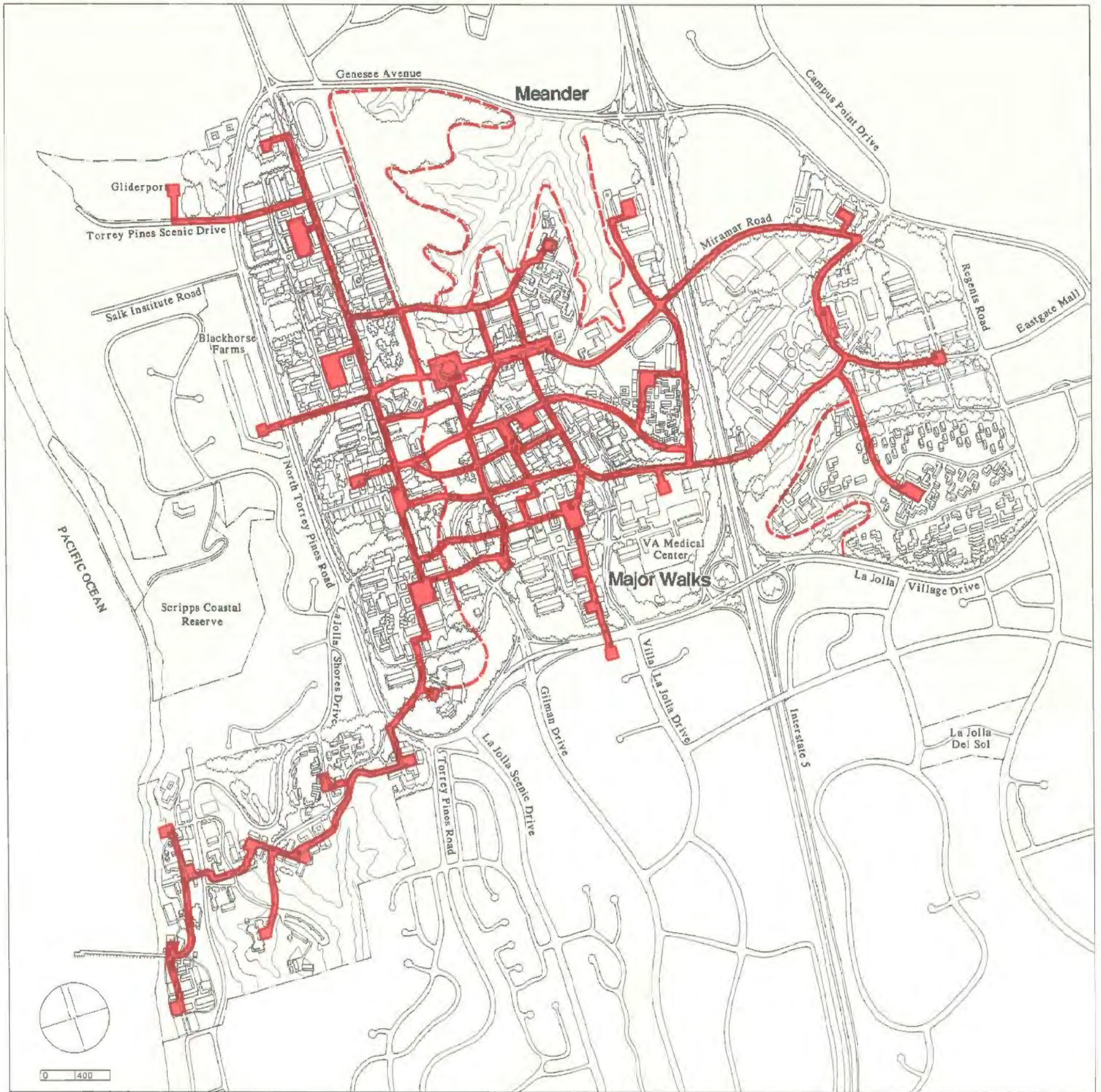
The "campus meander" should track the edges of the canyons. This path will connect to the regional system of open space to the north of the campus.

The Ten-Minute Walk

The prevailing practice is to locate undergraduate classrooms within a 10-minute walk of each other. Classrooms meeting this requirement on the west campus form its instructional core. Peterson Hall at Third College is currently the focus of this core. As UCSD grows, the pedestrian based definition of the core may require rethinking. The development in the central west campus will shift to "library walk" at the west edge of University Center. All developable land within a 5-minute walk radius of this point is appropriate for classrooms. At that point, the instructional core will include parts of Fifth, Third, and Muir Colleges, the majority of Warren College, and all of University Center.

Redefining the instructional core based on a 15-minute rather than a 10-minute walk would add the majority of Third and Muir Colleges, and part of the School of Medicine and Revelle College.

38. THE PEDESTRIAN CIRCULATION SYSTEM CONSISTS OF A NETWORK OF WALKS WHICH UNITE ALL NEIGHBORHOODS AND RECREATIONAL FACILITIES. A MEANDER THROUGH THE PARK WOULD PROVIDE ACCESS TO CAMPUS CANYON EDGES AND THE EUCALYPTUS GROVE.



Roads, Campus Entries

The goal is to provide better separation between different types of traffic, improve vehicular access between the different neighborhoods, and design the roads to fit with their immediate surroundings.

The Concept

Several new roads will be added to improve the clarity of the road system. The major public roads will become clearly defined; for example, Gilman and Villa La Jolla merge to form "University Drive" on the west campus. Similarly, Campus Point Drive and Eastgate Mall form the "East Campus Drive". The campus "loop road", linking east and west campuses, is a more private, University-serving road. It will be redesigned to be a continuous road which addresses all campus neighborhoods.

Campus entrances should be strengthened. They can become a series of clearly visible and ceremonial public entries that provide direct access to each campus area. Entries should be clearly marked and have signage or a kiosk to orient visitors. "University Drive" and the "East Campus Drive" will be four-lane roads with landscaped medians.

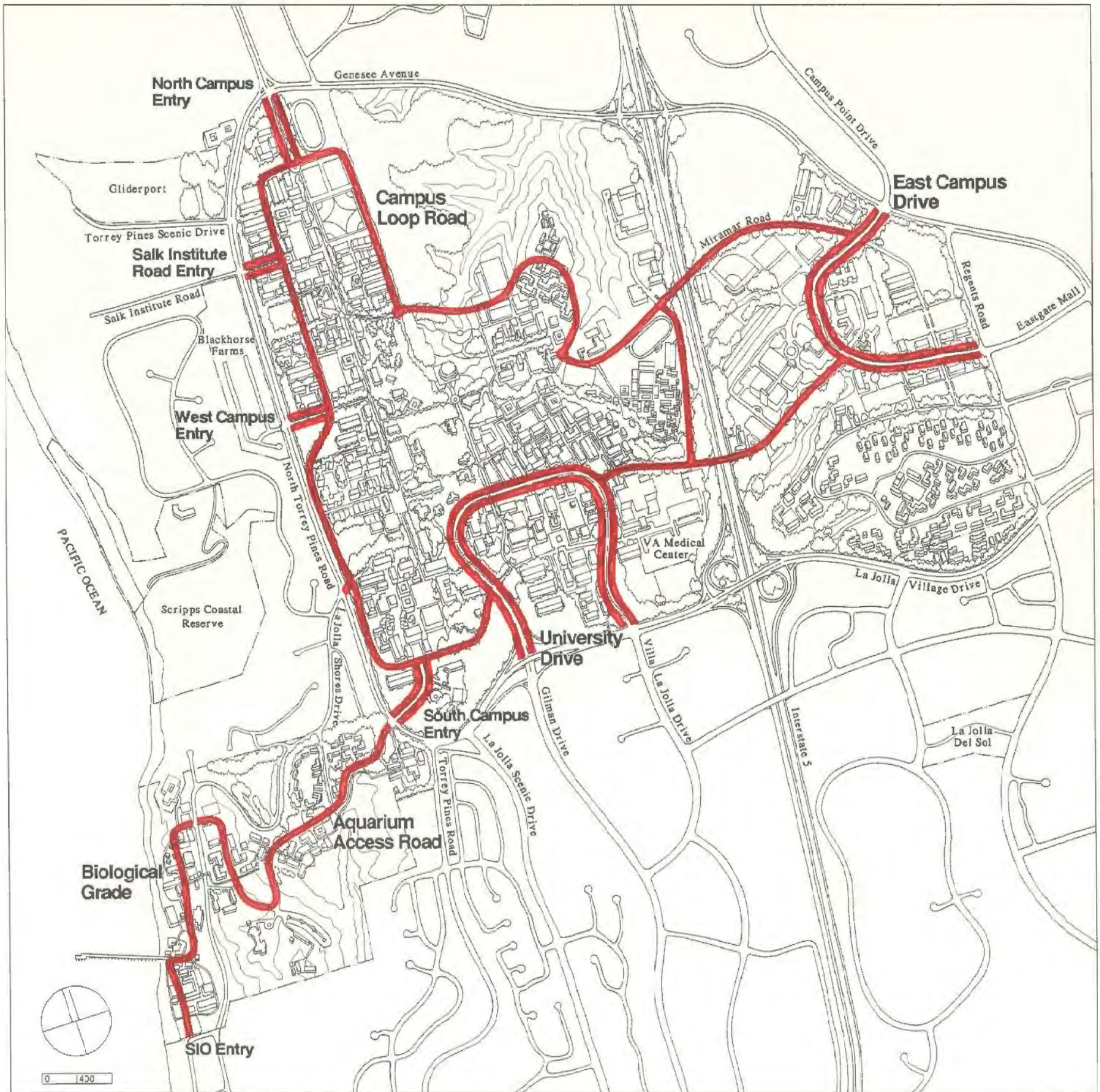
New bridges can help strengthen connections between different parts of the campus. These bridges are more than physical connections. They become landmarks and modes of activity for the campus from the surrounding community. For example, the Miramar bridge and the Life Sciences bridge can symbolically mark the campus from I-5.

The campus "loop road" will cross I-5 and connect the west and east campuses together. The campus "loop road" will be a two-lane road without a median.

Service roads are envisioned as discontinuous cul de sacs that extend from the campus "loop road" into the neighborhoods.

A clearly expressed movement system is a powerful influence, capable of seizing men's minds and developing loyalties around it.

—Edmund N. Bacon



Traffic

The roads and freeways which serve UCSD have been analyzed in relation to the projected growth in the region and within the campus. The campus' goal of parking for approximately 26,000 cars was assumed. Road volume to capacity ratios were determined both with and without the proposed campus entry/exit ramps on I-5. It is the Master Plan consultant team's conclusion that:

- The west campus will experience major through-traffic if the Gilman ramps are introduced. Campus roads will need to increase in size to accommodate it. For example, the two-lane campus "loop road" would need to be increased to four lanes between the School of Medicine and Warren College.
- Congestion on surrounding roads and freeways will be only marginally reduced if the Gilman ramps are implemented.

Although the Gilman ramps have been endorsed in previous traffic and access studies, they will clearly have a negative impact on UCSD, without contributing in any substantial way to improving traffic congestions on surrounding roads. This proposed interchange should be reconsidered.

Based on traffic and growth projections, by 2005 there will be roughly an equal number of people travelling to and from the campus in a north or south direction on the I-5 freeway. Together, this traffic may represent 70 percent of the total reaching UCSD. Fifteen percent of campus traffic will come from the east using La Jolla Village Drive or Eastgate Mall and 10 percent will come from the south using La Jolla Shores Drive or Torrey Pines Road. Five percent will come from the north using North Torrey Pines Road.

This suggests that access to UCSD will be difficult in both directions using the I-5 corridor. By 2005, I-5 will have reached a high level of congestion, with substantial delays during peak periods. Genesee Avenue and La Jolla Village Drive will also be experiencing high levels of congestion. On this basis, there will be a clear need for light rail transit in the I-5 corridor with its own unimpeded right-of-way.

Genesee Avenue

By steady state, the Genesee/North Torrey Pines intersection will be seriously congested. Genesee Avenue is a critical artery that provides the only north access to the west campus.

A similar access problem also will exist in the future on Genesee Avenue near the east campus. Campus Point Drive will provide the only access to the east campus from the north.

La Jolla Village Drive

Two major entries to the west campus from the south are on La Jolla Village Drive where it intersects with Gilman Drive and Villa La Jolla Drive.

Gilman Drive, which is grade separated and has its own on- and off-ramps from La Jolla Village Drive, will be relatively uncongested when steady state is reached. Traffic lights at this intersection may be necessary, however, to reduce congestion at peak periods.

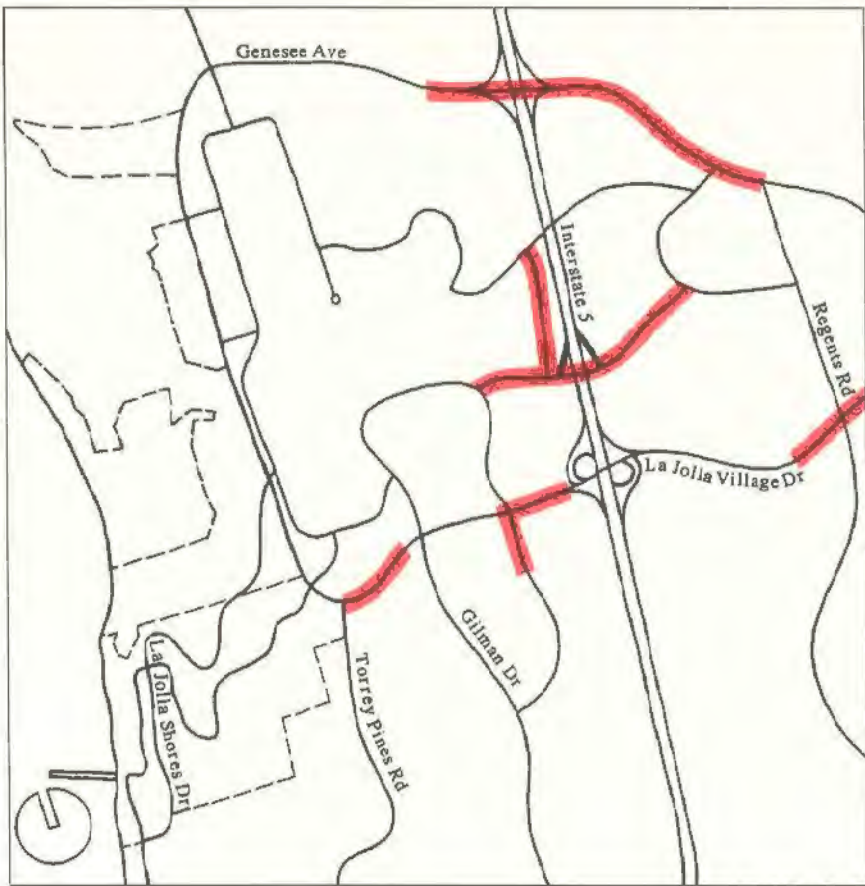
The Villa La Jolla intersection will be seriously congested at steady state, and there appears to be no possibility of increasing its capacity.

40. WITH THE PROPOSED CAMPUS ON- AND OFF-RAMPS, INNER CAMPUS ROADS WILL EXPERIENCE MAJOR CONGESTION AS INDICATED BY THE RED LINES.

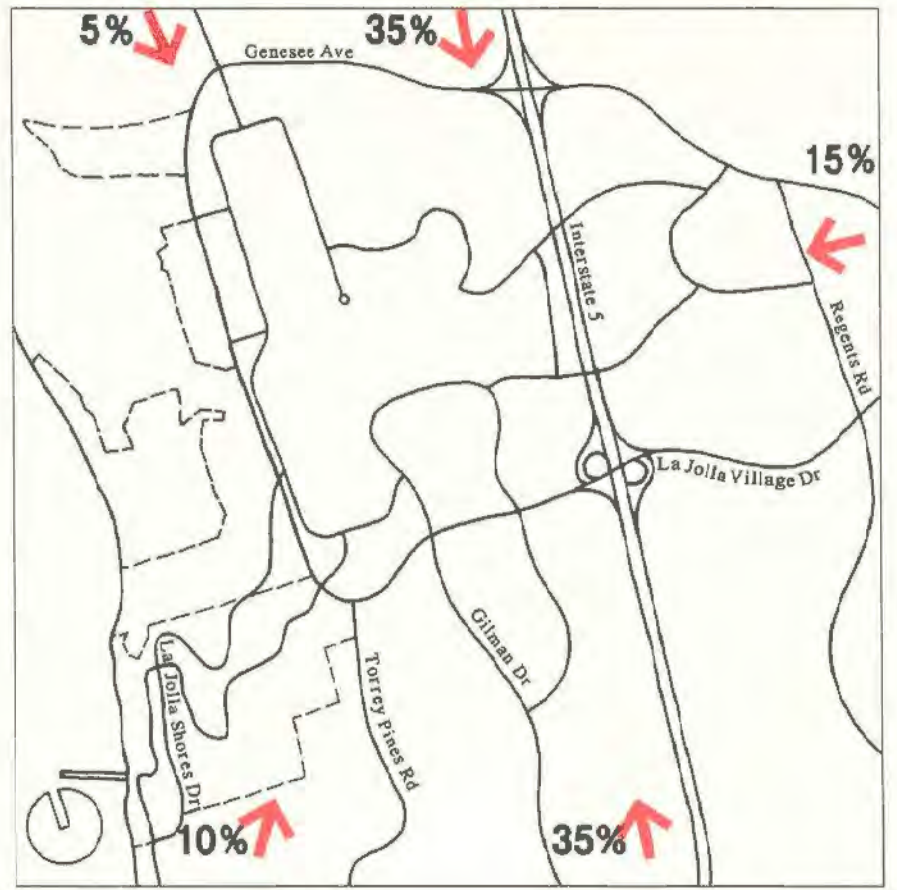
41. WITHOUT THE CAMPUS RAMPS, SURROUNDING ROAD CONGESTION PATTERNS REMAIN SIMILAR AND CAMPUS ROADS ARE NOT IMPACTED.

42. PROJECTED TRAFFIC PATTERNS BY 2005 INDICATE MOST PEOPLE WILL APPROACH UCSD FROM I-5.

43. CONGESTED INTERSECTIONS ARE PROJECTED AT CERTAIN ENTRANCES TO UCSD AS INDICATED BY THE SOLID RED DOTS.



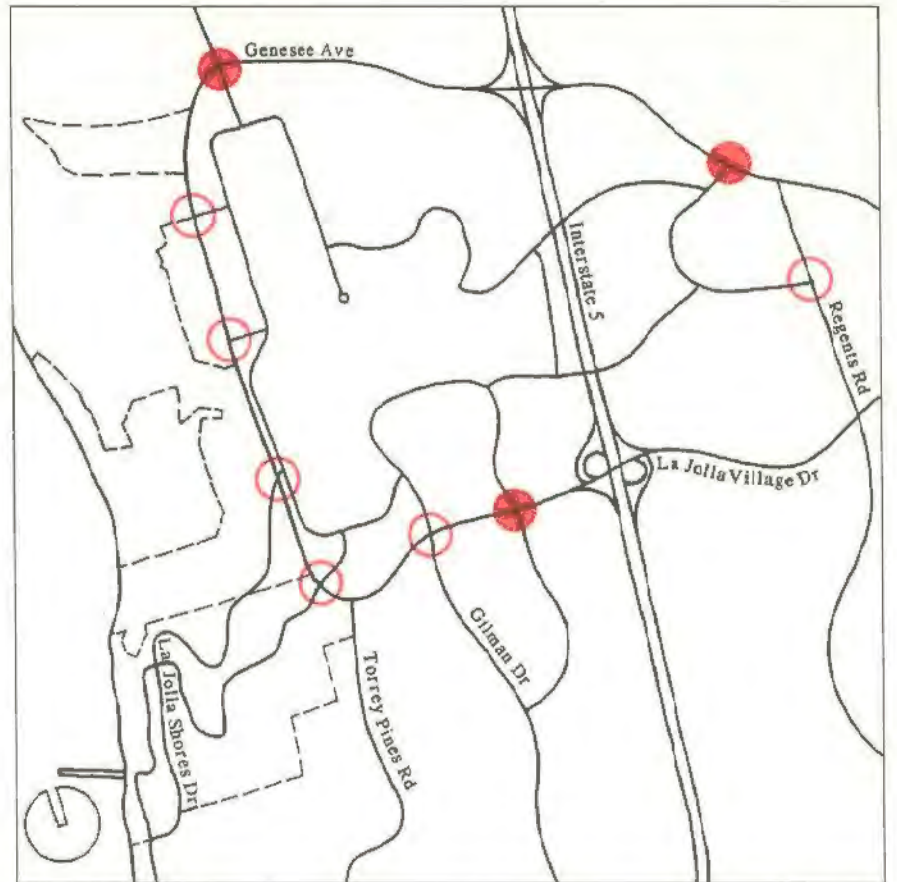
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Bicycles

The use of bicycles for commuting and on campus transportation is encouraged, particularly as the campus expands to the east and north. UCSD's bicycle system connects with, and is an extension of, the system in the community. UCSD should continue to advocate public measures to enhance bicycle commuting convenience and safety, including the use of bike racks on public buses and the provision of bike lanes on the roads leading to the campus.

The Concept

Bicycle lanes will be included on all campus roads. A safe bicycle system, which provides access to all parts of the campus is proposed. Pedestrian conflicts may be minimized by bicycle lanes separated from walkways by a curb.

Using all roads, including service roads, together with some essential linking paths, a grid of bicycle lanes can be achieved on the west campus. This pattern of lanes parallels the major campus walks and provides access to all neighborhoods.

New bicycle lanes are needed to link major areas such as Revelle College and the Central Library. A bicycle lane needs to be provided from University Drive through the Park to the Central Library. This lane will parallel the "library walk". Bicycle parking should be located away from building entries and service entries. Bicycle parking areas, if appropriately designed, can be associated with specific groupings of buildings.

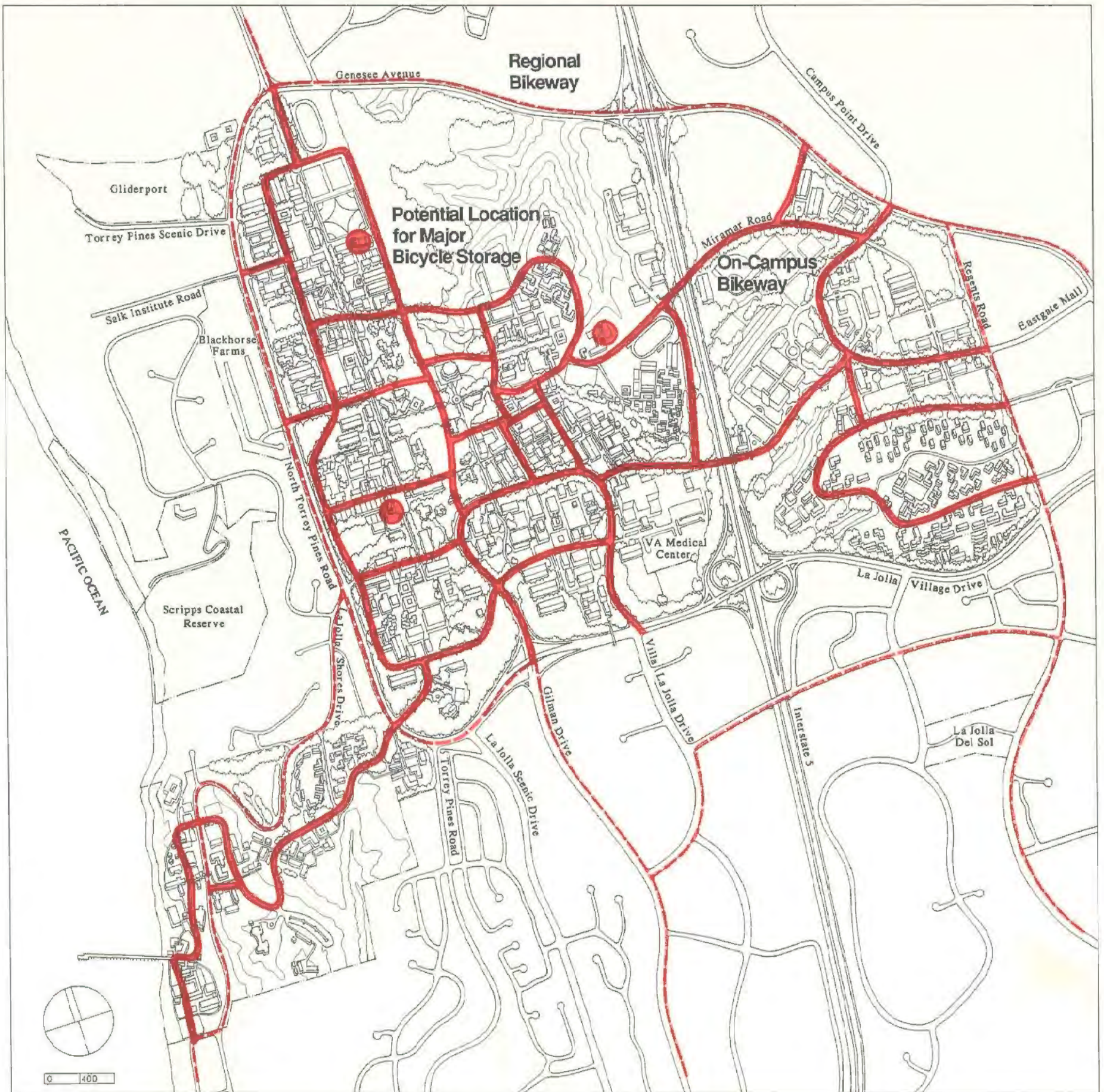
Centralized bicycle parking which can be more easily supervised should be considered. For example, the three athletic centers on campus, Muir Gym, Canyonview, and the proposed Recreational Intramural Athletic Complex at the north playfield can accommodate some larger bicycle storage centers.

Service roads may play a key role in providing bicycle access to all buildings. Where bicycle lanes cross major campus walks, bollards, special paving, or even signage can be used to alert pedestrians and slow bicyclists.

Like automobiles, bicycles require not only special pathways to travel but parking areas for their storage, and here is their great virtue! While an automobile requires approximately 350 square feet for its existence, bicycles take up approximately 20 square feet; they demand less space and are simpler, less costly facilities.

—Lawrence Halprin

44. BICYCLE ROUTES ARE ASSOCIATED WITH ROADWAYS, AS OPPOSED TO PEDESTRIAN PATHS, TO CREATE A SAFE SEPARATION FROM PEDESTRIANS. WHERE THERE ARE NO ROADWAYS, BICYCLE ROUTES SHOULD PARALLEL PEDESTRIAN PATHS. BICYCLE ACCESS SHOULD BE ASSURED TO EVERY BUILDING ON CAMPUS.



Parking

The 1963 Plan called for 25,000 parking spaces to be provided. This represented a .66 car per person ratio based on a projected campus population of 37,500.

The 1981 Plan, with a more constrained view of growth, abandoned this concept: "Because of the availability of land, relatively inexpensive surface lots have been installed instead of parking structures." Surface parking was a logical choice when growth projections put little pressure on the use of land and the necessity for the parking system to be self-sufficient discouraged any strategy which raised costs and fees. The 1981 Plan saw parking structures as possibly necessary in the future, but made no prediction as to when this might occur.

The 1988 steady state program sets a parking requirement that is quite similar to the 1963 Plan: 26,000 parking spaces, based on a west campus .41 car per person ratio, a projected campus population of 48,000, and an assumption for visitors and patients at clinical facilities. Meeting this demand can be accomplished in several ways, making use of surface and structured parking on the west and east campuses and surface parking at SIO.

Parking on the west campus will be in structured and surface parking, to a total of $\pm 14,000$ cars. Approximately 5,000-6,000 spaces serving the west campus will be parked in remote surface lots and structures on the east campus. Some structured parking close to the I-5 corridor will also serve the west campus. The Satellite Medical Facility may house $\pm 2,000$ -3,000 cars. The Science Research Park is also projected to house up to 2,400 cars. SIO will park 1,600 cars in surface parking.

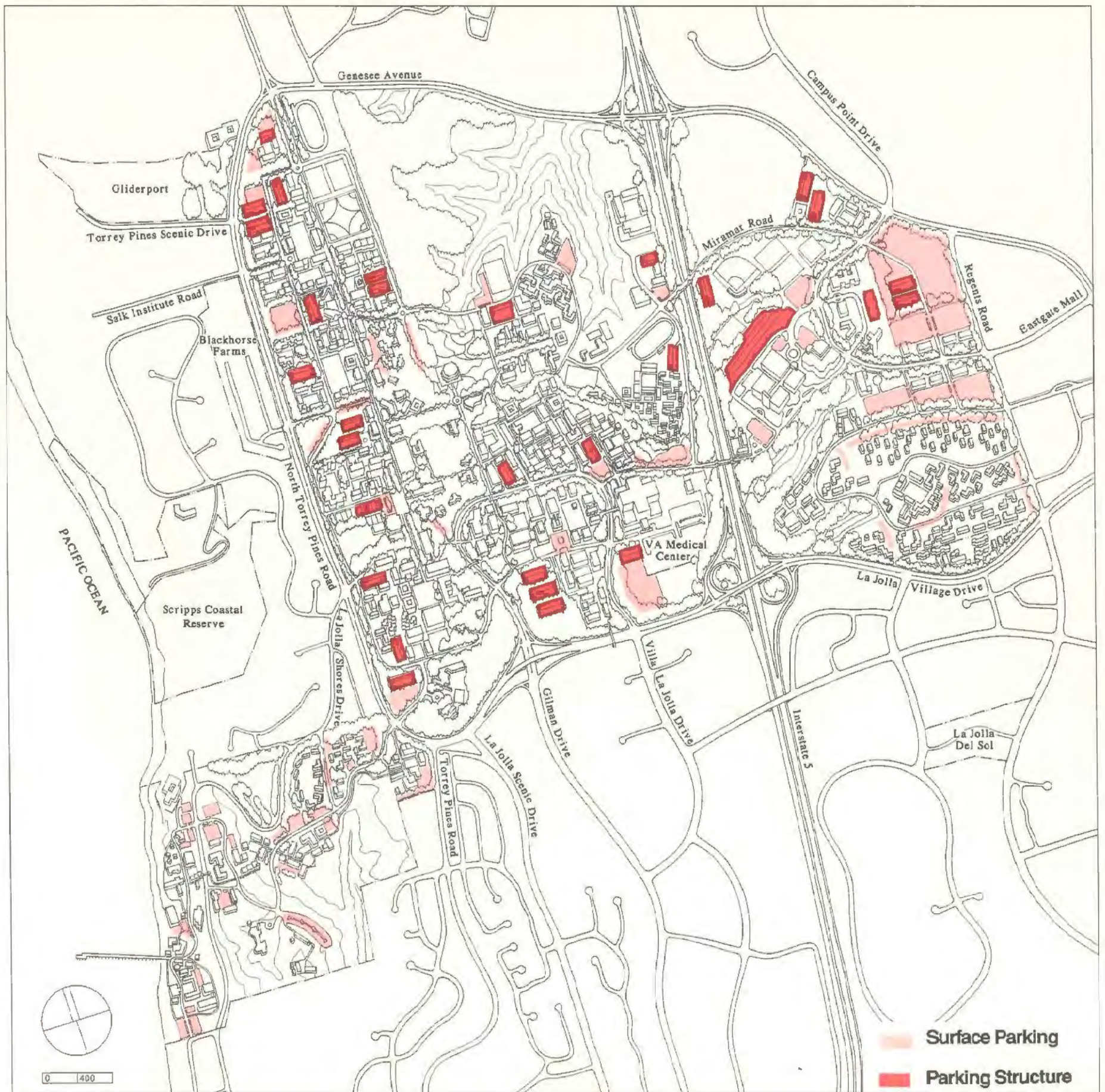
The Concept

The provision of parking will evolve incrementally from surface to garages. By providing parking in remote locations served by shuttle buses, the need for parking garages on the west campus can be reduced.

Many smaller structures are preferred to a few large parking facilities. Small structures can be phased easily, dispersed to avoid congestion, and can integrate with other buildings on the campus.

There needs to be adequate flexibility to allow for changes in the projected campus population, in the car to person ratio, and in the number of parking spaces to be provided.

45. PARKING FOR AN EVENTUAL 26,000 CARS WILL BE A COMBINATION OF STRUCTURES AND SURFACE PARKING. MANY SMALL PARKING STRUCTURES, INTEGRATED WITH THE EAST AND WEST CAMPUS ARE ENVISIONED. PARKING IN SIO WILL REMAIN IN SURFACE PARKING.



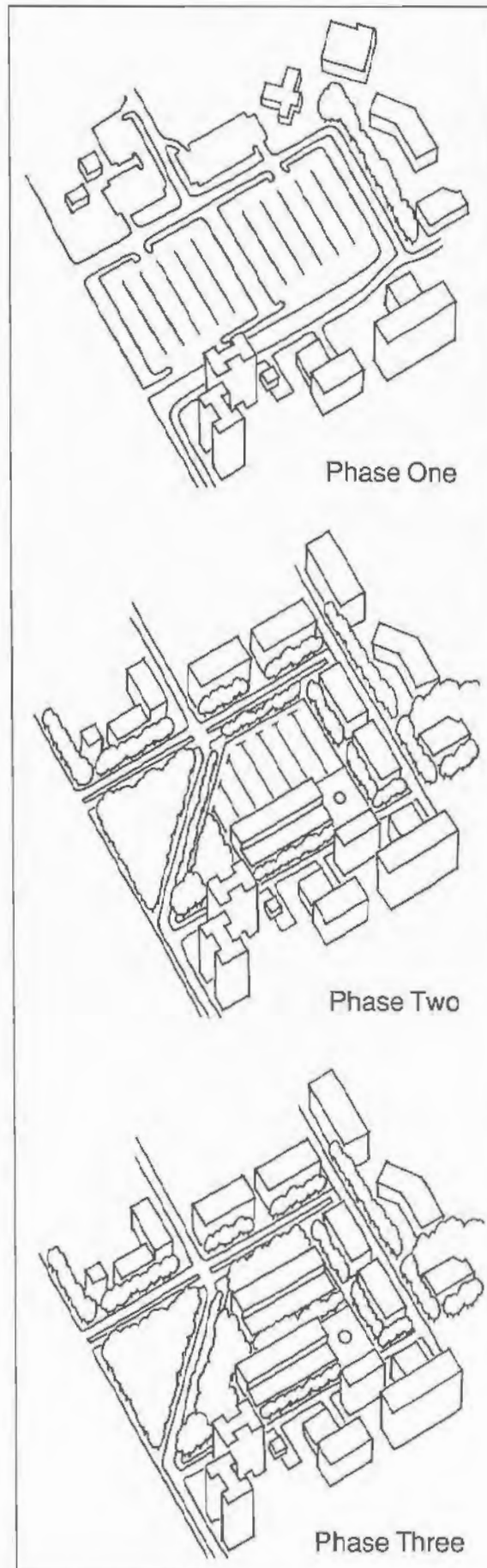
Phasing

The phased provision of new parking will make it possible to "tune" parking locations in relation to the traffic conditions of surrounding roads and intersections as the campus evolves.

- Phase 1: "permanent" locations for parking, including many existing areas, are identified in the Master Plan. They will be used first for surface lots, then for structured parking. Shuttle buses, already in use for north campus locations, will be added as needed. Parking locations will be generally peripheral and associated with major campus entries. Parking lots should be landscaped compatibly with their surroundings.
- Phase 2: remote surface parking lots will be provided. Their locations will be on the east campus with access by shuttle buses to the west campus.
- Phase 3: parking garages will be added at select west campus locations. Phased with new development, the garages will be located in "permanent" parking sites. Larger structures should be held to the periphery of the west campus.
- Phase 4: remote surface parking lots will be decked or replaced by larger parking structures, if necessary.

In general, parking structures should be small when they are located within the center of the campus.

Parking structures should integrate with existing neighborhoods to minimize their visual impact. Whenever possible, parking structures should incorporate active uses at ground level and recreational uses on the roof.



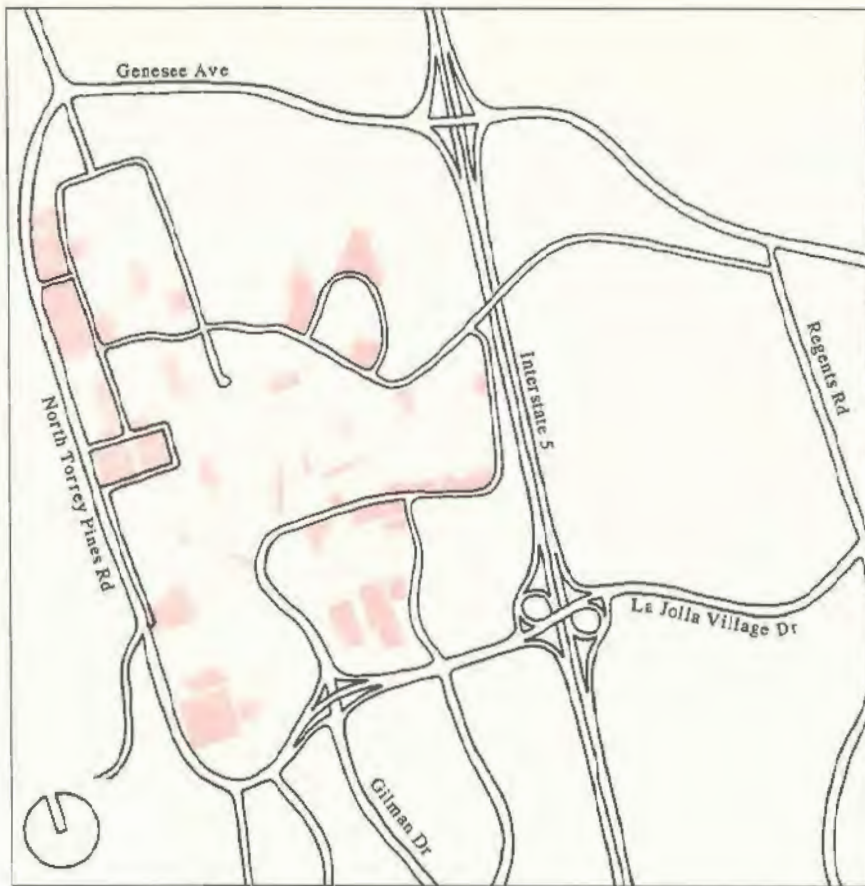
46. THE STRATEGY FOR INCREASING THE AMOUNT OF PARKING ON THE WEST CAMPUS CONSISTS OF SLOWLY REPLACING THE LARGE SURFACE PARKING AREAS WITH PARKING STRUCTURES. THE DIAGRAMS TO THE LEFT REPRESENT, AS AN EXAMPLE, THE EVOLUTION OF THE PARKING AREA BETWEEN MUIR AND THIRD COLLEGES FROM SURFACE TO STRUCTURE.

47. THE EXISTING PATTERN OF SURFACE PARKING ON THE WEST CAMPUS.

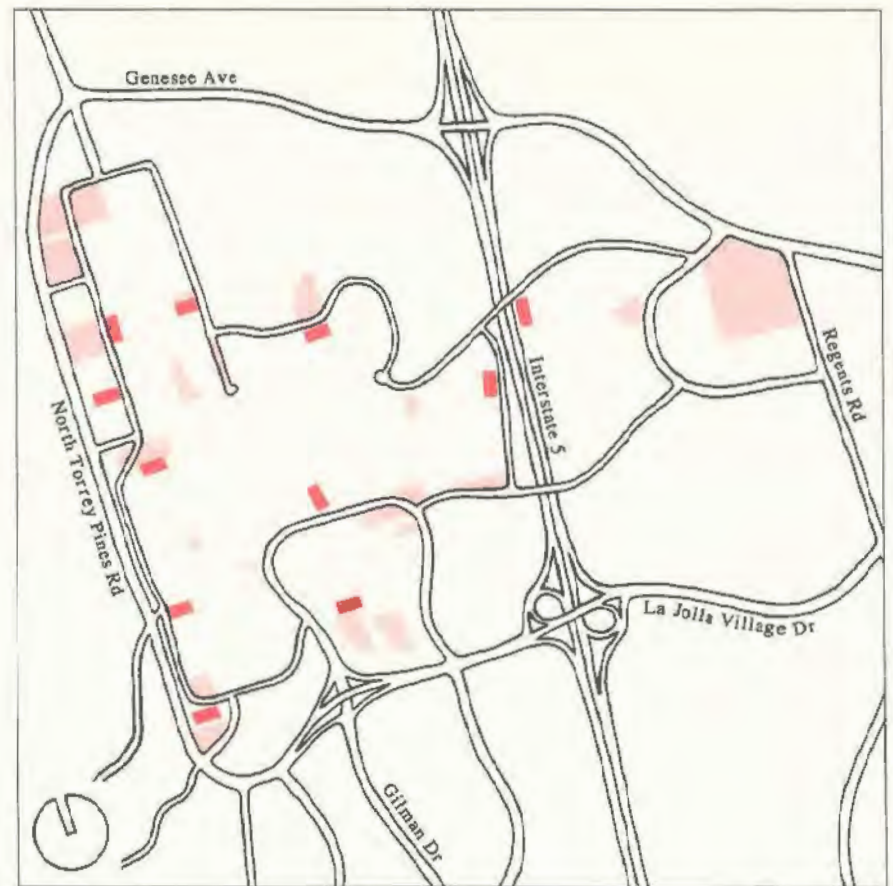
48. BY 1995, EAST CAMPUS REMOTE PARKING AND THREE WEST CAMPUS STRUCTURES WILL BE INTRODUCED.

49. BY 2000-2005, AS MANY AS 11-12 STRUCTURES SERVING THE WEST CAMPUS WILL BE REQUIRED

50. BY STEADY STATE, 23-24 STRUCTURES MAY LOCATE ON THE WEST CAMPUS. FIVE STRUCTURES MAY LOCATE ON THE EAST CAMPUS WHICH SUPPORT WEST CAMPUS PARKING DEMANDS.



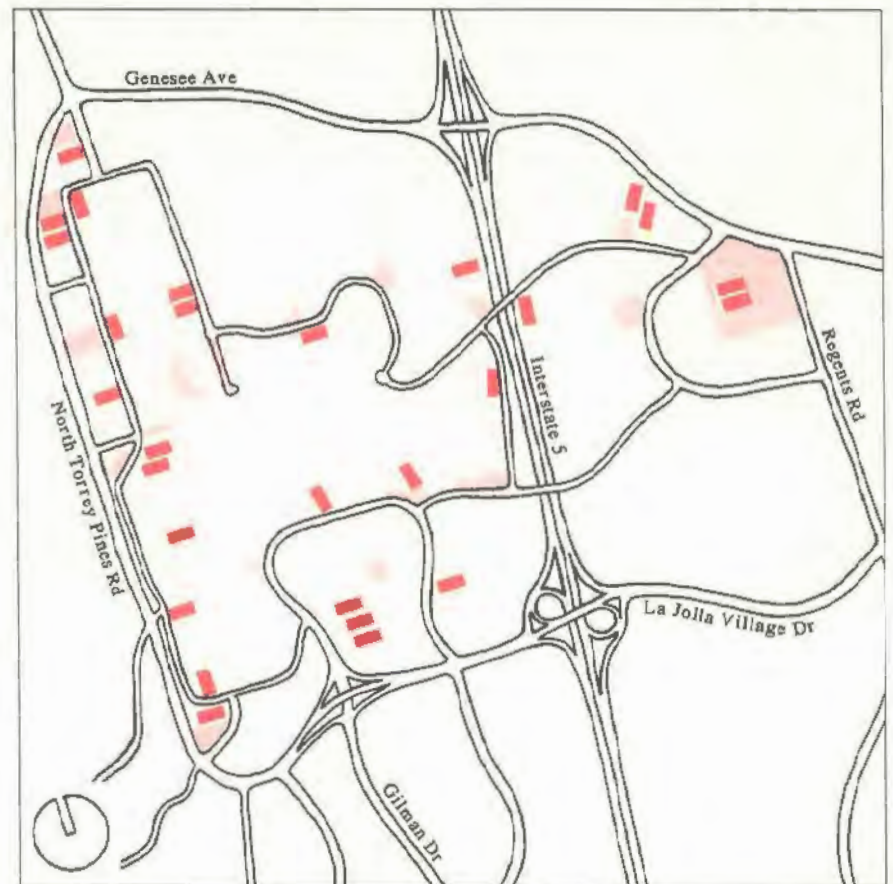
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Shuttle Buses and Mass Transit

The interdependence of UCSD and the University community will increase steadily. Currently, 45% of UCSD's population uses some alternative to the single occupancy vehicle to reach the campus. The Master Plan strongly encourages improving this percentage through the use of mass transit systems and car pooling. The Master Plan addresses the issue from UCSD's vantage point, which is to remain accessible to its own population, and to enhance the physical interface with the surrounding community.

Shuttle Buses

UCSD currently operates a shuttle system. This service connects the west campus with the Medical Center, the Matthews area with Torrey Pines Center and off-campus administrative facilities, and Muir College with campus parking lots.

The development of the east and SIO campuses, and construction of a light rail station and remote parking suggest the need for several new shuttle bus routes. The Master Plan proposes University Center as their "hub" or transfer point. Based on preliminary analysis, the radial deployment of the shuttle buses from University Center provides faster and more frequent service than if only a loop route is developed. It also allows the system to be implemented in stages. The proposed routes include:

- East line: from University Center to the east campus, serving the Satellite Medical Facility, the athletic fields, a future campus events facility, the future Science Research Park, and a stop at the light rail station.
- North line: from University Center to a future Sixth College, Torrey Pines Center, and the gliderport.
- South line: from University Center to the commercial areas on Villa La Jolla Drive. This line will be considered if the proposed North Community Transit Loop does not provide such service.

- SIO Line: from Biological Grade to the aquarium access road. This line will connect SIO to the west campus.

Shuttle bus routes should be continually evaluated as the campus develops. Night time routes may differ from day time routes. Supplemental loop routes may prove desirable as well.

Mass Transit

Light Rail: a light rail line planned for the mid-coast corridor extending north from Old Town has a major advantage over other vehicular traffic: a dedicated right-of-way. Regardless of the hour, it can maintain its schedule and provide regular and rapid service. It can reduce car traffic to the campus. The Master Plan advocates use of the light rail system by proposing a convenient campus station. UCSD will foster transit patronage by encouraging the use of "park-and-ride" and by encouraging students, faculty and staff in the vicinity of other light rail stations along the lines that serve the campus. The campus shuttle system will serve the LRT station.

The preferred north-south alignment for the light rail system is the I-5 corridor. The preferred station location is adjacent to the "Life Sciences bridge", where it can provide pedestrian and shuttle bus access to all campus locations.

In the coming years, as traffic becomes more congested, the UCSD community will rely increasingly on the LRT. The north-south line will create a campus entry of significant importance. Students, faculty, staff, and visitors, as well as employees of the various medical and research facilities will be arriving at this location. The LRT stop and the adjacent bridge will be a hub of campus pedestrian movement and should be designed and landscaped with this in mind.

As the Golden Triangle develops and more people begin to live east of UCSD, an east-west light rail line may become feasible.

Buses

City and regional bus lines provide a vital "city to campus" connection. Six major bus routes now serve UCSD. It will be increasingly important to locate bus stops at major campus entries, including University Drive, Eastgate Mall, the north entrance off Genesee Avenue, the aquarium access road, and La Jolla Shores Drive. Bus traffic within the campus should not conflict with daily campus activities.

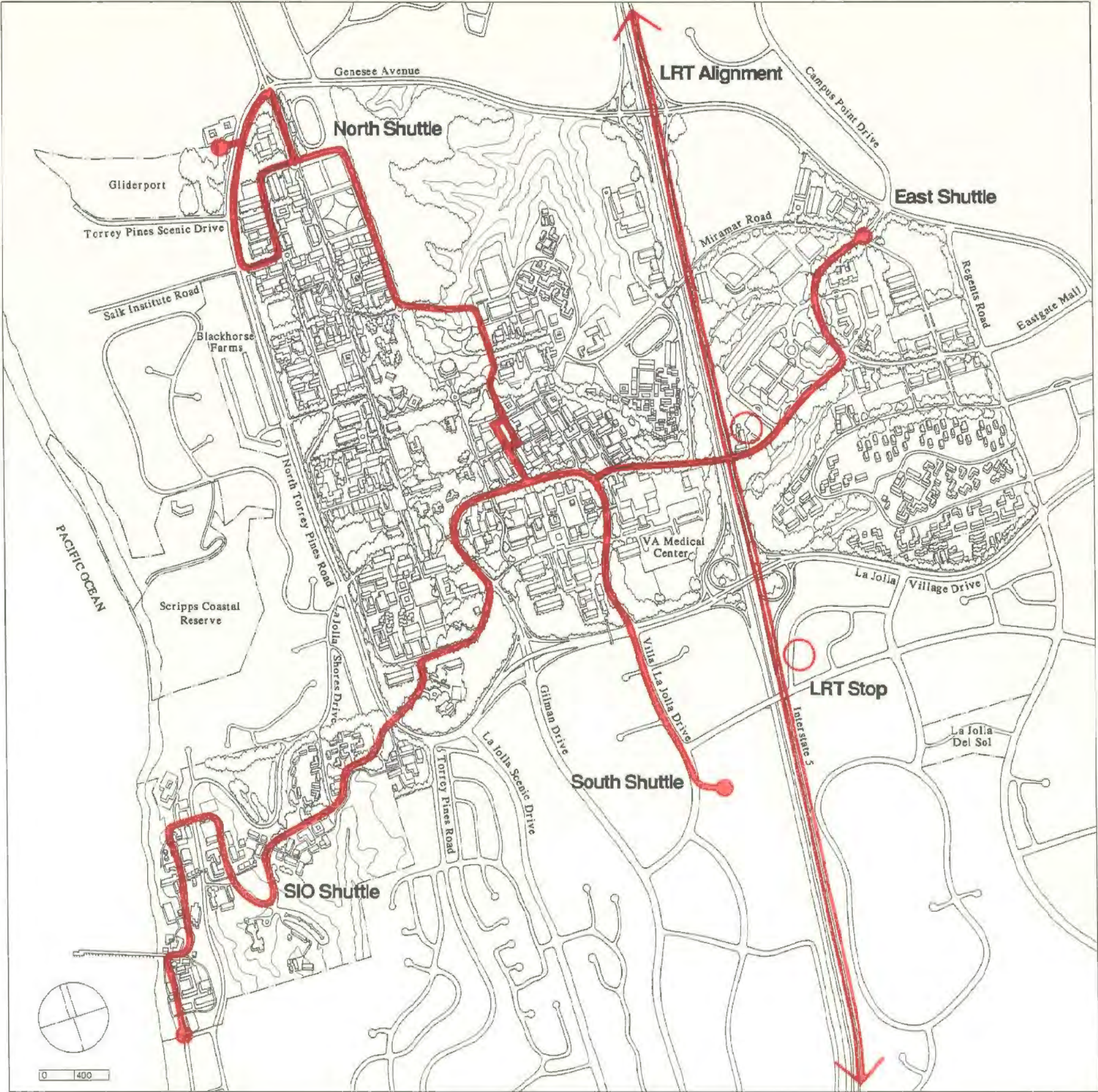
The design of bus stops and bus waiting areas is an opportunity to both encourage ridership and incorporate them effectively as elements of the campus design. This is especially the case when they are located next to a major entry.

Vanpooling and Carpooling

UCSD already operates an effective pooling system. The continued use of these alternatives to single-rider car commuting should be encouraged, particularly as congestion on surrounding streets and the cost of on-campus parking increase.

51. RADIAL SHUTTLE BUS ROUTES, EXTENDING FROM UNIVERSITY CENTER, ARE PROPOSED. THESE WOULD LINK THE PERIPHERAL CAMPUS AREAS AND ADJACENT RETAIL.

THE LIGHT RAIL LINE (LRT) IS PROPOSED ALONG THE I-5 ALIGNMENT WITH STOPS AT THE "LIFE SCIENCES BRIDGE" AND NOBEL DRIVE.



View Corridors

UCSD's many view corridors, which establish visual connections with the ocean, the foothills, and nearby canyons and open space, are an important means to tie the campus to the surrounding region. Ocean views are particularly significant and occur in many places within SIO and the west campus. The campus should maximize its visual access to the sea and clarify access for pedestrians. Enhancing views of the Pacific Ocean, even if this includes selective thinning or pruning of existing trees, is essential. These views should not only be protected as new development occurs, but emphasized, framed and enhanced by creating special plazas, building setbacks, and sensitive landscaping. The Plan for development recognizes these views and seeks to maintain and enhance them. Some of the more important view corridors include:

West campus: the north and south-running ridge in the future Sixth College area has views to the east across the eucalyptus grove toward the foothills and west toward the ocean. South of Revelle College there are views of the grove and some longer views south and east toward the foothills. There are also important view corridors within the west campus. Views of the Central Library are important symbolically and as a landmark. Views of special places such as the "Sun God" and the stand of eucalyptus which greets those entering along University Drive are also significant of the special campus image.

East campus: views of the west campus are significant to unifying these major elements. Internal views of the three east campus canyons are important for orienting new development.

SIO campus: there are significant views of the ocean, at lower SIO, along the hillside and the western edge of the mesa.

The Concept

The distant views from the campus as well as view corridors to the Central Library are clearly identified and should be maintained as the campus develops.

The siting and the design of new buildings should frame views, never obstruct them.

Trees should be sited and spaced to enhance views. Tall trees should be trimmed to allow views below and between foliage.

Open views to the ocean from major pedestrian walks by selective pruning of trees.

Tall buildings should be sited on the top of ridges to emphasize and not obstruct views.

Broad buildings should be sited on lower sites to allow views to extend over the roofs.

Pedestrian streets and roads should orient toward views when possible.

Bare, flat roofs should be avoided within a view corridor.



W E S T C A M P U S

WEST CAMPUS

This chapter suggests the direction west campus neighborhoods, open space, circulation and parking will take as they develop based upon the ideas of the Master Plan.

Neighborhoods & Colleges

Future growth on the west campus will occur within neighborhood boundaries. Currently, there are eight neighborhoods on the west campus: Revelle, Muir, Third, Warren, Fifth, School of Medicine, VA Medical Center, and Matthews. All of these neighborhoods have clear boundaries and are separated from each other by open space. In addition to strengthening and clarifying these neighborhoods, new neighborhoods will be added: Sixth College, Campus Services Complex, North Campus Entry (North Point), and the Theatre Cluster. Together, all of these neighborhoods will contain the steady state program.

Overlaid on these neighborhoods are the undergraduate colleges and graduate schools. Locations have been suggested for eight undergraduate colleges and six graduate/professional schools including the School of Medicine, Graduate School of International Relations and Pacific Studies, and Architecture.

Traditionally, an undergraduate college was its own neighborhood as in Revelle, Muir, Third and Warren Colleges. Each of these colleges included facilities necessary to meet the needs of its academic program as well as housing and support facilities for its students.

In recent years, the definition of a college has changed. Each college continues to maintain its own academic program and housing. Although a college includes some academic facilities, the full range of disciplines and facilities required is now drawn from the entire campus. A typical college will range from 2,000 - 3,000 students. In the future, each college should retain a defined territory and identity, and reside in a part of a neighborhood as opposed to the concept of occupying the entire neighborhood. Third College and the proposed Sixth College are large enough so that they can later be divided, forming a seventh and eighth college.

The eight college locations called for in the campus' academic plans are as follows:

1. Revelle
2. Muir
3. Third
4. Warren
5. Fifth
6. Sixth (North of Third)
- 7/8. A division of Third
- 7/8. A division of Sixth

The final location of the seventh and eighth colleges will be decided as programmatic demand and logic dictate.

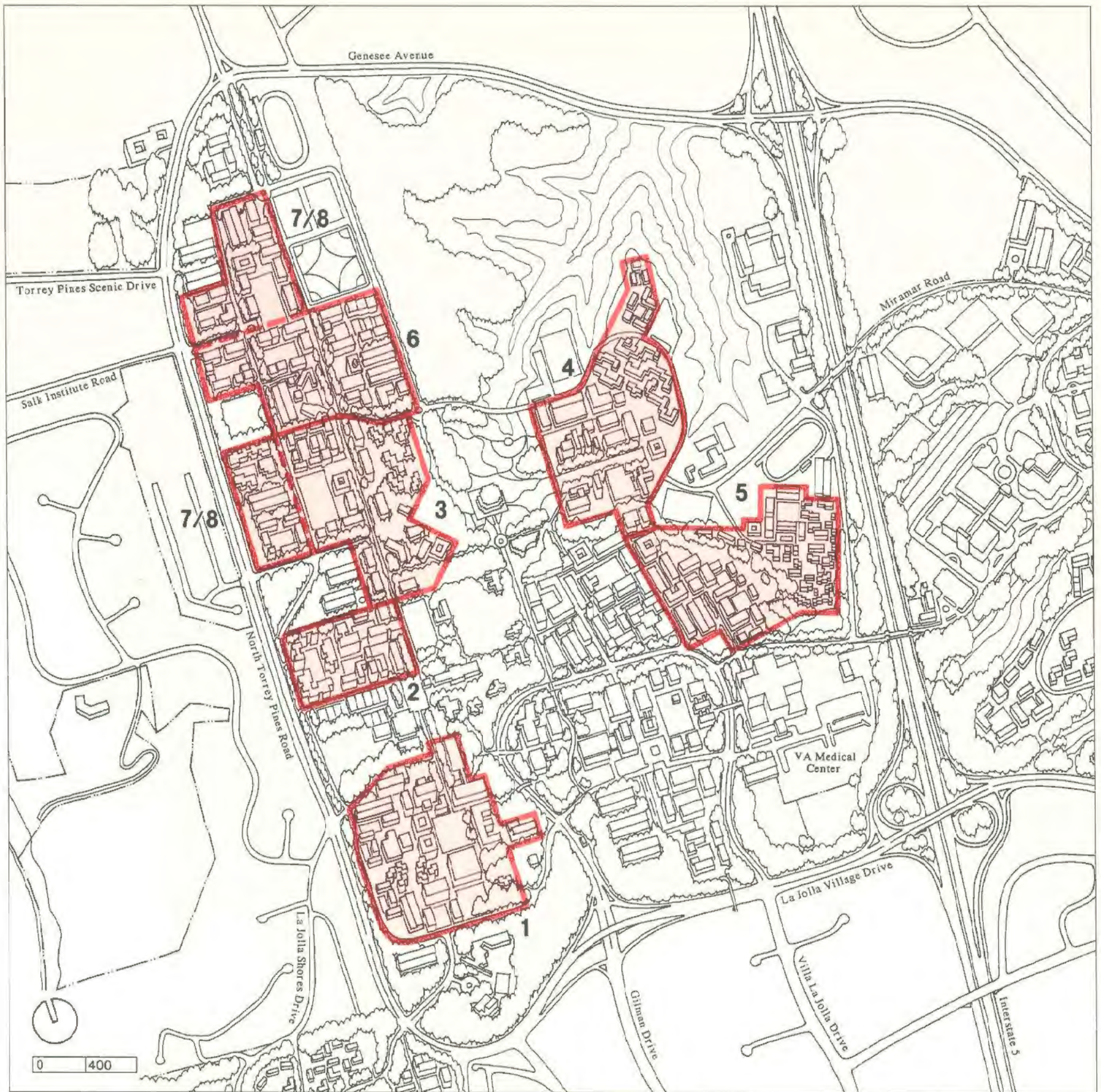
In the following pages, west campus neighborhoods are discussed in farther detail. Each neighborhood is graphically depicted at steady state. Plans for existing neighborhoods indicate additional academic and housing infill. New neighborhoods are represented with a conceptual plan.

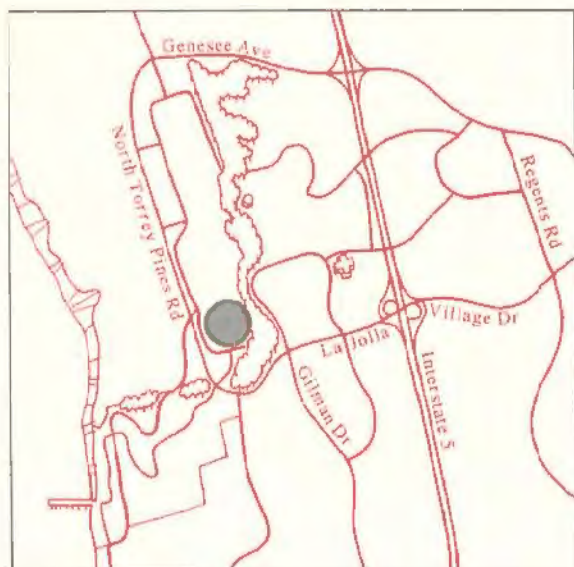
Further detailed studies for each neighborhood will be undertaken in the future. This effort should include development of detailed design guidelines for open spaces including walkways, courts, greens, etc. In addition, provisions for special "landmark" places, such as the "hump" and The La Jolla Project areas, which promote and enhance a sense of community, should be identified and encouraged.

53. THE WEST CAMPUS UNDERGRADUATE COLLEGES AT STEADY STATE ARE AS FOLLOWS:

1. REVELLE
2. MUIR
3. THIRD
4. WARREN
5. FIFTH
6. SIXTH (NORTH OF THIRD)
- 7/8. WEST OF THIRD
- 7/8. NORTH OF SIXTH

[DASHED LINES DO NOT INDICATE SPECIFIC BOUNDARIES FOR COLLEGES 7/8.]





54. KEY MAP: REVELLE COLLEGE

Revelle College

Revelle is the first of the west campus colleges and the first neighborhood designed as such to offer infill opportunities for both academic buildings and housing. This college represents the desired density for the future development of the campus.

Revelle also has established a tradition of buildings sited to define courtyard spaces oriented to pedestrian use. Revelle Plaza, the largest of the courtyards, has proven to be one of the most significant places on the campus. The "Revelle Henge" lawn and many other outdoor spaces created at Revelle College are highly used and should be preserved and enhanced.

Guidelines for future development in this college are as follows:

- New buildings should relate to the existing orientation of buildings within this college.
- The pattern of sunny, interconnecting courtyards should be continued and strengthened.
- Materials for new buildings should relate to the materials used in the original buildings, for example, light colored concrete buildings with clear glass.

- Building bases should orient to pedestrian use. Large areas of glass and arcaded bases are encouraged.
- Buildings with balconies or roof terraces which take advantage of Pacific Ocean views are encouraged.
- The proposed Sciences Building should be designed as a part of Revelle College and mark the north pedestrian entrance to this college.
- Housing will expand west toward North Torrey Pines Road replacing the small playfield.
- Academic uses will expand south and mark a new pedestrian entrance.
- The "ridge walk" will extend to the south entry road which will connect to SIO.
- Two parking structures can integrate within Revelle College.

The schematic representation of Revelle College may not accommodate the projected program growth of the Biology and Chemistry Departments as currently proposed. If future programs emerge within those two departments that involve collaboration with the School of Medicine, accommodation of such programs within the School of Medicine might be appropriate. Additional space for biology and chemistry may also be accommodated by increasing the density of future Revelle facilities above 1.3 (2-3 story buildings) to 1.75 (4-5 story buildings).

Within the theatre cluster, a previous development plan proposed that the theatre Instruction and Research Building (I&R) be located east of the Mandell Weiss (Forum) Theatre. Given the proposed size of this building, this location would have a major impact on the Park. The Master Plan proposes that the I&R facility be integrated into Revelle College in an area such as southwest of the Humanities-Library building. Further site selection studies should occur after this facility has been programmed.

THE "REVELLE HEDGE" AND GROVE SHOULD BE PRESERVED AS OPEN SPACE.

EXPANSION WITHIN THE CENTRAL PLANT SHOULD BE MINIMAL. NEW ROADS, YARDS, OR STRUCTURES SHOULD RESPECT THE GROVE.

THE EUCALYPTUS GROVE AT THE GILMAN ENTRANCE IS CONSIDERED PART OF THE PARK. BENCHES AND PATHWAYS SHOULD BE INTRODUCED.

A SMALL ACADEMIC INFILL TO UREY HALL IS PROPOSED WHICH WILL FRONT REVELLE PLAZA.

THE SCIENCES BUILDING IS PROPOSED NORTHWEST OF UREY HALL. A PEDESTRIAN PATH LINKING THE ATHLETIC FACILITIES AND PLAYFIELDS WITH REVELLE COLLEGE NEEDS TO BE MAINTAINED.

ACADEMIC BUILDINGS CAN SITE WEST OF UREY HALL. AIR INTAKE/EXHAUST PROBLEMS NEED TO BE STUDIED.

A PARKING STRUCTURE WILL EVENTUALLY REPLACE THE EXISTING SURFACE PARKING.

HOUSING AND ACADEMIC USES WILL DEVELOP ALONG THE WEST EDGE OF THE COLLEGE.

THE CAMPUS LOOP ROAD WILL BE EXTENDED IN THIS AREA TO PARALLEL NORTH TORREY PINES ROAD.

A CLUSTER OF ACADEMIC BUILDINGS WILL MARK THE SOUTH ENTRY.

SURFACE PARKING WILL BE REORGANIZED TO ACCOMMODATE THE NEW SOUTH ENTRY ROAD AND THE REALIGNED CAMPUS LOOP ROAD. PARKING STRUCTURES WILL BE REQUIRED AT THIS LOCATION IN THE FUTURE.





56. KEY MAP: MUIR COLLEGE

Muir College

This is the smallest neighborhood in land area, but the largest college in existing student population. It has already been substantially developed at a relatively high density. Less than two acres of land have been identified as possibly developable.

Muir College is an excellent example of a college with a coordinated architecture which frames beautifully landscaped courtyards. The buildings are tall to take advantage of the special views from this part of the campus. Muir College imparts a strong sense of community and identity.

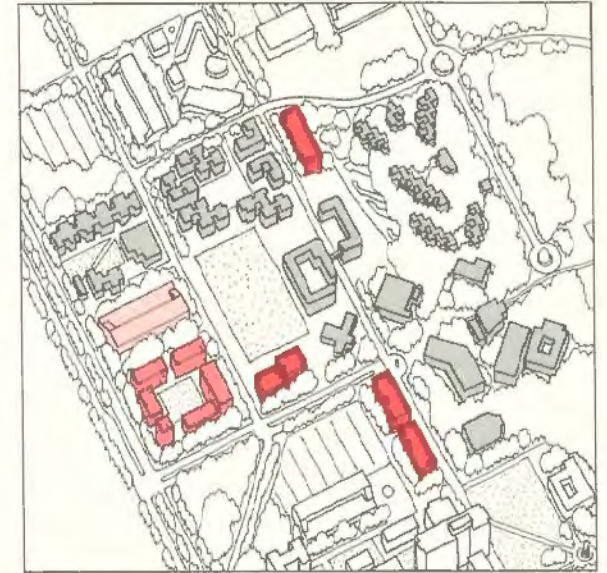
Infill sites at Muir include the lawn area fronting the south service road between the Humanities and Social Sciences Buildings and Muir College Apartments, the site next to the north service road between the Applied Physics and Mathematics Building, and the Psychology and Linguistics Building.

Guidelines for future development in this College are as follows:

- Infill at Muir should reinforce the existing pattern of sunny, interconnecting plazas.
- Buildings should be sited on the orthogonal grid established by the existing buildings.
- Future buildings should be sited on the north and south perimeter of the college, strengthening the college's edge and containing additional courtyards.
- Building materials should be similar to the concrete of existing buildings. However, new buildings can be less "harsh" by the use of textured concrete, recessed windows, awnings, balconies, and roof terraces. Vine covered buildings should be encouraged.
- Clear pedestrian entrances from the parking areas to the north and the playfields to the south should be maintained.



58. KEY MAP: THIRD COLLEGE



59. THIRD COLLEGE-EARLY PHASE

ACADEMIC BUILDINGS AND HOUSING CAN INFILL IN UNDERUTILIZED SITES WITHIN THIRD COLLEGE. NO EXISTING BUILDINGS (WITH THE EXCEPTION OF UNIVERSITY EXTENSION) NEED TO BE REMOVED.

Third College

This neighborhood has the largest land area of any on campus and the lowest density. Its proximity to the central west campus will emphasize its importance as a location for academic facilities in the future.

Selective redevelopment of existing Third College facilities may be desirable to increase its overall density. Where Third College borders on the Park, the smaller scale of the existing buildings in the grove is appropriate and should be maintained. The existing athletic field can become a focal point, such as a central green.

Guidelines for future development in this College are as follows:

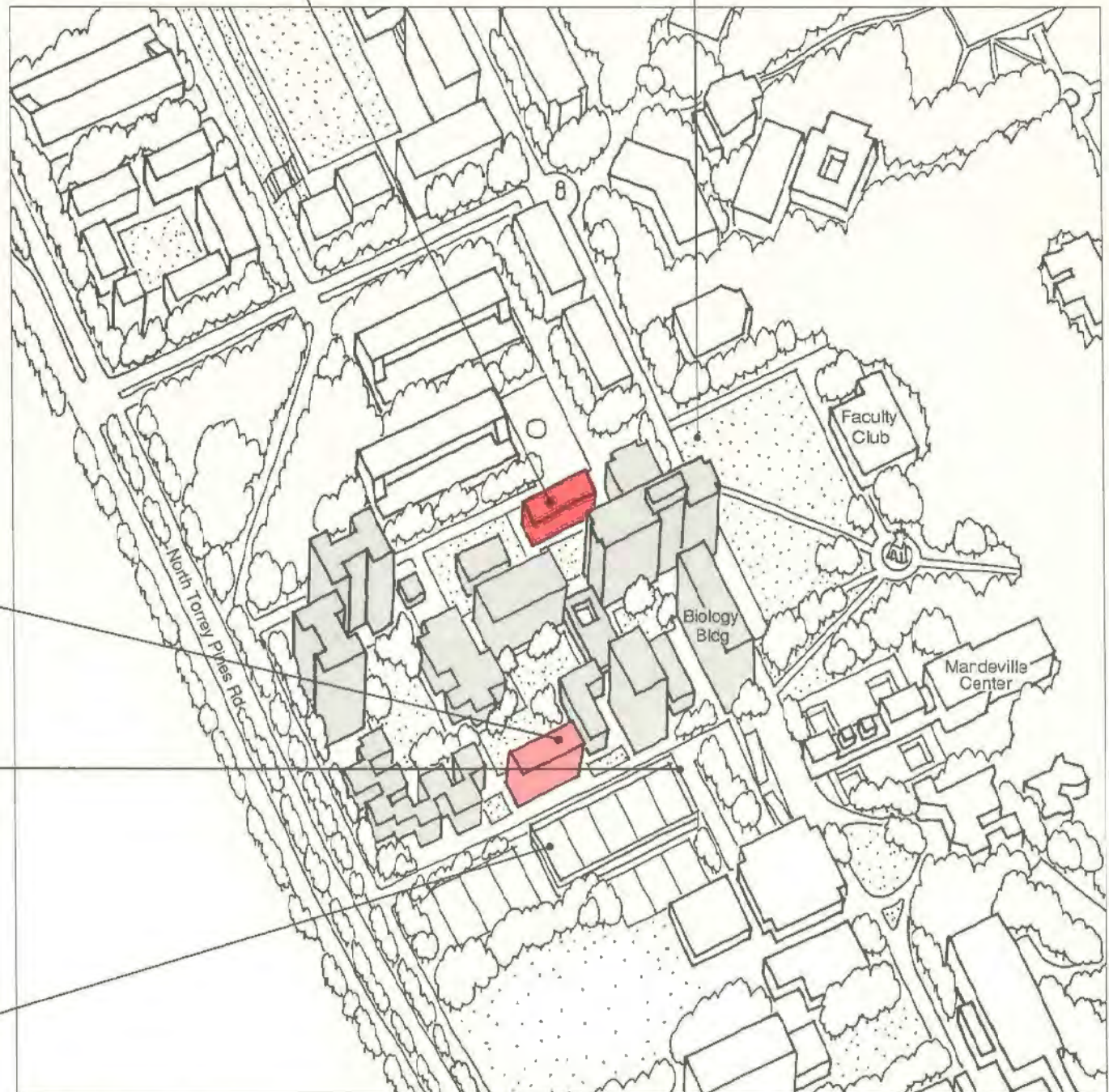
- Future buildings along the "ridge walk" should have a consistent setback to create a continuous edge. No future building should obstruct the "ridge walk" in any way.

- The existing eucalyptus trees along the "ridge walk" should be maintained.
- Future buildings should be sited to respect ocean views as well as to contain meaningful spaces between new and existing buildings.
- Building materials and color should be compatible with existing architecture. White is the identifying color for buildings in Third College and should continue. An exception to this would be the buildings within the grove. These existing buildings should be painted colors which are more sensitive to the colors of the grove earthtones.
- Housing can be developed along North Torrey Pines Road marking the West Entry.

- One parking structure can be integrated into Third College. It should be sited low so as not to obstruct views from the "ridge walk" or the Economics Building.
- Views to the ocean and hills from the "ridge walk" should be preserved. To do this, buildings should step down in height from the ridge and pedestrian view corridors should be maintained.
- Third College may eventually be subdivided to form College 7 or 8.
- In early phase of development the ocean views from the Economics building should be maintained.

A SMALL ACADEMIC BUILDING CAN INFILL ON THE NORTH EDGE OF MUIR COLLEGE.

THE MUIR GREEN SHOULD BE EXPANDED. EXISTING SURFACE PARKING SHOULD RELOCATE TO STRUCTURES NORTH OF MUIR COLLEGE. EUCALYPTUS TREES CAN BE BROUGHT OUT TO ENVELOP THE FACULTY CLUB. WALKWAYS SHOULD BE DESIGNED TO REINFORCE THE SUN GOD AS A CAMPUS LANDMARK.



A NEW RESIDENTIAL BUILDING CAN BE INTRODUCED AT THE SOUTH EDGE OF MUIR COLLEGE. THIS BUILDING SHOULD BE LOW SO AS NOT TO BLOCK SUNLIGHT TO THE COURTYARDS.

THE SERVICE COURT AT THE WEST EDGE OF MANDEVILLE AUDITORIUM SHOULD BE REDESIGNED TO FORM A WEST ARRIVAL COURT. THE "RIDGE WALK" IN THIS AREA SHOULD BE STRENGTHENED. PERHAPS THE LAST WING OF MANDEVILLE AUDITORIUM CAN BE REMOVED TO ALLOW THE "RIDGE WALK" TO COME THROUGH.

TENNIS FACILITIES CAN BE EXPANDED TO CREATE A TENNIS COMPLEX. PARKING SHOULD BE INCORPORATED IN THIS COMPLEX TO SERVE THE CAMPUS.

ACADEMIC BUILDING SITES ARE IDENTIFIED ALONG THE "RIDGE WALK." THESE BUILDINGS SHOULD REINFORCE THE PEDESTRIAN WALK AND MAINTAIN THE ROW OF EUCALYPTUS.

A TENNIS COURT ALONG THE "RIDGE WALK" HAS BEEN IDENTIFIED AS A FUTURE ACADEMIC BUILDING SITE. THE BUILDING SHOULD SETBACK FROM THE WALK AND MAINTAIN THE ROW OF EXISTING EUCALYPTUS.

EXISTING BUILDINGS WITHIN THE GROVE SHOULD REMAIN, HOWEVER, A MORE COMPATIBLE COLOR SCHEME SHOULD BE CONSIDERED. FUTURE BUILDINGS WITHIN THE GROVE ARE DISCOURAGED.

THE CURRENT SURFACE PARKING LOT IS A PROPOSED ACADEMIC SITE. THIS BUILDING SHOULD ORIENT TO BOTH THE RECREATION FIELD AND THE WEST ENTRY ROAD.

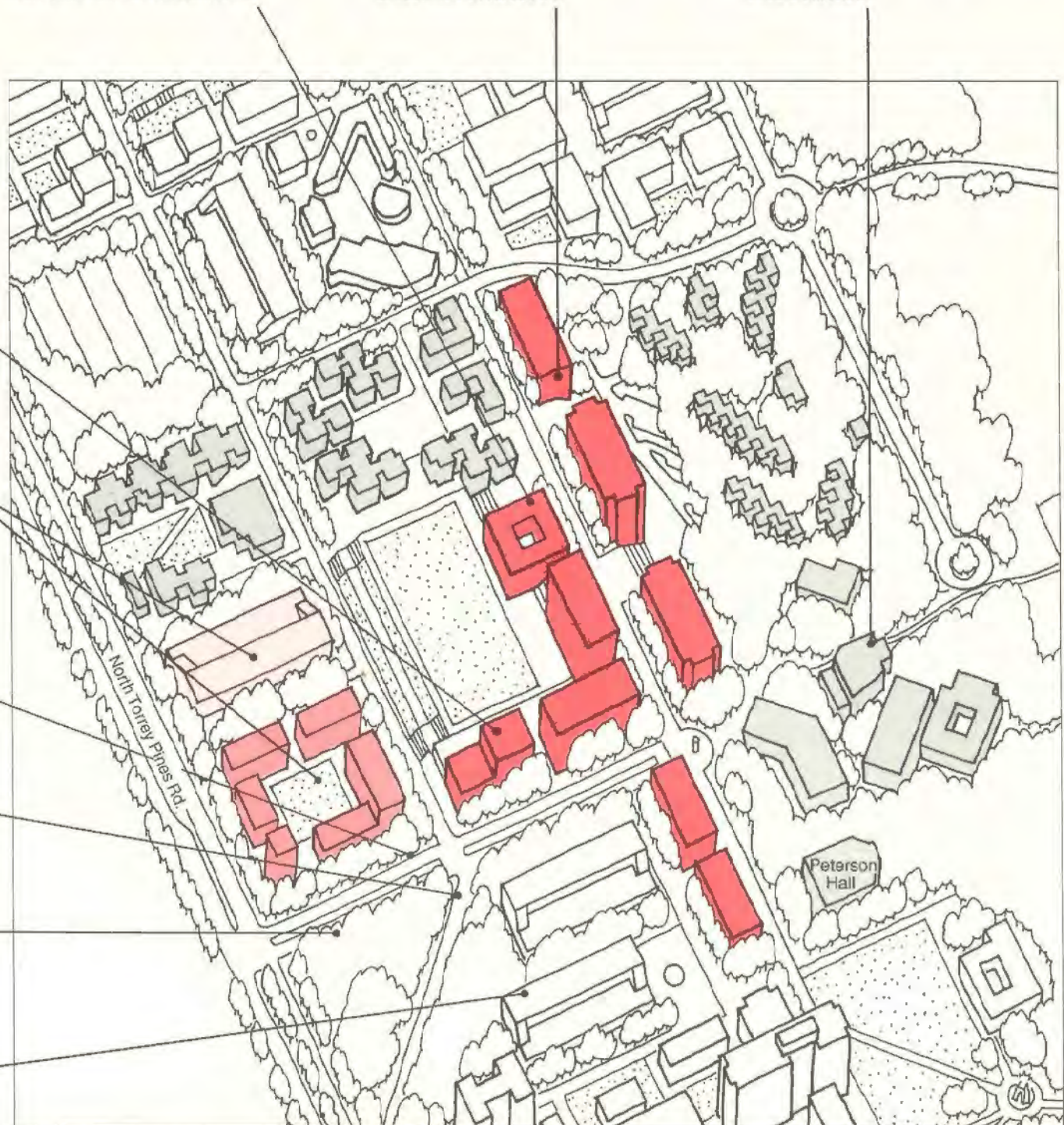
THE CURRENT UNIVERSITY EXTENSION SITE IS PROPOSED FOR A LOW PARKING STRUCTURE AND A HOUSING COMPLEX. A TOWER, OR SPECIAL FEATURE ASSOCIATED WITH THE NEW HOUSING, CAN MARK THE WEST ENTRY TO CAMPUS.

THE WEST ENTRY DRIVE WILL BE REDESIGNED IN A SIMILAR MANNER TO THE NORTH AND SOUTH ENTRY DRIVES.

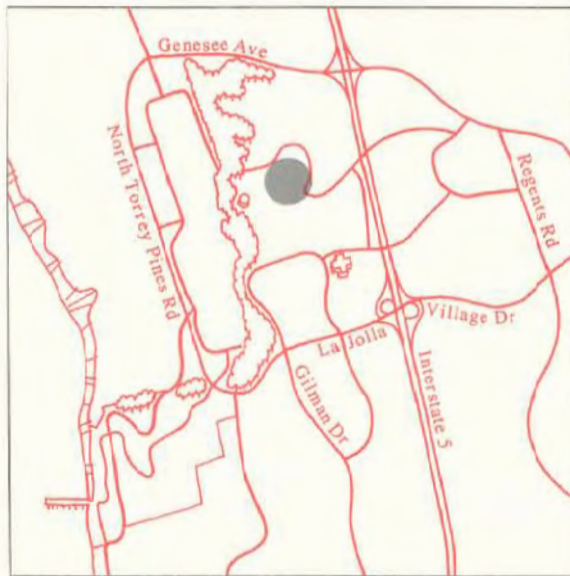
THE CAMPUS "LOOP ROAD" IS ALIGNED TO ALLOW FOR CONTINUOUS VEHICULAR MOVEMENT.

EUCALYPTUS AT THE WEST ENTRY WILL SCREEN SURFACE PARKING AND WILL CREATE A SENSE OF THE GROVE BETWEEN COLLEGES.

PARKING STRUCTURES WILL BE INTRODUCED WITHIN THE CURRENT SURFACE PARKING AREA.



66. THIRD COLLEGE - STEADY STATE



61. KEY MAP: WARREN COLLEGE

Warren College

This neighborhood contains the most recently developed college. Warren Mall, UCSD's only "formal" and axial landscape feature, provides a means to organize new development at the college. This development in turn can reinforce the Mall as an amenity for the west campus. By relocating the campus "loop road" so it passes around the college, the Mall can be extended to provide an infill site at its east end. There is a second infill site on the Mall, east of the Engineering Building.

Additional development sites exist at the edge of the canyon on the outside of the campus "loop road". Care should be taken to avoid blocking views of the Central Library from the northeast when developing these sites. The potentially active Powers Fault runs diagonally through this neighborhood and may create constraints on certain building sites.

Guidelines for future development of this college are as follows:

- Future buildings should complete the Warren Mall. These should be major or significant buildings within the Physics and Engineering programs.
- Buildings sited on the Mall should orient their entrances to this major open space.
- Academic buildings away from the Mall should enclose courtyard spaces and be organized by a grid of pedestrian walks.
- Smaller scale buildings should be adjacent to housing to create a transition between the two uses.
- Housing at the canyon edge should maximize views without disruption to or encroachment on the canyons.
- One parking structure can integrate within Warren.
- The material for future buildings should be in the concrete or stone family. Harsh facades of blank concrete should be avoided.

THE CAMPUS "LOOP ROAD" IS ALIGNED TO THE PERIMETER OF THE COLLEGE.

HOUSING CAN BE DEVELOPED ON THE POINT OF LAND WHICH IS CURRENTLY SURFACE PARKING.

WARREN MALL SHOULD BE EXTENDED AND TERMINATED BY A NEW BUILDING.

A PLAYFIELD IS RELOCATED TO THE PERIMETER OF WARREN COLLEGE.

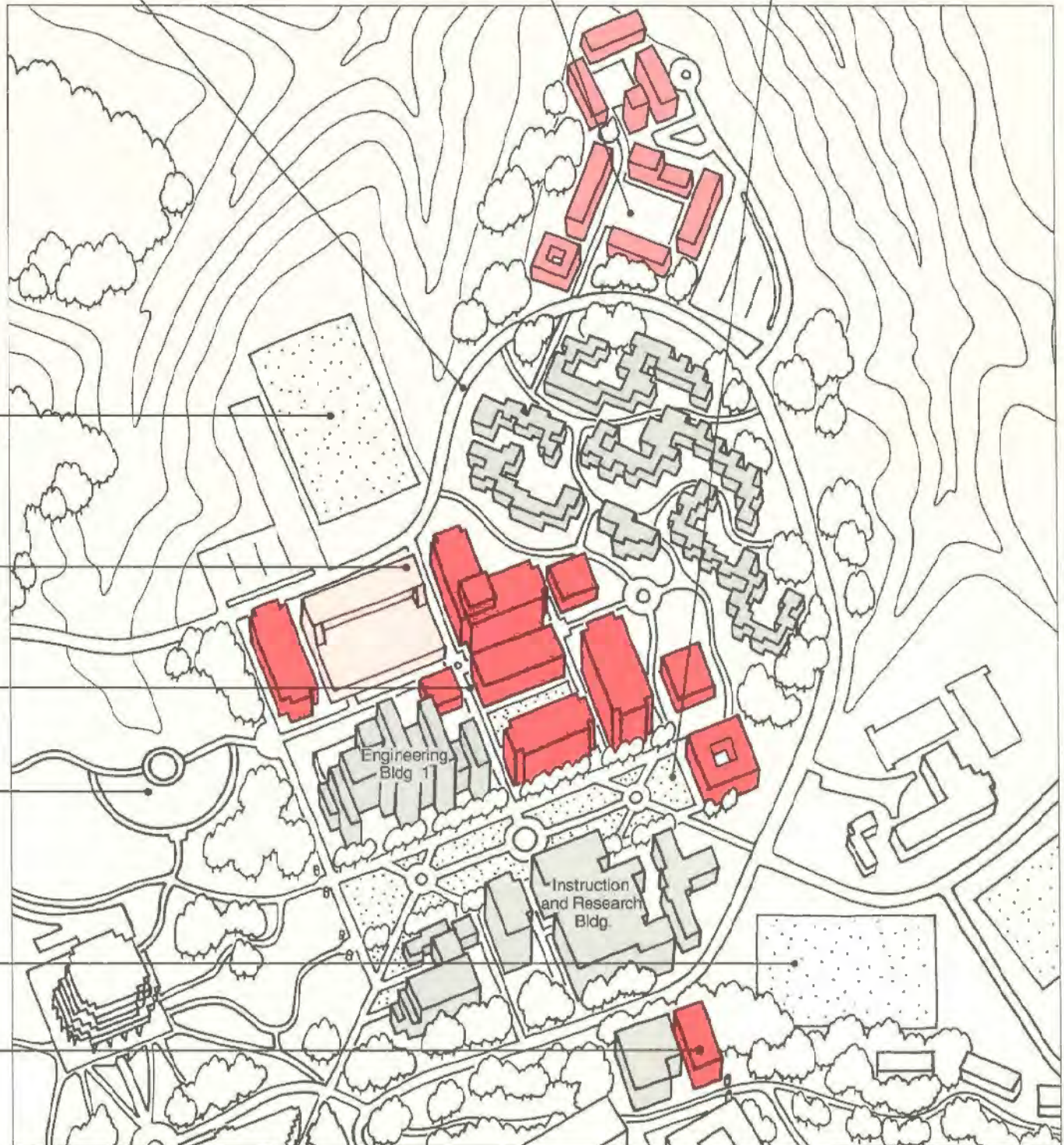
A PARKING STRUCTURE IS PROPOSED NORTH OF THE ENGINEERING BUILDING.

NEW DEVELOPMENT CAN BE ORGANIZED BY A GRID OF PEDESTRIAN WALKS.

AN AMPHITHEATRE, SENSITIVELY SITED IN THE CANYON SOUTH OF VOIGT DRIVE, IS SUGGESTED.

A PLAYFIELD IS RELOCATED TO THE PERIMETER OF WARREN COLLEGE

A NEW BUILDING CAN INFILL EAST OF THE HIGH BAY PHYSICS LABORATORY. THIS BUILDING SHOULD SOFTEN THE HARSHNESS OF THE LARGE, BLANK WALLS OF THE LABORATORY.



62. WARREN COLLEGE



63. KEY MAP: FIFTH COLLEGE

Fifth College

This neighborhood is defined largely by open space: the Matthews playfields to the north, the I-5 corridor to the east, Russell Drive to the west, and the campus "loop road" to the south.

The significant "landmark" for Fifth College is Pepper Canyon which divides this college in two.

Infill sites are along the Matthews playfields, the Pepper Canyon housing, and along Russell Drive.

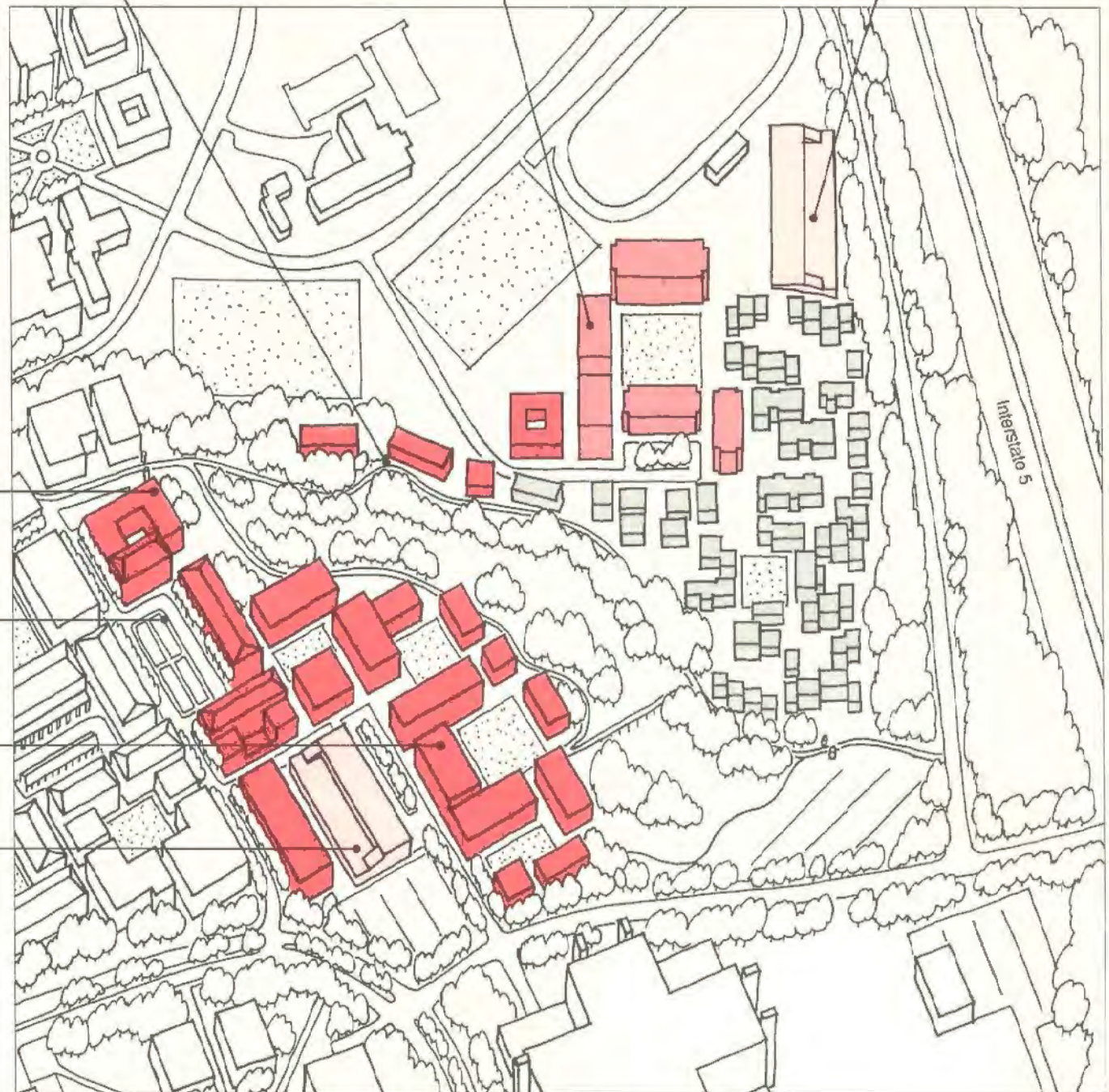
Guidelines for future development in this college are as follows:

- All housing should eventually be located east of Pepper Canyon. Academic and support uses will locate west of Pepper Canyon.
- Existing Matthews dormitories should be replaced by academic and support uses of a higher density.
- A pedestrian bridge should tie the east and west halves of Fifth College together.
- Pepper Canyon, the focus of Fifth College, should be restored and planted with the rustic landscape. Clear pathways need to be developed along its edges, connecting the LRT station to the center of the west campus.
- Future buildings on both sides of Pepper Canyon should create courtyards.
- Two parking structures are proposed for Fifth College, one on each side of Pepper Canyon. Each structure should integrate with the academic or residential buildings.
- Buildings west of Pepper Canyon should relate to the architecture of University Center.

PEDESTRIAN PATHS SHOULD FOLLOW THE UPPER EDGES OF PEPPER CANYON. A CLEAR PATH FROM THE PROPOSED LRT STATION TO CENTRAL CAMPUS SHOULD BE DEFINED ALONG PEPPER CANYON.

HOUSING INFILL IS PROPOSED SOUTH OF THE MATTHEWS PLAYFIELD. HOUSING SHOULD BE OF A HIGHER DENSITY THAN THE EXISTING RESIDENTIAL BUILDINGS.

A PARKING STRUCTURE WILL EVENTUALLY REPLACE SURFACE PARKING ADJACENT TO I-5.



THE FUTURE VISUAL ARTS BUILDING IS PROPOSED AT THE NORTH END OF PEPPER CANYON.

A "COLLEGE GREEN" WILL CREATE A SPECIAL IDENTIFYING LANDMARK ALONG RUSSELL DRIVE.

ACADEMIC AND SUPPORT USES WILL LOCATE WEST OF PEPPER CANYON.

A PARKING STRUCTURE WILL LOCATE WITHIN THE ACADEMIC CLUSTER OF FIFTH COLLEGE.



65. KEY MAP: SIXTH COLLEGE

Sixth College

This is the west campus' largest undeveloped parcel, defined by North Torrey Pines Road, Voigt Drive, the eucalyptus grove and Scholars Drive.

Sixth College's location at the end of the "ridge walk" provides it with the best views, east and west, of any location on the west campus. The use of stepped buildings and terraced plazas extending outward from the ridge can help preserve these views. This pattern of development can also give the college a unique character.

Guidelines for future development in this college are as follows:

- Buildings should be organized around pedestrian streets and terraced courtyards which step down from the ridge and are oriented to ocean or foothill views.
- View corridors need to be maintained to the west and east from the ridge.
- Lower buildings should be sited at lower portions of the site.
- There should be a buffer zone planted with rustic landscape north of Voigt Drive.
- Taller buildings should site along the ridge.
- Housing is proposed along North Torrey Pines Road.
- Buildings should terrace on stepped sites. Massive grading should be avoided.
- The north pedestrian entry will be marked at the beginning of the "ridge walk" with residential buildings, such as graduate housing.
- Future building design should be guided by a set of themes for color, texture, balconies, and landscape.
- Because views are so special to this site, the buildings should incorporate roof terraces and balconies whenever possible. (SIO is a good model.)
- Buildings should not encroach upon the "ridge walk" or the rows of eucalyptus which mark this walk.
- As many as four parking garages can integrate with Sixth College.

The college's size could allow for the development of two colleges by steady state, with perhaps Sixth College, south of the Salk Institute Road and a possible seventh or eighth college north of Salk Institute Road.

PEDESTRIAN STREETS TERRACE FROM THE RIDGE AND ORIENT TO VIEWS.

A POSSIBLE LOCATION FOR THE RIMAC FACILITY IS PROPOSED SOUTH OF THE SOFTBALL FIELDS. THIS LARGE FACILITY SHOULD BE SITED AND MASSES SO AS TO MAINTAIN VIEWS FROM THE RIDGE TO THE GROVE AND EASTERN FOOTHILLS.

PARKING STRUCTURES WILL REPLACE SURFACE PARKING EAST OF THE SUPER-COMPUTER CENTER.

GRADUATE HOUSING CAN MARK THE NORTH ENTRY TO UCSD.

PARKING STRUCTURES WILL EVENTUALLY CLUSTER AT THE NORTH EDGE OF SIXTH COLLEGE.

ACADEMIC BUILDINGS ARE PROPOSED ALONG THE UPPER RIDGE.

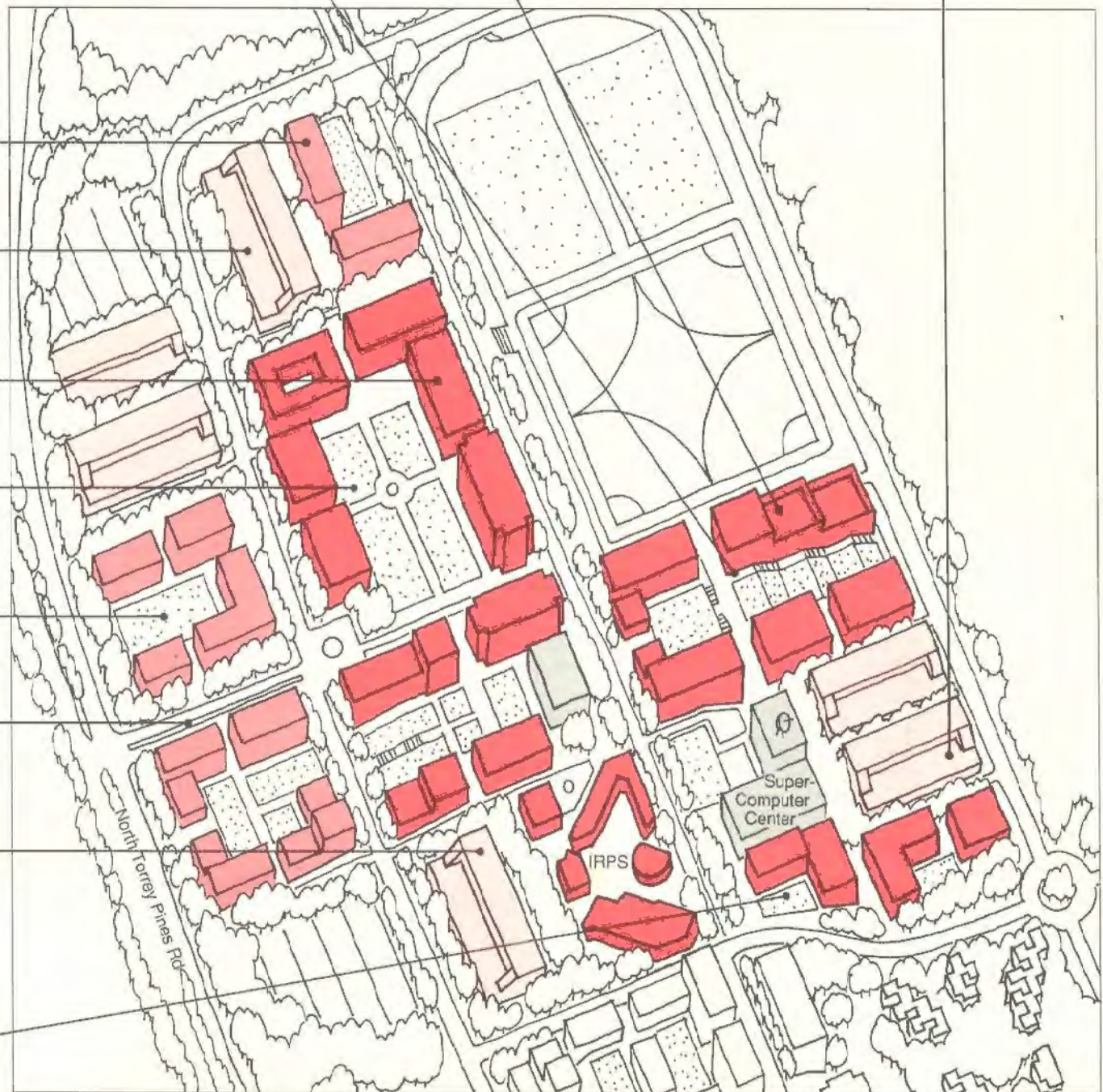
A MAIN PLAZA OR GREEN IS ENCOURAGED AS THE FOCAL POINT OF SIXTH COLLEGE.

COURTYARD HOUSING IS PROPOSED ALONG NORTH TORREY PINES ROAD.

SALK INSTITUTE ROAD WILL BECOME A MAIN ENTRANCE TO UCSD FROM THE WEST.

SURFACE PARKING AND A PARKING STRUCTURE WILL EVENTUALLY LOCATE WEST OF INTERNATIONAL RELATIONS AND PACIFIC STUDIES. VIEWS SHOULD BE PRESERVED FROM IRPS TO THE WEST.

ACADEMIC INFILL IS PROPOSED ALONG THE SOUTH SIDE OF THE SUPERCOMPUTER CENTER.



66. SIXTH COLLEGE



67. KEY MAP: SCHOOL OF MEDICINE

The School of Medicine

Marking the south entrance to the west campus from Gilman Drive, the School of Medicine neighborhood is defined by the major entry roads, Gilman Drive and Villa La Jolla Drive. When realigned, these roads will become University Drive.

Although the School of Medicine's clinical instruction and residency programs are located throughout the San Diego region, its major instructional and research buildings are located within this neighborhood, as part of the campus Health Sciences Complex. While graduate studies for other disciplines tend to be integrated within the undergraduate colleges, programs at the School of Medicine form a distinct building cluster that can expand through the addition of adjoining clusters. Such expansion could reinforce existing courtyards. It could also help establish a stronger connection between the west campus and perhaps the commercial district to the south.

Guidelines for future development in this neighborhood are as follows:

- A consistent 60' setback should occur along University Drive.
- Courtyards should be defined where possible, such as the Molecular Biology, Basic Science, and Clinical Sciences areas.
- Pathways should connect the School of Medicine with "library walk" and University Center, as well as with Revelle College and the VA Medical Center. Precise alignment requires further study.
- Graduate housing should locate to the southern portion of the School adjacent to La Jolla Village Drive.
- New buildings should relate in color and material to the existing buildings, with a light color palette and concrete or stone as the material.

Other Neighborhoods

Veterans Administration Medical Center: although not actually part of UCSD, the VA Medical Center is used by the School of Medicine and is logically part of the Life Sciences academic corridor. Any expansion of the VA Medical Center should seek to reinforce pedestrian connections within the academic corridor, to maintain usable open space, and to relate appropriately to surrounding development. The proximity of the Center to the proposed LRT line may make the north side of the site more important as an outpatient entry.

Campus Services Complex: located at the northeast corner of the west campus, this neighborhood is currently planned as the location for campus services and the Biology Field Station. Current planning should attempt to preserve some land at the south end of the site adjacent to the campus "loop road" for academic uses. In the future, when there is a more intense use of west campus space and this use may no longer be justified or needed for a central campus location, it may be an appropriate site for academic uses, such as expansion of the Biology Field Station.

North Point: located at the north end of "ridge walk", this neighborhood offers a spectacular setting, with panoramic views of the ocean, the west campus nature reserve, and the foothills. Given its proximity to Salk Institute, Scripps Clinic and Research Foundation and other scientific enterprises occurring on the Torrey Pines mesa, it may be an appropriate location for major University research centers, perhaps with associated visitor housing, that would not require immediate adjacency to other discipline-related facilities.

Theatre Cluster: the grouping of three theatres within the grove will mark the south entry to campus from North Torrey Pines Road. The theatres will be utilized by the surrounding community as well as the campus community. A new south entry road and continuation of the campus "loop road" will create clear access routes to these theatres and their necessary parking. Because these theatres are set within the grove, all attempts to save existing trees should be made. Outdoor storage, service, vehicular and pedestrian access should all work within the existing grove pattern.

A PROPOSED ACADEMIC BUILDING SHOULD BE SITED TO FRAME A LARGE COURTYARD OR PLAZA. A 60-FOOT SETBACK FROM UNIVERSITY DRIVE SHOULD BE MAINTAINED.

A CLUSTER OF ACADEMIC USES, POSSIBLY A HEALTH SCIENCES PROFESSIONAL SCHOOL, WILL BE SITED SOUTH OF OSLER LANE.

OSLER LANE MAY BE EXTENDED TO THE EAST, IF NECESSARY, TO CREATE AN EAST ENTRANCE FROM UNIVERSITY DRIVE.

A NEW MOLECULAR BIOLOGY BUILDING SHOULD BE SITED SO AS TO ALLOW A CLEAR PEDESTRIAN CONNECTION NORTH TO "LIBRARY WALK."

A VEHICULAR ARRIVAL COURT CAN BE ESTABLISHED FROM OSLER LANE.

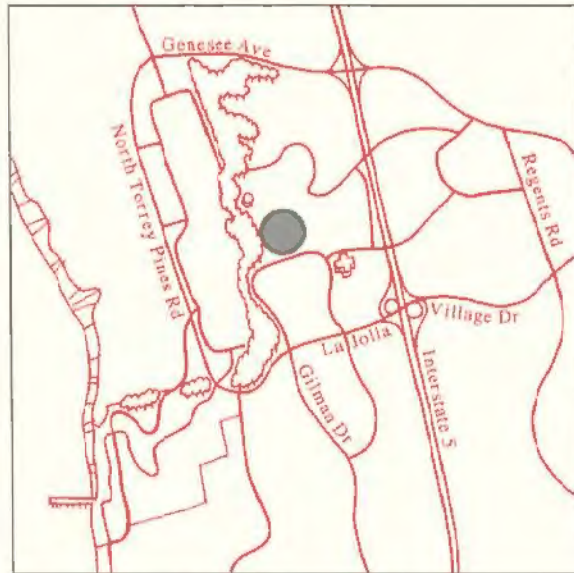
A CLUSTER OF PARKING STRUCTURES, SET INTO THE LAND AND WELL LANDSCAPED FROM SURROUNDING ROADS, WILL EVENTUALLY LOCATE SOUTH-WEST OF THE SCHOOL OF MEDICINE.

GRADUATE HOUSING WILL LOCATE ADJACENT TO LA JOLLA VILLAGE DRIVE AND UNIVERSITY DRIVE.

A PEDESTRIAN PATH SHOULD EXTEND TO THE COMMERCIAL DISTRICT SOUTH OF LA JOLLA VILLAGE DRIVE.



68. SCHOOL OF MEDICINE



69. KEY MAP: UNIVERSITY CENTER

University Center

University Center consists of the original Camp Matthews south of the Central Library and Warren College bordered by the future "library walk" on the west, Russell Drive on the east, and Gilman Drive on the south. The site slopes from west to east. It has an unusual street pattern with a unique orientation to the northwest. Roads frame special open spaces and buildings. Buildings in some cases are arrayed around open space to form quadrangles. The pattern lends itself to phased redevelopment.

University Center's redevelopment is intended to foster the kind of dense interaction that occurs on the "ridge walk" between classes. Undergraduate classrooms could be located to the west and north, where they are easily accessible from the colleges in the instructional core. Classroom spaces are envisioned as multi-story buildings. Classroom entries are suggested to be from the "library walk", other pedestrian walks, and the mid-block courtyards. These buildings should be designed to reinforce the feeling of the University by using arcades, archways, and special paving and planting. The street level should include shops, student services, cafes, and restaurants. Administrative and student service offices can be com-

bined with academic or retail facilities. Other uses in this area may include student-oriented cultural facilities such as a movie theater and performance center.

Russell Drive will provide a programmatic boundary between University Center and Fifth College. As part of the college, the new Visual Arts building will be sited at the edge of Pepper Canyon.

In keeping with its "downtown" flavor, University Center will maintain its existing pattern of cars, pedestrians, and bicycles sharing the streets. Streets may be closed to vehicles when appropriate.

Housing may be included in University Center along University Drive. This housing can be "special," not relating to a particular college. One possibility is an International House, another is housing for visiting faculty.

The following guidelines and sketches suggested for University Center are intended to express planning principles as a "guide" for future building within this area.

Enclose space as if it were precious not for the sake of space itself, but for the life that goes on within it.

—George Nelson

MATTHEWS QUADRANGLE WILL REMAIN AND BE FRAMED BY NEW BUILDINGS.

THE PROPOSED STUDENT MARKET PLACE.

A NEW GLADE IS SUGGESTED EAST OF PRICE CENTER.

THE PROPOSED PRICE CENTER EXPANSION WILL LOCATE EAST OF THE EXISTING BUILDING.

EXISTING BUILDING 412 SHOULD BE PRESERVED OR REPLACED TO HELP CONTAIN THE TOWN SQUARE AND THE MATTHEWS QUADRANGLE.

THE TOWN SQUARE

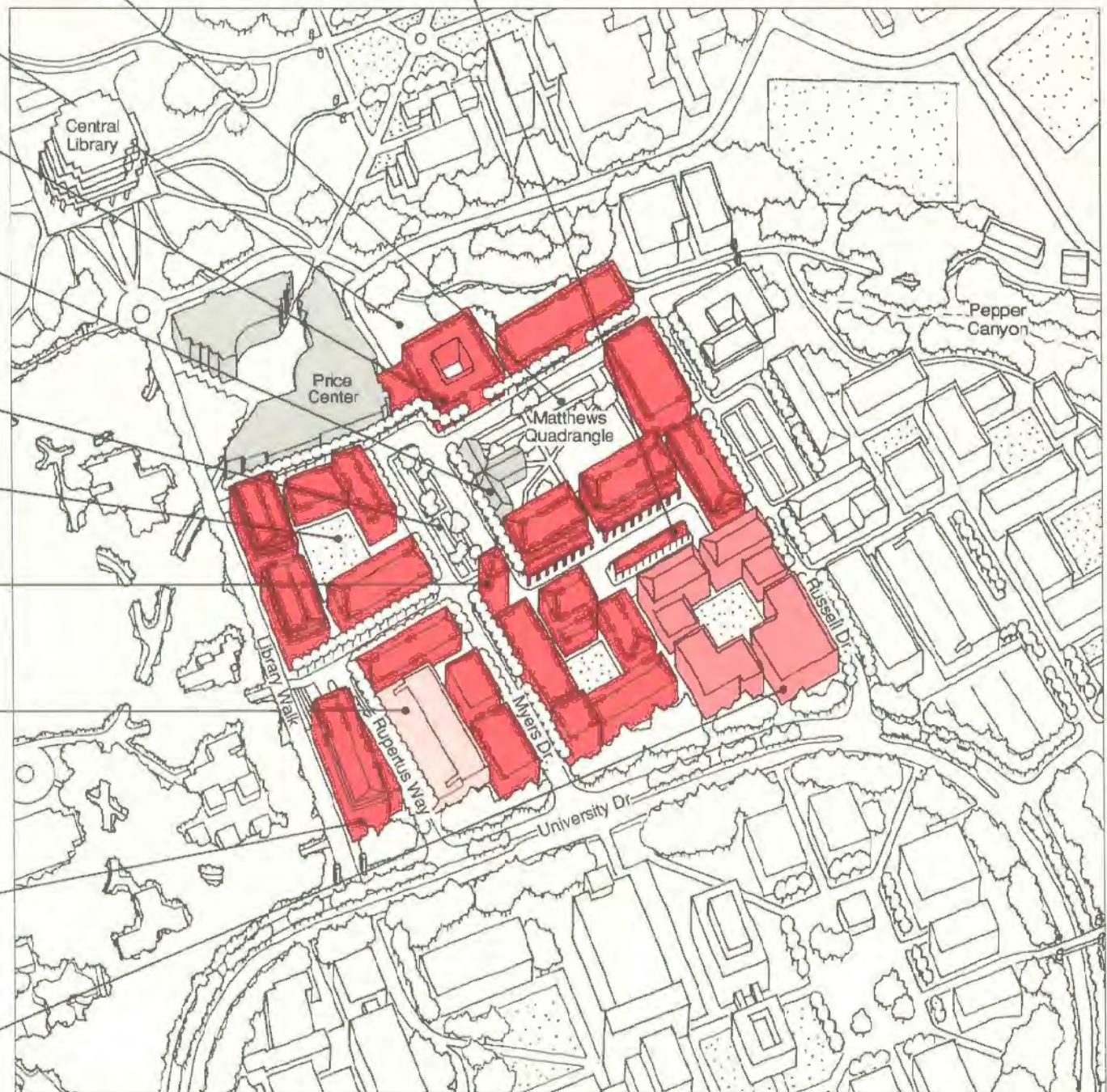
BUILDINGS ARE RECOMMENDED TO FRAME COURTYARDS.

A VERTICAL LANDMARK (TOWER) CAN LOCATE ON MYERS DRIVE FACING THE TOWN SQUARE.

A PARKING STRUCTURE WILL LOCATE ALONG RUPERTUS WAY, SET BACK FROM UNIVERSITY DRIVE. THIS STRUCTURE SHOULD BE SEPARATED FROM MYERS DRIVE AND "LIBRARY WALK" BY ACADEMIC BUILDINGS.

BUILDINGS SHOULD FRONT ON "LIBRARY WALK." SETBACKS MAY VARY TO ACCOMMODATE EXISTING EUCALYPTUS TREES.

SPECIAL HOUSING CAN LOCATE AT RUSSELL DRIVE AND UNIVERSITY DRIVE.



70. UNIVERSITY CENTER

Boundaries

- Clear boundaries for University Center are established by the surrounding open spaces - the Library Walk, University Drive setback, Russell Drive, and a new glade proposed for the area east of Price Center.

Relationship with the Land

- The gentle slope from west to east creates opportunities for stairways, ramps, and retaining walls along the pedestrian paths.
- Buildings can incorporate parking below street level in certain areas.

Building Massing

- Buildings should be grouped to reinforce the pattern of streets. Consistent setback lines should be maintained.

Density

- The minimum density of University Center should be the equivalent of Revelle College (1.3 FAR).

Land Use

- A variety of uses should integrate within University Center.
- Fifth College facilities will be east of Russell Drive.
- Student facilities should group south of the Matthews Quadrangle.
- Administration should cluster at the existing "town square" on Myers Drive.
- Classrooms are encouraged to locate along the west and north edge of University Center.

Building Height and Form

- Buildings should be low in height (3-4 floors) and sited according to the "military base" orientation established by the existing roads and buildings.
- Buildings should orient to the pedestrians. Ground floors should be open to the adjacent streets, walkways, and courtyards. Upper floors may house small classrooms or offices. Top floors should be special uses such as faculty offices or studios. Balconies and roof terraces are encouraged.
- Buildings should group together to frame streets and form courtyards.
- While architectural variety is an important goal, complex geometries, colors, materials, and patterns which "shout" for attention at the expense of continuity are discouraged.
- Sloping roofs are encouraged to mark the center as a special neighborhood. A consistent material such as painted or natural metal is suggested.
- Building color should be sensitive to the grove. Buff, sand, and terra-cotta colors are appropriate.
- Buildings should be sited at the edge of the sidewalk whenever possible. With the exception of University Drive, landscape setbacks from roads are not encouraged within this neighborhood.

Landscape

- Streets should be defined by a regular spaced planting of trees.
- Mid-block courtyards can be landscaped in hard or soft materials. Flowering plants, fountains, should be encouraged.
- Three main public gathering places, defined by roads, mark three distinct areas: the "Town Square", the "Market Place", and the "College Green". Other mid-block gardens exist which include the Matthews quadrangle.

- A minimum of a 60' setback should occur along University Drive.

Circulation

- Streets will be designed to accommodate automobiles, pedestrians, and bicycles. Vehicular access may be limited.
- Sidewalks should be continuous along all street edges.
- Clear entrances into the University Center should be marked at all major pedestrian ways.

Parking

- One parking structure will integrate with proposed adjacent buildings.
- The structure should have narrow facades to the street. This enables views and landscape to exist and prevents the structure from creating a "walled campus."
- Active ground floor uses are encouraged within the parking structure.

71. THE EXISTING PUBLIC SPACES, SUCH AS MATTHEWS QUADRANGLE AND THE MYERS DRIVE TOWN SQUARE, SHOULD BE MAINTAINED. THIS PATTERN OF OPEN SPACE FRAMED BY BUILDINGS CAN CONTINUE AS NEW BUILDINGS ARE INTRODUCED.

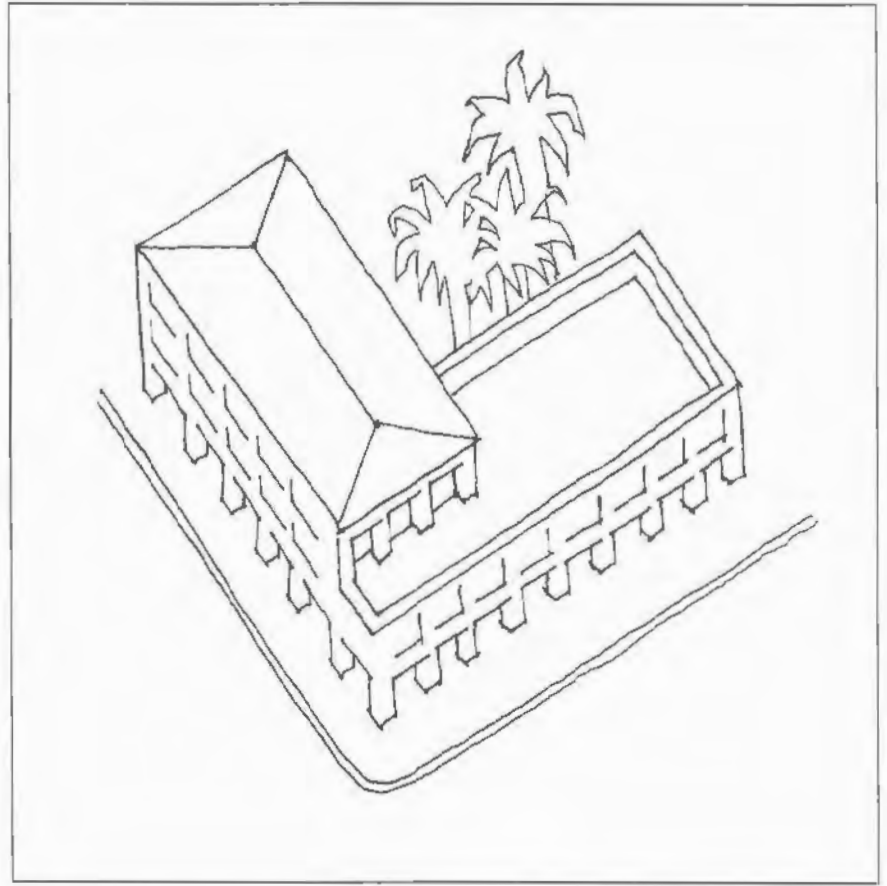
72. NEW BUILDINGS SHOULD NOT ENCROACH UPON THE EXISTING LANDSCAPE OF MATTHEWS QUADRANGLE.

73. BUILDINGS WITHIN UNIVERSITY CENTER ARE ENCOURAGED TO HAVE SLOPING ROOFS AND ROOF TERRACES. TOP FLOORS SHOULD BE SPECIAL USES SUCH AS FACULTY OFFICES, STUDIOS OR STUDY AREAS.

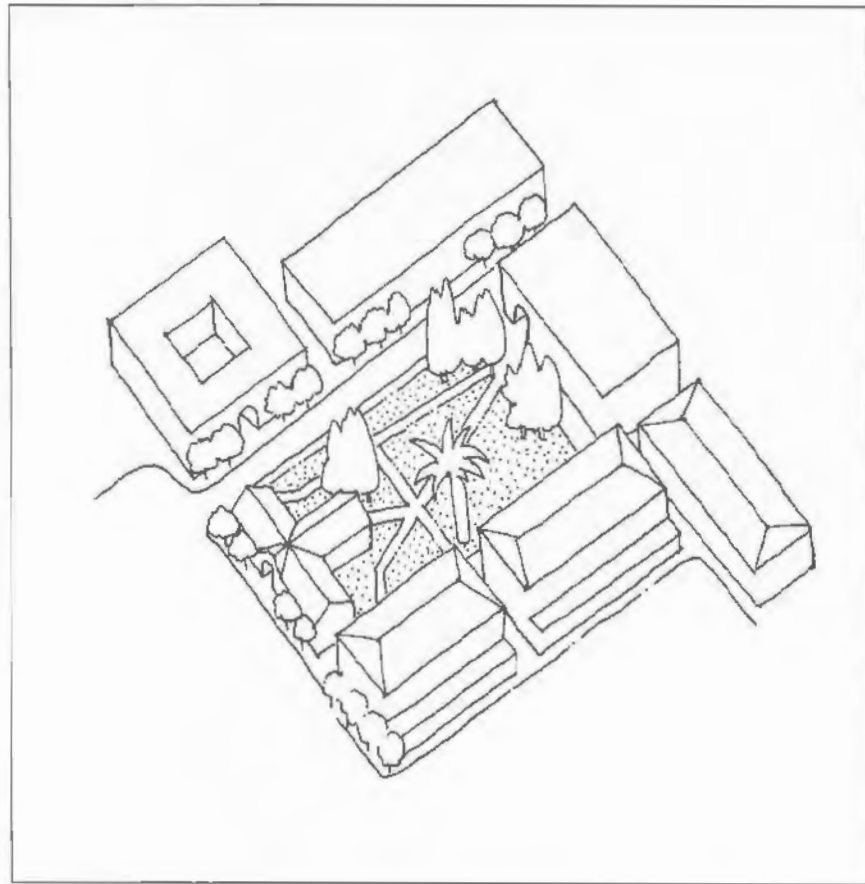
74. BUILDINGS SHOULD ORIENT TO THE PEDESTRIANS. GROUND FLOORS SHOULD BE OPEN TO THE ADJACENT STREETS, WALKWAYS AND COURTYARDS. BUILDINGS SHOULD HAVE A MINIMAL SETBACK FROM THE STREET, ENOUGH TO ACCOMMODATE A 15' SIDEWALK.



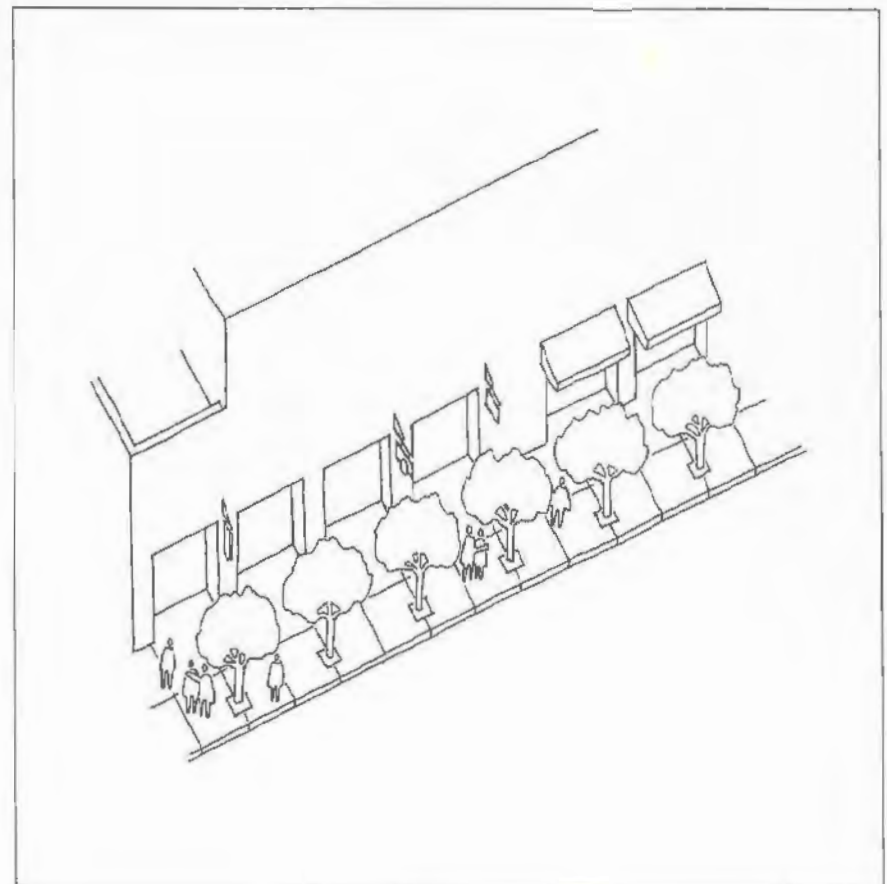
71.



73.



72.



74.



75. KEY MAP



1

76. SERIAL VISION

A WALK THROUGH THE UNIVERSITY CENTER WILL PROVIDE A SEQUENCE OF VIEWS SUGGESTED IN THE FOLLOWING SKETCHES. EACH ARROW ON THE PLAN REPRESENTS A DRAWING VIEW POINT. THE SEQUENCE BEGINS FROM UNIVERSITY DRIVE AND GOES EAST PASSING THROUGH THE "TOWNSQUARE," AND ENDS AT "THE MARKET PLACE."

1 AS YOU APPROACH FROM UNIVERSITY DRIVE BY CAR, PASSING THROUGH THE EUCALYPTUS GROVE, THE "LIBRARY WALK" GATE AND TOWER, RISING ABOVE THE ROOFTOPS, MARKS THE CENTER OF THE CAMPUS.

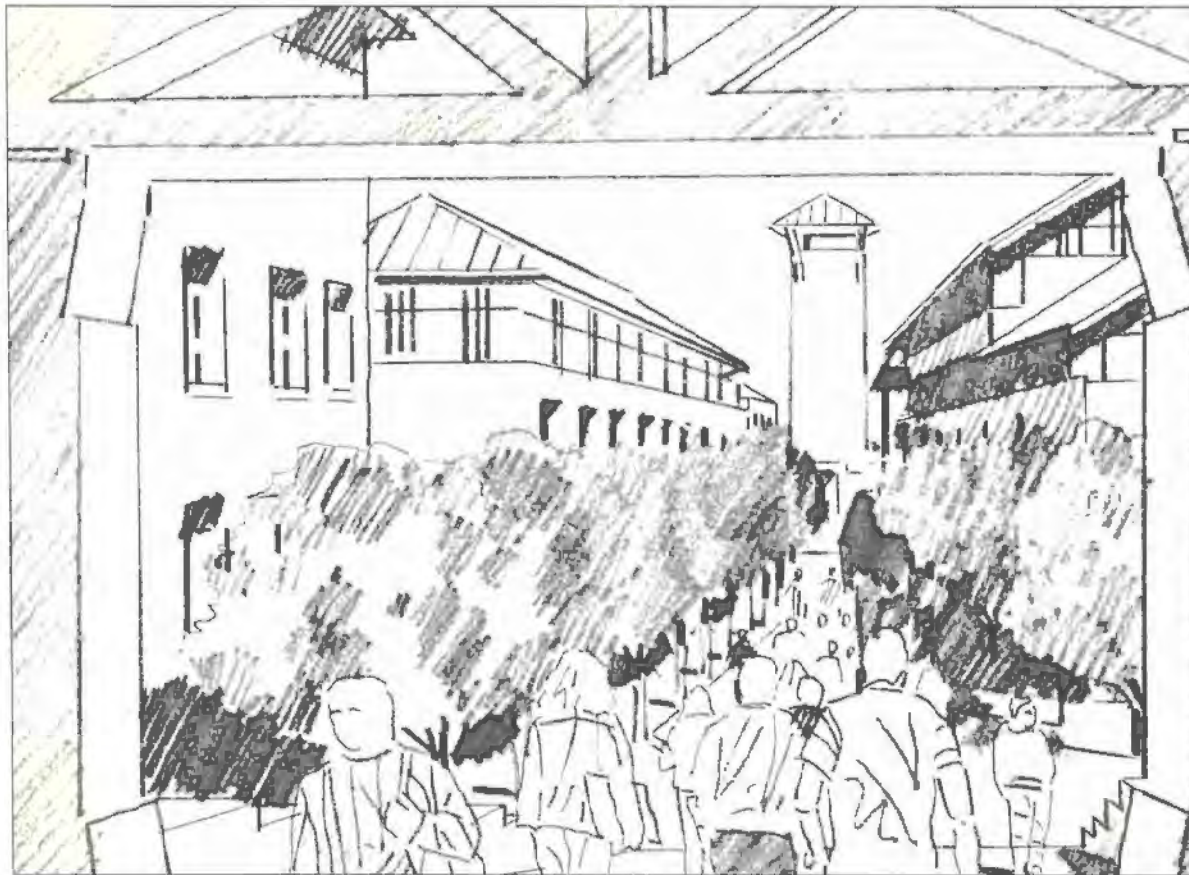
2 IF YOU ARE APPROACHING BY FOOT, THE "LIBRARY WALK" GATE CLEARLY MARKS THE ENTRANCE TO UNIVERSITY CENTER AND THE APPROACH TO THE CENTRAL LIBRARY.



2



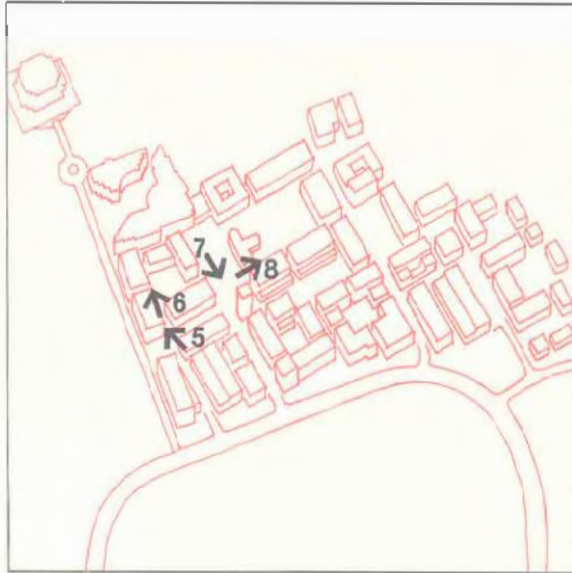
3



4

3 FROM UNIVERSITY DRIVE, YOU TURN NORTH, AND WALK UNDER THE GATE. YOU ARE STANDING ON A WIDE WALK FACING, IN THE DISTANCE, THE CENTRAL LIBRARY. BUILDINGS WITH AN ARCADED GROUND LEVEL FLANK THE RIGHT SIDE. ALONG THE LEFT SIDE, A LOW WALL WITH OCCASIONAL OPENINGS, DEFINES THE EDGE OF THE EUCALYPTUS GROVE IN THE PARK. BENCHES, PARK-LIKE IN CHARACTER, ARE PLACED ALONG THIS WALL FACING UNIVERSITY CENTER.

4 FURTHER UP "LIBRARY WALK," YOU TURN RIGHT, AND LOOK DOWN RUPERTUS WAY. YOU ARE ON AXIS WITH THE TOWER MARKING THE CENTER. THE LANDSCAPE HAS CHANGED FROM THE RUSTIC PARK TO A REGULAR PLANTING OF TREES ON BOTH SIDES OF THE STREET. STEPS TAKE YOU DOWN AND INTO UNIVERSITY CENTER.



77. KEY MAP



5



6

5 NOW THAT YOU ARE WITHIN, YOU NOTE THAT THERE ARE SMALLER PATHWAYS BETWEEN BUILDINGS THAT LEAD TO THE CENTER OF A BLOCK.

6 YOU FOLLOW THE PATH AND IT LEADS TO A MID-BLOCK COURTYARD FRAMED BY STUDENT SERVICES FACILITIES. THE COURTYARD IS SPACIOUS YET CONTAINED AND RATHER QUIET. PALM TREES AND PAVING, A SMALL FOUNTAIN MAKES THIS A COMFORTABLE PLACE TO STOP. GROUND FLOOR OFFICES OPEN OUT ONTO THIS COURTYARD.



7



8

7 YOU LEAVE THE COURTYARD AND PROCEED EAST TOWARD MYERS DRIVE AND THE "TOWN SQUARE." THE OLD CENTER TO THE MILITARY BASE HAS BEEN PRESERVED AND IS STILL FRAMED ON ONE SIDE BY BUILDING 412 OR ITS REPLACEMENT WHICH IS NOW A STUDENT GALLERY. THE TOWER FRONTS THIS SQUARE.

8 TURNING LEFT YOU PASS NEXT TO BUILDING 412 AND ENTER INTO MATTHEWS QUADRANGLE, THE LARGEST GARDEN WITHIN UNIVERSITY CENTER. NOW FRAMED BY NEW BUILDINGS, THE PLANTING AND WALKWAYS HAVE REMAINED THE SAME.



78. KEY MAP



9



10

9 TURNING RIGHT FROM THE QUADRANGLE, YOU PASS BETWEEN TWO ADMINISTRATIVE BUILDINGS ALONG A NARROW WALK. IN THE DISTANCE YOU SEE THE ACTIVITY OF THE "MARKET PLACE."

10 AT THE "MARKET PLACE," YOU SEARCH FOR AN EMPTY TABLE UNDER THE ROOFED TERRACE. THE CAFE IS CROWDED, THE OUTDOOR BOOKSTORE SALES ARE ACTIVE. AFTER LUNCH, YOU DECIDE TO BROWSE THE MAGAZINE RACKS BEFORE GOING BACK TO CLASS.

West Campus Space Projections

The following Tables 6 & 7 describe the allocation of academic and support space, housing, and parking to the west campus neighborhoods. Note that the scope of individual housing projects will be determined by economic considerations and need. Future adjustments to these tables will be made.

TABLE 6: West Campus Steady State Developable Acreage for Academic/ Support, Housing and Parking

NEIGHBORHOODS	TOTAL AREA	PROPOSED DEVELOPABLE AREA	NEW ACADEMIC/ SUPPORT		NEW HOUSING (260 Beds/Ac.-UnGrad) (200 Beds/Ac.-Grad)			PARKING WITHIN OR ADJACENT TO THE NEIGHBORHOODS *		
	Acres		Acres	Acres	GSF	Acres	UnGrad Beds	Grad Beds	Acres	Surface Spaces
REVELLE	34	14	5	280,000	2	500	—	7	500	1,500
MUIR	11	2	0.7	40,000	0.6	150	—	1	—	500
THIRD	28	16	8	450,000	—	—	—	8	750	1,000
WARREN	29	14	7	400,000	4	500	200	3	250	500
FIFTH	27	19	10	570,000	4	550	200	5	300	1,000
SIXTH	27	24	13	740,000	5	1,200	—	6	375	1,500
WEST OF THIRD 7/8	8	4	—	—	3	800	—	1	—	500
NORTH OF SIXTH 7/8	13	17	6	340,000	5	1,200	200	6	375	1,500
NORTHPOINT	8	5	4	230,000	—	—	—	1	—	500
UNIVERSITY CENTER	22	13	10	570,000	2	500	—	1	—	500
SCHOOL OF MEDICINE	37	21	14	790,000	2	—	400	5	1,625	—
THEATRE CLUSTER	7	3	3	40,000	—	—	—	—	—	—
CAMPUS SERVICES	22	16	14	300,000	—	—	—	2	125	500
VA		1	—	—	—	—	—	1	—	500
TOTAL	273	170	95	4,750,000	28	5,400	1,000	47	2,800	11,500

*Revelle College parking includes the area to the south of the college.
Muir College parking includes the tennis court area to the south of the college.
Third College parking includes the area south and east of the college.
Fifth College parking includes the area along the south edge of Pepper Canyon.
Sixth College parking includes the area north to the campus "loop road."
School of Medicine parking includes the area southwest of the School.

TABLE 7: West Campus Steady State Program for Academic/Support and Housing

NEIGHBORHOODS	ACADEMIC/ SUPPORT FACILITIES (Excluding Housing) (GSF)			UNDERGRADUATE HOUSING (Beds)			GRADUATE HOUSING (Beds)		
	Existing	New	Total	Existing	New	Total	Existing	New	Total
REVELLE	720,000	280,000	1,000,000	900	500	1,400	—	—	—
MUIR	450,000	40,000	490,000	950	150	1,100	—	—	—
THIRD	210,000	450,000	570,000	950	—	950	—	—	—
WARREN	340,000	400,000	740,000	900	500	1,400	—	200	200
FIFTH	70,000	570,000	570,000	1,200	550	1,450	—	200	200
SIXTH	70,000	740,000	810,000	—	1,200	1,200	—	—	—
WEST OF THIRD	—	—	—	—	800	800	—	—	—
NORTH OF SIXTH	—	340,000	340,000	—	1,200	1,200	—	200	200
NORTH POINT	20,000	230,000	250,000	—	—	—	—	—	—
UNIVERSITY CENTER	270,000	570,000	570,000	—	500	500	—	—	—
SCHOOL OF MEDICINE	500,000	790,000	1,290,000	—	—	—	—	400	400
THEATRE CLUSTER	30,000	40,000	70,000	—	—	—	—	—	—
CAMPUS SERVICES	—	300,000	300,000	—	—	—	—	—	—
SUBTOTAL	2,680,000			4,900	5,400		—	1,000	
SPACE REMOVED									
THIRD	90,000								
FIFTH	70,000			300					
UNIVERSITY CENTER	270,000								
TOTAL	2,250,000	4,750,000	7,000,000	4,600	5,400	10,000	—	1,000	1,000

Note: Neighborhood totals reflect instances where space will be removed.

E A S T C A M P U S

EAST CAMPUS

The East Campus Plan addresses the physical growth of the 270-acre site east of Interstate 5. Most of the east campus is open land. Mesa graduate student housing and a soon-to-be relocated baseball field are the existing uses. The adjacency to University Town Center commercial area east of Regents Road makes this land extremely desirable for a development oriented to community uses.

Proposed uses consist of: medical facilities, a science research park, campus events facility, University Extension, expanded housing, major recreational fields, and west campus parking. Due to the orientation to community-related facilities, access to this area is a key issue.

The Plan provides a framework of roads and open space in which these various proposed uses fit and connect.

Planning Assumptions

The 1981 LRDP designated the east campus for development of:

- medical facilities
- science research park
- recreation facilities
- corporation yard

The Plan did not address in detail a road pattern or open space concept for the east campus.

In recent years, the medical facilities and recreation fields have had programs identified and sites located. With proposed relocation of the corporation yard to the west campus, that site has been identified as an academic reserve, possibly accommodating University Extension. A peripheral parking site for the west campus has been identified. A 30-acre site has been designated as a science research park adjacent to Regents Road. Anticipated growth in both the medical facilities and science research facilities will be the focus of future growth.

The current projected program for the east campus consists of:

Academic:	University Extension Academic Reserve
Medical:	Satellite Hospital Ambulatory Care Center Shiley Eye Center Neuropsychiatric Hospital
Science Research:	Science Research Park
Other:	Expanded Graduate Housing Recreation Fields & Events Facility West Campus Remote Parking

Development Concept

The concept for the east campus consists of:

- Consolidating development as much as possible into distinct neighborhoods, similar to the west campus concept, in order to maximize a unifying open space as well as to promote pedestrian connections between various facilities.
- Extending the west campus Life Sciences academic corridor to the medical facilities on the east campus, thereby linking academically as well as physically to the west campus.
- Creating an open space system which unifies the east campus and relates it to the west campus. Within this system, the Park can extend through the east campus canyons connecting to the regional canyon system.
- Achieving clarity in a campus road system which relates to the hierarchy of west campus roads and provides clear access from the community to UCSD.
- Developing a pedestrian system which enables clear and pleasant connections between the west and east campuses, as well as the surrounding commercial and housing developments.
- Providing for a shuttle bus loop and LRT station as well as bus stops to make this area accessible by transit.



79. EAST CAMPUS-STEADY STATE

Neighborhoods

Future development on the east campus will continue the concept of distinct neighborhoods with clear territorial boundaries.

Four neighborhoods can be identified to house the different components of the program:

Health Science

- The 40-acre Medical Reserve is one neighborhood that is bisected by "East Campus Drive" (a proposed road connecting Campus Point Drive to Eastgate Mall). Although it is a major access road, "East Campus Drive" should incorporate an integrated landscaping and paving design that visually links both sides of the Medical Reserve. Buildings within this neighborhood should relate in color, building form and material.

Science Research Park

- Framing both sides of the southern segment of "East Campus Drive", the 30-acre neighborhood of research facilities marks the east entrance to the campus. This neighborhood will be divided into four to six-acre parcel increments which can be developed to individual requirements. Together, these buildings should frame a distinct open space which becomes the focus for this neighborhood.
- Buildings should address "East Campus Drive." Parking is to be provided behind the buildings out of view from the road and landscape elements should present a unified image.

Mesa housing

- Graduate and family housing exist on the east campus and will increase with new infill development. Mesa Housing offers a very pleasant environment of smaller scaled buildings and open meadows. New development will extend this housing west and north to the canyon edges. Density of this proposed housing can be less than west campus housing. Plus or minus 100 beds per acre is suggested. Buildings should be three to four stories in height and integrated with the informal pattern of existing housing.

Academic Reserve

- An 11-acre site for future academic uses is located at the north entrance to the east campus. This site should be carefully designed with academic uses at the street intersection "marking" this campus entry. Parking structures may locate on the west edge of the site.

Academic Corridors

The Life Sciences corridor will connect Revelle College and the School of Medicine on the west campus to the medical facilities on the east campus.

The Life Science bridge over Interstate 5 ties the two campuses together and provides the opportunity for a gathering place relating to the LRT station and shuttle bus transfer. The shuttle route along this academic corridor is vital in achieving the necessary linkage between the "Life Science" neighborhoods.

The Park and the East Campus Open Space System

The Park will extend to the east campus and include the three finger canyons that exist along the I-5 corridor. The Plan proposes that these be regraded and replanted where necessary to restore and enhance the rustic landscape of chaparral and eucalyptus. The northernmost canyon will include a playfield.

The I-5 corridor is envisioned as a landscaped eucalyptus "allee" which would extend drifts of trees into the canyons. The canyons create a valuable buffer between the freeway and the proposed uses, as well as an open space resource for Mesa Housing and the hospitals. This landscaped I-5 corridor will mark UCSD from the freeway and will make a "green gate" to San Diego from the north. As Balboa Park is identified along Cabrillo Highway by special landscape, UCSD should be identified as well using the I-5 corridor.

A number of recreation facilities including a new baseball field, multipurpose fields and indoor events facility are planned to form another east campus neighborhood. The events facility would be located at the intersection of Miramar Road and East Campus Drive. Seating for approximately 10,000 spectators is anticipated.

Roads and Campus Entries

Similar to the west campus, an east campus public loop road is proposed which connects Campus Point Drive and Eastgate Mall. This loop should be given an appropriate name similar to west campus' University Drive. For the purpose of the Plan, it is referred to as "East Campus Drive." This road creates major entry points from Genesee Avenue and Regents Road.

This road should have a similar cross section to University Drive, four through lanes with a landscaped median. The landscape suggested for this road is rustic, enabling the eucalyptus of the canyons to extend to the edges of the campus. Where the medical facilities cross east campus Drive the landscape can be modified adding discrete elements which relate to that particular neighborhood.

The west campus loop road extends into the east campus in two locations, Miramar Road and the south road paralleling the medical facilities and the major east campus canyon. Only Miramar Road will be open to through public traffic. The recommended section is two through lanes and no median. The landscape suggested for these roads is rustic in character relating to the canyon landscape. Bicycle lanes should exist on all east campus roads.

Parking

Parking on the east campus will consist of as many as 10,000-11,000 cars depending on the west campus parking demand at steady state. Parking structures are proposed for the medical facilities, portions of the Science Research Park, and for west campus remote parking. The remote parking area is considered a "land bank" for other future uses.

If possible, garages should be small and integrated with the neighborhoods. However, based on this projected demand, some garages will most likely be larger than most campus garages.

When possible, landscaping of surface parking should prevent expansive views of surface parking areas.

Pedestrian Circulation

Clear pedestrian paths should be created between the west campus and east campus neighborhoods. The proposed LRT station will create a new campus entry. Pedestrian traffic to and from the station should be direct, safe and pleasant.

Pathways are proposed along the canyon edges which will create pleasant walks from the LRT station to the Mesa Housing, science research park, and also the campus events facility. Walks should have "gathering places", seating and lighting.

Shuttle Bus and Mass Transit

The east campus will be served by a "radial" line which will connect to the School of Medicine and University Center. The major parking areas, medical facilities, and housing need to be linked by an east campus shuttle system. Shuttle stops at the LRT station and at University Center should allow riders to board west campus or SIO shuttles. Other routes may be determined to serve housing and parking areas at night.

Planning Guidelines

Specific guidelines can direct the new development of the east campus. These include:

- Arranging buildings in compact clusters around interconnecting courtyards. Building forms should be simple and compatible with the cluster as a whole.
- Avoiding large areas of blank walls or buildings which are excessively large. Without special care, medical and research buildings tend to be large and rather "blank." Arcaded bases, recessed windows, balconies, and variation in massing are encouraged.
- Orienting buildings to take advantage of distant views to foothills as well as to the adjacent canyons.
- Using light, non-reflective building materials for wall surfaces. "Green walls" of vines and flowering plants would also reduce the bulk of these buildings and are encouraged.

SCRIPPS INSTITUTION OF OCEANOGRAPHY

SCRIPPS INSTITUTION OF OCEANOGRAPHY

The Master Plan for Scripps Institution of Oceanography (SIO) addresses anticipated physical growth from 1988 to 2020. It provides a framework for the development of SIO — a magnificent site with unsurpassed views of the ocean, and with mesas, hills, and canyons that are rich in vegetation and topography. A separate document describing a neighborhood plan for SIO is available.

SIO predates UCSD by some 60 years. It was first established in 1903 as the Marine Biological Association of San Diego. In 1904, it moved from temporary quarters at the Hotel Del Coronado to a five-acre city park near Alligator Head at La Jolla Cove. Recognizing that the site was inadequate, the Association purchased the 170-acre tract that is now the SIO campus. In 1913, it deeded this property to the University, and the new Scripps Institution of Oceanography became formally affiliated with it.

SIO has of course periodically expanded its facilities since then, with major construction from 1913 through the 1920s, and again in the decades after World War II. These periods of expansion often coincided with the establishment of new research areas and an expanded mission. Until recently, most development has been concentrated in the area west of La Jolla Shores Drive, between the hillside and the ocean. Deep Sea Drilling and Nierenberg Hall are the exceptions, together with storage and warehousing in Seaweed Canyon.

Today, SIO is again considering the steps it must take to ensure that its position of leadership in oceanographic research and teaching will continue into the 21st century. Those steps include substantial new development elsewhere on the SIO campus. The new Stephen Birch Aquarium-Museum that will soon be added to SIO east of La Jolla Shores Drive is the first of a series of new facilities planned for hillside and mesa sites.

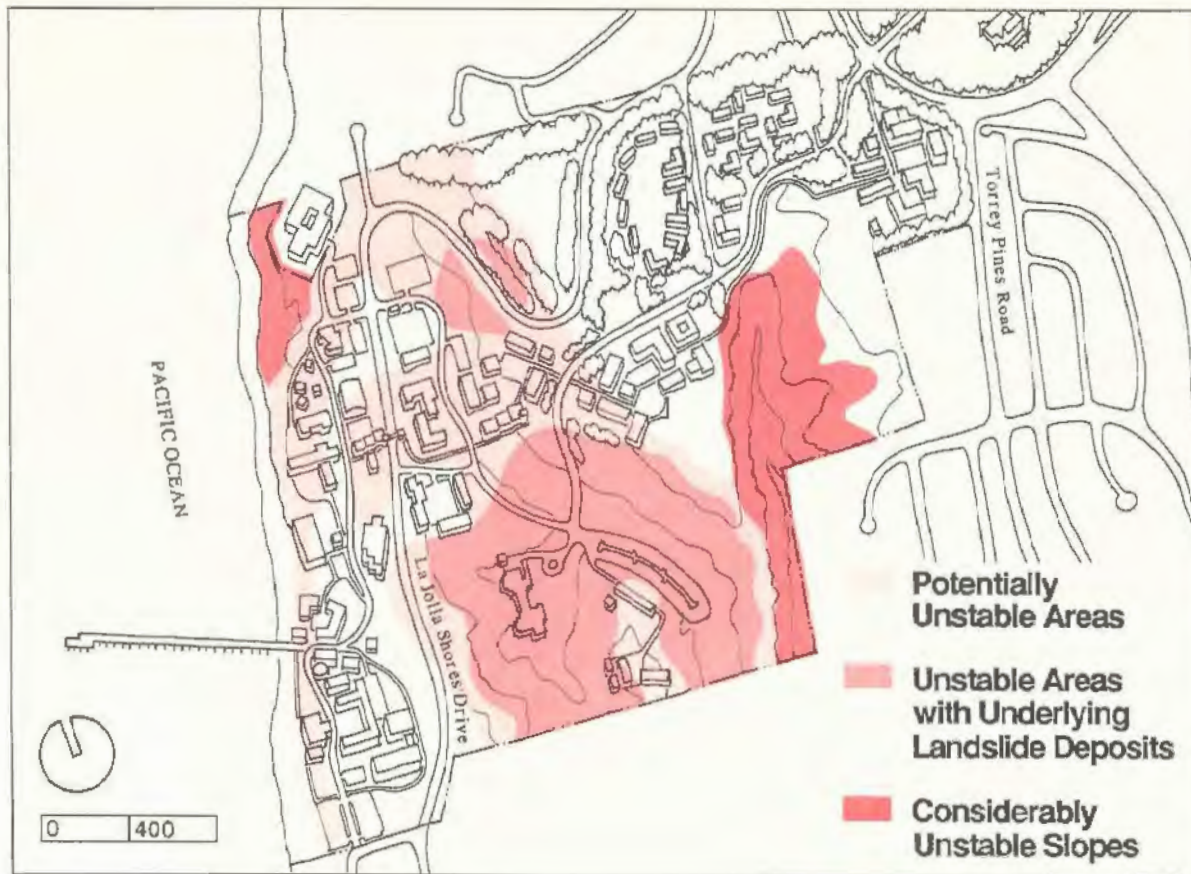
Planning Assumptions

The 1981 UCSD Long Range Development Plan designated the area west of La Jolla Shores Drive for redevelopment and infill and the area to the east for future new construction. It projected essentially stable graduate student enrollment and the need for only 76,000 assignable square feet of new academic space on the SIO campus.

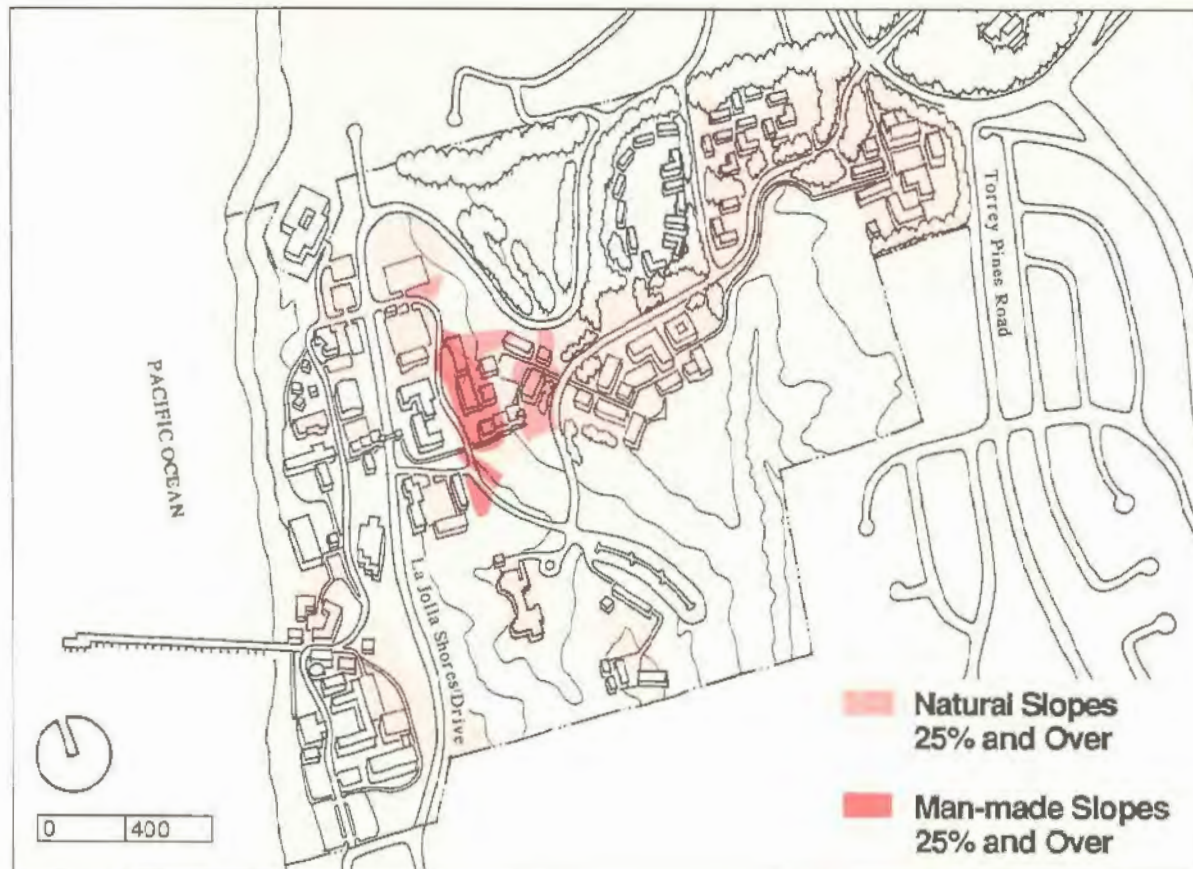
In 1988, the situation is clearly different. SIO anticipates growth in research support, in faculty, staff, and students. Student growth may for the first time include undergraduate students as part of a proposed program in ocean engineering. In response to this, SIO has substantially revised its projections of required space.

80. SCRIPPS INSTITUTION OF OCEANOGRAPHY - STEADY STATE





81.



82.

Program

Program requirement: SIO has projected the need for approximately 610,000 gross square feet of new facilities between 1988 and 2020, for a total of 1.245 million gross square feet of building development on the SIO Campus. Associated parking is required for approximately 1,650 cars.

Land Constraints: of the SIO Campus's 160 acres, there are 30 acres of natural study areas, and 49 acres of archaeological sites and sites posing geological difficulties or hazards. Most of these 79 acres are not desirable for development. Certain archaeological sites appear mitigable. With proper engineering, certain hillside sites may be as well.

Developable land: some 48 acres have been identified that are suitable for development, including 6 acres of "stepped" development sites with slopes over 25%. The majority of developable sites fall within a large contiguous area on the mesa.

Capacity: the combination of compact, two to three-story development clusters and single story buildings on the SIO campus provide an average density of .4 FAR. This is a desirable density which should be maintained in future development. There are adequate developable sites to do so and still meet the anticipated space needs. Assuming that some new development will occur at a higher density—.9 FAR, for example, equivalent to the Sverdrup/Ritter Hall area—SIO's program can probably be met without using all the developable land available.

81. GEOLOGICAL CONSTRAINTS ON SIO LAND WERE MAPPED TO IDENTIFY LAND SENSITIVE TO DEVELOPMENT.*

*STUDY BASED ON CONSULTATION BY WILLIAM J. ELLIOTT, ENGINEERING GEOLOGIST, APRIL, 1988.

82. LAND THAT IS NOT CONSTRAINED BY LANDFORM OR NATIVE VEGETATION HAS BEEN IDENTIFIED AS PREFERRED FOR DEVELOPMENT.

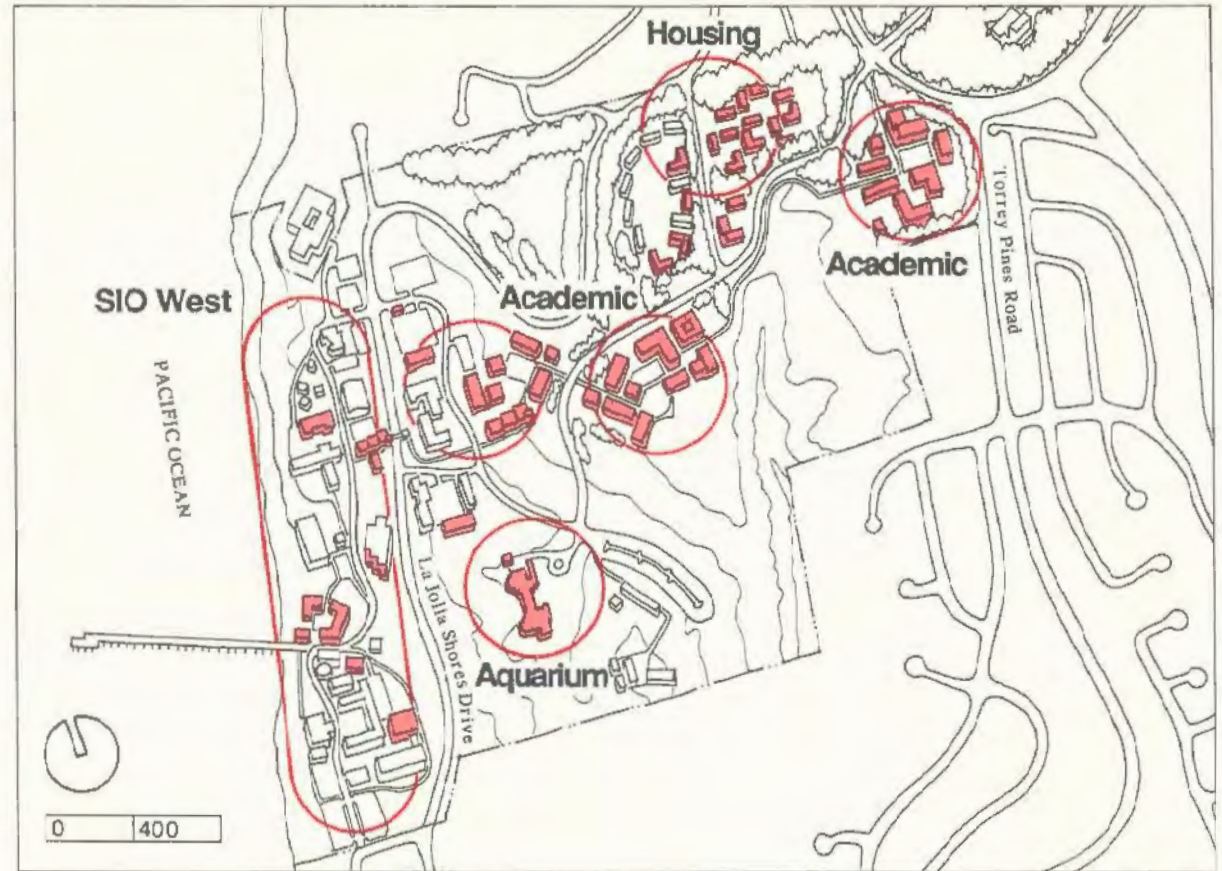
Development Concept

The basic concept for the future development of SIO consists of two strategies:

1. Selected replacement and infill development of SIO west (the area west of La Jolla Shores Drive).
2. Clustered development of SIO east, along the main pedestrian spine that begins at SIO west and extends across the mesa to North Torrey Pines Road.

Both of these strategies are designed to maintain the existing character of the SIO campus by:

- Maintaining the existing density.
- Continuing the types of development most typical of SIO west—clusters of relatively low, compact buildings around courtyards, and stepped buildings along hillsides. The latter can help create a strong connection between existing and new parts of the SIO campus.
- Preserving a large natural study area with important native vegetation, maintaining views and view corridors, and fitting development clusters within the natural setting.
- Preserving archaeological sites as cultural and research resources.
- Creating a "SIO Main Street" east of La Jolla Shores Drive by extending Biological Grade.
- Creating the possibility for a second "commons" that can serve as a gathering place for development on the east side of SIO.
- Creating courtyards and other open spaces in each cluster that relate to campus-wide open space.
- Providing close-in parking and outdoor staging areas in conjunction with buildings.



83.

- Making new development accessible by car and providing a shuttle bus route that connects SIO to the shuttle bus network, with connections to the proposed LRT station and the east and west campuses.
- Creating a pattern of clustered development along a pedestrian spine linking SIO west and SIO east, thus forming the Marine Sciences corridor.



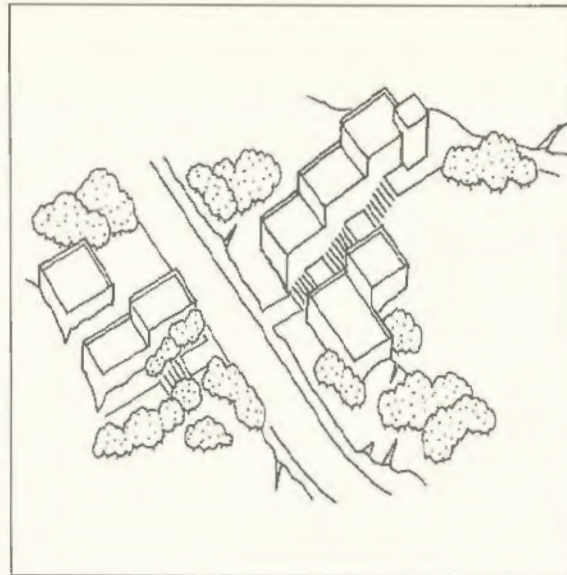
84.

83. FUTURE DEVELOPMENT OF SIO WILL BE IN CLUSTERS. A PEDESTRIAN PATH WILL CONNECT ALL CLUSTERS TOGETHER.

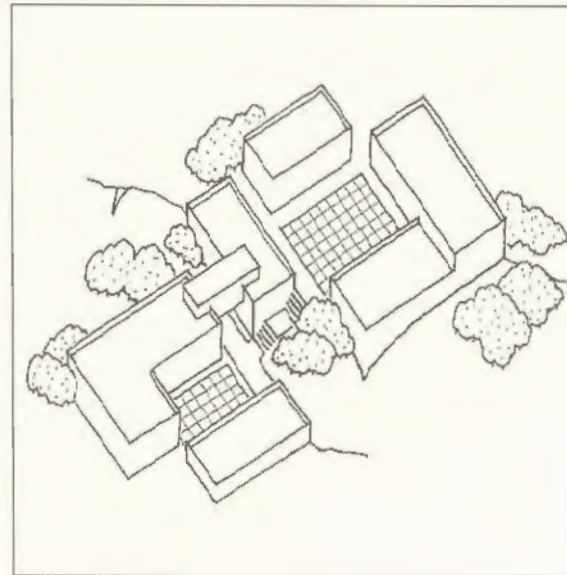
84. BUILDING CLUSTERS SHOULD NOT ENCROACH ON THE NATURAL SITE FEATURES.

The pedestrian network links a town together in a viable pattern; it links place to place by steps, bridge, or any means possible so long as continuity and access are maintained.

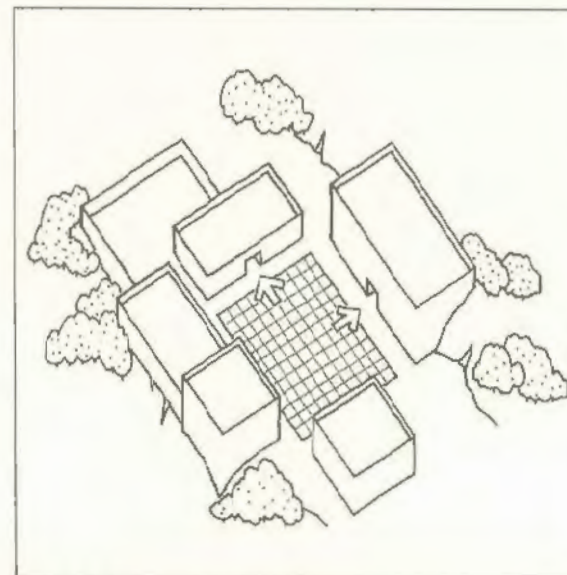
—Gordon Cullen



85.



86.



87.

85. BUILDINGS ON STEEP SLOPES SHOULD BE DESIGNED TO "STAIR-STEP" USING ROOFS AS TERRACES FOR THE BUILDINGS ABOVE THEM.

86. BUILDINGS SHOULD BE SITED TO DEFINE COURTYARDS.

87. BUILDING ENTRANCES SHOULD BE ORIENTED TO THE COURTYARDS.

Planning Guidelines

Specific strategies can also be identified for reinforcing the development in the design of SIO's individual buildings. These include:

- Arranging buildings in compact clusters around interconnecting courtyards. Their siting should relate to the natural topography. Building forms should be simple and compatible with the cluster as a whole.
- Keeping buildings generally to a one- to two-story height, with three stories as a maximum. Care should be taken to avoid blocking views to the ocean and natural study area from other buildings.
- Using flat roofs for stairstep buildings will provide terraces for the buildings above them. Stairs and elevators in or alongside these buildings can provide pedestrian connections that help to connect the different buildings up and down the hillside.
- Orienting buildings towards views of the ocean, canyons, and other open spaces.
- Using stone, stucco, and similar materials for walls and surfaces to relate buildings to the terrain. Extensive glazing and the use of reflective glass should be avoided.
- Using light and non-reflective colors for buildings. Earthtones are appropriate, especially for large surfaces.
- Building clusters should set back a minimum of 60 feet along the aquarium access road. Parkings should have a setback of 30 feet from this road, screened with a landscape buffer.
- On the hillsides and mesa, creating a landscape buffer between development clusters and the campus-wide open space of the Park that relates strongly to the surrounding indigenous vegetation.

Landscape

Much of the SIO campus is naturally vegetated with forms of coastal sage scrub, mixed chaparral and riparian vegetation. The portions of the site which have been least disturbed over the years continue to contain healthy and diverse mixes of these natural plant associations. These associations are representative in quality and character of the vegetation inherent to this part of the southern California coast. Elsewhere, development impacts on native vegetation have been severe and quite extensive.

Vegetation Zones

Three distinct vegetation zones can be identified on the SIO campus:

Canyon Watershed: highly natural, high preservation value. The area of natural vegetation having a premium level of preservation value is Skeleton Canyon and its watershed boundaries. This portion of the site contains the greatest natural species diversity and mix of plant associations. It can be delineated into two to three coastal vegetation forms: chaparral, coastal sage and riparian.

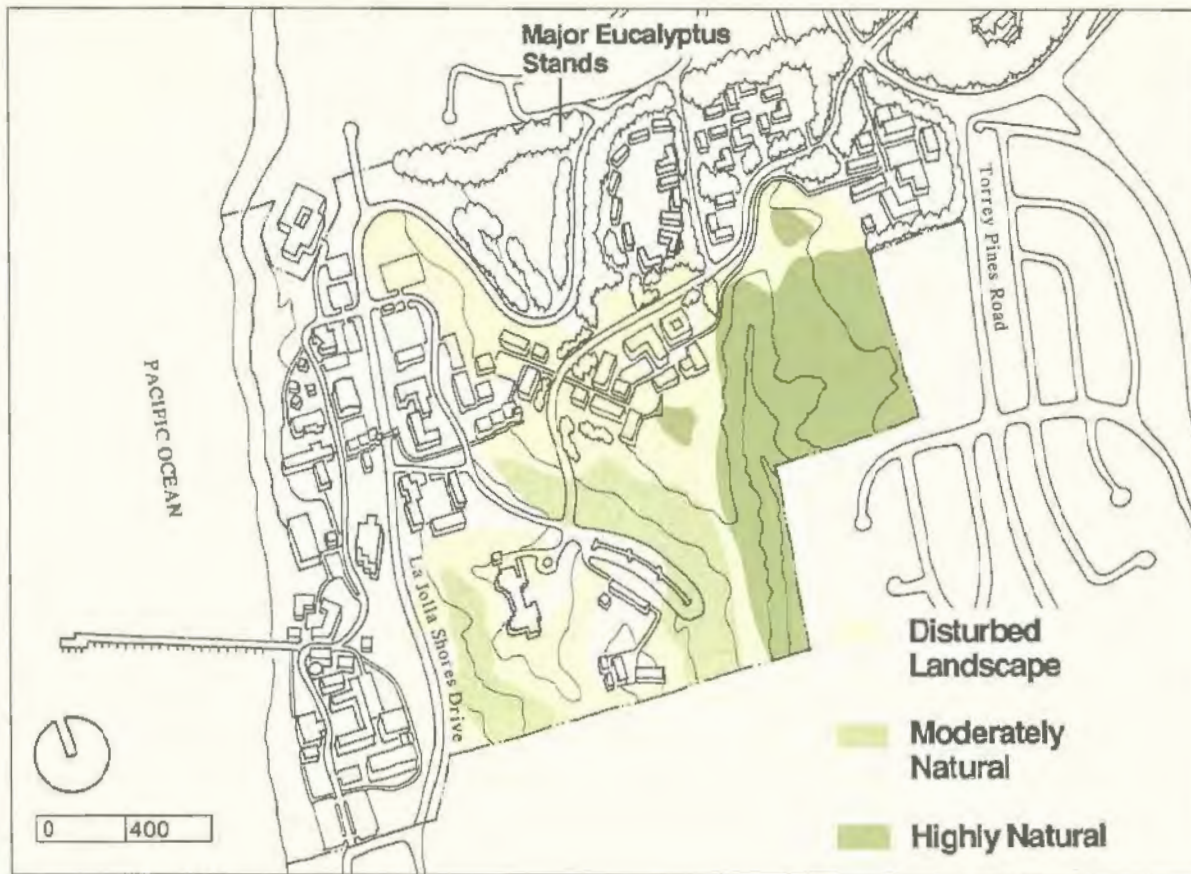
Open Slope Landscapes: moderately natural, good preservation value. A large amount of the SIO campus consists of south and west facing slopes and ridge areas with a cover of coastal sage vegetation. This sun and heat condition, along with fine texture soils, creates greater moisture stress and reduces the plant diversity and visual character. The area immediately adjacent to the proposed Aquarium-Museum falls in this zone. The possibility of a native species botanical garden in this area should be considered, both as an educational resource and as a way of screening development from adjacent housing.

Disturbed Landscapes: the impact of development and introduced plantings in this area can be observed from virtually every vantage point. It is possible to make a distinction between the ornamental landscape development around the Coast Apartments and the groves of *Eucalyptus cladocalyx* (Sugar Gum) and *Acacia* species, and the more subtle and threatening impact of invasive ornamentals such as *Cortaderia seloana* (Pampas Grass), *Carpobrotus* (Hottentot Fig), *Atriplex semibaccata* (Creeping Saltbush), and *Mesembryanthemum cristallinum* (Ice Plant). These species are highly adapted to this site and will out-compete native species, particularly in newly disturbed areas. Their use should be avoided.

Landscape Guidelines

Landscaping at the SIO campus should adhere to the following guidelines:

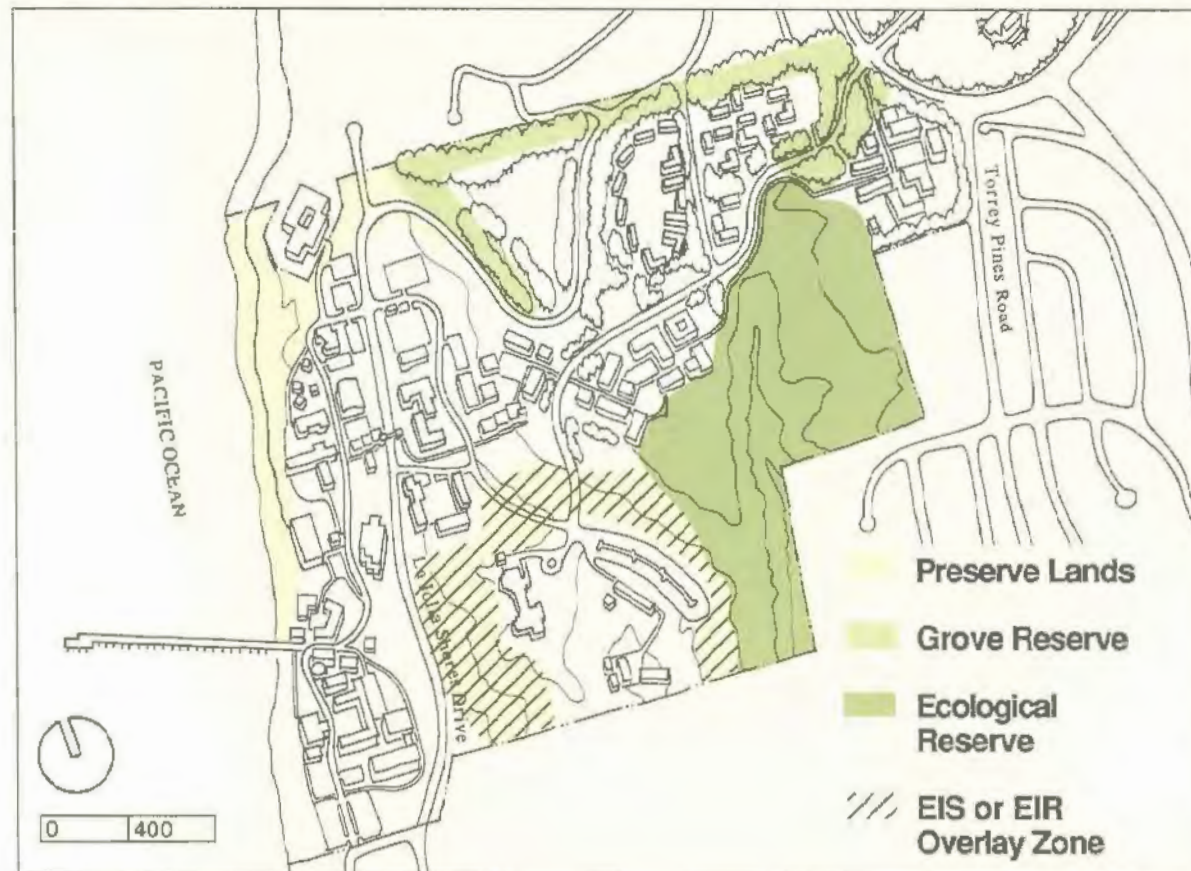
- Indigenous vegetation should be considered as a landscape fabric that has a coastal sage and chaparral integrity and heritage to it. From this viewpoint, the natural vegetation should be enhanced and integrated with the building development. Development should be thought of as occurring within the landscape fabric, rather than the other way around.
- Dry climate plantings should be used to minimize water runoff on hillsides and canyons to prevent landslides and slumping.
- Existing eucalyptus trees and groves can be preserved, but an active program of thinning and pruning should be undertaken to improve their condition.
- Non-indigenous plant choices and the design and placement of roads and architectural features should complement and extend the character of this form of California landscape.



88.

88. NATIVE VEGETATION IS MAPPED IN VARIOUS CATEGORIES OF PRESERVATION VALUE. CERTAIN AREAS ARE DEFINED AS HIGH PRESERVATION, CREATING SOME NON-DEVELOPABLE CONDITIONS. *

*STUDY BASED ON CONSULTATION BY EMMET L. WEMPLE & ASSOCIATES, LANDSCAPE ARCHITECTS, JUNE, 1988.



89.

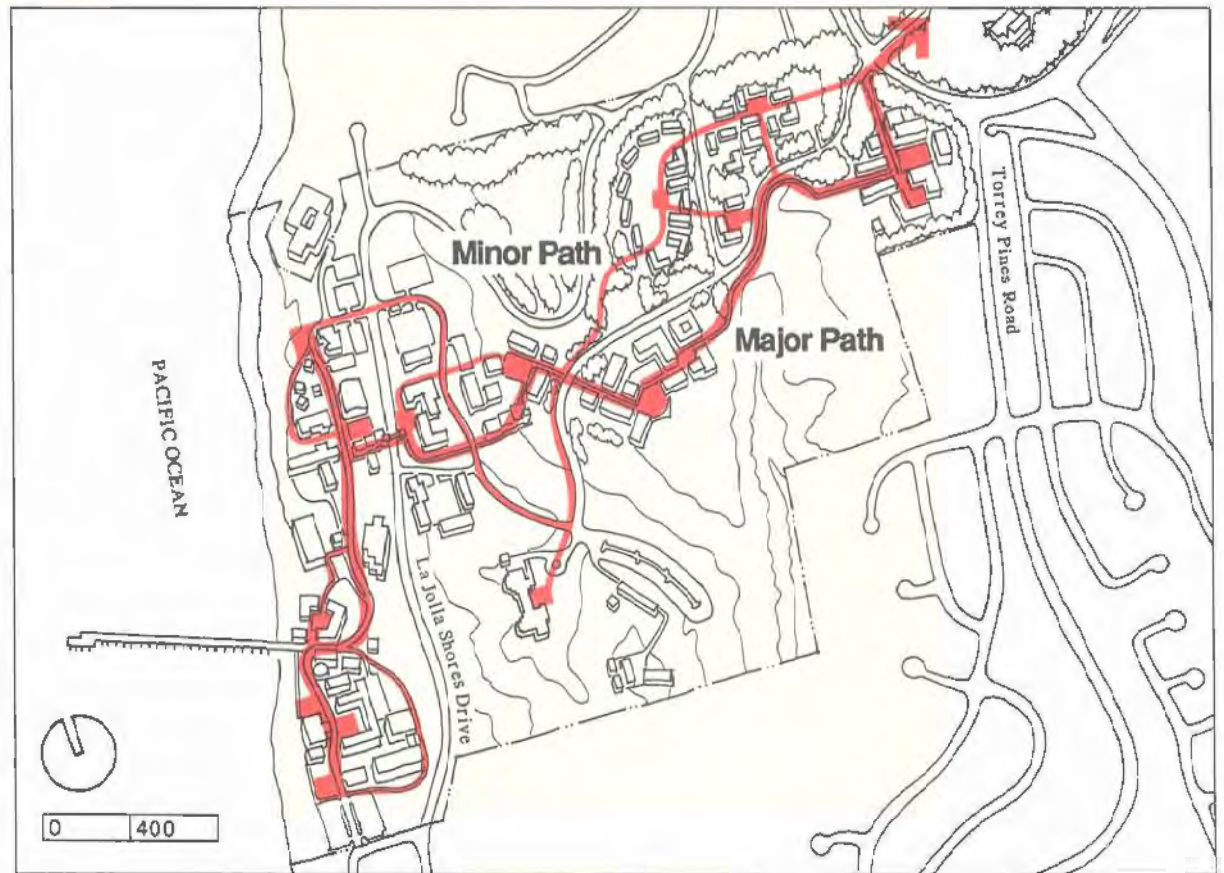
89. THE PARK AT SIO CONSISTS OF AN ECOLOGICAL RESERVE (SKELETON CANYON NATURAL STUDY AREA), GROVE RESERVE, AND PRESERVE LANDS.

Pedestrian Circulation

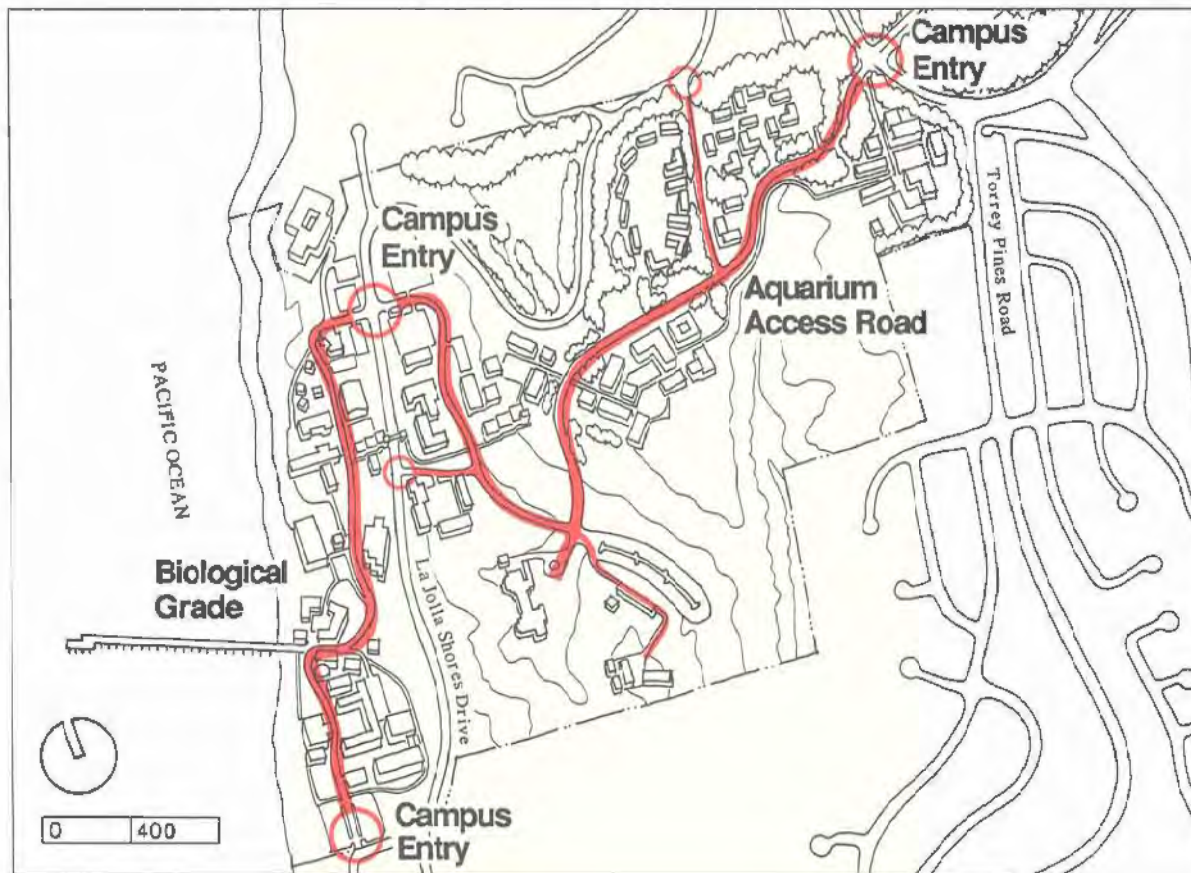
A continuous scenic pedestrian path will pass through the clustered hillside development and bridge over La Jolla Shores south of the Biological Grade intersection. It will include a series of "gathering places" and a new "commons" area. The eastern extension of Biological Grade and existing Biological Grade which connect to it in several places provide a secondary pedestrian route extending south from the first along the hillside to Seaweed Canyon.

No pedestrian connection is envisioned that directly links the new Aquarium with SIO West's "commons" area. The hillside east of La Jolla Shores in this area should be preserved as open space.

A clear, continuous path should link SIO with the west campus. At the North Torrey Pines Road intersection with the aquarium access road, a major pedestrian crosswalk is envisioned.



90. THE PEDESTRIAN CIRCULATION SYSTEM CONSISTS OF A CONTINUOUS SCENIC PATH LEADING FROM THE UPPER CLUSTERED DEVELOPMENTS TO BIOLOGICAL GRADE. THIS PATH WILL LINK ALL NEW DEVELOPMENT AREAS WITHIN THE MARINE SCIENCES CORRIDOR.



91. AN AQUARIUM ACCESS ROAD IS PROPOSED, TOGETHER WITH A NEW SERVICE ROAD WHICH WILL CONNECT BIOLOGICAL GRADE TO SEAWEED CANYON. ONLY THE AQUARIUM ACCESS ROAD IS PUBLICLY ACCESSIBLE.

Roads

All roads within SIO, except the new aquarium access road, should be reserved for University use. Over time, a four-way stop or stoplight may be needed at the intersection of La Jolla Shores Drive and Biological Grade to accommodate increased traffic.

The loop road at the Coast Apartments will be reconfigured as a restricted access road from La Jolla Shores Drive and the aquarium access road to serve housing in this area. The alignment of the aquarium access road will preserve the knoll as a natural and archaeological resource and visual amenity. A secondary road linking La Jolla Shores Drive to Seaweed Canyon and the new Aquarium is a service road.

Biological Grade and its easterly extension will serve bicycles as well as cars. At SIO west, Biological Grade is not a through road, although it will continue to provide limited access for SIO and University vehicles. At SIO east, only the aquarium access road is a public road. All other roads are for University use only.

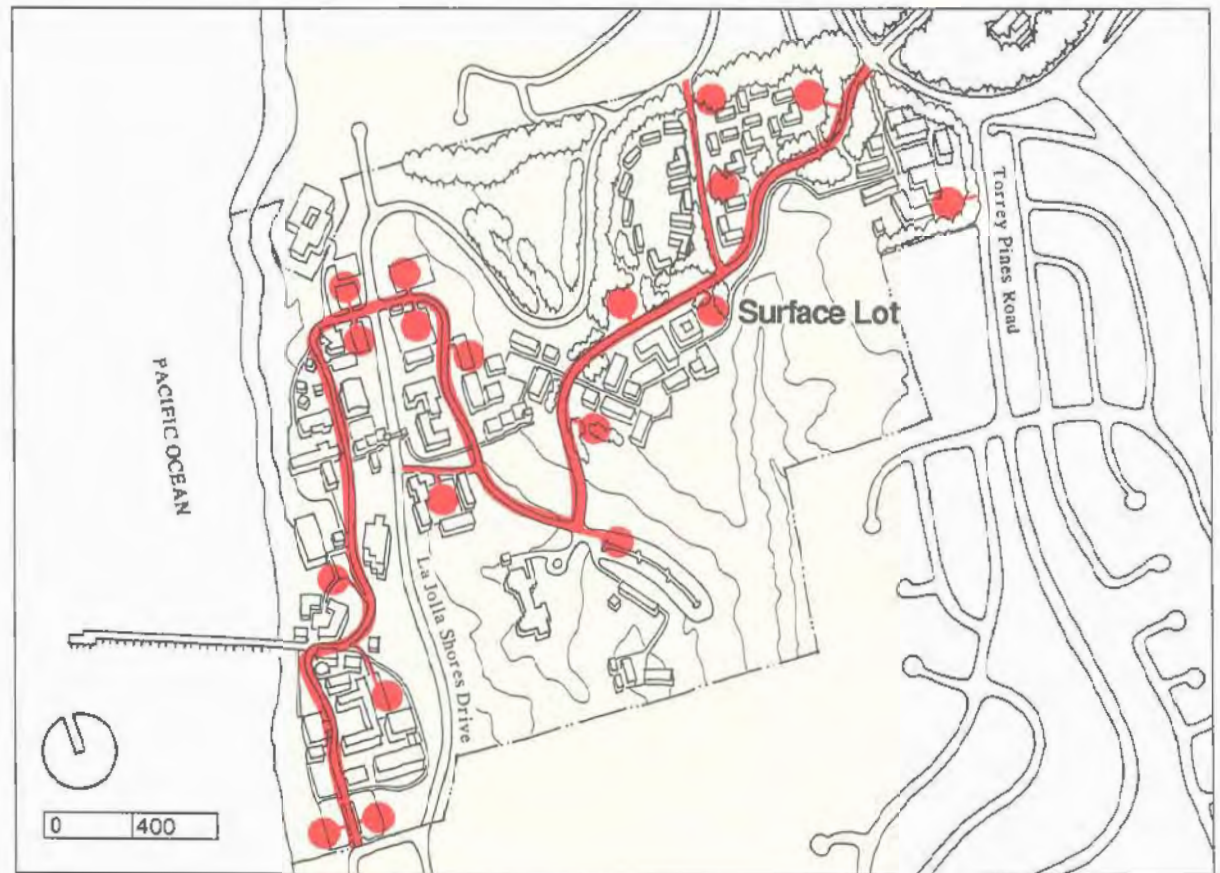
Separate bicycle lanes will only be provided on the aquarium access road. The service roads at SIO east will serve bikes within their given roadbed.

Parking

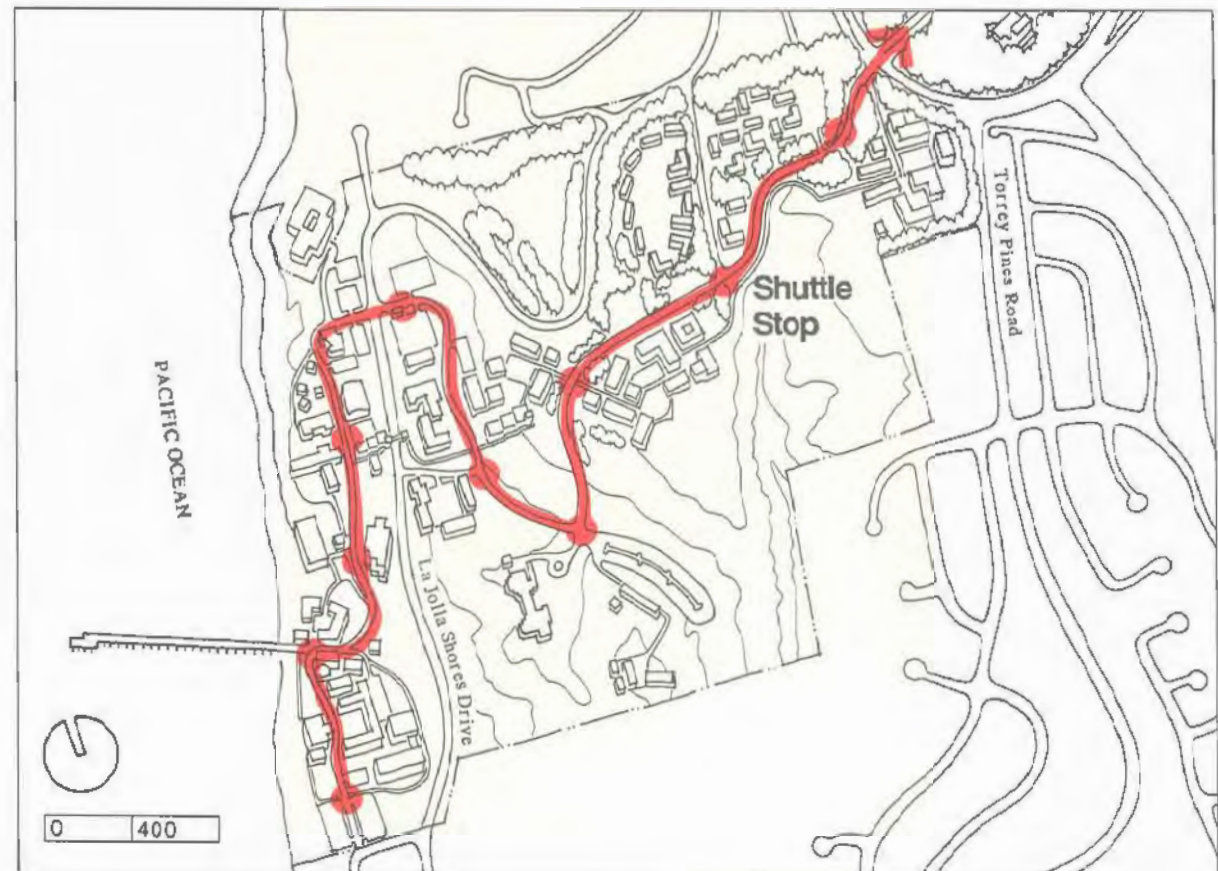
Parking will be provided in smaller lots associated with individual buildings. Remote parking is not envisioned. Parking lots should follow the natural terrain, rather than impose a predetermined form on the landscape. Buffer planting should be compatible with vegetation in the area. Parking lot layout should complement the informality of the building clusters.

Shuttle Bus Service

The entire SIO campus will be served by a shuttle bus route that connects to the west campus by way of the proposed Revelle College entry road. In the future, shuttle buses will stop in the vicinity of University Center along University Drive, the entry loop road on the west campus. From there, riders can transfer to other shuttles headed for west and east campus destinations. "Express" service to the proposed LRT station is also a possibility.



92.



93.

92. PARKING FOR SIO WILL BE PROVIDED IN SMALLER LOTS ASSOCIATED WITH INDIVIDUAL BUILDINGS.

93. THE SIO CAMPUS WILL BE SERVED BY A SHUTTLE BUS ROUTE THAT CONNECTS TO THE WEST CAMPUS AND UNIVERSITY CENTER.

CAMPUS DEVELOPMENT GUIDELINES

CAMPUS DEVELOPMENT GUIDELINES

The following guidelines provide incremental steps toward achieving the concepts and principles established in the Master Plan. The level of specificity varies from the general guidelines for all future development and open space to the specific guidelines for individual neighborhoods. The next step in the process is the preparation of detailed urban design studies of specific campus neighborhoods, systems, and buildings. This will occur when program and budget allocations dictate.

Neighborhoods

Boundaries

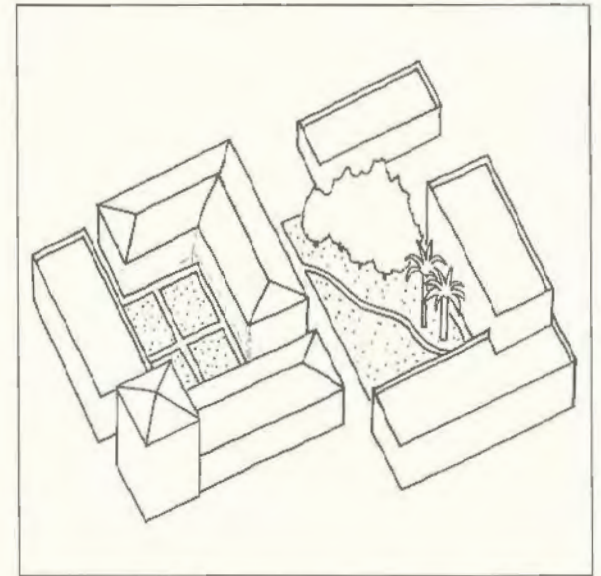
- All future buildings will occur within the neighborhood boundaries on land which has been identified as "preferred for development."

Relationship with the Land

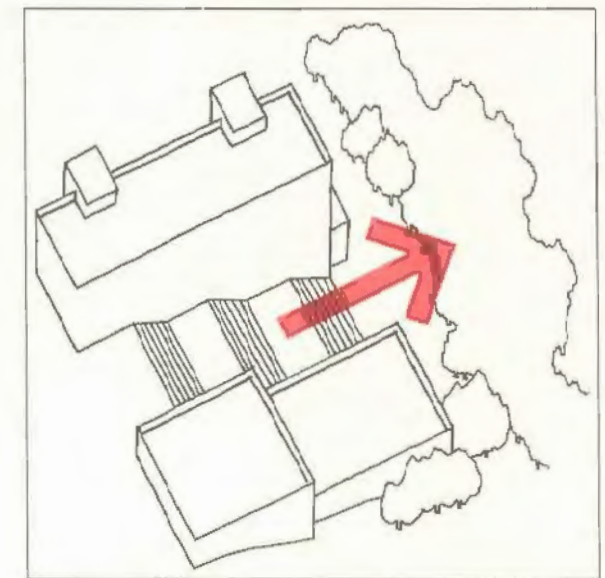
- The form of the land should be respected; massive grading should be avoided. Buildings should terrace where necessary on slopes.
- Buildings should orient toward views of the ocean, canyons, grove, and other open spaces.
- Recognize and protect major views. Buildings should be arranged to frame view corridors.

Building Grouping (Massing)

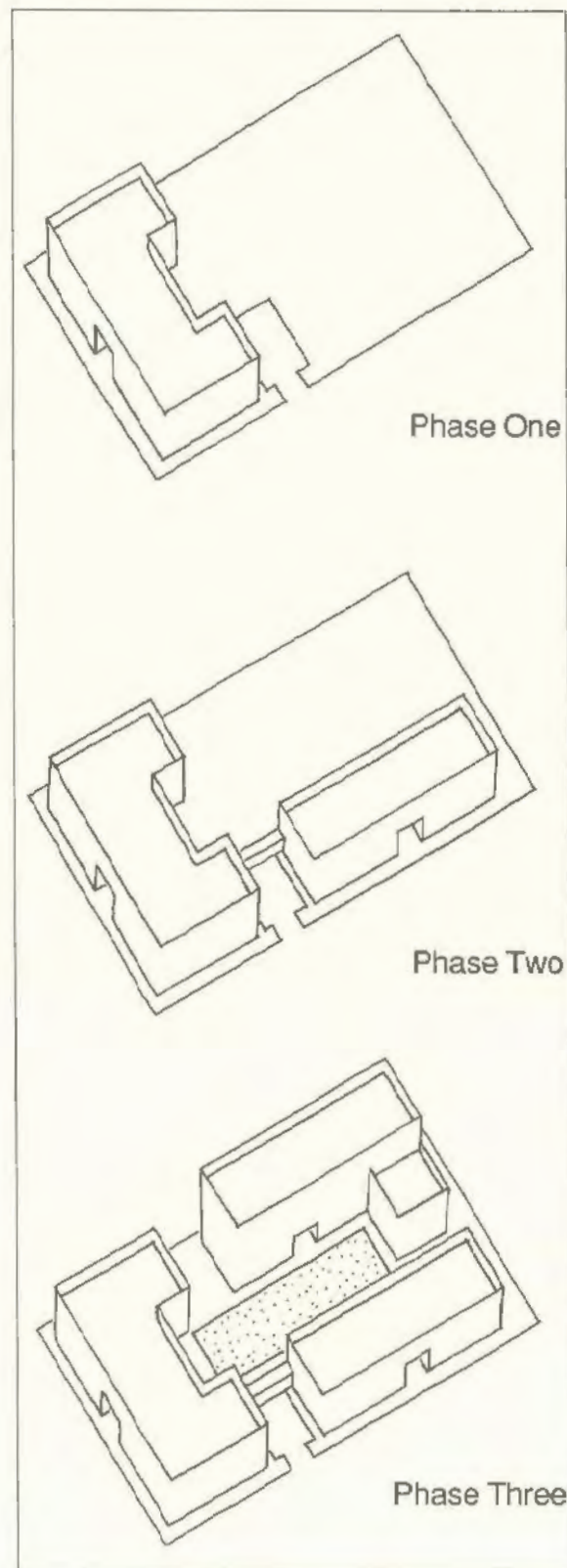
- Buildings should be grouped in compact clusters around interconnecting courtyards.
- Small clustered buildings are preferred to "stand alone" large buildings.
- Buildings should conform to the building orientation within the existing neighborhoods.
- Lowrise to midrise housing (two to six stories) is recommended; however, on specific sites, taller or lower buildings may be desirable based upon view corridors or program requirements.
- New buildings should compose with existing buildings to form clearly defined outdoor spaces and a coherent neighborhood image. Muir College is an excellent example.
- New projects should relate to the architectural character and landscape in each neighborhood.
- New projects should reinforce existing axes, vistas, and open spaces.



94. BUILDINGS SHOULD BE GROUPED IN CLUSTERS AROUND INTERCONNECTING COURTYARDS.



95. NEW BUILDINGS SHOULD REINFORCE EXISTING VISTAS, SUCH AS THE VIEW OF THE EUCALYPTUS GROVE FROM THE "RIDGE WALK."



96. SMALL CLUSTERED BUILDINGS ARE PREFERRED TO A "STAND ALONE" LARGE BUILDING. SMALLER BUILDINGS CAN BE PHASED OVER TIME TO ACHIEVE HIGH DENSITIES. BUILDING CLUSTERS CAN SHARE SERVICE AREAS AND CONTAIN COURTYARD SPACES.

Density

- Building density will vary from place to place, but on the average, buildings should be developed at an average floor area ratio of 1:3 equal to that of Revelle College.
- Smaller buildings should be clustered to achieve higher densities.

Land Use

- Each neighborhood is encouraged to have a mix of residential, academic, student services, faculty offices, and recreational facilities, if possible.
- Residential areas should locate to the periphery of a neighborhood away from incompatible campus uses.
- Academic uses should be contiguous, framing the main open space within a neighborhood.

Building Height and Form

- Infill building should reinforce the "courtyard" public spaces and campus edges with existing buildings.
- Taller buildings should be sited at ridges or hill-tops.
- Low buildings should be placed on low sites so as to not obstruct views or disrupt the character of the campus.
- Within the neighborhoods, new development should relate to the material and color of that particular neighborhood.
- Tall buildings should be sited to limit shadows on important open space.
- Buildings in active areas should be accessible and visually interesting at the ground level. Seating, arcades, and large clear windows may be used.

Open Space

Rustic

- The native landscape needs to be identified and protected from the encroachment of new plant types and campus foot traffic.
- The dry landscape of native chaparral and the non-native eucalyptus grove should be protected, maintained and enhanced.
- Canyons should be protected. Pathways along canyon edges are preferred to pathways within.
- Disturbed areas due to grading or building development should be restored.
- Lawns within this zone should be avoided.
- The west campus edges to the community should all reflect the rustic landscape.
- The predominant ground treatment should be earth, native vegetation, or non-native drought resistant shrubs.
- Pathways should be of soft materials, such as gravel, asphalt, and wood planks.
- Standards should be selected for benches, light fixtures, signs, and entry markers.

Discrete

- The courtyard landscape should use specific materials and designs to distinguish each neighborhood.
- Lawns, special paving, fountains, and exotic and flowering planting are all encouraged within these spaces.

Transitional

- The edges of a neighborhood should reflect the meeting of the discrete and the rustic landscape. Some eucalyptus from the rustic landscape can drift into the neighborhood.
- Major transitional spaces are the irrigated lawns of the playfields and glades which separate the neighborhoods from the rustic landscape of groves and canyons.
- The lawns should have clear edges and not run freely into the Park or other rustic areas.

The Park

Grove Reserve Pathways

- A series of smaller, more rustic pathways could be used to provide reasonably direct connections through the Grove Reserve to key destinations on either side of it. These paths should be designed with enough of an edge to suggest that straying off the path is inappropriate. At the same time, they should provide natural stopping points that let people experience the groves and canyons, using specific trails to explore them at their leisure.
- Except where pedestrian traffic dictates, pathways in the Grove Reserve should be narrow rather than wide, and informal rather than formal. The form of a path should be determined by the existing trees within the grove or by the slopes within the steeper areas. Tree removal and grading for pathways in the Park should be minimized. Roads or paths for heavy service vehicles should be avoided in the Park if possible.
- Campus canyons are particularly fragile environments. Protecting them will require keeping cross-campus pedestrian paths at the perimeter. Bridges across canyons may be appropriate in some places, such as Pepper Canyon.
- There should be a path throughout the Grove Reserve from the Pacific Ocean at SIO to Genesee Avenue.

Park Elements

- Benches and lighting within the Grove Reserve should be “parklike in character.” Benches should be well-sited, possibly curving in form to follow an informal pathway.
- Lighting within the Grove Reserve should be subtle yet create a sense of safety and clarity for pedestrians.
- Low walls and appropriate gateways, lighting, and seating can also help to separate the Grove Reserve from adjoining development and reinforce its rustic character.

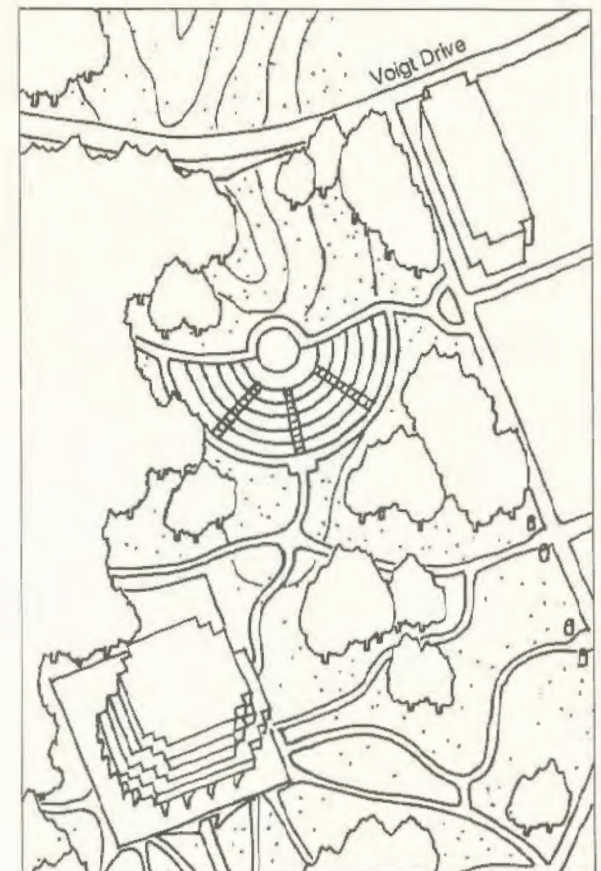
Planting

- Any new planting within the Park should respect the natural order of the region, and require little or no irrigation and should be consistent with existing vegetation.
- It is undesirable to use a large variety of plant types in the Park. When possible, the grove should be replanted where planting has been removed. The replanting should be on the same grid pattern as the existing grove; density should be appropriate to enhance and maintain the health of the trees.

Buildings in the Park

- Among the existing buildings that fall within the Park are: the Central Library, the buildings in the theater district south of Reville, and the smaller buildings now used for student and health services east of Muir.
- No new development should be constructed within the canyons of UCSD or in designated areas vegetated with native plants. These include the canyons north of Voigt Drive and Skeleton Canyon within SIO.

- Buildings that are in the Park can remain there, but they should not be expanded. Particularly for the student services, relocation to larger quarters at University Center will be more appropriate as that area emerges as the UCSD’s “downtown.” The existing buildings should then be renovated for uses that are more compatible with their location: cafés, small retail stores, seminar, conference, or practice rooms, small galleries, etc.
- Existing buildings within the Grove Reserve should be painted in earthtone colors rather than bright whites or clad in reflective, glassy materials.
- A small amphitheatre or “Greek Theatre” within the library canyon at the north base of the Central Library should be considered. This facility could accommodate a college or professional school’s commencement or other academic events’ ceremonies, but should not have performances which would conflict with the Library. This facility is seen as seating only with no stage buildings or enclosures. Pedestrians would enter the seating area from the Central Library or from Warren Mall. The proposed service road at the base of the Library would provide access to the theatre.
- The northernmost canyon on the east campus, within the Preserve Lands, has been designated for use as a soccer field.
- If utility lines must impact the Ecological Reserve, care should be taken to minimize grading and impact on native vegetation. Restoration of native vegetation is required. No new utility lines will be permitted in Skeleton Canyon.



97. A SMALL AMPHITHEATRE OR “GREEK THEATRE” WITHIN THE LIBRARY CANYON SHOULD BE CONSIDERED SOUTH OF VOIGT DRIVE. IT COULD ACCOMMODATE COMMENCEMENTS OR OTHER ACADEMIC CEREMONIES, BUT SHOULD NOT HAVE PERFORMANCES WHICH WOULD CONFLICT WITH THE CENTRAL LIBRARY. THE FACILITY IS SEEN AS SEATING ONLY, WITH NO STAGE BUILDINGS OR ENCLOSURES.

Pedestrian Circulation

Pedestrian circulation on the west campus will be provided by a coherent system of walks and pathways that will:

- Connect all neighborhoods together and all neighborhoods to the center.
- Provide connections between neighborhoods.
- Reinforce the discipline corridors and academic core.
- Establish University Center as a focal point for the west campus by establishing clear pedestrian entries.
- Clearly separate pedestrian from vehicular, service, and bicycle traffic.

The planning and design of walks and pathways will reflect both the extent of pedestrian traffic and the nature of the terrain, landscape, and surrounding buildings in the different areas of the campus. Each will be designed in the spirit of its function: academic promenades, connecting paths, Park walks and meanders.

Some of the most important west Campus pedestrian walks include:

Ridge Walk

- This walk extends from Revelle College to the north campus neighborhoods. It is one of UCSD's major academic promenades and provides a gateway to the theater cluster and SIO. Beginning at Sixth College, it offers some of the best views on the west campus.

Library Walk

- This walk links the School of Medicine and the Central Library, and defines University Center from the Park. Its design, central location and the fact that it intersects the Academic Corridor walks would allow it to play a role in convocation and graduation ceremonies, with the amphitheatre in the Park north of the Central Library as a destination. "Library walk" reinforces the view corridor toward the library from the south. Mature specimens of existing eucalyptus trees along the walk right-of-way should be preserved.

Muir Walk

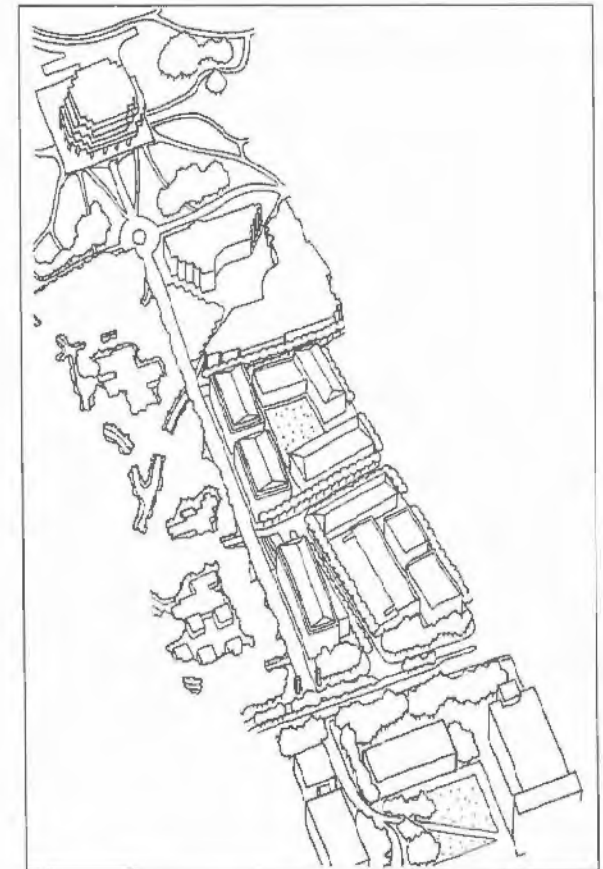
- This cross-campus walk will extend from the proposed LRT Station on I-5 past Pepper Canyon and the Central Library, through the Park to Muir Green, and on to Blackhorse Farms.

Academic Corridor Walks

- These walks will connect the different neighborhoods within three of the four discipline corridors. They are direct and efficient, and link neighborhoods on both sides of the Park.

West Campus Meander

- In addition to the walks linking the different neighborhoods, there should be a system of smaller paths through the Park that make it possible to "meander" through the grove and canyons in a way that reveals the diversity of the west campus landscape. Their routes, materials and details are meant to support the sense of relaxation and contemplation.



98. "LIBRARY WALK" LINKS THE SCHOOL OF MEDICINE AND THE CENTRAL LIBRARY, AND DEFINES UNIVERSITY CENTER FROM THE PARK. IT CAN PLAY A ROLE IN GRADUATION CEREMONIES AS IT CONNECTS TO THE PROPOSED AMPHITHEATRE NORTH OF THE CENTRAL LIBRARY.

Roads

With modest reconfigurations and new extensions, the campus road system can be made to provide better separation between different types of traffic and improved access to the different neighborhoods.

- Gilman Drive and Villa La Jolla Drive will be joined to create University Drive, a primary public entry road for the west campus. A unifying landscape of eucalyptus should occur along this drive.
 - Campus Point Drive and Eastgate Mall will be joined to create an East Campus Drive. This road is suggested to be landscaped in eucalyptus to bring the canyon landscape through to the campus edges.
 - A continuous loop road to and from University Drive will provide access to all west campus neighborhoods, and connect to the east campus via the Miramar and Life Sciences bridges. Intended for campus users and service vehicles, the roadway will be two lanes wide. A rustic landscape should identify this road when it is outside of neighborhood boundaries.
 - An aquarium access road from North Torrey Pines Road to the proposed aquarium at SIO is proposed as a two-lane road. A rustic landscape responding to the specific SIO natural landscape is suggested. A formal or regular planting of trees in this powerfully informal landscape should be avoided.
 - Campus roads should not bisect academic areas; housing and academic areas within a neighborhood can be divided by the campus loop road.
 - Neighborhoods should be pedestrian-oriented. Cars should park at the periphery and access the neighborhoods from the edges.
- The planning and design of roads within the campus should take account of the surrounding context - topography, landscape, buildings, views, and pedestrian circulation. The choice of landscape elements, surface paving, road geometry, and appearance should be governed by what is appropriate in a given area. Road landscaping should be compatible with the campus "rustic" concept.
 - Service roads should be clearly separated and not conflict with pedestrian circulation. These roads should be discontinuous cul-de-sacs so as not to promote through traffic.

Parking

- Parking structures should be placed within clusters of buildings integrating with the neighborhood.
- In general, many small garages integrated with academic and/or residential buildings are more desirable than large isolated garages. However, some larger structures may be necessary in some peripheral locations.
- Parking structures should generally be oriented so that the narrow sides face public roads. This enables views and landscape to exist and prevents the structures from creating a "walled campus."
- Parking structures should have at least one level below grade.
- Facades of structures should be designed to blend with the adjacent buildings within a particular neighborhood. Landscaped "green walls" with vines, hedges and trees should also be used.
- Parking structures should be combined with academic functions or housing where appropriate.
- Facades of structures should vary in architectural treatment from neighborhood to neighborhood. A standard garage design for the campus should be avoided.
- Pedestrian as well as vehicular entrances should be clearly marked and lighted.
- Roof tops should be used for recreational facilities providing needed facilities and avoiding the view of parked cars from adjacent buildings.
- Wherever possible, active ground level uses should be incorporated in structures.

Surface Parking

- Compact parking spaces are encouraged.
- Smaller lots, screened by landscape are preferred over large parking areas.
- Parking should be responsive to topography and existing trees. Retaining walls and terraced parking areas should be used rather than large, graded areas.
- Alternative surface materials in parking areas should be investigated, for example gravel over asphalt, concrete pavers, etc.
- Lighting in parking areas should be designed for safety without monotony.
- Landscape within parking areas is encouraged for shade and visual screening. In highly visible parking areas which are associated with campus entries and visitor parking, landscaping should be extensive. One tree per car is a standard goal.
- Landscape within parking areas should relate to the adjacent landscape type. For example, if parking is outside of neighborhood boundaries, it should be landscaped as part of the rustic image.

99. SMALLER PARKING LOTS SCREENED BY LANDSCAPE ARE PREFERRED OVER LARGE PARKING AREAS. THE LANDSCAPE WITHIN THESE AREAS SHOULD RELATE TO THE ADJACENT LANDSCAPE TYPE (RUSTIC OR DISCRETE).

100. PARKING STRUCTURES SHOULD GENERALLY BE ORIENTED SO THAT THE NARROW SIDES FACE PUBLIC ROADS.

101. FACADES OF STRUCTURES SHOULD BE DESIGNED TO BLEND WITH ADJACENT BUILDINGS WITHIN A PARTICULAR NEIGHBORHOOD. WHEREVER POSSIBLE, ACTIVE GROUND LEVEL USES SHOULD BE INCORPORATED.

102. ROOF TOPS OF PARKING STRUCTURES SHOULD BE CONSIDERED FOR RECREATIONAL FACILITIES.



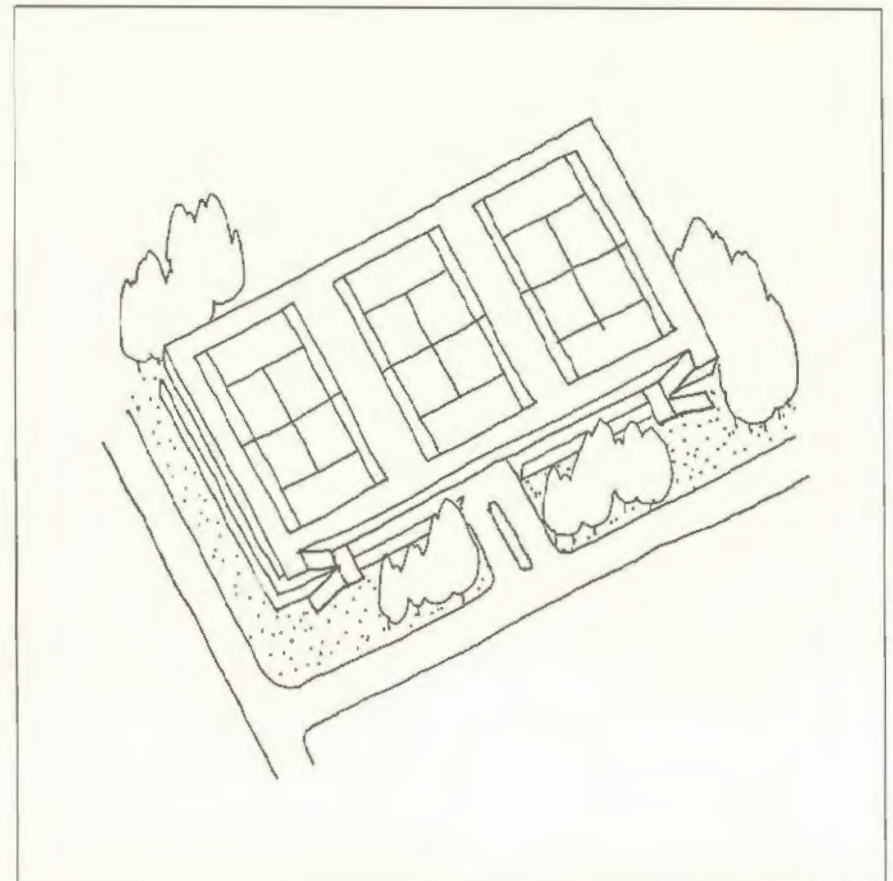
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102.

U S I N G T H E M A S T E R P L A N

USING THE MASTER PLAN

Implementation is an ongoing process. The principles described are intended as tools for the planning process for evaluating new proposals including long range development plans. The Master Plan is to be used as an advisory document for those who will propose projects and for the general information of all who are interested in the campus.

The Master Plan is not a design for specific development projects, nor does it commit the campus to carrying out specific improvements. Instead, the Plan suggests a planning framework within which the campus may preserve what is good in the present environment, enhance what could be better, guide or control what is new so that it will be compatible with the best of the existing and of the quality the campus demands, and improve the environment where it is deficient in the qualities to which the campus aspires, as it develops to its steady state target.

The Plan provides the basis for allocating growth and accommodating change. The Plan's principles and guidelines should be applied to specific development proposals.

The following are suggestions to make the Master Plan study a useful planning tool.

- process - describe the processes used to propose, evaluate, decide on and manage projects.
- participation - encourage broad participation of the campus community to support implementation of the Plan. Also, continue the early and steady participation of design professionals in all major physical development projects on the campus.
- education - establish and develop mechanisms and traditions of broad campus education in the principles, processes, responsibilities and issues involved in planning.
- future planning - detail specific planning areas to provide information needed for design review. Refine the Master Plan as needed.
- updating the plan - conduct periodic reviews of the Master Plan. Keep it up to date.

Process

The principles and guidelines developed in this Plan should inform the campus' implementation process.

Objective:

Clarify procedures, and guidelines to assure the participation of the campus community, and provide sufficient information to assure planning decisions that are sensitive to needs, to campus ecology, to quality of design, and other requirements (efficiency, economy, and amenity). The process should be made clear to all those who are concerned.

Principles:

- The campus process for initiating and carrying out projects should fully describe the steps involved and their sequence.
- Information about plans and decisions should continue to be widely disseminated. Consultation to permit the expression of different viewpoints should be preserved in the process.
- Decision making must draw on an understanding of campus-wide plans as well as the specific impacts, requirements and content of a project.
- An important goal of the process should be to address issues at the appropriate scale within the context of campus goals and directions and with an understanding of the alternatives.
- Physical planning decisions for the campus should be made in parallel with the campus academic and capital improvement decisions.
- The campus capital building and planning process should include review to ensure design quality and conformance to the campus' plans for future development.

Participation

Broad participation of the UCSD community will lead to sounder courses of action in the long run.

Objective:

Effective long-term solutions to design problems should evolve from solutions guided by staff through consultation with the campus community, and with professionals informed about and sensitive to UCSD concerns.

Principles:

- Each new campus project should be guided by a building committee which is sympathetic to its goals but representative of broad campus views as well. To insure coordination with academic and capital plans, this committee should include or be structured to include the senior academic and the capital program officer under whose purview it comes.
- The building committee is understood to represent campus-wide planning as well as individual building issues.
- A campus-wide committee should speak for those campus areas, qualities, and resources which fall outside of individual building projects, and should also review landscape plans and issues associated with the Park.
- There should be early and continuous involvement of design professionals who express a campus-wide point of view in all significant projects affecting the physical development of UCSD or its neighborhoods. It is critical that this involvement be timely.
- Those design professionals who are contracted or commissioned to work on the campus should be made familiar with the major issues, campus-wide and in each neighborhood, through an introduction to campus-wide goals and principles as well as the specifics of the project.

Education

Broad understanding of the campus' planning process and issues should be made clear to all segments of the campus community - from professional consultants, through staff and faculty, to the student body.

Objective:

To establish a climate which will ensure widespread understanding of the planning process and current issues, and support informed choices from among the available alternatives.

Principles:

- The campus should use every means available to make known the campus Plans and current planning issues. Among these means are exhibition and publication of plans and comments, open meetings, special presentations to and discussions with individual academic units, colleges, and neighborhoods.
- The interaction around planning issues should be seen as part of the collegiality of a great university rather than as argument or interference with the process.
- Planning should be viewed as an educational experience, for it helps to highlight the planning and design issues and to outline the alternatives for both the campus community and its representatives. Continued exposure to the process will inform the individuals and committees involved. Through extended participation, the campus will become more productively involved in processes and issues.

Future Planning

Future planning for the campus should include urban design studies to guide campus development. In addition, campus-wide planning is needed for infrastructure improvements such as roads, lighting, signs, public spaces, and landscape elements.

Objective:

To provide more detailed information to aid in future decision making.

Principles:

- The campus should develop plans for each neighborhood to address patterns of building and development, buildable sites, program capacity for suggested sites, open space, building massing, and phasing strategy.
- The campus should develop design guidelines for each neighborhood including recommendations for materials, color, treatment of windows and street-level openings, roof treatments, landscaping, and entrances.
- The campus should develop a landscape plan for active and passive spaces. This landscape plan should address boundaries, planting, management, maintenance, lighting, and street furniture.
- Special plans should be developed for lighting, signage and graphics.
- Explore alternatives which will allow more informed understanding and decision making for future issues. Among these are:
 - Physical and computer graphic simulations
 - A campus maintained physical model
 - A "living model" —a computer simulation which assesses program changes, traffic patterns, parking, environmental impacts, etc.

Updating This Plan

In time there will be pressures to take actions that vary from the principles suggested in this document. For these cases a process for updating the Plan should be established. Such a process would call for an independent study of the implications of the change to all aspects of the Plan, the preparation of a recommended alternative, and an analysis of its impact. A process for refining and amending the Plan has been accepted by the campus and is incorporated herein.

Master Plan Refinement and Amendment Process

The UCSD Master Plan provides the fundamental basis for a comprehensive physical development of the campus. The ideas of neighborhoods, academic corridors, a University Center, the Park, and connections between the components of the campus are some of the guiding principles of the plan. The implementation of the Master Plan principles lies with the Campus Planning Office (CPO), and the office of Facilities Design and Construction (FD&C). The Campus/Community Planning Committee (C/CPC) is charged with reviewing the adherence of all physical planning efforts to the Master Plan, with the exception of design evaluation. All design aspects (and their adherence to the Master Plan) are reviewed by the Design Review Board (DRB). The comprehensive development of the campus can only be realized if the Academic Community as a whole supports and carries the postulated Master Plan principles and any amendment thereof. The Committee on Campus and Community Environment (CCCE) is charged to represent the Academic Community on the C/CPC, and to inform the Academic Community on proposed amendments to the Master Plan in due time for thorough deliberations.

The C/CPC and DRB advise the Chancellor on recommended action regarding all physical planning projects and design issues respectively. The C/CPC is to originate or review any proposed revisions or amendments to the Master Plan and then advise the Chancellor.

To refine and apply the Master Plan concepts, the Campus Planning Office (CPO), in consultation with the C/CPC will initiate and prepare the necessary planning studies. The CPO will evaluate these planning studies in light of the Master Plan and discuss its staff analyses with the C/CPC, and where appropriate, with the Design Review Board. If any study should lead to a new planning concept that differs from an idea set forth in the Master Plan, the CPO will identify the nature of the proposed change, describe the rationale for the change under consideration and how the proposed change might affect other aspects of the Master Plan. The CPO will

submit the proposed changes to the C/CPC first as "information items" and second as "action items"; the C/CPC will then advise the Chancellor.

It will also be the responsibility of the C/CPC to advise the Chancellor whether a desirable change should be interpreted as an "exception" to the Master Plan (i.e., a relatively minor modification which does not alter the fundamental principles of the Master Plan) or whether the change is of such significance that it ought to be recognized as an "amendment" to the Master Plan. If an amendment is deemed appropriate, the CPO will provide draft language and graphics for review and approval by the C/CPC.

In addition to planning studies, the CPO analyses of site options for specific building project proposals will occur within the text of the principles described by the Master Plan. As in the case of planning studies (described above), the CPO will determine whether alternative siting options conform to or deviate from the Master Plan. If a siting recommendation diverges from the Master Plan framework, it will be the C/CPC's responsibility to advise the Chancellor as to whether such a recommendation should be considered to represent a minor "exception" to the Master Plan or whether it should be defined as a significant difference from the Master Plan and therefore require an "amendment". As noted above, if an amendment is deemed appropriate, the CPO will provide draft language and graphics for review and approval by the C/CPC.

*This University is a living thing.
The real University is alive. Blood
pulses through its nerves. The
spiritual life of the men who have
gone before is in it. It is not a thing
of buildings, of statutes, of courses —
it is a thing of life.*

—Benjamin Ide Wheeler