UNIVERSITY OF CALIFORNIA, SAN DIEGO
2004 LONG RANGE DEVELOPMENT PLAN

SEPTEMBER 2004

UNIVERSITY of CALIFORNIA, SAN DIEGO

2004 LONG RANGE DEVELOPMENT PLAN

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EXECUTIVE SUMMARY

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The 2004 Long Range Development Plan (LRDP) for the University of California, San Diego (UCSD) provides a general land use plan to guide the physical development of the campus. Based upon academic and student life goals, the LRDP identifies development objectives, delineates campus land uses, and estimates the new building space needed to support program expansion through the planning horizon year of 2020-21. This LRDP updates the previous plan, adopted by The Regents of the University of California (The Regents) in 1989, which projected a need for approximately 15.9 million gross square feet (GSF) of development (or about 9.9 million assignable square feet) by the 2005-06 academic year.

The Master Plan for Higher Education in California directs the University of California (UC) to provide instruction in the liberal arts and sciences. UC also is assigned exclusive responsibility for doctoral and professional education in most disciplines and is designated as the primary state-supported academic agency for research. Given a projected increase in the number of high school graduates and in accordance with the California Master Plan for Higher Education, which guarantees access to UC for the top 12.5% of California's public high school graduates and qualified transfer students from California Community Colleges, all the UC campuses are now planning to increase enrollments to meet anticipated demand.

Consequently, the UCSD plan accommodates a regular academic year (i.e., the Fall, Winter, and Spring quarters) headcount enrollment of 29,900 by 2020-21, the end of the term covered by this revision of the LRDP the headcount enrollment is equivalent to 29,100 full-time equivalent (FTE) students. In addition, UCSD projects a summer session enrollment of about 3,600 FTE by 2020-21. Because these enrollment targets and the associated projected space need of 19.2 million GSF are greater than the projections presented in the 1989 LRDP, UCSD has undertaken the 2004 LRDP and prepared a new Environmental Impact Report (EIR) in compliance with Section 21080.09 of the California Environmental Quality Act (CEQA).

The 2004 LRDP has the following characteristics:

- This document is the fifth comprehensive LRDP for UCSD; previous plans were produced in 1963, 1966, 1981, and 1989.
- Like its predecessors, this plan encompasses the UCSD properties in the University Community and La Jolla Shores areas of the City of San Diego.
- In accordance with the CEQA, an EIR that addresses the environmental implications of the plan set forth herein is presented in a separate document.
- Academic plans for a large, comprehensive research university composed of small undergraduate colleges have provided the basis for determining the optimum size and physical needs of the campus.

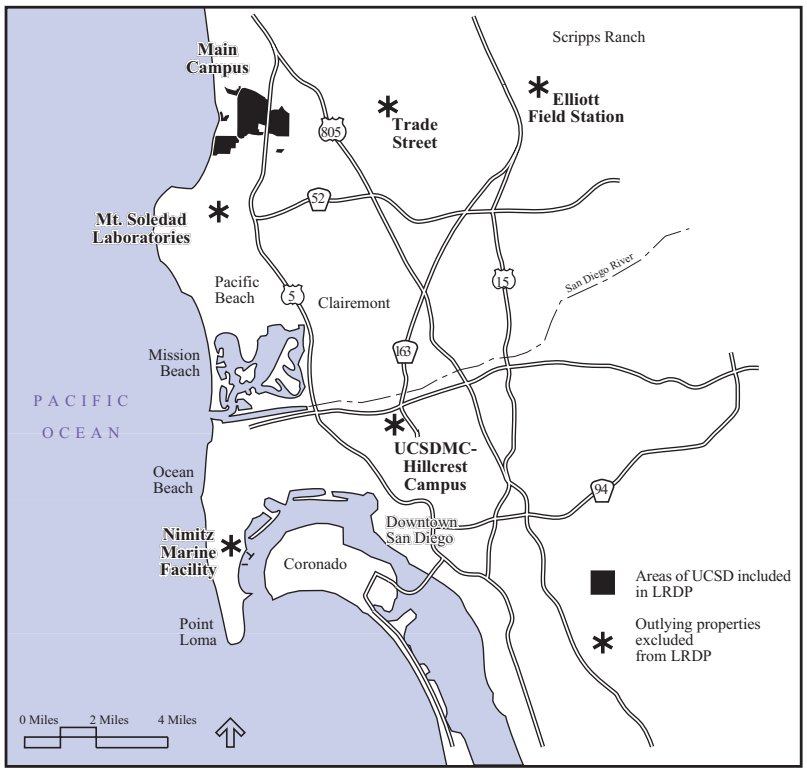
- In the course of producing the 2004 LRDP the campus considered nine factors, including:
  - Academic and non-academic program requirements;
  - Distribution of student enrollment across the academic programs;
  - Optimum rate of student and faculty growth;
  - Appropriate ratio of graduate students to undergraduate students;
  - UCSD's unique characteristics in light of its history and culture;
  - Environmental resources;
  - Need for services such as student housing, parking, transportation, recreation, childcare, and administrative support;
  - Opinions of various campus constituencies and community stakeholders; and
  - The needs and interests of the surrounding community, city, state, and nation.

- The 2004 LRDP identifies 297 acres of undeveloped land, enough to accommodate the facilities needed for realizing the campus' program goals.
- The 2004 LRDP describes the long term planned intensity of the campus. Consistent with the 1989 LRDP, the 2004 LRDP incorporates five general concepts, derived from a comprehensive analysis called the UCSD Master Plan Study (1989), to guide physical planning processes during the term of this LRDP:
  - **Neighborhoods** are compact clusters of buildings and open space used to break the campus into smaller communities that have distinct boundaries and coherent urban design.
  - The **University Center** is a neighborhood intended to serve as the "downtown" of the campus, a center of academic, social, and administrative activities.
  - **Academic Corridors** comprise a conceptual planning principle to bring related departments into proximity and to provide a consistent basis for locating academic facilities in the future.
  - The **Park** encompasses the campus' natural resources, such as the coastal bluffs, hillsides, canyons, and eucalyptus groves.
  - **Connections** are the courtyards, arcades, paths, roads, public entries, landmarks, view corridors, landscape features, and building forms that tie the campus together and to the community while preserving the smaller scale and distinctive attributes of the neighborhoods.

Chapter 1
INTRODUCTION

Chapter 1 INTRODUCTION

The Regents of the University of California approved the first Long Range Development Plan (LRDP) for UCSD in 1963 with subsequent revisions occurring in 1966, 1981, and 1989. This LRDP is the fifth such plan for UCSD. Like its predecessors, the 2004 UCSD LRDP encompasses only the UCSD main campus properties located in La Jolla (Figure 1). The University has set academic year 2020-21 as the planning horizon for this revision of the LRDP, fifteen years beyond the 2005-06 planning horizon of the campus' 1989 LRDP. In accordance with the CEQA, UCSD prepared an EIR that addresses the environmental implications of the 2004 LRDP as a separate document. The organization of the 2004 LRDP is as follows:



Regional Location Map
Figure 1

Executive Summary

Chapter 1 : Introduction

- Introduces the concept and limits of the plan;
- Discusses aspects of UCSD's history, organization, relationship to the community, and previous LRDPs that are relevant to a full understanding of this document; and
- Briefly describes the 2004 LRDP process.

Chapter 2 : The Planning Context

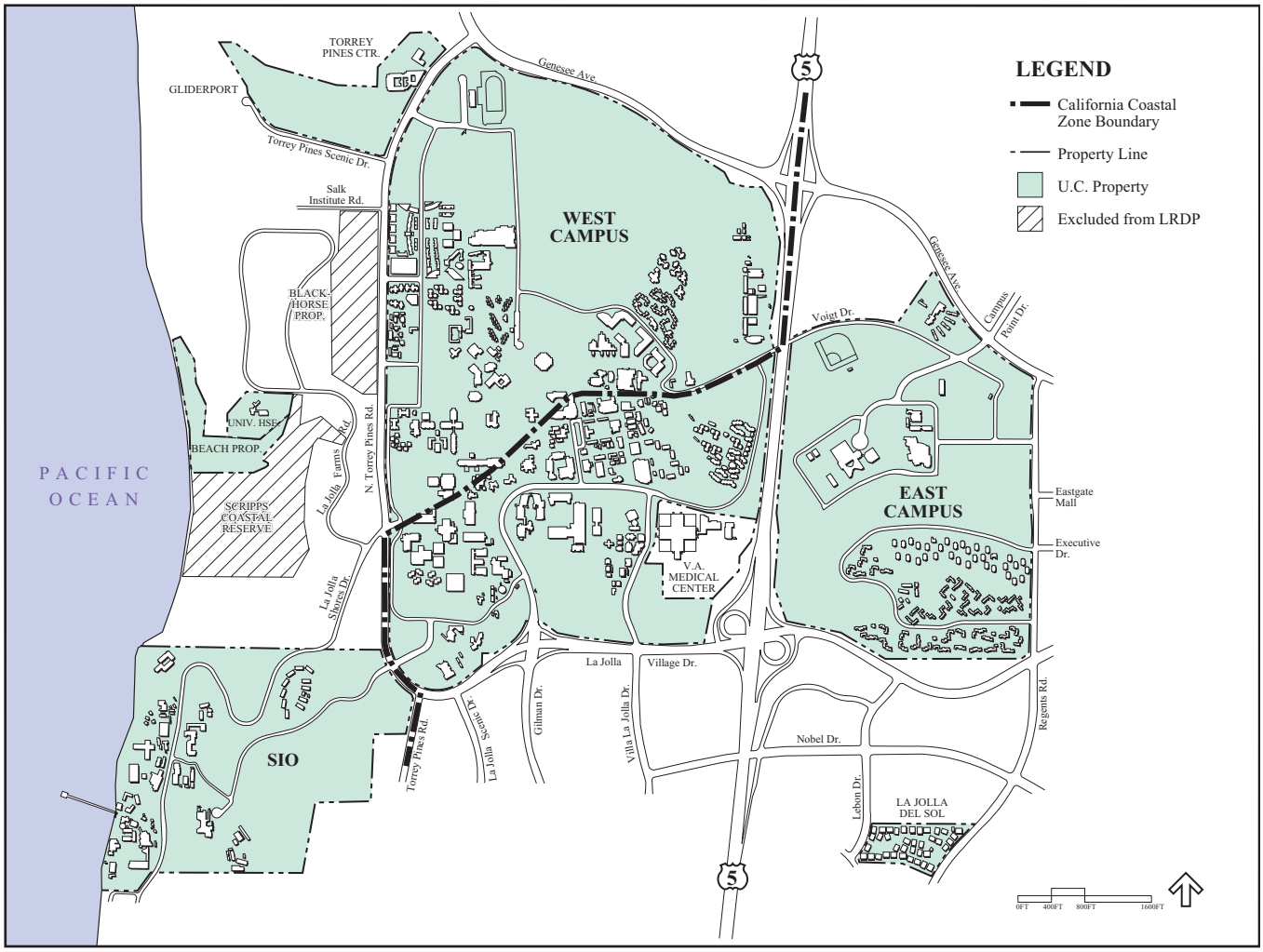
- Sets forth enrollment projections, academic plans, and ancillary programs that provide the basis for the physical plan;
- Enumerates all properties under the purview of UCSD; and
- Describes the existing facilities, land uses, and environmental setting of the campus (Figure 2, page 4).

Chapter 3 : The 2004 LRDP

- Presents estimates of the enrollments, faculty, staff, space, and parking needed to fulfill the campus's academic and ancillary program objectives;
- Describes the five broad planning concepts derived from the UCSD Master Plan Study; and
- Updates UCSD's general land use, transportation, circulation, and parking plans.

A. SCOPE

The University of California (UC) requires that each campus and medical center maintain an LRDP, a general land use plan, to guide capital project development and approval. The process of periodically updating an LRDP provides The Regents an opportunity to make certain that physical plans remain solidly based on academic program goals. This document's purpose, therefore, is to provide a broad, coherent, and adaptable policy framework to achieve UCSD's academic and support program goals and to inform decisions concerning land use.



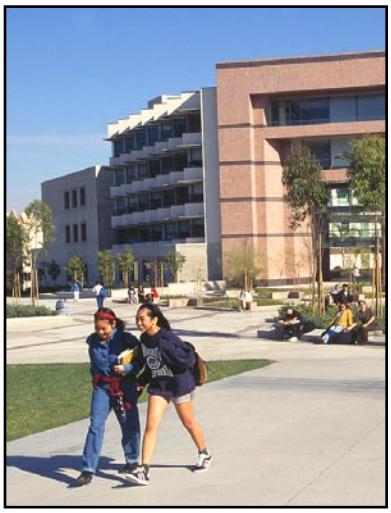
Campus Map
Figure 2

The 2004 LRDP is intended to:

- Bring UCSD's long range land use planning up to date in light of currently foreseen changes in the demographic and educational landscape;
- Equip the campus with a broad, coherent, and adaptable policy framework to achieve UCSD's program goals; and
- Provide a basis for future decisions concerning land uses and capital projects.

This LRDP is not intended to:

- Prescribe a detailed blueprint for how to carry out the plan; or
- Commit either the campus or the University of California (UC) to specific projects, construction schedules, or funding priorities.



The University is concerned about the impact of future campus development on the surrounding community. Accordingly, and in compliance with the California Environmental Quality Act (CEQA), the University describes and discusses the environmental consequences it foresees of implementing the 2004 LRDP in an associated EIR, presented as a separate document. Wherever possible, the EIR presents ways to mitigate or eliminate potential adverse effects arising from implementation of this LRDP, and explores reasonable alternatives to the plan.

To assure the full assessment and review of environmental impacts resulting from development at UCSD, the campus is committed to ongoing, careful appraisal of such effects through a physical planning process. In addition, major construction proposals are reviewed and approved by the Chancellor, the Office of the President, and, where appropriate, The Regents in accordance with University policies and in compliance with the provisions of the California Environmental Quality Act.

B. ACADEMIC CONTEXT

Founded in 1960, UCSD is one of ten campuses in the University of California (UC) system. The goals for the campus are to educate the next generation of leaders and to enhance the intellectual, scientific, and technological resources of San Diego, California, and the nation at large. In its brief history the campus has become one of the most prominent research universities in the country, with a distinguished faculty and student body. UCSD's academic quality is reflected in a range of national rankings; e.g., the number of faculty elected to the National Academy of Sciences, the National Research Council's ratings of the overall quality of its faculty and graduate programs, and the amount of federally funded research awards. In addition, the quality of UCSD's instructional programs is reflected by the fact that it consistently receives more than 40,000 applications from prospective undergraduates. With annual revenues in FY 2003 exceeding $1.8 billion, UCSD is the third largest employer in San Diego, and more than 200 local companies can trace their roots to UCSD.

In 2002-03 there were about 22,550 regular academic year student (excluding Summer) full-time equivalent (FTE) students and nearly 2,600 faculty and academic research staff at UCSD. In order to meet the increasing enrollment demands so that the UC system may fulfill its obligations to the citizens of California, the campus projects enrollments to increase by approximately 30% and the number of faculty will increase commensurately. Accordingly, a substantial capital improvement program will be required. The University will accommodate this growth during the next decade without compromising the quality of its faculty, teaching, and research programs. The campus is committed to recruit and retain an ethnically diverse faculty and student body and to develop programs to encourage students to pursue graduate and professional training. UCSD's unique undergraduate college system, which provides undergraduates with an intellectual and social environment, independent of their major academic department, will be preserved.

The planning for campus growth reflects a process of shared governance between the faculty and the administration. Academic planning begins with the faculty in the academic units and ends in consultation between the administration and the representative leadership of the San Diego Division of the Academic Senate.

C. ENROLLMENT PARAMETERS

A key factor that prompted this update of the LRDP is the prospect of increases in enrollment in all segments of California higher education. In 1998, the California Department of Finance projected that enrollments in California's public institutions of higher education will rise by about 714,600 students by 2010. More recent projections by the state's Department of Finance corroborate these projections of substantial growth in all segments of California higher education. Demographers attribute this enrollment growth both to an increase in the absolute size of the college-age population and to anticipated increases in overall college eligibility and participation rates.

In 1963, UCSD completed its first academic plan and concluded that to accomplish its objectives it would ultimately grow to 27,500 regular academic year students. In comparison, the present academic plan projects a total enrollment of 29,900 students during the 2020-21 regular year academic (i.e., the Fall, Winter, and Spring quarters). To enhance the efficient use of campus facilities and provide students with more opportunities to advance academically, the campus also plans to increase enrollment during the summer. UCSD will accommodate approximately 3,600 FTE students with an projected headcount of 18,600, primarily undergraduates, in expanded summer programs on the General campus in accord with agreements between the UC and the State.

D. CAMPUS HISTORY AND COMMUNITY RELATIONS

California established its first public university in 1868 in response to the Federal Morrill Land Grant Act of 1862. The State set UC apart within its Constitution as a separate entity and by doing so conferred on UC a degree of autonomy that remains rare for a public institution of higher education. At the time of its establishment, the primary mission of UC was to disseminate practical knowledge and skills. As the State grew, and technology and scholarship advanced, expanding the boundaries of human knowledge and skills through basic and applied research became an integral part of that mission of education.

An understanding of the campus's unique history and culture is important in understanding its mission, physical development, priorities, and plans for the future. This section provides a brief history of the establishment of UCSD from its beginning as a marine research laboratory in the early 1900's.

UCSD is the direct descendant of the renowned Scripps Institution of Oceanography. In 1903, zoologists from the University of California, Berkeley established a marine research laboratory in a boathouse of the Hotel Del Coronado on Glorietta Bay. The laboratory was soon moved to a facility at La Jolla Cove and, several years later, relocated again, to its present location on a large tract of land in the La Jolla Shores neighborhood.

The marine science research station became part of UC in 1912 and in 1913, to honor the support of Ellen B. and Edward W. Scripps, was named the Scripps Institute of Biological Research. Finally, in 1925, UC renamed it the Scripps Institution of Oceanography (SIO) and it went on to establish itself as perhaps the world's foremost institution focusing on basic research in the oceans, global geophysics, and atmospheric systems.

In the early 1950's, local leaders in government, business, and education began efforts to establish a research university in San Diego. In 1953, the statewide Study of the Need for Additional Centers of Higher Education in California identified the San Diego region as a prime candidate for a university. In 1955, the San Diego City Council formally committed the City to aiding "in every way" the development of such an institution.

The successful orbit of the Soviet Union's Sputnik in 1957 stimulated widespread national and local support for education, especially for expanding the supply of scientists and engineers. That same year, The Regents commissioned a study of potential sites for a new campus in the San Diego region. The study narrowed the list of potential sites from twenty-three to three: Balboa Park, Lake Murray, and La Jolla.

In 1958, following extensive discussion, The Regents authorized planning for a "large campus" of the University in the La Jolla area adjacent to SIO. In response, the San Diego City Planning Commission passed, and the City Council endorsed, the following resolution:

"Whereas the Board of Regents of the University of California has indicated an interest in locating a large branch of the University of California at La Jolla, and whereas it is in the best interest of the citizens of San Diego to encourage and assist in the establishment of such a University in the San Diego area, NOW BE IT RESOLVED that the City of San Diego will proceed to prepare a new Master Plan of the areas adjacent to the proposed La Jolla site of the University of California, including a compatible land use plan and a local highway system to adequately serve the proposed University and its environs.

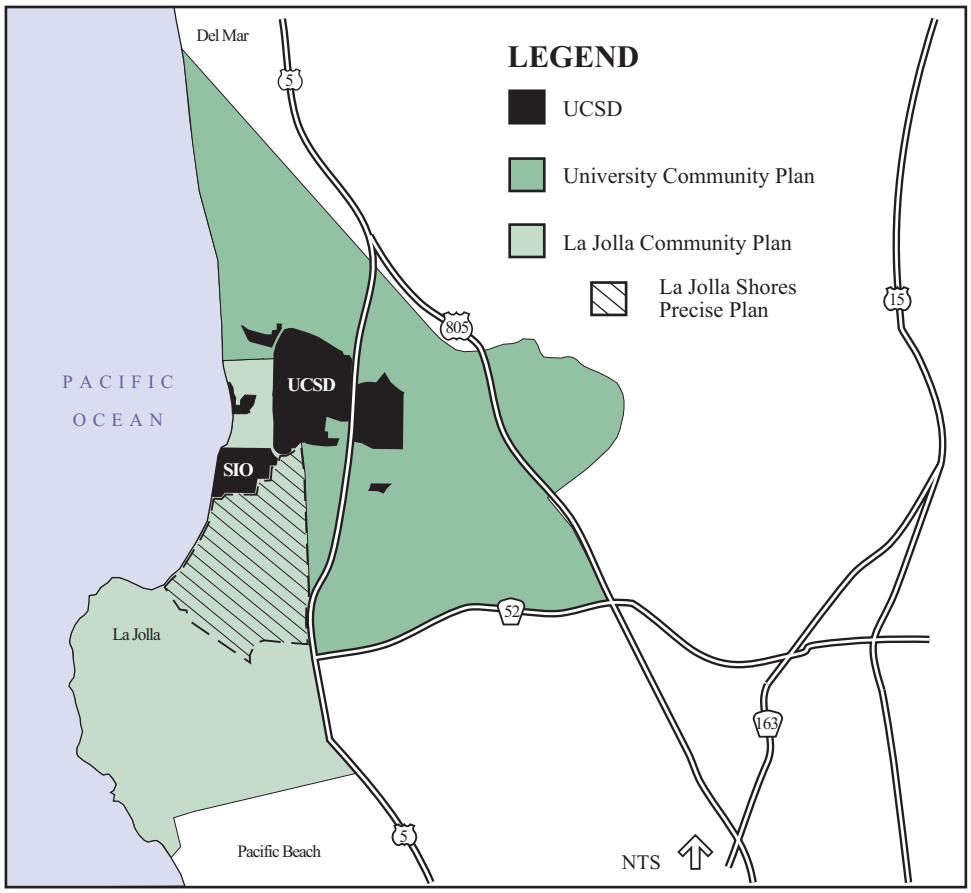
"Be IT FURTHER RESOLVED that the City of San Diego offers its fullest cooperation to coordinate its planning, zoning and development programs in the vicinity to provide essential services and to provide the desirable community and atmosphere conducive to the University of California at La Jolla, and to this end will consult and cooperate with any representative of the Board of Regents appointed for planning purposes in the development of the University."

That UC chose to establish a comprehensive campus in San Diego is due in no small part to the involvement, enthusiasm, and commitment of the community. Accordingly, UCSD has striven to maintain a positive, productive, and responsive relationship with area residents, officials, and agencies by actively interacting with the community and taking their needs and concerns into account in campus plans, activities, and development.

1. University Community Plan

The 1959 University Community Study, produced by the City of San Diego in conjunction with the University, envisaged a comprehensive research university enrolling about 25,000 students after the turn of the century. The Study assumed the campus would occupy approximately 1,000 acres of land and recommended the development of "neighborhoods" in the university area, "influenced by topography and other natural features" and "created by a thoughtful placement and grouping of facilities...". Moreover, the plan envisioned a University city or "City of the Mind" and stated that "a truly University oriented city, with the natural advantages of climate and site here present, can provide compelling attractions to teachers and students alike." To help integrate the campus and surrounding community, it recommended the development of a relatively urbanized and commercial "town center" on the southwest corner of the UCSD site.

The City amended the University Community Plan (formerly Study) in 1961, 1963, 1965, 1971, and 1987. These amendments acknowledged and sought to manage the increasingly urban character of the area. The latest version of this community plan retains the goal of encouraging the development of "housing for students and employees of the University" and UCSD remains a vigorous advocate of this goal. Nevertheless, because the demand for housing surrounding the University by both University and non-University affiliates is increasingly strong, UCSD has had to ascribe more importance than originally planned to providing housing, as well as other services and amenities, on campus. Figure 3 depicts the area covered by the University Community Plan.



City of San Diego Community Plan Areas
Figure 3

The University community has become a major employment and residential area within the City of San Diego. Much of the commercial, scientific research, and residential development programmed in the community plan has occurred. Sustaining an effective partnership between the campus and the community in addressing issues such as housing, traffic congestion, and mass transit is extremely important.

2. La Jolla Community and La Jolla Shores Precise Plans

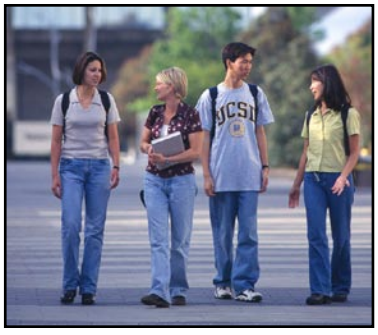
By the mid-1960's, community planning efforts reflected a greater concern for growth management. In 1967, the City Council adopted the La Jolla Community Plan as a general master plan to accommodate and guide "community growth both in terms of size and location...". The La Jolla Community Plan in turn recommended the development of more detailed plans for sub-areas. The La Jolla Shores Precise Plan adopted in 1972, and first implemented by a Planned District Ordinance in 1974, was the outcome of this recommendation.

The adoption of the California Coastal Act of 1976 and the creation of the California Coastal Commission, La Jolla Community Plan and La Jolla Shores Precise Plan provided valuable building blocks for the development of the Local Coastal Program. UCSD's local coastal program permitting is discussed in Chapter 2 Section G.2. on page 37. The La Jolla Community Plan was updated in 1976 and 2002. In general, the plans seek to preserve the predominantly single-family residential character of the La Jolla area.

3. Impact on the San Diego Area

The great hope, enthusiasm and support that accompanied UCSD's founding in 1960 has remained strong over time. In addition to UCSD's contributions to San Diego's highly trained workforce, the campus has had a profound impact on the regional economy. In FY 2003, UCSD's annual revenues were $1.8 billion (26% was from the federal government, 25% of this total was from medical revenues, 19% was from the State of California, 7% was from private donations, and 23% was from a variety of sources such as auxiliary enterprises, tuition and fees, educational activities, etc.). Thus, for every dollar the State of California invests in UCSD, the university generates four more, and reinvests them largely in the regional economy.

As one of San Diego County's largest employers, in 2002, UCSD's monthly payroll exceeded $71 million. In addition, UCSD annually purchases approximately $600 million in goods and services. UCSD faculty, staff, students and alumni have spun-off over 200 local companies. Even with the benefits stemming from the University expansion and cooperation, the wise management of growth will continue to pose a complex and difficult challenge for the University and the greater San Diego area. However, as UCSD strives to fulfill its publicly mandated academic mission during a period of continuous growth, it will remain committed to maintaining and enhancing its working relationship with the community and developing creative solutions.



E. UCSD LONG RANGE DEVELOPMENT PLANS

UCSD has produced five LRDPs including the 2004 LRDP. This section of the Introduction briefly summarizes the similarities and differences among the LRDPs and concludes with a short description of the process for developing the 2004 LRDP.

1. The 1963 LRDP

From the outset, as set forth in UCSD's original Academic Master Plan (1963), campus leaders envisioned building the kind of comprehensive and outstanding instructional and research programs that would require a campus of substantial size, and therefore planned for a campus enrolling 27,500 students at steady-state. The Academic Master Plan also sought to develop a small number of comprehensive departments rather than a plethora of highly specialized programs complemented by the vigorous development of interdisciplinary programs. Furthermore, the administration was decentralized, with the departments each reporting directly to the Vice Chancellor - Academic Affairs through their chairs.

The 1963 academic plan also described a system of autonomous liberal arts colleges operating within the context of the research university. Planners envisioned a college system that would provide all students, undergraduate and graduate alike, a choice of educational environment, where each college would offer the intimacy of a small to medium-sized college, the leadership of a Provost, a distinctive and comprehensive curriculum, and ready access to the resources of a large university. Reflecting the academic plan, the 1963 LRDP identified sites for twelve such colleges.

2. The 1966 LRDP

The 1966 LRDP was based on the 1963 plan and made the same assumptions regarding enrollment and total campus population. It also called for twelve colleges grouped into small-college clusters. In addition, the 1966 LRDP sited the Central Library (now called the Geisel Library) and identified the Veterans Administration Medical Center as an area outside the Campus.

3. 1981 LRDP

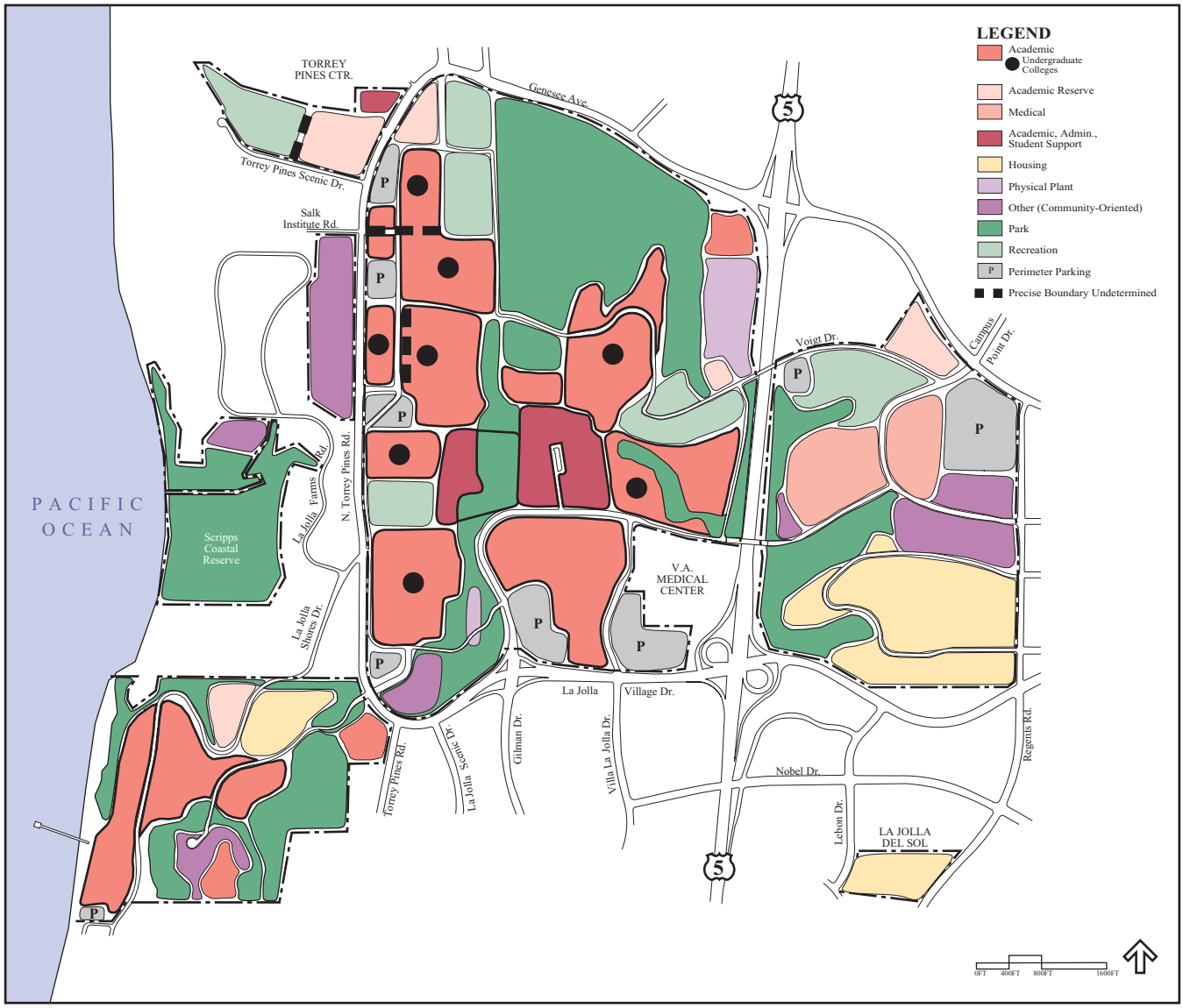
Demographic forecasts produced during this era projected a decline in the number of high school graduates and therefore a drop in the enrollment potential for the entire University of California through the mid-1990's. Consequently, it appeared likely that UCSD would grow into a comprehensive educational institution more slowly than originally expected. In response, the 1981 LRDP planned for an enrollment of 14,700 students by the mid-1990's and adjusted plans for the physical expansion of the campus. The campus sustained its vision of stimulating academic excellence, extending the scope of its instructional and research programs, and developing the college system.

Given revised demographic projections and the reduced capital funding during the era of the Vietnam War, less dense campus development during the 1970's resulted. Therefore, the 1981 LRDP adjusted the number of colleges from twelve to six and abandoned the cluster concept evident in the prior plans. The 1981 LRDP also took a concrete step towards organizing and preserving UCSD's open space by designating two areas where development would be discouraged: one at Scripps Institution of Oceanography and the other north of the Central Library.

4. The 1989 LRDP

By the mid-1980's it had become evident that the decline in the number of high school graduates was not stemming the flow of students to UCSD; a steady increase in the proportion of UC-eligible students seeking admission more than compensated for the decline in the absolute number of high school graduates. Moreover, research indicated that enrollment demand increases would probably continue through the turn of the century. Because students represent for UCSD both a central focus of its mission and a critical resource for its vitality, the prospect of continued enrollment growth reaffirmed the comprehensive academic vision of the campus's founders and stimulated review of the 1981 LRDP.

Reaffirmation of UCSD's academic plan reopened the question of the physical vision and optimum size for the campus. Thus, UCSD undertook a comprehensive examination of campus neighborhoods, open space, and circulation routes, and completed a Master Plan Study that formed the conceptual basis for the 1989 LRDP, whose land uses are depicted in Figure 4.



1989 LRDP Land Use Plan
Figure 4

F. PROCESS

This 2004 LRDP is impelled by evolving academic objectives and demographic changes. To ensure a framework for cohesive growth that addresses both functional and aesthetic objectives, the 2004 LRDP provides revised population, square footage, parking, and transportation parameters, and sets forth a framework of land use designations based on planning concepts established by the UCSD Master Plan Study. Like the 1989 LRDP, the 2004 LRDP describes a physical vision for the long term development of the campus.

Preparation of the 2004 LRDP was accomplished under the auspices of the Campus/ Community Planning Committee (C/CPC), which is advisory to the Chancellor. The C/CPC's membership includes representatives from the San Diego Division of the Academic Senate, representatives from six Vice Chancellorial areas (Academic Affairs, Student Affairs, Business Affairs, Resource Management and Planning, Health Sciences, and Marine Sciences), the UCSD Staff Association, the Associated Students, and the Graduate Student Association. A subcommittee of the C/CPC, the Marine Sciences Physical Planning Committee (MSPPC), oversaw preparation of the portion of the Plan concerning Scripps Institution of Oceanography. Another C/CPC subcommittee, the Park Committee, oversaw preparation of the portion of the Plan concerning the land within the boundaries of the UCSD Park.

In the course of producing the 2004 LRDP, the campus considered nine factors, including:

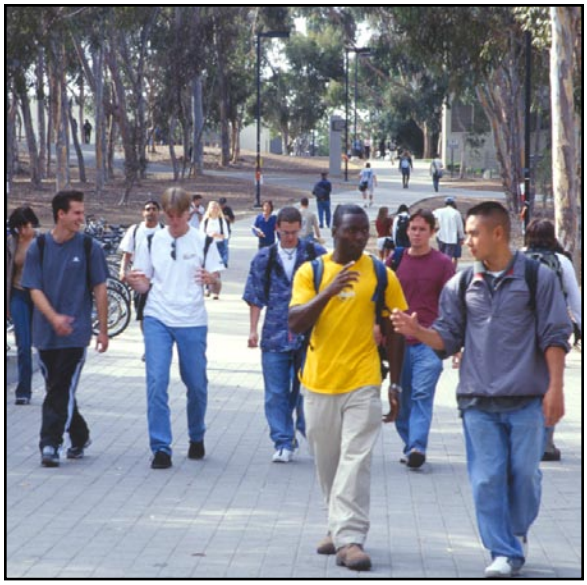
- Academic and non-academic program requirements;
- Distribution of student enrollment across the academic programs;
- Optimum rate of student and faculty growth;
- Appropriate ratio of graduate students to undergraduate students;
- UCSD's unique characteristics in light of its history and culture;
- Environmental resources;
- Need for services such as student housing, parking, transportation, recreation, childcare, appropriate retail operations, and administrative support;
- Opinions of campus constituency groups and community stakeholders; and
- Needs and interests of the surrounding community, city, state, and nation.

The campus widely distributed a draft version of the LRDP to various campus groups and the UC Office of the President, made copies available for public review at the Geisel Library and through the world-wide-web, and distributed draft copies to appropriate public agencies and private groups. Finally, UCSD representatives presented preliminary versions of the LRDP and solicited comments at numerous public meetings. In sum, the preparation of the 2004 LRDP represents almost four decades of planning refinements and a great deal of contemporary consultation.

Chapter 2
PLANNING CONTEXT

Chapter 2
PLANNING CONTEXT

The 1989 LRDP proposed a student enrollment of 26,050 students (excluding summer sessions) and total development of about 15.9 million Gross Square Feet (GSF) through the planning horizon of academic year 2005-06. In accordance with the Master Plan for Higher Education, which guarantees access to the University of California (UC) for the top 12.5% of California's public high school graduates, all the University campuses are now planning to increase enrollments to meet the anticipated demand for public higher education that will result from a projected increase in the number of high school graduates over the next decade.



The 2004 LRDP projects accommodating by the year 2020-21 a regular academic year (i.e., the Fall, Winter, and Spring quarters) headcount enrollment of 29,900. This headcount enrollment includes 800 Health Science Resident Students that are schooled off-campus at the UCSD Medical Center in Hillcrest. The campus regular academic year full-time eqquivalent (FTE) for the year 2020-21 is projected at 29,100 FTE students. A summer FTE enrollment of about 3,600 is projected by the year 2020-21. Thus, UCSD plans a total FTE enrollment of 32,700 (including summer enrollment). As the increased enrollment would exceed the student enrollment projections described in the 1989 LRDP, this update (the 2004 LRDP) and preparation of a new Environmental Impact Report (EIR) is being undertaken in compliance with Section 21080.09 of the California Environmental Quality Act (CEQA).

UCSD's current characteristics, together with the campus's academic objectives, provide the starting point for updating the LRDP. This section describes UCSD's academic and ancillary programs, properties, and the environmental setting.

A. EXISTING ENROLLMENT AND CAMPUS POPULATION

Student enrollment at UCSD is typically discussed in terms of headcount enrollment, that is the number of individual students registered. UCSD operates year-round including the regular academic year and a summer session. The regular academic year student enrollment is called regular academic year headcount enrollment. A smaller number of students enroll during the summer session and this student enrollment is called summer session headcount enrollment. Enrolled students may be undergraduates (individuals seeking a bachelors degree) or graduate and professional students (individuals seeking Masters, Doctoral, or professional degrees).

Enrollment is further categorized into General Campus and Health Science programs. Table 1 displays actual headcount enrollment for the regular academic year in comparison with the projections provided in the 1989 LRDP. Summer session enrollment was not discussed in the 1989 LRDP, but is considered in Chapter 3 of this 2004 LRDP, which provides a description of the projected student enrollment and campus population growth for the regular academic year and summer session through 2020-21.

The actual on-campus population, in comparison with the 1989 LRDP projections, is shown in Table 2. While the total campus population is less than the number projected in the 1989 LRDP, the on-campus student headcount has risen at the approximate rate expected in the 1989 LRDP projection. The on-campus population, or the number of individuals either enrolled or employed on campus, consists of students, academic employees, and staff employees. Students make up the largest group, followed by staff and academic employees.

B. ACADEMIC PROGRAM

1. Academic Organization

This section provides an overview of UCSD's three major academic areas: the General Campus, the Scripps Institution of Oceanography (SIO), and the Health Sciences. A vice chancellor oversees each of these units and each conducts its own academic and space planning, subject to review by the Academic Senate and by campus-wide committees that report to the Chancellor. Undergraduate and graduate education is embedded primarily within the General Campus departments and programs. Although SIO and the Health Sciences primarily offer graduate and professional programs, many faculty in these units enrich the undergraduate educational experience by involvement in undergraduate interdisciplinary programs and by providing undergraduate research experiences. The General Campus Academic Plan encompasses the undergraduate colleges, professional schools, organized research units, and Extended Studies and Public Programs (formerly University Extension).

Table 1
UCSD Regular Academic Year Headcount Enrollment

	1989-90 Actual	2002-03 Actual	2005-06 Projected in 1989 LRDP
General Campus			
Undergraduate	13,850	18,675	20,000
Graduate & Professional	1,975	2,950	5,000
Subtotal	15,825	21,625	25,000
Health Sciences	1,175	1,375	1,050
TOTAL	**17,000**	**23,000**	**26,050**

Notes:
1. Enrollments are rounded to the nearest 25.
2. SIO students are included in General Campus figures.
3. Approximately 600 Health Science students are Residents who are primarily located at the UCSD Medical Center in Hillcrest.

Table 2
UCSD Regular Academic Year Campus Population

	1989-90 Actual	2002-03 Actual	2005-06 Projected in 1989 LRDP
SIO			
Faculty/Researchers	225	300	400
Staff	575	500	1,000
Subtotal	**800**	**800**	**1,400**
West Campus			
Faculty/Researchers	1,600	2,200	3,575
Students	17,000	23,000	26,050
Staff	5,000	6,000	9,925
Subtotal	**23,600**	**31,200**	**39,550**
East Campus			
Faculty/Researchers	-	100	175
Staff	-	1,000	1,825
Subtotal	**-**	**1,100**	**2,000**
TOTAL CAMPUS			
Faculty/Researchers	1,825	2,600	4,150
Students	17,000	23,000	26,050
Staff	5,575	7,500	12,750
TOTAL	**24,400**	**33,100**	**42,950**

Notes:
1. Population data are rounded to the nearest 25.
2. SIO and Health Science students on East Campus are included in West Campus figures.
3. Approximately 600 Health Science students are Residents who are primarily located at the UCSD Medical Center in Hillcrest.

2. General Campus

At present the General Campus has 24 academic departments organized into five disciplinary divisions: Arts and Humanities, Biological Sciences, Engineering, Physical Sciences, and Social Sciences. Many departments are "multidisciplinary" in the sense that they comprise several subdisciplines, often represented as separate departments at other universities. The campus offers 37 interdepartmental programs which are each overseen by one of the divisional deans. The overall plan rests on divisional plans, which preserve the campus's traditional emphasis on interdisciplinary teaching and research. There are three approved graduate professional schools: School of Architecture, Management School, and Graduate School of International Relations and Pacific Studies (IR/PS). Currently the faculty is balanced with about 49% in the Sciences and Engineering and 51% in the Social Sciences, Arts, and Humanities. There are no plans to substantially alter this intellectual balance in the years ahead, although new majors and interdisciplinary programs will provide the students with a rich breadth of choices to meet their educational and professional goals. All of the divisions are expected to grow substantially during this period, but the precise planning and resource allocations are accomplished using a three-year rolling process, based on plans which look out five and ten years.

The General Campus is responsible for all of the undergraduate and much of the graduate education in the academic disciplines. The campus admits undergraduates to one of six colleges, each of which offers a unique general education program, independent of the major degree requirements set by individual academic departments and programs. Graduate students are admitted by the Dean of Graduate Studies to a department or interdisciplinary program directly through the Graduate Division.

In developing academic plans, the General Campus administration first asks the departments to make proposals for their academic development. Then, the deans shape these departmental plans into divisional plans that specify the need for faculty positions and other resources. Planning statements by each division are provided below. Finally, the campus has completed a master space and land-use plan that shows how it plans to achieve its academic aims and accommodate the associated increase in the number of students, faculty, and staff.

Undergraduate Colleges

UCSD views the undergraduate college system as one of its unique strengths and one of the sources of its continued high level of new student applications. The colleges are modest-sized, cross-disciplinary units (a student may have any major in any college), each with a distinctive pattern of primarily lower division general education requirements. Each college has a distinct location on campus that includes both academic and residential space. The colleges give to the students and the faculty, each of whom is affiliated with a college, a sense of belonging to a human scale environment within the context of a great research university. The colleges provide a comprehensive array of programs that address the intellectual, social, and cultural needs of their students.

There are five mature Colleges and a new Sixth College that opened in the Fall of 2002. The expected growth of undergraduate enrollments may require consideration of a seventh college.

Division of Arts & Humanities

The Division of Arts and Humanities currently comprises six departments: History, Literature, Music, Philosophy, Theatre and Dance, and Visual Arts. The Division is also home to several interdisciplinary programs, including Chinese Studies, Japanese Studies, Judaic Studies, Classical Studies, and Study of Religion. The Division has about 25% of the General Campus faculty and will continue to grow with the increased enrollment of undergraduates and graduate students. All departments are involved in regular reevaluation of their undergraduate majors and graduate programs in view of the changes in student population as well as trends in specific fields. The Division plans to develop new graduate programs in Interdisciplinary Computing and The Arts (ICAM) and in Dance. Furthermore, the Division will continue to participate vigorously in interdisciplinary programs, especially in the newly established California Cultures in Comparative Perspectives and the International Studies programs. The Division will also continue to develop the Center for the Humanities and the Center for Research in Computing and the Arts (CRCA).

Division of Biological Sciences

The Division of Biological Sciences was formed in 2000, when the former Department of Biology separated from the Division of Natural Sciences, which became the Division of Physical Sciences. It consists of four academic sections: Molecular Biology, Cell and Developmental Biology, Neurobiology, and Ecology, Behavior, and Evolution.

The Biological Sciences has unified undergraduate and graduate programs within its sections, and graduate programs with the neighboring Salk Institute. In addition, Divisional faculty are members of the faculties of several interdisciplinary graduate programs, particularly those in neuroscience and bioinformatics.

The Division plans to grow from about 65 to over 100 faculty within the next 8-10 years, in order to maintain the high quality of its research and educational programs, reflecting the popularity of undergraduate majors in the biological sciences. Faculty in several subdisciplines will be added to expand both Division-specific and interdisciplinary research and teaching programs. Among those areas currently targeted for development or expansion are human genetics and immunology (cooperatively with the School of Medicine - SOM), microbiology (cooperatively with the School of Medicine and SIO), structural biology (in conjunction with Physical Sciences), bioinformatics (in conjunction with Bioengineering, Computer Science and Engineering, Physical Sciences and the San Diego Supercomputer Center), systems neurobiology (in conjunction with Neurosciences and Psychiatry in the School of Medicine), molecular agriculture, molecular evolution, and biodiversity and conservation science. The Division is currently housed in several different buildings and shares space with the Physical Sciences, but new space will need to be built to accommodate the expected expansion of the Division. As a key provider of the workforce for the extraordinary and expanding local biotechnology sector, the Division will engage other campus units, as well as industrial affiliates, in designing curricula that prepare students to enter this workforce, in addition to continuing to provide high quality education to students preparing for careers in academia and health care.

The Irwin and Joan Jacobs School of Engineering

The Division of Engineering was founded in 1981 based on two applied science departments. In 1994, the Division became the School of Engineering and in 1998 was named the Irwin and Joan Jacobs School of Engineering. The School's rapid rise to academic and research prominence is widely acknowledged. It currently has 160 faculty of which 16 are members of the National Academy of Engineering (including two who are also in the Institute of Medicine) and one in the National Academy of Sciences. The School is comprised of five academic departments: Bioengineering, Computer Science and Engineering, Electrical and Computer Engineering, Mechanical and Aerospace Engineering, and Structural Engineering. The departments offer a full range of accredited undergraduate engineering majors. In addition to graduate degree programs in each department, the School participates in the interdisciplinary Bioinformatics and Materials Science and Engineering programs. Commensurate with the UCSD growth plan, the Jacobs School of Engineering is expected to grow significantly. In addition to building on the core strengths of the School, there are plans to develop new areas of excellence, largely in non-traditional interdisciplinary fields. Bioinformatics, genomics, information technology and systems engineering/systems integration, nanotechnology/materials, and environmental engineering are among the evolving areas in which strategic growth is targeted. It is likely that the School will develop two to three additional departments in some of the outlined strategic growth areas. Furthermore, new programs are envisioned in Engineering and Business, jointly with the new Rady School of Management, and in Molecular Bioengineering, jointly with the School of Medicine.

Division of Physical Sciences

The Division of Physical Sciences is the home for UCSD's long-established strengths in astronomy, biochemistry, chemistry, mathematics, and physics. Research in the Division covers a wide range, from investigations of the most elusive subatomic particles to topics that concern the age and scale of the universe. Encompassing three academic departments, Chemistry and Biochemistry, Mathematics, and Physics, and three interdisciplinary programs, the Division is a top-ranked center of excellence, reflected in the election of 22 of the Division's faculty to the prestigious National Academy of Sciences. In the coming years, the Division plans for a growth spurt that will add dozens more preeminent scientists, more graduate and undergraduate students, and new state-of-the-art research and instructional facilities.

The Division's plan amplifies existing strengths while expanding in new interdisciplinary directions such as theory and computation, new materials, nanotechnology, condensed matter, the environment, biophysics, and biochemistry. Particular emphasis will be given to exciting new fields at the interface of computational theory and biology. Plans for capital projects will reinforce such interfaces as facilities are designed that will house integrated disciplines in both the physical and biological sciences as well as modern instructional laboratories that will serve a growing undergraduate population. Key attention will be given to the development of entirely new research core facilities using both federal and private support. These cores will address the critical needs of many fields including biochemical structure, imaging, protein analysis, computational theory, and nanotechnology.

Division of Social Sciences

The Division of Social Sciences anticipates substantial growth to round out the programs of its nine departments: Anthropology, Cognitive Science, Communication, Economics, Ethnic Studies, Linguistics, Political Science, Psychology, and Sociology.

More undergraduates major in the Social Sciences than in any other division. The founders of most of the Social Science departments started with the strategy of focusing on specific aspects of their disciplines in order to achieve excellence in research and graduate teaching very quickly. Currently the Social Sciences at UCSD rank among the top ten in the nation. In the next fifteen years, departments in the Division will seek to broaden the range of their programs to accommodate the interests of undergraduates and to extend the scope of their research and graduate programs. The faculty of the Social Science departments participate in a wide range of interdepartmental programs, including Human Development, Critical Gender Studies, International Studies, Urban Studies and Planning, Latin American Studies, and Teacher Education. The Division is also promoting initiatives on The Brain and The Mind, K-12 Research and Reform, California Cultures in Comparative Perspective, and International Studies with an Emphasis on Latin America and Asia.

Graduate School of International Relations and Pacific Studies

Founded in 1986, the Graduate School of International Relations and Pacific Studies (IR/PS) is the only professional school of international affairs in the UC system. The School's dean reports to the Senior Vice Chancellor of Academic Affairs. In 2001-02, IR/PS had 199 graduate students, and 23 ladder-rank (i.e., tenured or tenure eligible) faculty members. It is planned that both the faculty and student body will grow during the next five years.

The School offers a two-year, professional Masters of Pacific International Relations (MPIA) degree, as well as joint Ph.D. degrees with the Departments of Economics and Political Science. The MPIA degree emphasizes the politics, economics, management, public policy, international relations, environmental policy, and languages of the Pacific Rim. The recently revised MPIA curriculum offers students a choice of five regional specializations and eight functional career tracks designed to prepare graduates for careers in the public and private profit and nonprofit sectors. The joint doctoral degree programs prepare students for careers in academia, policy institutes, and research organizations.

IR/PS hosts a number of independent research centers and programs that attract senior scholars and industry leaders from Pacific Rim countries, as well as from elsewhere in the United States. In addition, the School collaborates with other research and instructional units on the UCSD campus, including the Institute on Global Conflict and Cooperation, the Scripps Institution of Oceanography, and the Center for Comparative Immigration Studies. Beyond the campus, IR/PS has strong ties to local industry and the greater San Diego and Tijuana communities, and is in the process of deepening its ties to the key counterpart communities around the Pacific Rim.

Rady School of Management

The Rady School of Management was approved in 2001 and plans to admit its first students in 2004-05. The School will offer a variety of full-time, part-time and executive programs leading to the Master of Business Administration (MBA) degree, as well as a small Ph.D. program. The School will also offer joint degree programs with UCSD's Jacobs School of Engineering, School of Medicine, and Graduate School of International Relations and Pacific Studies. The Rady School of Management will respond to the growing need of California industry for personnel with strong management skills in the high technology and biotechnology sectors. The school's long term expectations are to enroll 600 full-time students, 500 students in the part-time and executive MBA programs, and 50 students in the Ph.D. program, with 60 full-time permanent faculty.

Future Professional Schools

The School of Architecture opened in 1991. During the budget crisis of the early 1990's, the University suspended the school. It is anticipated that future discussions about reopening the School of Architecture will reflect an interdisciplinary focus involving architecture, engineering, and urban and regional planning.

Beyond the approved schools, there is room intellectually and in our space planning for one or two additional professional schools. The nature of future professional schools will be determined by the same consultative process used for other academic programs. These schools are an important component of the growth of the campus in meeting the interests of students, faculty, and the communities the campus serves.

Organized Research Units

The General Campus has 22 Organized Research Units (ORUs) that bring together faculty from several departments to conduct interdisciplinary research complementary to the academic programs of departments of instruction and research. In addition, the General Campus serves as the host for three UC Multicampus Research Units. In 2001-02, aggregated ORU expenditures from extramural funds amounted to $66 million, which represented 41% of the General Campus total expenditures. A number of ORUs have core research facilities that are available to faculty across the campus.

The ORUs are independent of the academic departments, have their own space, funding, and administrative structure. They report to the Vice Chancellor for Research, who works with the relevant schools and divisional deans to provide oversight and support of ORU activities. Each ORU has a standing advisory or executive committee, composed predominantly of faculty members of the ORU, which sets the ORU's goals and advises the director on major recommendations and needs affecting the ORU. ORUs and their directors are reviewed every five years, and ORUs undergo reviews to determine their continuation every 15 years.

Given the planned growth of the campus, the number of emerging interdisciplinary fields, and the need for increased shared core research facilities, there will be growth in existing ORUs and a need to establish new ORUs in the coming years.

Extended Studies and Public Programs

UCSD has had a long-term commitment to serving the lifelong educational needs of the community. Extended Studies and Public Programs (ESPP) is a multifaceted organization which provides post-baccalaureate education and innovative public programs which serve local, regional, and global constituencies. This is accomplished through continuing education and degree-related programs; community initiatives supportive of economic and social development; a wide array of public service lectures, forums, and special events; and through print, radio, and television media. ESPP is primarily self-supporting; it operates through income derived from course enrollment fees, grants, memberships, and private foundations.

ESPP's academic departments yearly conduct over 2,000 courses and 100 certificate programs. ESPP sponsors and provides key academic and public service programs, including: concurrent enrollment in General Campus courses; State-approved credential programs for teachers as well as seminars and workshops in innovative teaching techniques and educational administration; UCSD CONNECT, widely regarded as the nation's most successful regional program linking high-technology entrepreneurs with the resources they need for success; San Diego Dialogue, which seeks to address regional policy issues by bringing together the very different competencies of academics and civic leaders; executive programs to meet the needs of San Diego's companies for astute, broadly educated managers including the CONNECT Entrepreneur Development, the Principals Executive Program (PEP), the LAMP Institute which includes the Leadership and Management Program (LAMP) for Scientists and Engineers, and the Healthcare Executive Leadership Program (HELP); several international education programs such as the English Language Program (ELP), certificate programs for internationals with special focus areas, and summer programs in professional studies; and UC's only broadcast television stations: UC-TV and UCSD-TV.

At present, ESPP has classrooms and administrative centers on the main campus in La Jolla and off-campus in Sorrento Mesa, Rancho Bernardo, and Oceanside at Mira Costa College. The portion of ESPP student population on the main campus is accounted for in the traffic and environmental analysis for the 2004 LRDP Environmental Impact Report. ESPP's growth is expected to continue into the next decade and this division is currently considering a major new educational complex on the east side of the campus to consolidate these programs and integrate off-campus and on-campus activities.

3. Marine Sciences: Scripps Institution of Oceanography

Founded in 1903, SIO is one of the world's oldest, largest, and most important centers for oceanographic research, graduate training, and public service. SIO's mission is to seek, teach, and communicate scientific understanding of the oceans, atmosphere, Earth, and other planets for the benefit of society and the environment.

Currently, more than 300 research programs are under way in a number of areas, including marine biology, chemistry, and ecology, air-sea interactions, climate prediction, earthquakes, physiology of marine animals, beach erosion, the marine food chain, seafloor geology, geophysics, physical oceanography, space sciences, and ocean engineering. SIO plans to expand several existing research programs while moving forward into promising new areas including those which will expand

the boundaries of traditional scientific research. Several new multidisciplinary research centers are already under way in coastal studies, marine biodiversity and conservation, marine genomics, earthquakes and natural hazards, numerical modeling of the oceans, and ocean observing technology.

SIO's foundations and its strengths lie in observational science. It is anticipated that this program will expand as momentum builds for support of comprehensive integrated global observation systems. SIO also plans to continue efforts to understand and address coastal problems unique to the state of California, including: modeling and monitoring beach erosion for more effective management of sandy shorelines; providing state resource managers with critical El Niño forecasts and other forecasts of water availability, wildfires, climate-driven energy demand, and climate impacts on air quality and human health; and providing relevant data to allow more efficient surveying and construction of roadways and bridges.

SIO remains committed to playing a leadership role in the development of a campus-wide environmental program. Through collaborations with medicine, engineering, and the biological, social, and information sciences, SIO is building alliances that will serve as the foundation for this program.

SIO provides the majority of undergraduate and graduate teaching for the General Campus Earth Sciences program, and a significant part of the faculty for the undergraduate Environmental Systems program. These collaborations with the General Campus are expected to strengthen, and may provide additional growth for SIO, as a new vision for SIO's role in undergraduate education is developed.

The Birch Aquarium at SIO hosts about 350,000 visitors each year. The mission of the Aquarium is to provide ocean science education, interpret SIO research, and promote ocean conservation. The Aquarium's new education initiative, Exploring the Science of Our Oceans and Earth, offers teachers an array of K-12 programs in marine biology, physical oceanography, ocean technology, and atmospheric sciences that will enhance classroom curricula and inspire students for lifelong learning and appreciation of our oceans and Earth.

4. Health Sciences

Health Sciences has three major components supporting its mission; education, research, and patient care and service. An overview of Health Sciences' School of Medicine, School of Pharmacy and Pharmaceutical Sciences, and UCSD Healthcare is given in the sections below.

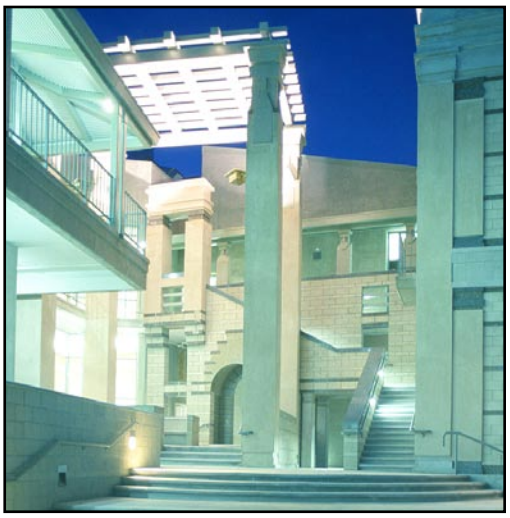
School of Medicine

The School of Medicine (SOM) enrolled its first students in Fall 1968 and has since become one of the leading medical schools in the United States. The SOM established its academic base on the La Jolla campus to take advantage of the strong science departments and research units there, and to implement a unique plan whereby the SOM would have a limited number of basic science departments and close teaching and research ties with General Campus departments.

The 433-bed UCSD Medical Center Hillcrest (former County Hospital), located 13 miles south of the La Jolla campus, is a major academic medical center to support the clinical, research, and teaching missions of the School and its faculty. It serves as a regional resource, with the area's only Level 1 Trauma Center, Regional Burn Center, multiple-organ transplant center, and high-risk obstetrics/infant special care center among the programs serving San Diego and Imperial Counties. The UCSD Medical Center Hillcrest also serves as a major health care safety net provider for 45% of the County's uninsured inpatient care.

The 120-bed John M. and Sally B. Thornton Hospital opened in 1991, fulfilling the plans of the School's founders to develop a medical center on the UCSD campus. The two hospitals operate under one consolidated license. The campus is committed to sustaining a patient volume that is diverse and adequate to meet the teaching needs of the SOM. The SOM also offers advanced medical training and has major research activities based at the Veterans Administration Medical Center adjacent to the campus, and at affiliated institutions in San Diego. Pediatric programs are conducted in partnership with Childrens Hospital and Health Center. The SOM projects growth of its academic programs, with current planning focusing on the expansion of dual degree opportunities for medical students.

SOM faculty are consistently ranked at or near the top in the nation in research funding per faculty member. The number of medical faculty supported from non-state sources, including clinical income and contract and grant support, has grown steadily, and this pattern of growth is expected to continue. Adequate laboratory space presents a significant challenge for the SOM with continuous growth projected in research activity, as faculty expand on existing strengths, respond to new initiatives and public health needs, and develop new collaborations with campus-based schools and programs and with prominent San Diego research institutes like The Salk Institute and The Scripps Research Institute. UCSD's new functional magnetic resonance imaging center with four state-of-the-art magnets based on the SOM campus, will provide powerful imaging capabilities that will generate new research on the UCSD campus and in partnership with other campuses and science institutes.



Organizing multidisciplinary and multi-center educational and research programs, assuring the availability of appropriate resources, and effectively bridging the research laboratory and patient care setting, are the challenges of the post-genomic, technology-enriched era of 21st century medicine. UCSD Health Sciences is creating a College of Integrated Life Sciences (COILS), a freestanding collaborative entity embedded in the Health Sciences to meet this challenge. COILS will provide the environment and resources to translate the discoveries of science into the improvement of human health, serving as the focal point for bringing the Health Sciences together with the full spectrum of resources within all of UCSD and to the surrounding La Jolla scientific mesa.

School of Pharmacy and Pharmaceutical Sciences

In July 2000, the UC Board of Regents approved the establishment of the UCSD School of Pharmacy and Pharmaceutical Sciences (SPPS), only the second public pharmacy school to serve the State of California and one of only a handful of public pharmacy schools established in the past 50 years. With a projected shortage of pharmacists, and the increasing need for pharmacists to work with industry in research and the development of new drugs, the SPPS has received considerable interest and support from the private sector.

The SPPS will provide education and training to prepare students for successful careers in modern pharmacy practice. Students also can choose to focus on research careers in academia, government laboratories and the pharmaceutical and biotechnology industries. The charter class of 25 Doctor of Pharmacy (Pharm. D) students matriculated in 2002. Projected steady-state enrollment will be 240 Pharm.D. students, 60 Ph.D. students and 30 pharmacy residents.

A new building to provide classroom, laboratory, and administrative space for the SPPS is projected to be completed by 2005. The building will serve as the educational and research base for the SPPS, with contemporary computational and infomatics facilities and planned connections with clinical sites throughout the state.

UCSD Healthcare

The clinical facilities and patient care activities of UCSD Healthcare are a vital component of the Health Sciences, providing an environment for training, clinical research, and the practice of medicine by the clinical faculty of the SOM and SPPS. The diverse settings of UCSD Healthcare facilities and programs provide opportunities for the education of medical and pharmacy students and residents, and the conduct of clinical trials for promising new therapies and technologies.

Patient activity across the board, and the inpatient census at both hospitals, has been steadily increasing over the years, and with San Diego's growing population that trend is expected to continue. Future needs include expansion of acute care capacity at the Thornton Hospital, and the replacement and possible relocation of beds of the aging and outmoded Hillcrest hospital in order to meet the state's new seismic standards. New facilities on the La Jolla Medical Center Campus include a Cancer Center building to house the clinical, research, and community service programs of the Rebecca and John Moores UCSD Cancer Center, one of only 40 centers in the country to hold a National Cancer Institute designation of Comprehensive Cancer Center. In addition, the Donald and Darlene Shiley Eye Center has expanded its retina, glaucoma and community outreach programs, and plans for an expanded cardiovascular program are in the works.

The future development of the UCSD Medical Center La Jolla includes the construction of new facilities to consolidate patient care and clinical research activities around certain specialty areas, to better serve patients, and to facilitate the translation of laboratory discoveries into improved diagnosis and treatment.

C. ANCILLARY PROGRAMS

To support its academic program, UCSD administers essential ancillary programs including administration, affiliated units, childcare, housing, recreation, student services, transportation and parking services, public programs & arts, and the Preuss School at UCSD (a charter middle and high school).

1. Administration

General administration provides campuswide services and operations. It includes business and administrative services, computing and communication services, community safety, environmental services, external relations, human resources, resource management and planning, and transportation and parking services.

2. Affiliated Units

Affiliated units are those that operate under governance that is separate from the campus administration. Affiliated units serving the campus and community include the Associated Students UCSD, the Graduate Student Association, student co-operatives, the Faculty Club, the La Jolla Playhouse, the University and State Employees Credit Union, occupants of the Science Research Park, and a number of research enterprises; e.g., the Howard Hughes Medical Institute and the Institute of the Americas.

3. Childcare

High caliber childcare is important to the recruitment and retention of students, faculty, and staff. UCSD Child Care Services currently provides day care for 200 pre-school children and a second facility of equal capacity is being planned.

4. Housing

The high cost of housing in San Diego continues to affect plans to provide affordable and accessible housing for students. Housing cost and availability is an important factor in student recruitment and affects the quality of their educational experience. Also, provision of campus housing reduces private vehicle trips and addresses regional traffic issues. With completion of the Eleanor Roosevelt Housing project in Fall 2003, approximately 8,300 students were accommodated in campus housing. Another complex of housing facilities north of Roosevelt College for undergraduate students and an additional complex for graduate students on the East Campus is being planned. UCSD also operates the nearby La Jolla del Sol complex of 381 apartments, that was purchased from a private developer. In addition to accommodating students, this complex has proven to be quite valuable in that it provides short term housing for faculty, staff, and visiting scholars.

5. Recreation

Recognizing the significant role recreational facilities and programs have in serving the needs of both the on and off-campus communities, UCSD places a high value on developing and maintaining athletic fields and recreation space. UCSD has developed three major clusters of recreational facilities. One is located between Revelle and Muir Colleges, and includes two gymnasiums, six tennis courts, a natatorium, and a major playing field. A second is located east of Warren College and links to the East Campus, where there are major playing fields, a baseball field, a 50-meter pool (and plans for a second pool), a weight room, climbing wall, volleyball courts, basketball courts, and two tennis courts. The third complex is

located northeast of the Eleanor Roosevelt College neighborhood and includes gymnasiums, a weight room, an arena, activity rooms, racquetball courts, fields, softball diamonds, a track and field stadium, a throwing field, and tennis courts. Several facilities have been enhanced and/or expanded since 1989, providing increased utilization and capacity (e.g., the Recreation and Intramural Athletic Center was constructed in 1995, and the multipurpose fields at all three of UCSD's athletic complexes have been upgraded).

6. Student Affairs

Student Affairs provides an array of programs, services, and educational experiences that promote the academic success of UCSD students and enhance the quality of student life on campus. The Student Affairs departments include undergraduate admissions, registration, student financial and business services, education abroad, career placement and planning, outreach, instructional support, legal services, student life programming, community service, residential life, student health, and psychological services. Although many of these units occupy space in temporary facilities, a State funded Student Academic Services Facility is being planned and will provide the amount and type of space needed to ensure the delivery of quality student services.

7. Public Programs & Arts

Cultural programs serve academic endeavors in applied and performing arts and enrich the cultural life of the campus and community. Recognizing that UCSD's exceptional public performing and visual arts programs contribute greatly to the cultural climate of the region, the campus continuously seeks ways to make these programs more accessible to the public. Over the past decade, several facilities improvements have boosted UCSD's cultural programs, including the construction of the Birch Aquarium at Scripps, the Mandell Weiss Forum Theater (used jointly with the not-for-profit La Jolla Playhouse), and a Dance Facility.

In addition, the not-for-profit Stuart Collection of Sculpture at UCSD enriches the cultural, intellectual, and scholarly life of the campus and the San Diego community by assembling and maintaining a unique collection of site-specific works by leading artists of our time. Inventive in both its curatorial point of view and its working processes, the collection results from an innovative partnership between the university and the Stuart Foundation. Under this agreement, the entire campus may be considered as a site for commissioned sculpture. It is further distinguished from a traditional sculpture garden by integration of some of the projects with university buildings.

8. Middle and High School

The Preuss School at UCSD, which is located on campus east of Interstate 5, is a charter school that provides college preparatory education for approximately 700 middle school and high school students drawn from the San Diego region. The mission of this school is to prepare students who seek to become the first generation of college graduates in their families for enrollment in UC and other excellent institutions of higher education. This school provides a teaching and research laboratory for UCSD's Center for Research in Educational Equity, Assessment, and Teaching Excellence (CREATE) and for students in the Teacher Education Program and other related disciplines.

9. Transportation and Parking

Regional and local transportation systems are playing an ever larger role in efforts to ensure access to UCSD. Because the area surrounding the University is growing at a rapid rate, improvement of local transportation systems is critical to maintaining the quality of life in this area. In particular, UCSD is working closely with the cognizant regional mass transit agencies to make certain that implementation of Light Rail Transit and Bus Rapid Transit service improvements to UCSD and the surrounding community occur at the earliest possible date.

The level of direct public bus service to UCSD has not changed appreciably since completion of the 1989 LRDP. However, to encourage UCSD faculty, staff, and students to use public transit, the campus subsidizes free, unlimited San Diego Transit bus rides in areas near the campus and to Pacific Beach and North Clairemont. Presently, there are six public bus routes serving the campus: one from Fashion Valley, three from downtown, one from Mira Mesa/ Sorrento Valley, and one from North County. In addition, the campus provides subsidies for students to purchase a "college pass" from the Metropolitan Transit District which allows unlimited use of mass transit in San Diego.

In the interest of reducing traffic, the UCSD Transportation Alternatives Office operates multiple shuttles, including: 1) a shuttle operating between the La Jolla Campus and UCSD Medical Center Hillcrest campus, 2) the campus "loop" shuttle which travels the perimeter of the campus and between peripheral parking lots and the core of the West Campus, 3) the Torrey Pines Center shuttle traveling between the core of the West Campus and peripheral administrative buildings, 4) the Scripps Institution of Oceanography shuttle connecting SIO to the center of campus, 5) The Mesa/East Campus shuttle that connects the east and west campus areas, 6) the shuttle to and from the Sorrento Valley Coaster Station, 7) a "city shuttle" connecting the campus and the University City residential and commercial areas, 8) an East Campus/Regents express shuttle, and 9) a holiday airport shuttle.

UCSD also provides attractive incentives to encourage the use of carpools and vanpools. For example, carpoolers of three or more may park in reserved carpool spaces located conveniently throughout the campus. In case of emergency, Rideshare Operations provides rides for vanpoolers back to their homes. In addition, vanpool and carpool participants are entitled to special "Occasional Use" permits that provide ten free days of parking per quarter when individual commuting may be necessary. Finally, note that the UCSD vanpool program is the largest in the region.

Parking is a self-supporting enterprise at UCSD, as it is throughout the UC system. Permit holders fund the design, construction, operation, and maintenance of all parking facilities. UCSD operates an integrated campuswide parking system. Parking spaces are added as a function of overall campus population growth. Historically, the availability of land has allowed the campus to provide most parking capacity through relatively inexpensive surface lots. However, with construction of new facilities on existing surface lots, parking structures have become a necessity; two parking structures (Gilman and Pangea) have been completed since 1999 and more are being planned. As of 2002-03, the campus had a total of 17,650 spaces, including permit and metered parking spaces to serve approximately 33,100 students, faculty, staff, and visitors.

D. PROPERTY LOCATIONS

1. Main Campus Property

Table 3 and the associated map show the location of all UCSD and UC system properties in San Diego County, including those lying outside the scope of the LRDP. Table 3 also presents information about the source, acreage, and date of acquisition of UCSD property.

UCSD's main campus is composed of three distinct, but contiguous, geographical entities: the Scripps Institution of Oceanography portion of the campus (179 acres), the western area of the campus (669 acres), and the eastern area of the campus (266 acres). La Jolla del Sol, a housing development (12 acres), purchased by the University in 1998, is located southeast of these larger geographical areas (La Jolla del Sol is not contiguous to the main campus, but is included in the 2004 LRDP). Also included in this LRDP are the University House (seven acres), an adjacent parcel consisting of coastal canyon and beachfront (19 acres), the Gliderport (30 acres), and the Torrey Pines Center (2.3 acres). In total, the 2004 LRDP addresses main campus properties that encompass a total of 1,152 acres:

- The Scripps Institution of Oceanography portion of the campus lies along the coast immediately southwest of the bulk of the campus, and includes a span of approximately 3,000 feet of ocean frontage;

- The western area of the campus, where UCSD's General Campus and Health Sciences schools are located, is bordered by Genesee Avenue on the north, La Jolla Village Drive on the south, North Torrey Pines Road and City of San Diego property on the west, and Interstate 5 on the east. The Veterans Administration Medical Center occupies the southeast corner of this area on land deeded by the University to the Federal government; and

- The eastern area of the campus, where many of UCSD's public oriented programs are located (including UCSD Medical Center La Jolla, Science Research Park, and the Preuss School) is separated from the western area by Interstate 5. In addition to Interstate 5 on the west, the approximate boundaries of the eastern area consist of Voigt Drive (previously Old Miramar Road) and Genesee Avenue on the north, privately owned condominiums along La Jolla Village Drive to the south, and Regents Road on the east.

Other nearby properties not considered as a part of the 2004 LRDP include a 23-acre area adjacent to the western area of the campus shown as Blackhorse Properties, which consists of residential and hotel/conference center facilities primarily for non-University use, and a 46-acre parcel incorporated in the University of California Natural Reserve System known as the Scripps Coastal Reserve.

2. Outlying Properties

UC owns several parcels of land at some distance from the main campus which lie outside the purview of the LRDP:

- Hillcrest Campus – UCSD has located a significant percentage of its patient care, research, and education and training programs of the School of Medicine and School of Pharmacy and Pharmaceutical Sciences at the UCSD Medical Center Hillcrest in the Hillcrest community of San Diego; UCSD Medical Center Hillcrest occupies 56 acres and lies approximately 13 miles south of the main campus. In 1995, The Regents adopted the LRDP, University of California Medical Center - San Diego as the development policy document for this property.

Table 3
UCSD Property Acquisitions

Main Campus

Parcel	Year Obtained	Obtained From	Acres
A	1913	Marine Biological Assoc. of San Diego	178.7
B	1961	City of San Diego	58.5
C	1963	City of San Diego	411.4
D	1963	City of San Diego	29.5
E	1963	City of San Diego	14.2
F	1964	Federal Government	158.4
G	1966	Federal Government	222.3
H	1967	City of San Diego	8.6
J	1967	Private Party	6.9
K	1967	Private Party	18.9
L	1969	City of San Diego	29.8
M	1988	Private Party	12.0
N	1987	Private Party (Bldg Only)	-
O	1989	Private Party	2.3
		Subtotal Main Campus (rounded)	**1,152**

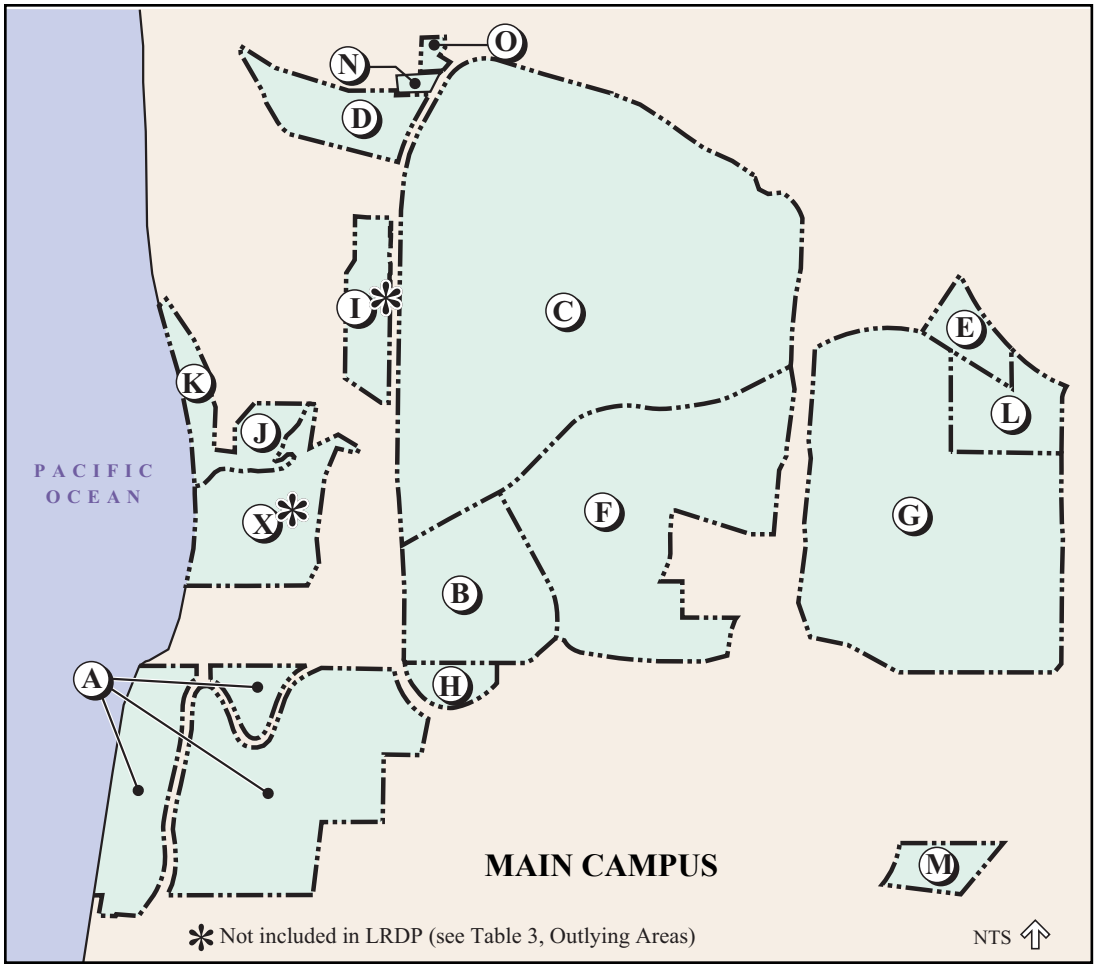


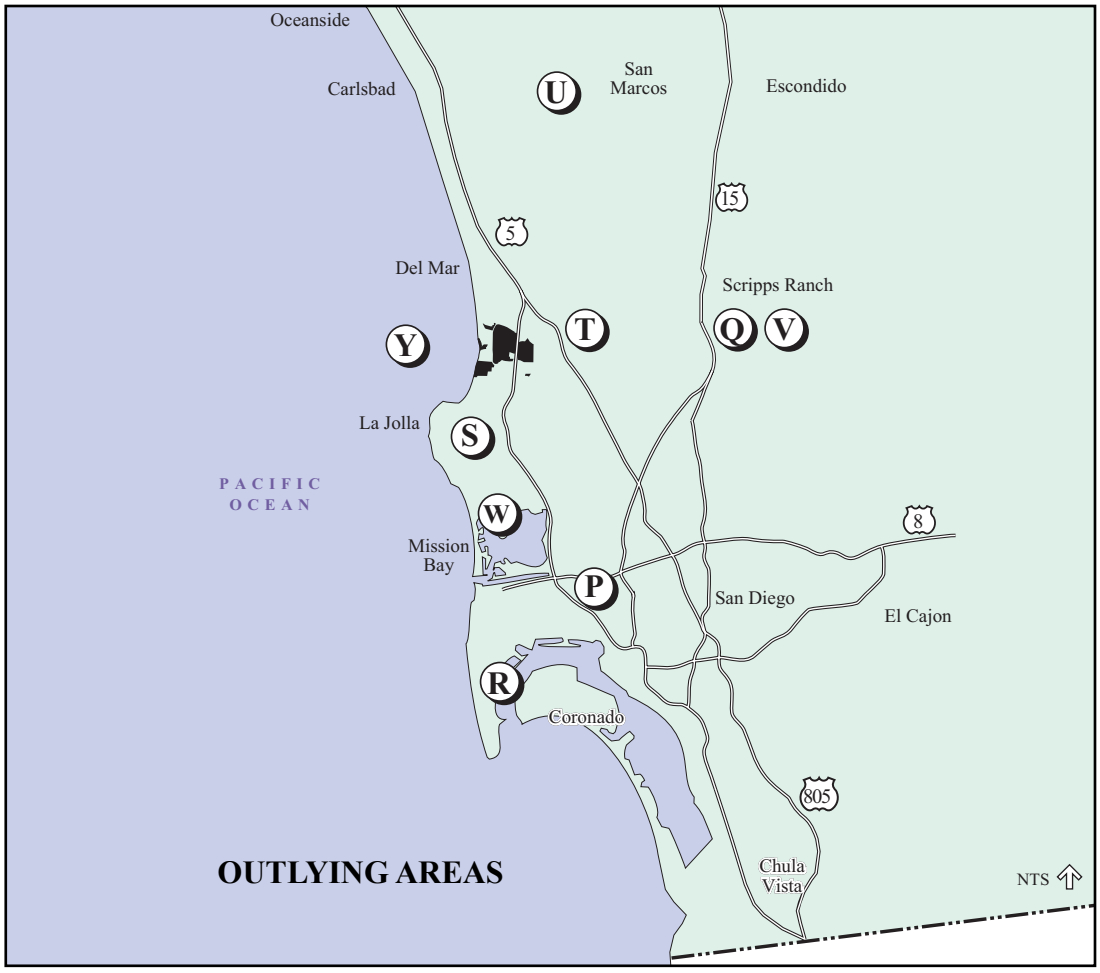
Table 3
UCSD Outlying Areas

Other than Main Campus (not included in LRDP)

Parcel	Location	Year Obtained	Obtained From	Acres
I	Blackhorse Properties *(see Main Campus Diagram)*	1967	Private Party	23.0
P	Hillcrest Campus	varied	County of San Diego	56.0
Q	Elliott Field Station	1965	Federal Government	324.0
R	Nimitz Marine Facility	1975	Federal Government	5.8
S	Mt. Soledad	1965	Private Party	10.2
T	Trade Street	1990	Private Party	8.0
			Subtotal Other than Main Campus (rounded)	**427**
			Total Acres of UCSD Parcels	**1,579**

UC Natural Reserves System

Parcel	Location	Year Obtained	Obtained From	Acres
U	Dawson Los Monos	varied	Private Party	235.0
V	Elliott Chaparral	1952	Federal Government	183.0
W	Kendall-Frost Mission Bay Marsh	1952	Private Party	20.5
X	Scripps Coastal Reserve *(see Main Campus Diagram)*	1967	Private Party	46.0
Y	Scripps Coastal Reserve *(underwater)*	1929	State of California	80.0
			Subtotal UC NRS (rounded)	**565**
			Total Acres of UC Parcels	**2,143**



- Elliott Field Station – Occupies approximately 324 acres of land about 10 miles east of the campus. It provides opportunities for outdoor research activities not available on the main campus. The UCSD Elliott Field Station Development Study (1990) describes past uses and future development options for the station;

- Point Loma Facilities – UCSD maintains the Nimitz Marine Facility in Point Loma operated under the auspices of Scripps Institution of Oceanography. This facility, owned by the University, is an approximately 6-acre home port used to dock and support oceanographic research vessels. It is situated at the foot of Rosecrans Street on the eastern side of Point Loma;

- Mount Soledad Laboratories – the Mount Soledad property in La Jolla, located near the crest of the mountain on Via Capri, supports two research laboratories and broadcast tower on approximately 10 acres. The laboratories operate under the auspices of Scripps Institution of Oceanography, and Telecommunications operates the broadcast tower; and

- Trade Street – the Trade Street facility is located approximately 6 miles east of the main campus on approximately 8 acres. The facility is operated by the Materiels Management Office for warehousing and distribution services. The UCSD Storehouse, Shipping/Receiving, Surplus Sales, Self-Storage, Bookstore, and the Library Annex are the primary users.

3. University of California Natural Reserve System

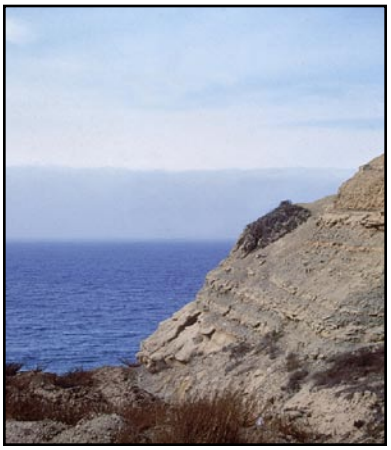
The UC Natural Reserve System (NRS) is a unique assemblage of protected wildland sites throughout California. Its reserves encompass nearly all of the state's major ecosystems conserved in an as undisturbed condition as possible to support University-level research and teaching programs. While the NRS is a UC systemwide program, each of the 34 reserves is assigned to a particular UC campus for day-to-day administration. UCSD is assigned the following reserves:

- Dawson Los Monos Canyon Reserve – 235 acres of habitat located within the cities of Carlsbad and Vista;

- Elliott Chaparral Reserve – 183 acres located adjacent to the Elliott Field Station, immediately north of Marine Corps Air Station Miramar, seven miles east of campus;

- Scripps Coastal Reserve – encompassing the marine and intertidal zones fronting Scripps Institution of Oceanography, as well as a 46-acre upland portion including the La Jolla Farms "Knoll" property, and the south slope of Black's Canyon. Neighboring Sumner Canyon (approximately 18.5 acres) is an open space area owned by Scripps Estates Associates and managed by the NRS under a license agreement; and

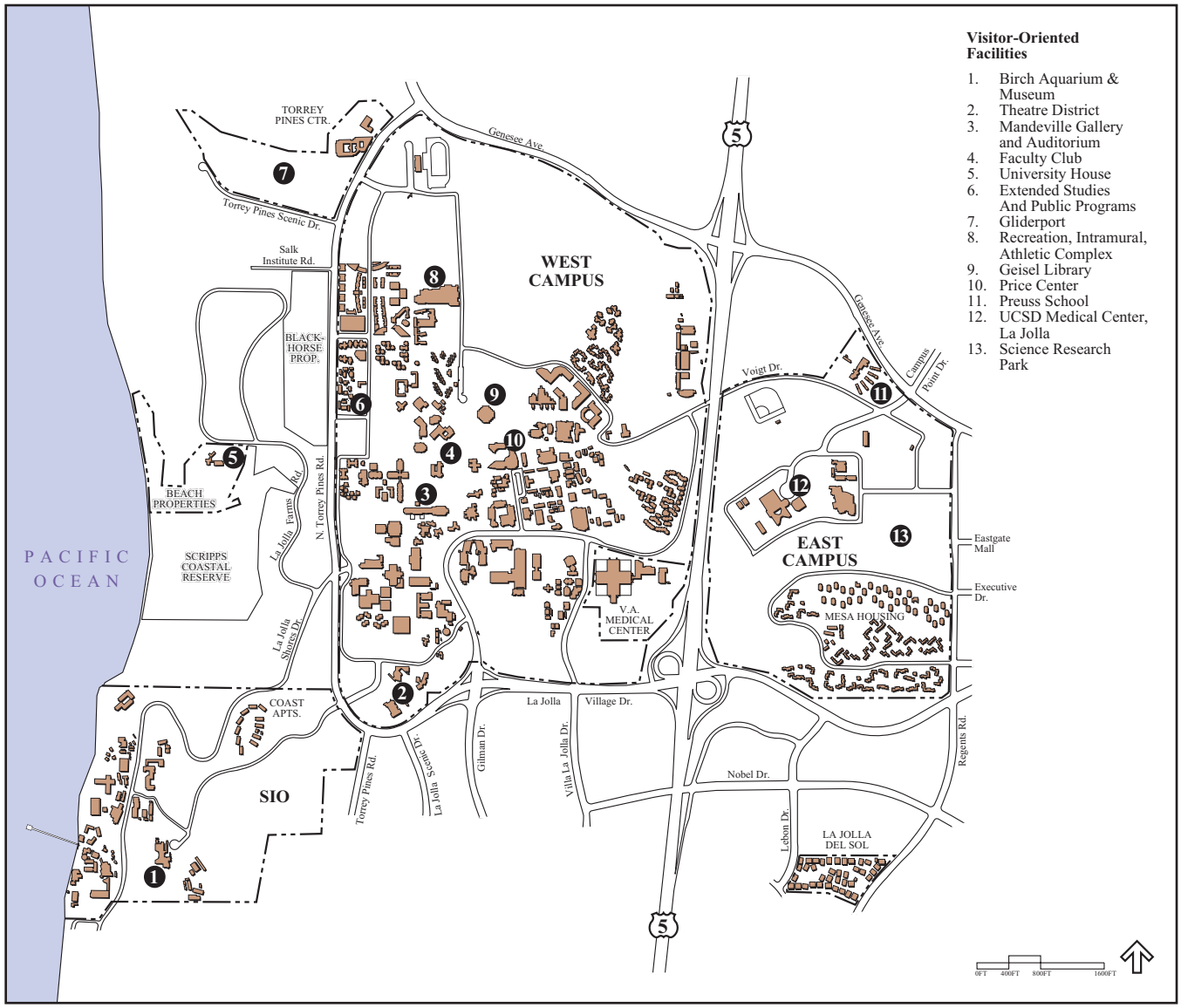
- Kendall-Frost Mission Bay Marsh Reserve – approximately 20.5 acres of upland and salt marsh on the north shore of Mission Bay.



Except for modest multi-use facilities to support research and instruction, the University maintains these reserves in a predominantly natural state. Because the UC NRS coordinates planning for use of these reserves, planning for these properties is not within the purview of this LRDP.

E. GROUNDS AND BUILDINGS

The 1,152-acre UCSD campus is located within the La Jolla and University City communities of the City of San Diego approximately 12 miles from downtown. Of the total 1,152 acres, 27% (or 309 acres) consists of UCSD Park - the formal open space network of habitat areas and eucalyptus groves. Currently 47% (or 546 acres) of the campus accommodates approximately 500 buildings totaling approximately 10.1 million GSF, two parking structures and surface parking lots that provide approximately 17,650 marked parking spaces, landscaped slopes and buffer areas, landscaped courtyards and plazas, gardens, recreational fields, paved areas, walkways, and roadways. The remaining 26% (or 297 acres) is undeveloped. Table 4 displays the acreage of the campus areas considered in the 2004 LRDP. Figure 5 displays existing facilities (and those in construction as of 2003-04) and notes those facilities with a higher level of public interaction. Appendix A provides an inventory of UCSD buildings in 2002-03.



UCSD Facilities, 2003-04
Figure 5

1. Development Under the 1989 LRDP

Under the 1989 LRDP, a total of about 15.9 million GSF of development was proposed. The proposed development was allocated to address program deficiencies in the amount and type of existing space, technological or functional obsolescence of existing facilities, and planned and unanticipated program changes. As of 2002-03 approximately 10.1 million GSF of this development had been built. Another 2.2 million GSF is under construction or has been approved for construction, and has been the subject of environmental documents that have been prepared in accordance with the California Environmental Quality Act. Table 5 presents the development allocation under the 1989 LRDP, a summary of the new development that has occurred since 1989, and the resulting remaining development allocation by major campus geographical area.

Table 4
UCSD Acreage by Area and Development Status

Area of Campus	Developed	UCSD Park	Undeveloped	Total Acres
Scripps Institution of Oceanography	43	62	74	179
West Campus	330	213	126	669
East Campus	154	34	78	266
La Jolla del Sol	12	-	-	12
University House	7	-	-	7
Beach Properties	-	-	19	19
TOTAL	**546**	**309**	**297**	**1,152**

Notes:

1. West Campus includes acreage for the Gliderport (30 ac) and Torrey Pines Center North (2.3 ac), and excludes Blackhorse Properties (23 ac).
2. The Developed area includes areas developed as open space, along with building sites that maybe redeveloped.

2. Circulation

The UCSD circulation system is organized to separate vehicles from pedestrians. The system concentrates automobile traffic to the peripheral loop road to provide access to parking facilities. Roads in the central portion of campus are limited primarily to emergency and service vehicles and to enable access for disabled persons. Well developed pedestrian pathways help way-finding and safety. For example, Library Walk, a main north-south pedestrian route in the center of campus, was provided in conjunction with a new classroom building, Center Hall, that was completed in 1995.

Table 5
UCSD Development Gross Square Feet (GSF) by Function & Location

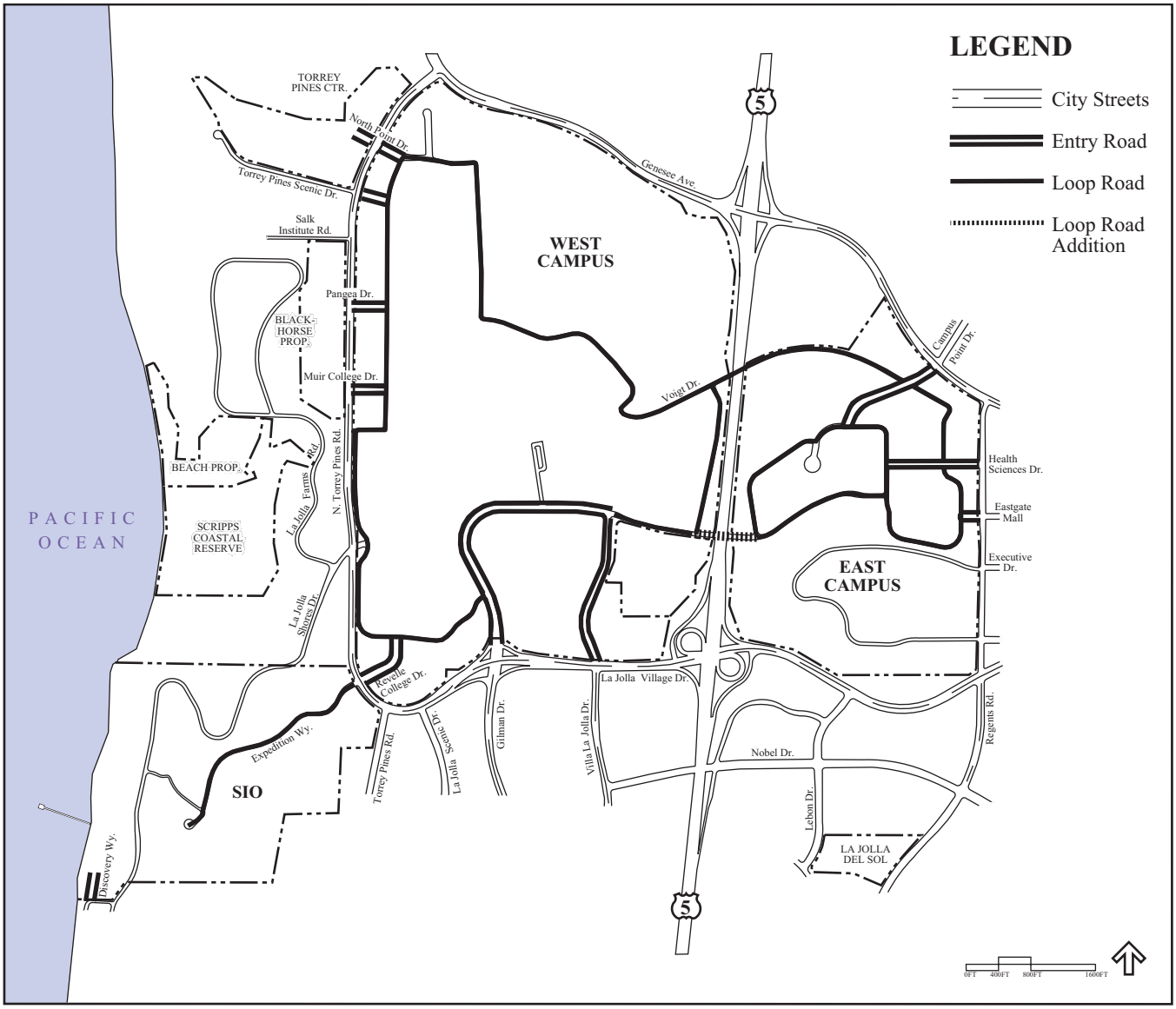
	1989-90 Actual	2002-03 Actual	2005-06 Projected in 1989 LRDP
By Function			
Academic	3,525,000	5,156,000	7,017,000
Administration / General Services	605,000	718,000	881,000
Public Venue and Sports	356,000	823,000	1,073,000
Housing and Dining	2,826,000	3,059,000	5,187,000
Hospital and Clinics	-	326,000	1,048,000
Science Research Park	-	-	650,000
TOTAL	**7,312,000**	**10,082,000**	**15,856,000**
By Location			
SIO	733,000	851,000	1,275,000
West Campus	5,349,000	7,405,000	11,249,000
East Campus	690,000	1,151,000	3,332,000
Nearby	540,000	675,000	n/a
TOTAL	**7,312,000**	**10,082,000**	**15,856,000**

Notes:

1. GSF data is rounded to the nearest 1,000.
2. Nearby includes University House, La Jolla del Sol, and various leased properties within close proximity to the Main Campus.
3. The 1989 LRDP did not address facilities outside of the main campus.

Pedestrian Circulation

UCSD's topography, surroundings, and climate make walking a practical and enjoyable way of navigating the campus. The current pedestrian network includes a combination of paved and unpaved walkways and demand-activated paths. A pedestrian bridge across La Jolla Village Drive provides safe access for pedestrians to and from the major developments south of the campus. Another pedestrian bridge located at Scripps Institution of Oceanography provides safe access across La Jolla Shores Drive. Campus policies control the use of bicycles and skateboards to ensure safe use of specific pedestrian walkways. In addition, the campus is committed to providing the means by which people with disabilities can fully and independently participate in the comprehensive scope of campus programs, services, and activities. In terms of both facilities access and programmatic accommodation, UCSD planning is in compliance with the Americans with Disabilities Act (ADA).



Vehicular Circulation Concept
Figure 6

Vehicular Access and Circulation

Three interchanges along Interstate 5 provide vehicular access to the campus. The northernmost of these interchanges is at Genesee Avenue, and just south is a second interchange at La Jolla Village Drive; both provide access to the western and eastern areas of the campus, and to North Torrey Pines Road which serves the Scripps Institution of Oceanography portion of the campus. The third freeway exit is at Gilman Drive approximately one mile south of the campus and primarily serves the west area of the campus.

North Torrey Pines Road and Interstate 5 are the primary links with the northern San Diego County coastal communities. La Jolla Village Drive and Voigt Drive (portions of which were previously named Old Miramar Road) are the main surface connections between the western and eastern areas of the campus. The Gilman Drive exit from Interstate 5 is a primary link to southern San Diego County.

There are several secondary routes to the campus (Figure 6, page 33). La Jolla Shores Drive provides the primary access to Scripps Institution of Oceanography, and North Torrey Pines Road connects the western and Scripps Institution of Oceanography portions of the campus with the community of La Jolla to the southwest.

The current campus road system is a combination of roads left by the military and roads constructed by the University. The campus rerouted vehicular traffic away from the core of the campus during the early 1980's. Public streets around the perimeters of the western and eastern portions of the main campus currently provide 12 entry points to the campus.

Bicycles

Bicycle riders currently use campus roadways and paths designated as bicycle routes. UCSD has largely separated bicycles from pedestrian traffic along the main north/south corridors (e.g. Library Walk and Ridgewalk) of the campus. Bicycle lanes exist on most campus roads to separate cyclists from motorists. Some of these bicycle routes provide important links in the regional bicycle circulation network used by both commuters and recreational bicyclists. However, given the difficult topography and grades surrounding the campus, and the fact that some of the City streets adjacent to campus are major arterial roadways that lack bicycle paths, bicycle use as a major form of alternative transportation for commuters is inherently limited.

3. Utility Infrastructure

UCSD regularly evaluates and upgrades the utility infrastructure and distribution system (i.e., electricity and gas, heating and cooling, water, sanitary sewer, storm drain, telephone and telecommunications, and waste disposal) serving the campus to ensure adequate facilities and services. Ongoing resource conservation programs have reduced campus water consumption, electricity and gas demand, and solid waste generation over the past decade. In 2001, a UCSD owned and operated cogeneration facility was added to the central utility plant. It currently provides about 90% of the campus electricity needs, as well as steam and chilled water to heat and air condition campus buildings. In addition, a thermal energy storage facility, completed in 1996, improved the efficiency and effectiveness of the campus cooling system by storing chilled water produced during off-peak nighttime hours, when electrical demand is reduced, that is then used to air condi-

tion campus buildings during daytime hours. Additional satellite utility plants are planned to serve the west and east campus areas and electrical distribution systems, campus fire alarm systems, and telecommunication connectivity systems will be upgraded as needed. Finally, a street lighting upgrade program and walkway lighting improvement program have significantly improved efficiency and effectiveness of nighttime campus lighting.

4. Renovation

UCSD facilities require renovation and renewal as obsolescence and normal aging of building and utility infrastructure (e.g., plumbing, mechanical, and network technology) systems become apparent or are legislatively mandated. Disciplines that use sophisticated research methods require technologically modern space to support instruction and research activities. Therefore, planning the renewal and upgrading of existing facilities is an important, ongoing process. Historic and prehistoric sites and structures have been identified in the LRDP Environmental Impact Report. The LRDP Environmental Impact Report provides an overview of the total mitigation requirements associated with cultural resources and provides a framework for determining site-specific mitigation measures.

5. Environmental Sustainability

Environmental sustainability considerations are prominent in the planning of the UCSD campus and its facilities to ensure appropriate measures to conserve natural resources. The Governor's Executive Order D-16-00, which became effective August, 2000, established a State sustainable building goal to site, design, deconstruct, construct, renovate, operate, and maintain State buildings that are models of energy, water, and materials efficiency, while providing healthy, productive, and comfortable indoor environments and long-term benefits to Californians. This approach treats an entire building as one system, recognizing that individual building features, such as lighting, windows, heating and cooling systems, and control systems, need to be designed as a coherent whole. Certain systems can also be implemented more efficiently on a campuswide scale (e.g., the UCSD Cogeneration Facility). In addition, UC implemented a system-wide Green Buildings policy and clean energy standard in June, 2003. Throughout its history, UCSD has endeavored to incorporate programs and techniques that create buildings and systems that are environmentally sensitive and help provide for a sustainable environment. For example, in 1997, UCSD completed a reclaimed water project in conjunction with the City of San Diego. Additional reclaimed water uses are being considered. The campus will continue to incorporate design features, technological adaptations, and/or planning principles into future campus projects to conserve resources and minimize waste products. Consequently, the 2004 LRDP promotes the principles of sustainability, such as the efficient use of water, solid waste recycling and reuse, encouraging energy efficiency through the use of sustainable building design features, utilization of clean-fuel vehicles to improve air quality, and providing and promoting opportunities for the use of alternative transportation modes to reduce vehicle miles traveled.

F. ENVIRONMENTAL SETTING

This section contains a brief overview of the environmental setting of the main campus; a much more detailed and comprehensive discussion is contained in the associated 2004 LRDP Environmental Impact Report (EIR), published as a separate document. The LRDP EIR contains analysis regarding the environmental consequences of implementing this plan, including: land use, traffic/circulation, noise, air quality, utilities, community services, geology/soils/topography, hydrology/water quality, cultural resources, paleontology, and biological resources.

1. Climate, Land Forms, and Vegetation

Because of its coastal location, UCSD enjoys a relatively mild, temperate climate throughout the year. Annual rainfall is approximately nine inches. Located on the coast just north of La Jolla, the UCSD main campus possesses a stunning physical setting with a variety of land forms including gently sloping terrain, sandy beaches, coastal bluffs, and deep canyons. Vegetation on the campus includes an extensive eucalyptus grove and coastal sage scrub and chaparral communities. Although human activity has left most of the remaining undeveloped land in a disturbed condition, campus habitats support a substantial variety of animals and native and naturalized plant life. The campus also maintains open areas such as lawns, landscaped grounds, and playing fields.

2. Previous Military Uses

During the first half of the 20th century, the United States Army and Marine Corps operated training bases on most of the area that now constitutes the campus. Evidence of some of these activities still exist and a number of former Camp Matthews World War II era structures are still used by the University. Although military training activities greatly disturbed the terrain east of Interstate 5, the University has confirmed that the area has been cleared of discarded and potentially dangerous materials at or near the surface. As construction occurs, the University studies soil conditions and, if needed, remediates any soil contamination that may have resulted from those former uses.

G. PHYSICAL CONSTRAINTS

1. Ecologically Sensitive Areas

The 1989 LRDP identified ecologically or aesthetically important areas wherein development was limited and included these areas as the UCSD Park. The 2004 LRDP continues this land use designation (as defined in Chapter 3 Section C.4). Communities of native flora and fauna throughout these portions of the campus serve important functions as resources for teaching and research. The preservation of sensitive species coupled with the resource-sensitive and appropriate academic use of these areas as a living outdoor laboratory is an important precept of this plan. UCSD recognizes its stewardship responsibilities in conserving these vital ecosystems. If needed, site-specific mitigation to ecologically sensitive areas are determined on a case-by-case basis for projects that maybe developed as part of the 2004 LRDP. The 2004 LRDP Environmental Impact Report provides an overview of the total mitigation requirements associated with development areas identified in the LRDP, and provides a framework for determining site-specific mitigation measures for possible future development.

2. Coastal Zone

Approximately half of the main campus acreage lies within the California Coastal Zone (Figure 2, page 4). The boundary of the zone runs north along Torrey Pines Road and North Torrey Pines Road to the intersection of La Jolla Shores Drive, northeast to Voigt Drive (portions of which were previously Old Miramar Road) and Interstate 5, then north along Interstate 5. Development within the seaward areas north and west of this boundary line is contingent upon the California Coastal Commission's review of the proposed project and granting of the requisite permit.

3. Archaeological and Historical Sites

Field surveys indicate that some areas of the campus have valuable archaeological resources, particularly on the bluff-top areas along the coast. UCSD has located these sites and instituted measures via the California Environmental Quality Act (CEQA) to protect their value as cultural and instructional resources. The campus also contains several sites that have been listed on the National Register of Historic Places, including the Scripps Institution of Oceanography Original Director's Residence, the Old Scripps Building, and the Gliderport area.

4. View Corridors

Various parts of the campus enjoy magnificent views of the coast to the west; and valleys, foothills, and mountains to the east. Views from major pedestrian spaces on campus help establish visual connection to these surroundings. The campus diligently pursues the preservation of these view corridors through project-by-project design.

5. Geology

The campus has several potentially active faults, some unstable soil conditions, and some steep slopes (25+% grade). As is typical of Southern California, the campus is also subject to the effects of earth movement arising from several geologic fault zones further inland and offshore. The EIR contains a comprehensive discussion of campus geology.

6. Existing Built Areas

Built areas that will be redeveloped during the time frame covered by the 2004 LRDP, including many existing surface parking lots, temporary trailer locations, and the remaining undeveloped areas provide the framework for future development. Table 4 (page 32) outlines the existing undeveloped acres remaining and Figure 5 (page 31) depicts existing facilities.

Chapter 3
THE 2004 LRDP

Chapter 3
THE 2004 LRDP

The 2004 LRDP considers projected student enrollment, campus population growth, and the anticipated space program and land uses associated with expansion of UCSD's academic, administrative, and support programs to academic year 2020-21. The primary intent of this LRDP remains unchanged from that of UCSD's previous LRDPs: the 2004 LRDP is intended to provide a general land use plan to enable UCSD to achieve its academic, research, and public service goals, to realize the best possible balance between aesthetics and functionality, to guide stewardship over the development of this spectacular site, and to attain appropriate integration with the surrounding off-campus community.

As discussed previously, UCSD's academic plans provide the basis for its enrollment projections and physical plans. Consequently, this section of the 2004 LRDP presents a) projections of enrollments and the campus population, b) estimates of the additional academic and ancillary space, including housing, needed to achieve the delineated program goals, c) the principles that will guide planning for future development, and d) the revised land use plan.

A. PROJECTED ENROLLMENT AND CAMPUS POPULATION

This section describes the projected student enrollment and campus population growth through academic year 2020-21. As previously described, the UCSD plan entails accommodating a total enrollment of 32,700 full-time equivalent (FTE) students through 2020-21, including summer enrollment. A description of the relationship between FTE and headcount enrollment follows.

1. Relationship Between Full-Time Equivalent and Headcount Enrollment Planning

The term "full-time-equivalent" students, or FTE students, is a budgetary term used by the University and the State to define funding associated with enrollment growth. The number of FTE students differs from the number of individual students (measured in terms of headcount) who are enrolled. Forty-five units of coursework taken in a quarter system by undergraduate students during an academic year is equivalent to one FTE student, based on the concept of an entering freshman making orderly progress over four years toward a 180-unit degree. At the graduate level, 36 units of coursework is equivalent to one FTE, and in the Health Sciences every student headcount is considered to be one FTE.

If each student (undergraduate or graduate) took a full-time course load, student FTE would equal the student headcount enrollment. However, student FTE numbers are somewhat lower than the total student headcount because, on average, students take slightly less than a full-time course load (approximately 95% of the defined full-time course load). This difference between student FTE and student headcount is greater during summer sessions. During summers, enrollment consists primarily of undergraduates who typically take about 8 units of coursework, far below the 15 units that students typically earn each quarter, and farther still below the approximate 45 units that students earn over the course of an academic year.

A headcount student currently attending summer session, then, equals slightly less than one-fifth of an annualized FTE student.

2. Student Enrollment

To meet the needs of California's growing population, UCSD plans to enroll 32,700 FTE by academic year 2020-21, including 24,700 undergraduate FTE, 6,000 graduate FTE, and 2,000 Health Sciences FTE. Table 6 displays projections of FTE enrollment anticipated to occur in both the regular and summer sessions (assuming provision of State funding) through academic year 2020-21. Table 7 presents student headcount projections as a three-quarter-average of students enrolled in the Fall, Winter, and Spring quarters (regular academic year) with separate numbers for summer sessions. The vast majority of the students that attend summer session also enroll in the regular session. Therefore, it is not meaningful to combine the student headcount estimates for regular and summer sessions because the sum of the two would double-count those students enrolled in both sessions. Overall, UCSD projects that its regular academic year, three-quarter-average headcount enrollment in 2020-21 will be 29,900 students, including 21,900 undergraduates, 6,000 graduates, and 2,000 in the Health Sciences.

3. Campus Population

Projections of the total campus population are provided in Tables 8 and 9 for the regular and summer sessions, respectively. Table 8 shows that the population of students and academic and staff employees during the regular session is projected to grow by approximately 4% annually over the LRDP planning period. Table 9 shows that the population of students and academic and staff employees during the summer session is projected to grow by approximately 10% annually over the LRDP planning period. Even with a larger percentage of student growth projected for the summer session, the overall total campus population during summer will remain substantially below that of the regular session over the LRDP planning period.

In addition to the students, faculty, and staff who study and work at UCSD, on any given day there are a number of other people on campus, including patients, visitors, vendors, construction workers,

Table 6
UCSD FTE Enrollment

	2002-03 Actual	2020-21 Projected
REGULAR ACADEMIC YEAR		
General Campus		
Undergraduate	18,200	21,300
Graduate	2,950	5,800
Subtotal	21,150	27,100
Health Sciences	1,400	2,000
TOTAL	**22,550**	**29,100**
SUMMER SESSION		
General Campus		
Undergraduate	1,050	3,400
Graduate	50	200
Subtotal	1,100	3,600
Health Sciences	-	-
TOTAL	**1,100**	**3,600**
GRAND TOTAL	**23,650**	**32,700**

Notes:
1. Enrollment data are rounded to the nearest 25.
2. SIO students are included in General Campus figures.
3. In 2002-03 and 2020-21, respectively, approximately 600 and 800 Health Science students are Residents who are primarily located at the UCSD Medical Center in Hillcrest.

Table 7
UCSD Headcount Enrollment

	2002-03 Actual	2020-21 Projected
REGULAR ACADEMIC YEAR		
General Campus		
Undergraduate	18,675	21,900
Graduate	2,950	6,000
Subtotal	21,625	27,900
Health Sciences	1,375	2,000
TOTAL	**23,000**	**29,900**
SUMMER SESSION		
General Campus		
Undergraduate	6,200	18,000
Graduate	200	600
Subtotal	6,400	18,600
Health Sciences	-	-
TOTAL	**6,400**	**18,600**

Notes:
1. Enrollment data are rounded up to the nearest 25.
2. SIO students are included in General Campus figures.
3. In 2002-03 and 2020-21, respectively, approximately 600 and 800 Health Science students are Residents who are primarily located at the UCSD Medical Center in Hillcrest.

Table 8
UCSD Campus Population
Regular Academic Year

	2002-03 Actual	2020-21 Projected
SIO		
Faculty/Researchers	300	400
Staff	500	800
Subtotal	800	1,200
West Campus		
Faculty/Researchers	2,200	3,700
Students	23,000	29,900
Staff	6,000	9,200
Subtotal	31,200	42,800
East Campus		
Faculty/Researchers	100	500
Staff	1,000	5,200
Subtotal	1,100	5,700
TOTAL CAMPUS		
Faculty/Researchers	2,600	4,600
Students	23,000	29,900
Staff	7,500	15,200
TOTAL	**33,100**	**49,700**

Notes:
1. Population data are rounded to the nearest 25.
2. SIO and Health Science students on the East Campus are included in the West Campus figures.
3. In 2002-03 and 2020-21, respectively, approximately 600 and 800 Health Science students are Residents who are primarily located at the UCSD Medical Center in Hillcrest.

Table 9
UCSD Campus Population
Summer Session

	2003 Actual	2021 Projected
SIO		
Faculty/Researchers	300	400
Staff	500	800
Subtotal	800	1,200
West Campus		
Faculty/Researchers	1,800	3,000
Students	6,400	18,600
Staff	5,700	8,800
Subtotal	13,900	30,400
East Campus		
Faculty/Researchers	100	500
Staff	1,000	5,200
Subtotal	1,100	5,700
TOTAL CAMPUS		
Faculty/Researchers	2,200	3,900
Students	6,400	18,600
Staff	7,200	14,800
TOTAL	**15,800**	**37,300**

Notes:
1. Population data are rounded to the nearest 100
2. All SIO and East Campus students are accounted for in the West Campus

employees of other entities (e.g., the Howard Hughes Medical Institute, the Institute of the Americas, the future Science Research Park, etc.). Furthermore, the campus population includes night-time visitors, such as University Extension students, patrons of theater performances and large event audiences at the 5,000-seat RIMAC arena, etc. Although the projections reported in the LRDP does not capture these other populations, the associated LRDP EIR analyzes their environmental impacts.

B. PROGRAM DEVELOPMENT

1. Academic Programs

UCSD's academic programs continue to evolve as knowledge unfolds, new fields emerge, and societal needs are redefined. Although, changes in the basic academic structure and program goals are not anticipated during the planning horizon of this LRDP, UCSD recognizes that future instructional, research, and employment activities at the University may be influenced by advances in telecommunications and information technology. Not only may those potential advances result in superior academic experiences, they could conceivably result in beneficial environmental impacts (entailing less commuting and reduced traffic, parking, and air quality impacts).

Although the effects of telecommunications and information technology on University activities are still evolving, UCSD will carefully monitor those developments and seek resources to implement warranted innovations. Nevertheless, the addition of students will require new faculty, support staff, and other related employees, and added instructional space (classrooms and laboratories) and office space (for faculty, researchers, and administrative support). Ongoing academic planning guides decision-making about the nature of the programs needed to accommodate the student demand and meet the requirements of California's citizens. Most of the student enrollment growth will be centered in the General Campus divisions, but expansion of professional programs, including the Health Sciences, is also anticipated. In addition, given workforce and economic considerations, continued growth in teacher education and engineering programs, at both the undergraduate and graduate levels, is also planned.

2. Ancillary Programs

Most of UCSD's ancillary programs, particularly student housing, recreation, and parking, will experience increased demand for services resulting from enrollment growth. Certain administrative units, student services, and childcare will also face demand for added service, some of which may translate into future program space proposals. In addition, growth in the patient service programs of the UCSD Medical Center La Jolla is expected to result in new initiatives, funding opportunities, and facilities.

Transportation and Parking Services regularly evaluates on-campus parking availability and allocation in response to population changes, and it is anticipated that adequate on-campus parking will continue to be provided (see Section 6, page 44 for additional discussion of parking and transportation plans). In addition, UCSD remains committed to advancing its alternative transportation programs and specific consideration will be given to measures designed to reduce automobile usage.

3. Space Projections

Development of new space will be required to accommodate the projected population growth and expansion of UCSD's academic, clinical, housing, administrative, and service programs. Table 10 depicts total space projections in gross square feet (GSF) by function and geographical area for 2002-03 and 2020-21. As a whole, UCSD may grow from 10.1 million GSF to 19.2 million GSF during the time that the 2004 LRDP is in effect.

4. Housing Projections

In 2003-04, UCSD housed a total of 8,300 students (including 6,825 undergraduates and about 1,475 graduate and professional students). The 2004 LRDP has identified land to house a total of 13,300 students, including housing for 9,785 undergraduates and 3,515 graduate/professional students. In addition, the campus will continue to explore opportunities to acquire more off-campus, privately developed housing, just as it did when it purchased the La Jolla del Sol complex located approximately one mile from campus, so 50% of eligible students may reside in campus-owned facilities.

UCSD will also consider opportunities to develop new childcare facilities and rental housing for faculty and staff in campus areas designated for housing facilities that are unrelated to the undergraduate colleges. Continuation of the University's home loan mortgage origination and assistance programs for faculty members will help those individuals to secure housing and further reinforce UCSD's competitiveness in recruiting and retaining academic talent.

Table 10
UCSD Development Gross Square Feet (GSF)

	2002-03 Actual	2020-21 Projected
By Function		
Academic	5,156,000	9,437,000
Administration / General Services	718,000	891,000
Public Venue and Sports	823,000	1,401,000
Housing and Dining	3,059,000	5,594,000
Hospital and Clinics	326,000	1,186,000
Science Research Park	-	650,000
TOTAL	**10,082,000**	**19,159,000**
By Location		
SIO	851,000	1,440,000
West Campus	7,405,000	13,450,000
East Campus	1,151,000	3,737,000
Nearby	675,000	532,000
TOTAL	**10,082,000**	**19,159,000**

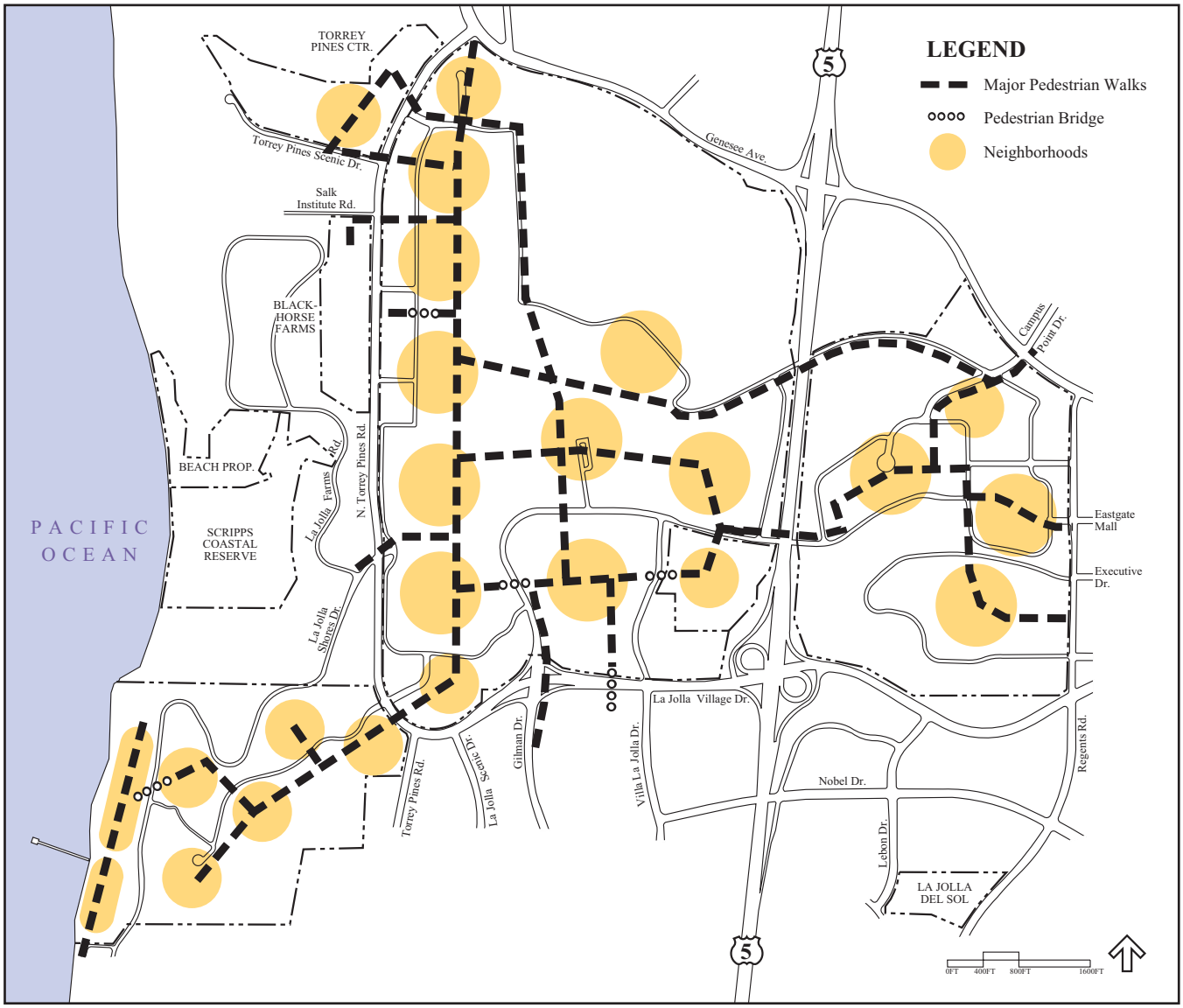
Notes:
1. GSF data is rounded to the nearest 1,000.
2. Nearby includes University House, La Jolla del Sol, and various leased properties within close proximity to the Main Campus.

5. Pedestrian Circulation

The 2004 LRDP provides a framework for pedestrian routes (Figure 7) that has been designed to create a desirable physical environment, support healthy life-styles, reduce automobile usage, and link with mass transit stations.

The following guidelines will be reflected in the planning of improvements to UCSD's pedestrian circulation system:

- New buildings will be designed and located to accommodate existing pedestrian circulation and appropriate connections;
- Paths will be designed to encourage users (pedestrians, bicyclists, and skateboarders) to remain on paved routes through landscaped areas; and
- Paths in canyon areas will be restricted to canyon rims or bridges over canyons. Fencing and other barriers may be considered to limit access into natural areas.



Pedestrian Circulation Concept
Figure 7

6. Parking and Transportation Projections

Table 11 illustrates data corresponding to the supply of parking in 2002-03 and the projected capacity for 2020-21. Assuming continuation of existing campus policies with regard to parking access, the Scripps Institution of Oceanography (SIO) portion of the campus would need about 1,250 spaces; parking demand in the West Campus would increase to 15,600 spaces; and parking demand in the East Campus would increase to about 10,350 spaces, primarily due to the expansion of the UCSD Medical Center La Jolla and the Science Research Park. For the campus as a whole, the need for parking would increase by approximately 54%, from 17,650 spaces in 2002-03 to 27,200 spaces in 2020-21. The vast majority of future parking will need to be constructed in structures due to the limited amount of vacant land. Future parking will be funded primarily by the UCSD parking system; all new proposed parking facilities will be required to satisfy standard financial feasibility tests.

To accomplish its long-standing goals of easing access to the campus and minimizing the impacts of growth on the surrounding community, UCSD will continue to emphasize the importance of using alternative transportation, including campus-operated shuttles, public mass transit, carpools, and vanpools.

Given its commitment to encouraging the use of mass transit, UCSD has been working with the San Diego Association of Governments (SANDAG) to evaluate alternative public transit routes for effectively serving the campus via Light Rail and Bus Rapid Transit systems. Also, to increase the convenience and attractiveness of using this important mode of alternative transportation, UCSD will coordinate deployment of its campus shuttles with the improved public mass transit operations.

Table 11
UCSD Parking Space Capacity

	2002-03 Actual	2020-21 Projected
SIO	950	1,250
West Campus	10,575	15,600
East Campus	6,150	10,350
TOTAL	**17,650**	**27,200**

Notes:
1. Parking space data is rounded to the nearest 50.
2. Parking capacity includes Coast Apartment and Mesa Housing, spaces at SIO, East Campus, SRP, and La Jolla del Sol. The above amounts exclude contractor parking that occurs on undeveloped lands.

Consistent with the goal of optimizing the use of campus land and resources that was expressed in all of UCSD's previous LRDPs, the 2004 LRDP promotes the following strategy to guide the development of alternative transportation and parking at UCSD:

- Expand and improve campus operated alternative transportation programs (e.g., shuttle systems, carpooling, vanpooling, bicycle network) to minimize demand for parking;
- Collaborate with the public agencies responsible for mass transit operations to secure external funding to expand the scope of services provided for UCSD commuters and to minimize demand for parking;
- Consider policy changes to contain both the amount of additional parking needed and permit cost increases, and to encourage expanded use of mass transit;

- Develop parking structures as needed to accommodate the long-range population of the campus. Carefully consider opportunities to co-locate parking structures with other facilities (e.g., office space, recreational facilities, etc.); and

- In siting and designing parking structures, carefully consider topography, landscaping, noise impacts, nearby buildings, and lighting that ensures safety.

7. Vehicular Circulation

The overall goals of the vehicular circulation system in the 2004 LRDP (Figure 6, page 33) are as follows:

- Complete the campus loop road through construction of a second bridge over Interstate 5 at the eastern terminus of Gilman Drive (near the southeast corner of Sixth College);

- Improve service and emergency vehicular access;

- Design roads to fit well with their immediate surroundings; and

- Strengthen public entries with landscaping and information kiosks to provide attractive, visible gateways and make it easier for visitors to access information.

8. Bicycles

UCSD will continue to encourage the use of bicycles for commuting and on-campus transportation. With the growth in the number of students living on campus, including those in residential housing at the Mesa and Coast Housing complexes, demand on UCSD's bicycle transportation network will intensify. Consequently, UCSD will continue to add designated bike lanes throughout the campus on major roads and provide other appropriate bicycle routes and bicycle parking facilities. The use of bicycles will however be precluded in select areas to avoid conflicts with pedestrians using major walkways (e.g., Library Walk).

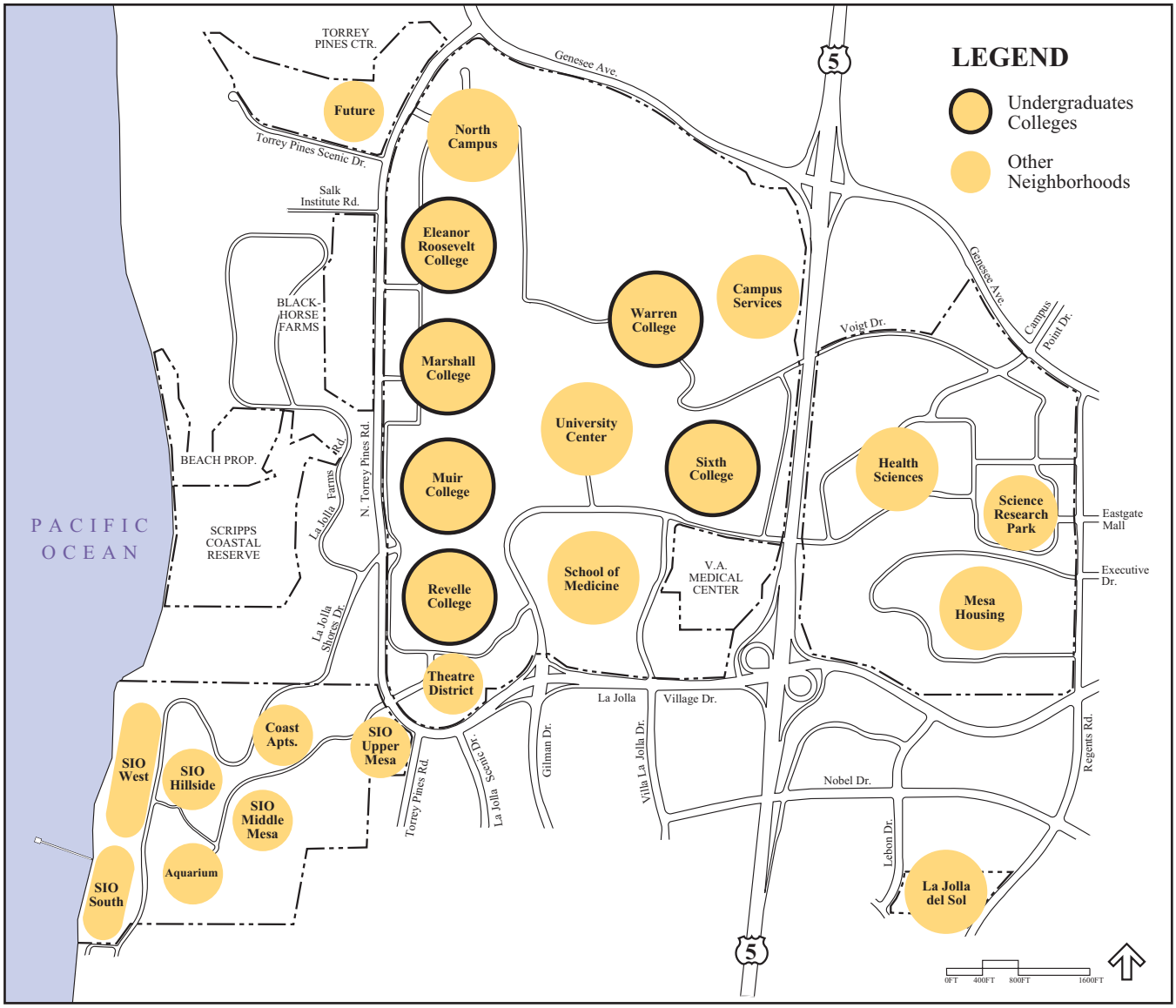
C. PLANNING PRINCIPLES

Physical expansion of the campus will require UCSD to manage its evolving urbanization so that aesthetic and functional considerations are properly balanced. To this end, UCSD completed a comprehensive urban planning analysis called the UCSD Master Plan Study (1989). This study presented five conceptual planning principles to guide physical development: Neighborhoods, University Center, Academic Corridors, the Park, and Connections. Since its completion, the campus has extended the Master Plan Study through a series of more focused neighborhood-level studies that have incorporated design guidelines and updated projections of program goals and space needs. A general description of each principle follows, along with a discussion of some specific planning and design considerations that guide the implementation of each concept.

1. Neighborhoods

The term "neighborhood" describes UCSD's distinct geographical and architectural districts (Figure 8). Compact, clearly demarcated neighborhoods will ensure the efficient use of land and provide an opportunity to imbue each neighborhood with a distinctive character. In general, academic and ancillary program objectives will provide the basis for shaping the character of the various neighborhoods. The following considerations will guide neighborhood development:

- Neighborhoods should comprise compact clusters of buildings, courts, plazas, quadrangles, and open spaces, and have distinct boundaries and entries;
- Each neighborhood should follow specific architectural and landscape design guidelines; and
- Landscaping and the siting and massing of buildings within a neighborhood will preserve view corridors for the campus and community whenever possible.



Neighborhood Concept
Figure 8

2. University Center

UCSD is not located in or adjacent to a traditional "college town." Thus, to achieve the services and atmosphere of a college town, the campus will develop one of its neighborhoods as a "town center." This area, designated as the University Center, comprises 28 acres within the geographic center of the campus. University Center affords a location within easy walking distance of many neighborhoods in the western area of campus.

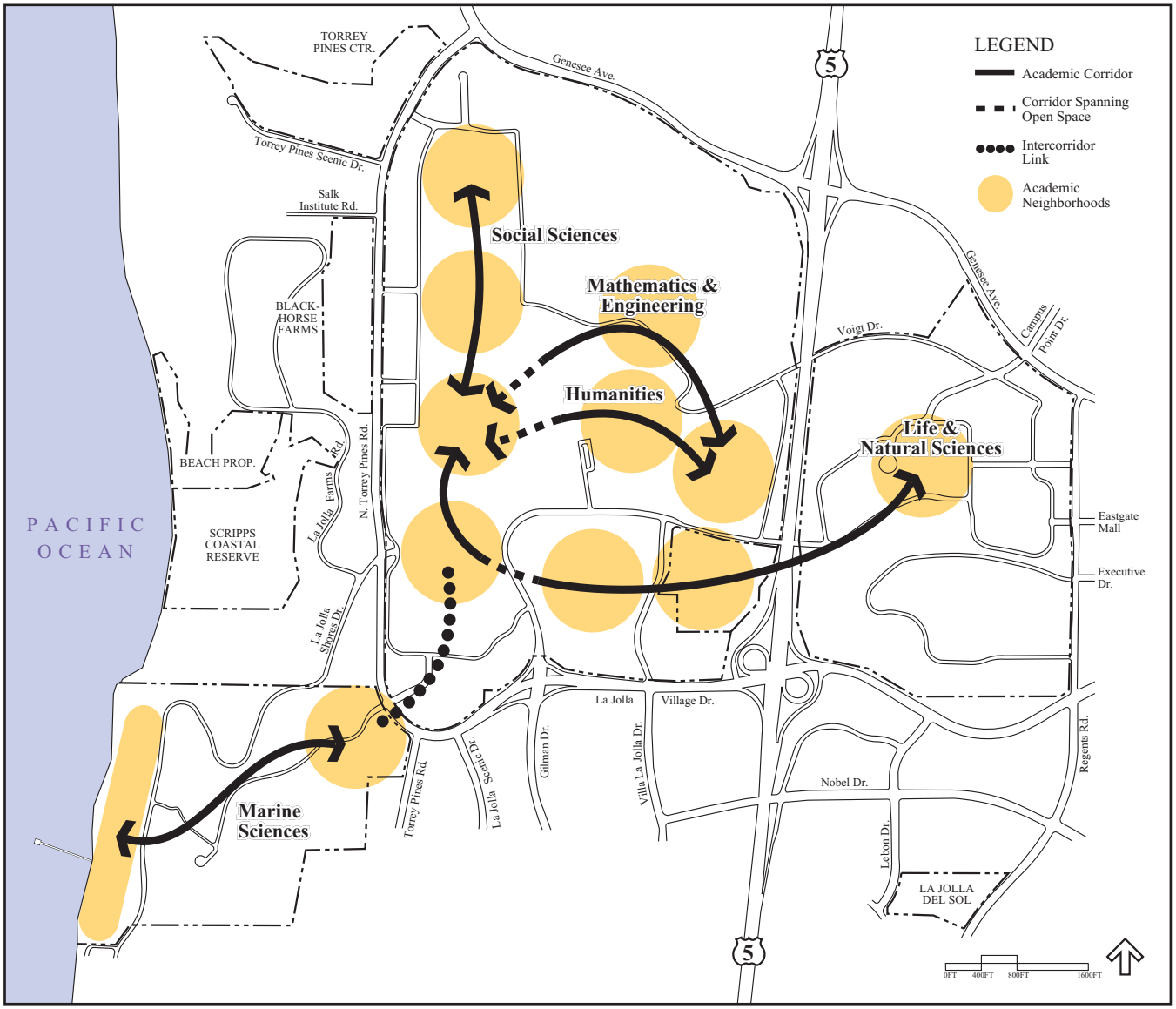
The following planning considerations will guide development of UCSD's University Center:

- In contrast to the more park-like areas of the campus, the University Center will have an urban character;
- As UCSD's "downtown," the University Center may have a variety of facilities, perhaps including academic facilities, classrooms, administrative and student services, campus-oriented stores, eating establishments, performance venues, galleries, museums, gathering areas, and some housing; and
- In general, buildings will be oriented to pedestrians, with open and inviting ground level facades with arcades where appropriate.

3. Academic Corridors

To make certain that faculty and students in related academic departments have easy access to one another and to provide a corresponding basis for locating academic facilities, the campus has settled upon the concept of "academic corridors." Thus, the idea of academic corridors (Figure 9) is used as a theoretical concept to guide the process of selecting sites for new buildings and the corridors will not manifest physical cues. Each of the corridors is related to academic discipline clusters, and each includes adequate land to accommodate projected space needs for those disciplines. Five corridors, cutting across neighborhood boundaries, have been identified:

- The *Humanities* corridor extends east from Muir College to the Sixth College;
- The *Mathematics and Engineering* corridor encompasses Mathematics in Muir College and Engineering spanning Warren and Sixth Colleges and, the University Center;
- The *Life and Natural Sciences* corridor extends south from Muir College to Revelle College, through the School of Medicine (SOM) and Veterans Administration Medical Center, and ends at the UCSD Medical Center La Jolla on the eastern area of the campus;
- The *Social Sciences* corridor extends north from Muir College to Eleanor Roosevelt College; and
- The *Marine Sciences* corridor extends from the Scripps Institution of Oceanography's oceanfront facilities northeast through the entire span of the Scripps Institution of Oceanography portion of the campus to North Torrey Pines Road.

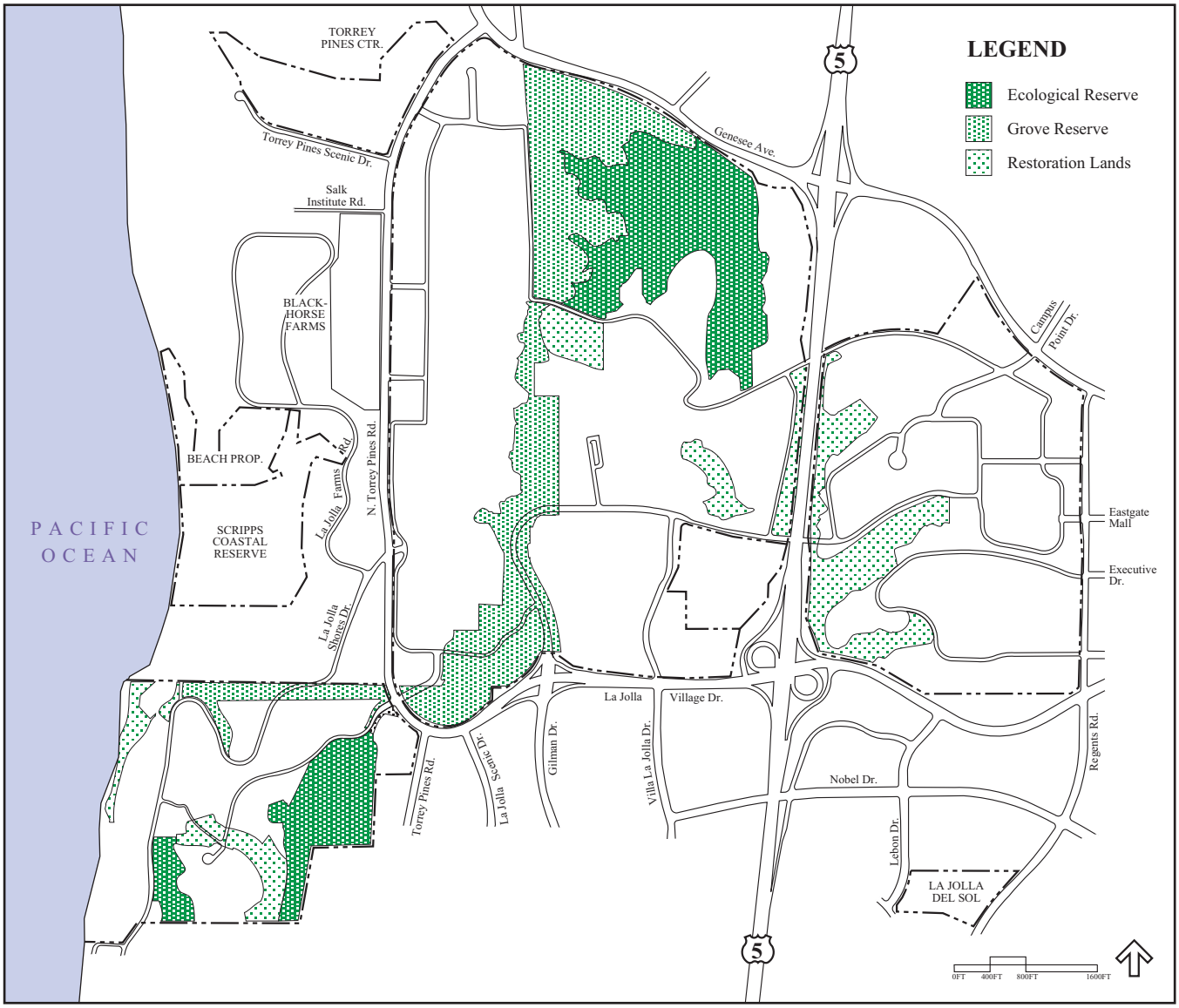


Academic Corridors Concept
Figure 9

4. The UCSD Park

UCSD's natural resources (the eucalyptus groves, canyons, hillsides, and bluff areas) have been conceptualized collectively as the UCSD Park. This integrated system of open spaces (Figure 10) contributes significantly to the campus' identity and character and is planned as a permanent campus feature to preserve these natural resources. The UCSD Park is separate and distinct from land areas within the University of California Natural Reserve System.

Designation of the Park land use is intended to ensure management of these natural resources as a cohesive and integral open space system. Thus, limitations on development activities are associated with this land use. The construction of buildings, facilities, roads, driveways, utility infrastructure, and other improvements that would disturb the natural setting are restricted and, in some cases, prohibited within Park areas. The UCSD Open Space Management Program is intended to maintain or enhance the existing biological values within the Park Ecological Reserve. The



Park Concept
Figure 10

Program is focused in this area of the Park due to the higher level of sensitivity of those habitats. Key components of the Program include management, maintenance and monitoring activities. The UCSD Park consists of three types of open spaces with distinct qualities of vegetation, topography, and geography. These areas are the Ecological Reserve, the Grove Reserve, and the Restoration Lands.

Ecological Reserve

The ecological reserve areas of the Park contribute to UCSD's unique setting and include the canyons north of Voigt Drive on the West Campus, and Skeleton Canyon and the sloped area adjacent to La Jolla Shores Drive at the Scripps Institution of Oceanography. The ecological reserve resources within the Park land use category are biologically sensitive and, therefore, boundary adjustments may only be considered on a case-by-case basis if compelling circumstances warrant such consideration. No buildings, roads or driveways will be permitted in this area of the park. Essential utility infrastructure improvements may be considered, but may

be implemented only with appropriate mitigation of potential biological impacts. Implementation of a pedestrian trail (or campus meander) along perimeters of the Ecological Reserve will be allowed. Further, because the Ecological Reserve lands include most of UCSD's stands of native vegetation, this area when appropriate and sensitive to the Ecological Reserve function can serve as an important resource for teaching and research.

Grove Reserve

The Grove Reserve areas of the Park include the major eucalyptus stands, stretching south from Genesee Avenue to the northern end of the Scripps Institution of Oceanography campus. The mature eucalyptus groves are a valuable aesthetic resource on campus. However, the Grove Reserve has been affected by prior development, including several buildings within its boundaries. Future expansion of existing facilities will be restricted and, wherever possible, efforts should be made to eliminate buildings and restore the eucalyptus groves to enhance the integrity of this open space. Development of suitable bicycle and pedestrian paths in the Grove Reserve is allowed.

Restoration Lands

The Restoration Lands include slopes on both the east and west frontages of Interstate 5, Pepper Canyon on the main campus, the canyon north of Geisel Library, the canyons and slopes east of Interstate 5, the ocean bluffs at the Scripps Institution of Oceanography campus, and the slopes adjacent to the Birch Aquarium and Museum. These areas have been disturbed by erosion, invasive vegetation, and past military use. Efforts to restore these lands are defined in the Environmental Impact Report for the 2004 LRDP.

Development proposed in this Park category may be implemented provided the improvements have acceptable impacts on the park. In particular, a potential Light Rail Transit alignment and development expansion in one of the Restoration Land areas, Pepper Canyon, is anticipated to provide a future public transit station and appropriate land uses.

5. Connections

An integrated system of roads, paths, public entries, landmarks, view corridors, and landscape features ties the campus together in a manner compatible with the smaller scale and distinct atmospheres of the neighborhoods. This system of connections encourages the involvement of the local community in campus programs, yet preserves UCSD's academic ambiance.

D. LAND USE PLAN

Consistent with the approach taken in preceding plans, the 2004 LRDP focuses on UCSD's three main geographical areas (Scripps Institution of Oceanography and the properties west and east of Interstate 5). The 2004 LRDP describes land use categories that reflect those activities that will be predominant in any given area (Figure 11). Predominant uses are the primary programs, facilities, and activities in a general geographic area. In addition, other associated or compatible uses are allowable within any given area defined by a predominant use. For example, parking and student housing may be included in academic use areas.

- **Academic** use areas primarily include classrooms, class and research laboratories, and ancillary support facilities (such as administrative facilities, housing and dining facilities, open space, parking, recreation, and shops supporting academic operations), undergraduate colleges, graduate programs, and professional schools.

- **Academic/Community-Oriented** use areas primarily contain facilities that are associated with or support academic programs that also are regularly used by the general public community; e.g., the Birch Aquarium at Scripps and the Theatre District south of Revelle College.

- **Academic/Science Research Park** signifies a land use primarily intended to accommodate private research entities whose activities are compatible with University based research programs and entail collaboration with UCSD faculty and students. This land use designation also allows UCSD use of these facilities, and UCSD facilities in the Science Research Park.

- **Administrative** land uses primarily involve general administrative and institutional support functions that typically occur in office facilities.

- **General Services** land uses primarily include facilities for personnel and equipment related to the operations, security and safety, and maintenance of University facilities; e.g., central garage, shops supporting general maintenance activities, materials handling, Police, utility plants, service yards, recycling areas, storage, etc.

- **Housing** land uses primarily denote residential facilities intended to accommodate unmarried students, students with families, faculty, and staff.

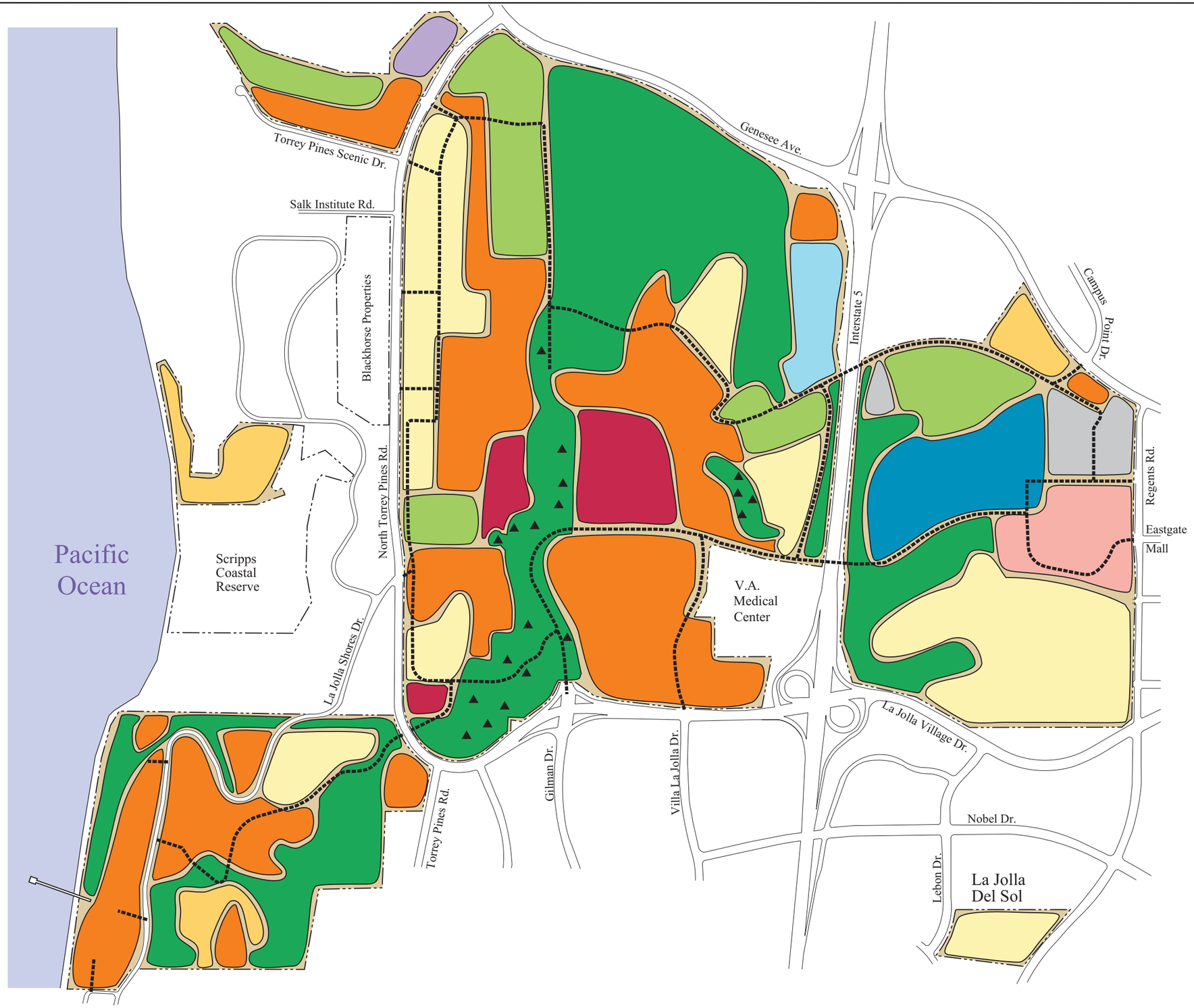
- **Medical** land uses primarily include clinical and medical research, and teaching facilities associated with the UCSD Medical Center.

- **Mixed Use** land areas primarily include facilities for academic and administrative activities that generally serve the campus as a whole, rather than a single college or professional school; e.g., campuswide classrooms, admissions, registration, the chancellor's office, etc.

- **Park** denotes open spaces areas that have ecological or aesthetic value and are subject to special constraints on development; e.g., canyons determined to have biological or habitat value, the eucalyptus grove that winds throughout campus, and restoration lands that consist of slopes, canyons, and bluffs.

- **Sports and Recreation** denotes major playing fields and other athletic facilities.

- **Surface Parking** includes two areas designated for surface parking but which may be reassigned to higher and better uses.
  Note that parking structures and surface lots are located throughout the campus. These parking areas are included in the land use areas characterized by the predominant use; e.g., Academic, Housing, Medical, etc.



LEGEND

- Academic
- Academic/Community-Oriented
- Academic/Science Research Park
- Administrative
- General Services
- Housing
- Medical
- Mixed Use
- Park
- Sports and Recreation
- Surface Parking
- Loop Road/Entries
- Buildings within the Park

0FT 400FT 800FT 1600FT

Note: In addition to the Surface Parking land use illustrated , parking structures will be developed in areas throughout the campus denoted by other predominant land use categories; e.g. Academic, Mixed Use, etc.

2004 LRDP Land Use Plan
Figure 11

APPENDIX A

APPENDIX A

UCSD Existing Buildings by Location and Year Occupied 2002-03

SIO	*YEAR*	*ASF*	*GSF*
Old Scripps/Director's Office	1910	4,728	7,468
Old Director's House	1915	2,695	3,350
T-25 - SIO	1915	1,199	1,870
Martin Johnson House	1915	1,051	1,277
T-30 - SIO	1915	891	1,364
T-31 - SIO	1915	912	1,354
Ritter Hall	1931	23,795	35,655
SIO Administrative Computing	1948	1,053	1,470
Benthic Lab and Support Shop	1950	3,111	5,201
Physical Plant Services - SIO	1950	1,408	2,484
SIO Storehouse	1953	5,279	5,905
Experimental Aquarium	1958	5,683	10,460
New Scripps	1959	7,915	11,180
Sverdrup Hall	1960	34,812	62,166
Sumner Auditorium	1960	2,126	6,275
Marine Sciences Development Shop	1960	6,369	7,749
Surfside	1960	1,522	2,058
Geological Research Division Trailer	1961	104	110
9310 Redwood Drive	1962	5,376	6,127
9321 Discovery Way	1962	5,376	6,127
9331 Discovery Way	1962	5,376	6,127
9334 Redwood Drive	1962	5,376	6,127
9344 Redwood Drive	1962	5,376	6,127
9350 Redwood Drive	1962	948	2,192
9355 Discovery Way	1962	5,376	6,127
9366 Redwood Drive	1962	5,376	6,127
9369 Discovery Way	1962	5,376	6,127
9383 Discovery Way	1962	5,376	6,127

	YEAR	*ASF*	*GSF*
9388 Redwood Drive	1962	5,376	6,127
9393 Discovery Way	1962	5,376	6,127
Center for Coastal Studies	1962	7,712	16,044
IGPP - Munk Laboratory	1963	30,950	48,204
Hydraulics Laboratory	1964	15,708	19,543
Southwest Fisheries Science Center	1964	1,141	1,821
Seaweed Canyon Warehouse	1965	5,558	7,183
Scholander Hall	1965	9,812	19,725
Diving Locker	1966	2,395	3,968
Lifeguard Station	1967	95	171
Seaweed Canyon Storage/Staging Facility	1968	4,215	6,590
CCS Trailer 1	1970	549	600
Deep Sea Drilling West	1970	11,066	14,131
Frost Trailer	1971	535	650
Deep Sea Drilling East	1973	7,331	8,890
Isaacs Trailer 3	1974	509	525
Seaweed Canyon Quonset Storage	1974	9,530	11,329
Elliot Field Station SIO Trailer	1974	1,918	2,315
Isaacs Hall	1975	14,476	19,602
Hubbs Hall	1976	39,117	86,428
Eckart Library	1977	32,461	52,729
Satellite-Oceanography Facility	1979	942	1,000
Seaweed Canyon Trailer 2	1980	540	550
Som Seaweed Canyon Trailer 1-West	1980	757	800
Isaacs Trailer 1	1981	1,071	1,440
Isaacs Trailer 2	1981	1,175	1,440
Nierenberg Hall	1984	28,804	48,643
Deep Sea Drilling Building C	1985	1,081	1,152
Scripps Pier	1988	439	27,356
SIO Sea Containers	1988	19,373	19,373
Electromagnetics Research Facility	1990	700	710
Geodesic Dome 1	1990	220	230
Geodesic Dome 2	1990	220	230
Seaweed Canyon Trailer 3	1990	217	284
Seaweed Canyon Equipment Facility	1991	7,769	8,500
Ocean Drilling Program Core Building	1991	2,235	2,304
Birch Aquarium at Scripps	1992	27,929	36,276
Nierenberg Trailer East	1993	142	160

	YEAR	*ASF*	*GSF*
IGPP 1000 - Revelle Laboratory	1993	2,227	3,562
IGPP 2000 - Revelle Laboratory	1993	4,978	8,834
IGPP 3000 - Revelle Laboratory	1993	2,489	3,849
IGPP 4000 - Revelle Laboratory	1993	6,807	15,724
Deep Sea Drilling Trailer	1995	2,970	4,950
Seaweed Canyon Storage Facility	1995	2,252	2,400
T. Wayland Vaughan Hall	1999	43,194	57,801
Nierenberg Annex	1999	9,201	18,656
Keck OAR 1	2000	6,566	10,858
Keck OAR 2	2000	6,194	10,993
Keck OAR 3	2000	3,255	5,176
Total SIO		**543,562**	**850,684**

West Campus			
303 University Center	1960	12,131	23,995
Central Utilities Plant	1963	4,318	50,740
Mayer Hall	1963	55,705	122,182
Urey Hall	1963	97,929	192,767
Bonner Hall	1964	62,650	142,745
Galbraith Hall	1965	70,360	146,390
201 University Center	1965	18,652	21,445
202 University Center	1965	7,237	9,401
301 University Center	1965	11,781	14,333
302 University Center	1965	4,528	5,320
401 University Center	1965	2,018	3,537
402 University Center	1965	2,156	2,850
406 University Center	1965	547	655
408 University Center	1965	5,256	6,917
409 University Center	1965	9,166	16,576
410 University Center	1965	2,399	3,141
411 University Center	1965	2,438	2,778
501/501A University Center	1965	6,751	7,918
502 University Center	1965	1,283	1,449
412 University Center	1965	4,943	8,543
111 University Center	1965	1,768	3,989
Women's Center	1965	2,473	2,772
Atlantis Hall	1966	10,488	15,439

	YEAR	*ASF*	*GSF*
Beagle Hall	1966	10,374	15,267
Challenger Hall	1966	10,395	15,312
Discovery Hall	1966	10,395	15,470
Galathea Hall	1966	10,377	15,312
Meteor Hall	1966	10,332	15,439
Plaza Cafe	1966	27,289	34,307
104 University Center	1966	1,987	2,839
105 University Center	1966	1,513	2,395
106 University Center	1966	771	2,045
107 University Center	1966	2,314	3,088
109 University Center	1966	1,161	1,863
110 University Center	1966	1,966	2,809
York Hall	1966	69,129	139,876
404 University Center	1966	214	306
405 University Center	1966	739	953
504 University Center	1966	914	1,176
Che Cafe	1966	2,159	3,492
Africa Hall	1967	5,800	6,752
Asia Hall	1967	5,800	6,752
Earth Hall	1967	5,800	6,752
Europe Hall	1967	5,797	6,752
Latin America Hall	1967	5,800	6,752
Middle East Hall	1967	5,800	6,752
North America Hall	1967	5,800	6,752
Oceania Hall	1967	5,800	6,752
701A Roosevelt College	1967	992	1,457
Natatorium	1967	9,058	14,689
Cross Cultural Center	1967	4,718	7,114
Argo Hall	1968	51,799	76,183
Blake Hall	1968	27,860	37,417
Main Gymnasium	1968	37,615	56,544
Revelle College Provost Building	1968	3,291	4,513
Tenaya Hall	1968	57,032	73,780
Tioga Hall	1968	74,182	96,460
108 University Center	1968	4,959	5,933
Applied Physics and Mathematics	1969	102,214	182,038
Basic Science Building / Biomedical Lib	1969	195,854	356,197
Outback Adventures	1969	2,196	3,072

	YEAR	*ASF*	*GSF*
Stewart Annex	1970	1,585	2,021
Geisel Library	1970	281,820	428,977
Biology Building	1970	45,922	78,432
McGill Hall	1970	61,779	117,947
Stewart Commons	1970	21,768	30,158
Humanities and Social Sciences	1970	50,610	93,976
International Center	1971	11,243	15,114
Muir College Apartments	1971	58,185	83,949
Crafts Center/Grove Gallery	1972	7,562	8,402
214 University Center	1972	1,175	1,307
215 University Center	1972	1,161	1,328
Student Center A - Main & Conference	1972	13,865	37,627
112 University Center	1972	2,117	3,024
Recreation Gymnasium	1973	12,851	15,796
Stuart Collection Storage	1974	916	984
Mandeville Center	1974	72,010	137,782
Student Health Center	1974	14,879	17,966
Media Center/Communication Building	1975	14,447	27,403
800 Roosevelt College	1975	1,070	1,170
400 University Center	1975	1,143	1,612
501B University Center	1975	690	720
Eucalyptus Point (La Casa)	1975	6,727	9,940
Marshall Apartments II	1975	52,060	61,805
Marshall College Dean's Residence	1975	1,063	1,454
Marshall College Residence Hall Center	1975	3,540	5,077
Solis Hall	1976	7,300	12,368
Porter's Pub and Stage	1976	4,070	6,459
Student Center A - Groundworks	1976	1,144	1,759
Student Center A - Student Resources	1976	3,643	5,464
Student Center B	1976	8,099	10,780
Cognitive Science Building	1976	31,819	55,235
Chemistry Research Building	1976	26,652	56,049
Club Med	1977	4,646	5,208
Clinical Research Facility	1978	3,599	5,071
Medical Teaching Facility	1978	56,634	107,913
University Extension - Building A	1978	1,527	2,047
University Extension - Building B	1978	3,232	4,881
University Extension - Building C	1978	2,259	2,504

	YEAR	*ASF*	*GSF*
University Extension - Building D	1978	1,814	2,192
University Extension - Building E	1978	1,396	1,765
University Extension - Building F	1978	436	1,033
Economics Building	1979	12,086	20,214
Marshall College Administration Building	1979	4,816	8,189
Sequoyah Hall	1979	15,848	27,476
Marshall Apartments I	1980	83,812	103,817
Matthews Apartments, all units	1980	67,620	87,659
965 University Center	1981	4,550	5,198
309 University Center	1981	1,050	1,440
310 University Center	1981	2,717	3,648
Mandell Weiss Theatre	1982	11,050	23,286
Canyonview Rec/Athletics Administration	1982	2,257	5,644
Mandell Weiss Theatre Shop	1983	10,572	13,386
301A University Center	1983	723	800
516 University Center	1983	2,186	3,360
Canyonview Aquatics Facility	1983	7,675	11,675
Ash Modular	1983	2,259	3,600
Beech Modular	1983	1,400	2,160
School of Medicine Building 2	1983	3,412	5,405
Peterson Hall	1983	9,421	14,479
Cedar Modular	1984	3,251	4,510
Institute of the Americas Building	1984	8,638	14,693
Warren Apartments, 4 units	1984	195,802	371,688
University Extension - Building H	1984	1,961	2,292
University Extension - Building J	1984	2,099	2,274
University Extension - Building K	1984	3,146	3,589
University Extension - Building M	1984	925	1,202
Career Services Center	1985	9,867	14,071
Date Modular	1986	2,471	3,214
Center for Magnetic Recording Research	1986	29,270	49,824
Powell Structural Systems Laboratory	1986	6,835	13,456
Evergreen Modular	1986	2,576	3,200
San Diego Supercomputer Center	1986	33,273	60,685
413 University Center	1986	3,979	4,392
La Jolla Playhouse Administration	1987	4,194	6,621
518 Roosevelt College	1987	4,379	4,506
520 Roosevelt College	1987	2,683	3,948

	YEAR	*ASF*	*GSF*
517 Roosevelt College	1987	3,351	5,960
517A Roosevelt College	1987	1,133	1,652
519 Roosevelt College	1987	3,316	4,942
Center for Molecular Genetics	1987	28,458	44,553
Fir Modular	1987	1,884	2,160
Campus Services Complex - Trailer 2	1988	1,000	1,903
Ida and Cecil Green Faculty Club	1988	9,450	14,701
403 University Center	1988	1	680
IMG 1 (Internal Medicine Group)	1988	4,625	6,592
Medical Genetics Building	1988	4,246	5,050
School of Medicine Building 4	1988	6,815	10,671
Spanos Athletic Training Facility	1988	10,628	13,133
Engineering Building Unit I	1988	135,208	237,726
Marshall Residential Halls and Oceanview	1988	88,224	134,899
Pepper Canyon Apartments	1988	146,514	180,832
Torrey Pines Center South	1988	113,052	157,149
Price Center	1989	121,945	164,171
Information Center- Gilman Entrance	1989	161	434
North Campus Restrooms Building	1990	380	997
Robinson Building 1 - Administration	1990	22,120	31,798
Robinson Building 2 - Auditorium	1990	3,114	4,735
Robinson Building 3 - Library	1990	19,586	29,459
Torrey Pines Center North	1990	44,594	59,110
Torrey Pines Center North - Pkng/Storage	1990	5,929	6,721
High Bay Physics Laboratory	1990	7,598	12,216
Literature Building	1990	31,382	50,429
Warren Lecture Hall	1990	41,328	79,823
Information Center- North Point Entrance	1990	160	282
Cellular and Molecular Medicine West	1990	54,062	91,983
University Extension - Building N	1991	1,430	1,442
Guava Modular	1991	4,377	6,360
Mandell Weiss Forum	1991	13,876	23,456
Urey Hall Office Addition	1991	11,349	17,217
Biology Field Station - Froghouse 1	1991	566	629
Biology Field Station - Greenhouse 1	1991	1,482	1,528
Biology Field Station - Greenhouse 2	1991	1,482	1,700
Biology Field Station - Greenhouse 3	1991	1,481	1,700
Biology Field Station - Laboratory	1991	1,858	2,112

	YEAR	*ASF*	*GSF*
Biology Field Station - Shadehouse 2	1991	566	629
Biology Field Station - Storage	1991	3,181	4,085
Campus Services Complex - Building A	1991	12,123	14,388
Campus Services Complex - Building B	1991	7,141	8,582
Campus Services Complex - Building C	1991	7,177	8,582
Campus Services Complex - Building D	1991	7,534	8,839
Campus Services Complex - Building H	1991	3,030	3,300
Stein Clinical Research Building	1991	61,401	107,795
Visual Arts - Building 1	1993	3,766	4,225
Visual Arts - Building 2	1993	14,617	20,719
Visual Arts - Building 3	1993	5,482	9,812
Visual Arts - Building 4	1993	11,813	15,932
Visual Arts - Building 5	1993	9,171	12,950
Visual Arts - Building 6	1993	4,179	5,331
Bates Hall	1993	29,532	42,539
Brown Hall	1993	30,369	42,109
Canyon Vista	1993	19,172	33,793
Frankfurter Hall	1993	20,079	37,278
Harlan Hall	1993	19,483	35,714
Pacific Hall	1993	106,482	184,540
Stewart Hall	1993	26,108	39,372
Copley International Conference Center	1994	4,581	6,596
Gildred Latin American Studies Building	1994	4,438	6,596
Powell Structural Systems Lab Expansion	1994	8,441	11,359
101 Marshall College	1994	894	1,040
311 University Center	1994	1,407	2,231
Campus Services Complex - Trailer 4	1994	1,742	2,160
Engineering Building Unit II	1994	80,772	155,395
Powell Structural Components Laboratory	1994	1,485	1,693
Campus Services Complex - Trailer 7	1994	1,300	1,536
515 Roosevelt College	1995	1,244	1,440
Campus Services Complex - Trailer 5	1995	900	1,040
Cellular and Molecular Medicine East	1995	50,940	89,523
RIMAC	1995	120,933	203,463
Environmental Management Facility	1995	11,385	18,719
Social Sciences Building	1995	45,029	80,537
Center Hall	1995	38,162	75,711
San Diego Supercomputer Office Addition	1996	10,730	20,837

	YEAR	*ASF*	*GSF*
Science & Engineering Research Facility	1997	62,132	113,432
Biology Field Station - Greenhouse 4	1997	1,786	1,815
Dance Studio Facility	1998	10,544	14,482
University Extension - Building O-East	1998	1,362	1,434
University Extension - Building O-West	1998	1,219	1,430
University Extension - Bldg G Replacement	1998	1,314	1,434
CSC Service Building	1999	1,252	7,619
CSC Shops	1999	25,556	31,014
ERC Dean's Residence	1999	1,174	1,378
Roosevelt College Student Services	1999	1,497	2,490
Gilman Parking	2000	9,671	21,071
102 Marshall College	2000	894	947
103 Marshall College	2000	873	947
103A Marshall College	2000	427	469
Electric Shop	2001	8,549	9,770
Guava Extension	2001	598	689
Mayer Trailer 1	2001	1,336	1,390
Mayer Trailer 2	2001	658	720
York Trailer 1	2001	1,226	1,437
York Trailer 2	2001	1,268	1,388
Club Med Lounge	2001	1,965	2,210
NMR Facility	2001	6,453	6,544
JSOE Admin Annex	2001	3,840	4,369
W. M. Keck Building	2001	7,098	10,864
Holly Modular	2002	2,462	2,960
Ivy Modular	2002	1,648	2,128
LGBT Resource Office Trailer	2002	792	960
University Extension - Building X	2002	2,140	2,295
University Extension - Building Y	2002	1,569	1,569
University Extension - Building Z	2002	3,151	3,349
Jacaranda Modular	2002	2,449	3,005
Total West Campus		**4,536,291**	**7,404,448**

	YEAR	*ASF*	*GSF*
East Campus			
3803 Mesa Housing North	1969	4,784	6,646
3811 Mesa Housing North	1969	4,784	6,646
3819 Mesa Housing North	1969	4,784	6,646
3827 Mesa Housing North	1969	4,784	6,646
3835 Mesa Housing North	1969	4,784	6,646
3843 Mesa Housing North	1969	4,784	6,646
3851 Mesa Housing North	1969	4,784	6,646
3859 Mesa Housing North	1969	4,784	6,646
3867 Mesa Housing North	1969	4,784	6,646
3875 Mesa Housing North	1969	1,028	1,411
3883 Mesa Housing North	1969	4,784	6,646
3891 Mesa Housing North	1969	4,784	6,646
3899 Mesa Housing North	1969	4,784	6,646
3903 Mesa Housing North	1969	4,784	6,646
3911 Mesa Housing North	1969	4,784	6,646
3919 Mesa Housing North	1969	4,784	6,646
3927 Mesa Housing North	1969	4,784	6,646
3935 Mesa Housing North	1969	4,784	6,646
3943 Mesa Housing North	1969	4,784	6,646
3951 Mesa Housing North	1969	4,784	6,646
3959 Mesa Housing North	1969	4,784	6,646
3967 Mesa Housing North	1969	4,784	6,646
3975 Mesa Housing North	1969	4,784	6,646
3983 Mesa Housing North	1969	4,784	6,646
3991 Mesa Housing North	1969	4,784	6,646
3999 Mesa Housing North	1969	1,068	1,411
4043 Mesa Housing North	1969	4,784	6,646
4051 Mesa Housing North	1969	4,784	6,646
4059 Mesa Housing North	1969	4,784	6,646
4067 Mesa Housing North	1969	4,784	6,646
4075 Mesa Housing North	1969	4,784	6,646
4083 Mesa Housing North	1969	4,784	6,646
4091 Mesa Housing North	1969	4,784	6,646
4099 Mesa Housing North	1969	4,784	6,646
Central Mesa Housing, all units	1975	139,776	196,274
Faculty Apartments at Mesa Housing	1981	49,490	59,070
Mesa Housing South, all units	1981	191,670	229,000

	YEAR	*ASF*	*GSF*
Shiley Eye Center	1991	23,315	34,473
Early Childhood Education Center A	1991	4,190	4,625
Early Childhood Education Center C	1991	3,949	4,625
Thornton Hospital	1993	115,970	241,988
Perlman Ambulatory Care Unit	1993	32,371	57,477
A. Ratner Children's Eye Center	1995	2,073	3,203
Early Childhood Education Center B	1995	1,612	2,810
Early Childhood Education Center D	1995	2,795	5,438
Thornton Modular 1	1998	8,428	9,362
Thornton Modular 2	1999	4,667	5,183
Preuss School - Building A	2001	5,656	9,599
Preuss School - Building B	2001	5,860	10,283
Preuss School - Building C	2001	6,299	9,068
Preuss School - Building D	2001	5,651	9,560
Preuss School - Building E	2001	5,641	8,636
Preuss School - Building F	2001	20,056	28,200
East Campus Parking Trailer	2001	1,242	1,339
Thornton Modular 3	2001	4,667	5,183
Total East Campus		**790,562**	**1,150,890**
Nearby			
University House	1945	4,535	11,395
La Jolla Del Sol	1986	269,893	517,580
Misc. Leased Facilities	N/A	146,387	146,387
Total Nearby		**420,815**	**675,362**
Grand Total		**6,291,230**	**10,081,384**

NOTES

APPENDIX B

2004 LRDP Land Use Plan
Figure 11