Campus Development Guidelines
CAMPUS DEVELOPMENT GUIDELINES

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

Neighborhoods

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

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

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

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

Land Use

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

Building Height and Form

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

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

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

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

*The Park*

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

- Benches and lighting within the Grove Reserve should be “parklike in character.” Benches should be well-sited, possibly curving in form to follow an informal pathway.

- Lighting within the Grove Reserve should be subtle yet create a sense of safety and clarity for pedestrians.

- Low walls and appropriate gateways, lighting, and seating can also help to separate the Grove Reserve from adjoining development and reinforce its rustic character.

Planting

- Any new planting within the Park should respect the natural order of the region, and require little or no irrigation and should be consistent with existing vegetation.

- It is undesirable to use a large variety of plant types in the Park. When possible, the grove should be replanted where planting has been removed. The replanting should be on the same grid pattern as the existing grove; density should be appropriate to enhance and maintain the health of the trees.

Buildings in the Park

- Among the existing buildings that fall within the Park are: the Central Library, the buildings in the theater district south of Revelle, and the smaller buildings now used for student and health services east of Muir.

- No new development should be constructed within the canyons of UCSD or in designated areas vegetated with native plants. These include the canyons north of Voigt Drive and Skeleton Canyon within SIO.

- Buildings that are in the Park can remain there, but they should not be expanded. Particularly for the student services, relocation to larger quarters at University Center will be more appropriate as that area emerges as the UCSD’s “downtown.” The existing buildings should then be renovated for uses that are more compatible with their location: cafes, small retail stores, seminar, conference, or practice rooms, small galleries, etc.

- Existing buildings within the Grove Reserve should be painted in earthen colors rather than bright whites or clad in reflective, glassy materials.

- A small amphitheatre or “Greek Theatre” within the library canyon at the north base of the Central Library should be considered. This facility could accommodate a college or professional school’s commencement or other academic events’ ceremonies, but should not have performances which would conflict with the Library. This facility is seen as seating only with no stage buildings or enclosures. Pedestrians would enter the seating area from the Central Library or from Warren Mall. The proposed service road at the base of the Library would provide access to the theatre.

- The northernmost canyon on the east campus, within the Preserve Lands, has been designated for use as a soccer field.

- If utility lines must impact the Ecological Reserve, care should be taken to minimize grading and impact on native vegetation. Restoration of native vegetation is required. No new utility lines will be permitted in Skeleton Canyon.
Pedestrian Circulation

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

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

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

Some of the most important west Campus pedestrian walks include:

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

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

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

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

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

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

- Gilman Drive and Villa La Jolla Drive will be joined to create University Drive, a primary public entry road for the west campus. A unifying landscape of eucalyptus should occur along this drive.

- Campus Point Drive and Eastgate Mall will be joined to create an East Campus Drive. This road is suggested to be landscaped in eucalyptus to bring the canyon landscape through to the campus edges.

- A continuous loop road to and from University Drive will provide access to all west campus neighborhoods, and connect to the east campus via the Miramar and Life Sciences bridges. Intended for campus users and service vehicles, the roadway will be two lanes wide. A rustic landscape should identify this road when it is outside of neighborhood boundaries.

- An aquarium access road from North Torrey Pines Road to the proposed aquarium at SIO is proposed as a two-lane road. A rustic landscape responding to the specific SIO natural landscape is suggested. A formal or regular planting of trees in this powerfully informal landscape should be avoided.

- Campus roads should not bisect academic areas; housing and academic areas within a neighborhood can be divided by the campus loop road.

- Neighborhoods should be pedestrian-oriented. Cars should park at the periphery and access the neighborhoods from the edges.

- The planning and design of roads within the campus should take account of the surrounding context - topography, landscape, buildings, views, and pedestrian circulation. The choice of landscape elements, surface paving, road geometry, and appearance should be governed by what is appropriate in a given area. Road landscaping should be compatible with the campus "rustic" concept.

- Service roads should be clearly separated and not conflict with pedestrian circulation. These roads should be discontinuous cul-de-sacs so as not to promote through traffic.
Parking

- Parking structures should be placed within clusters of buildings integrating with the neighborhood.

- In general, many small garages integrated with academic and/or residential buildings are more desirable than large isolated garages. However, some larger structures may be necessary in some peripheral locations.

- Parking structures should generally be oriented so that the narrow sides face public roads. This enables views and landscape to exist and prevents the structures from creating a “walled campus.”

- Parking structures should have at least one level below grade.

- Facades of structures should be designed to blend with the adjacent buildings within a particular neighborhood. Landscaped “green walls” with vines, hedges and trees should also be used.

- Parking structures should be combined with academic functions or housing where appropriate.

- Facades of structures should vary in architectural treatment from neighborhood to neighborhood. A standard garage design for the campus should be avoided.

- Pedestrian as well as vehicular entrances should be clearly marked and lighted.

- Roof tops should be used for recreational facilities providing needed facilities and avoiding the view of parked cars from adjacent buildings.

- Wherever possible, active ground level uses should be incorporated in structures.

Surface Parking

- Compact parking spaces are encouraged.

- Smaller lots, screened by landscape are preferred over large parking areas.

- Parking should be responsive to topography and existing trees. Retaining walls and terraced parking areas should be used rather than large, graded areas.

- Alternative surface materials in parking areas should be investigated, for example gravel over asphalt, concrete pavers, etc.

- Lighting in parking areas should be designed for safety without monotony.

- Landscape within parking areas is encouraged for shade and visual screening. In highly visible parking areas which are associated with campus entries and visitor parking, landscaping should be extensive. One tree per car is a standard goal.

- Landscape within parking areas should relate to the adjacent landscape type. For example, if parking is outside of neighborhood boundaries, it should be landscaped as part of the rustic image.
Using The Master Plan
**Using the Master Plan**

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

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

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

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

- **Process**: describe the processes used to propose, evaluate, decide on and manage projects.

- **Participation**: encourage broad participation of the campus community to support implementation of the Plan. Also, continue the early and steady participation of design professionals in all major physical development projects on the campus.

- **Education**: establish and develop mechanisms and traditions of broad campus education in the principles, processes, responsibilities and issues involved in planning.

- **Future Planning**: detail specific planning areas to provide information needed for design review. Refine the Master Plan as needed.

- **Updating the Plan**: conduct periodic reviews of the Master Plan. Keep it up to date.

**Process**

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

**Objective:**

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

**Principles:**

- The campus process for initiating and carrying out projects should fully describe the steps involved and their sequence.

- Information about plans and decisions should continue to be widely disseminated. Consultation to permit the expression of different viewpoints should be preserved in the process.

- Decision making must draw on an understanding of campus-wide plans as well as the specific impacts, requirements and content of a project.

- An important goal of the process should be to address issues at the appropriate scale within the context of campus goals and directions with an understanding of the alternatives.

- Physical planning decisions for the campus should be made in parallel with the campus academic and capital improvement decisions.

- The campus capital building and planning process should include review to ensure design quality and conformance to the campus' plans for future development.
Participation

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

Objective:

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

Principles:

- Each new campus project should be guided by a building committee which is sympathetic to its goals but representative of broad campus views as well. To insure coordination with academic and capital plans, this committee should include or be structured to include the senior academic and the capital program officer under whose purview it comes.

- The building committee is understood to represent campus-wide planning as well as individual building issues.

- A campus-wide committee should speak for those campus areas, qualities, and resources which fall outside of individual building projects, and should also review landscape plans and issues associated with the Park.

- There should be early and continuous involvement of design professionals who express a campus-wide point of view in all significant projects affecting the physical development of UCSD or its neighborhoods. It is critical that this involvement be timely.

- Those design professionals who are contracted or commissioned to work on the campus should be made familiar with the major issues, campus-wide and in each neighborhood, through an introduction to campus-wide goals and principles as well as the specifics of the project.

Education

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

Objective:

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

Principles:

- The campus should use every means available to make known the campus Plans and current planning issues. Among these means are exhibition and publication of plans and comments, open meetings, special presentations to and discussions with individual academic units, colleges, and neighborhoods.

- The interaction around planning issues should be seen as part of the collegiality of a great university rather than as argument or interference with the process.

- Planning should be viewed as an educational experience, for it helps to highlight the planning and design issues and to outline the alternatives for both the campus community and its representatives. Continued exposure to the process will inform the individuals and committees involved. Through extended participation, the campus will become more productively involved in processes and issues.

Future Planning

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

Objective:

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

Principles:

- The campus should develop plans for each neighborhood to address patterns of building and development, buildable sites, program capacity for suggested sites, open space, building massing, and phasing strategy.

- The campus should develop design guidelines for each neighborhood including recommendations for materials, color, treatment of windows and street-level openings, roof treatments, landscaping, and entrances.

- The campus should develop a landscape plan for active and passive spaces. This landscape plan should address boundaries, planting, management, maintenance, lighting, and street furniture.

- Special plans should be developed for lighting, signage and graphics.

- Explore alternatives which will allow more informed understanding and decision making for future issues. Among these are:
  - Physical and computer graphic simulations
  - A campus maintained physical model
  - A "living model" — a computer simulation which assesses program changes, traffic patterns, parking, environmental impacts, etc.
Updating This Plan

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

Master Plan Refinement and Amendment Process

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

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

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

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

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

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

—Benjamin Ide Wheeler