UNIVERSITY
of
CALIFORNIA
SAN DIEGO
MASTER PLAN

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FOREWORD

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

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

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

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

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

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

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

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

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

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

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

*Each generation writes its biography in the buildings it creates.*

—Lewis Mumford

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

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

Neighborhoods

The development of the campus should occur within neighborhoods.

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

4. THE CAMPUS IS ORGANIZED INTO NEIGHBORHOODS.

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

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

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

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

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

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

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

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

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