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:

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.

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.

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.
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.