

Chapter 2
PLANNING CONTEXT



UC San Diego



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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 equivalent (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

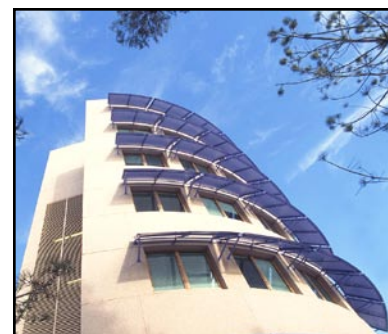
The Division of Arts and Humanities currently comprises six departments: History, Literature, Music, Philosophy, Theatre and Dance, and Visual Arts. The Division is also home to several interdisciplinary programs, including Chinese Studies, Japanese Studies, Judaic Studies, Classical Studies, and Study 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.



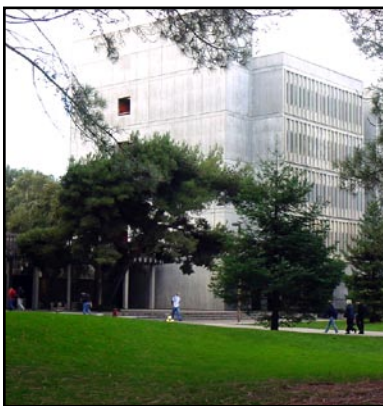


The Irwin and Joan Jacobs School of Engineering

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.

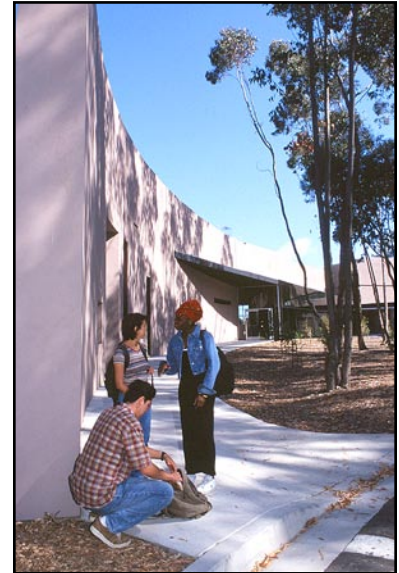
The ORUs are independent of the academic departments, have their own space, funding, and administrative structure. They report to the Vice Chancellor for Research, who works with the relevant schools and divisional deans to provide oversight and support of ORU activities. Each ORU has a standing advisory 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 Health-care is given in the sections below.

School of Medicine

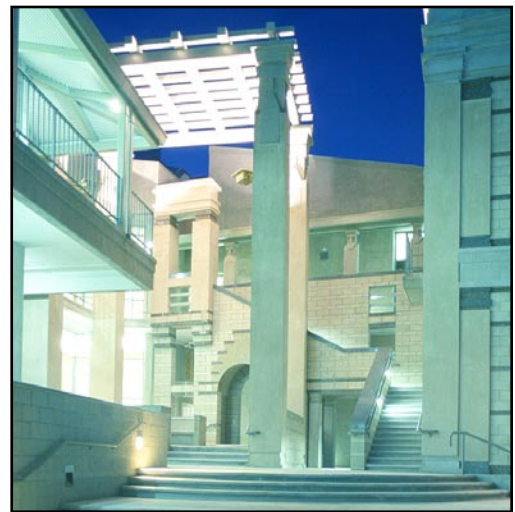
The School of Medicine (SOM) enrolled its first students in Fall 1968 and has since become one of the leading medical schools in the United States. The SOM established its academic base on the La Jolla campus to take advantage of the strong science departments and research units there, and to implement 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

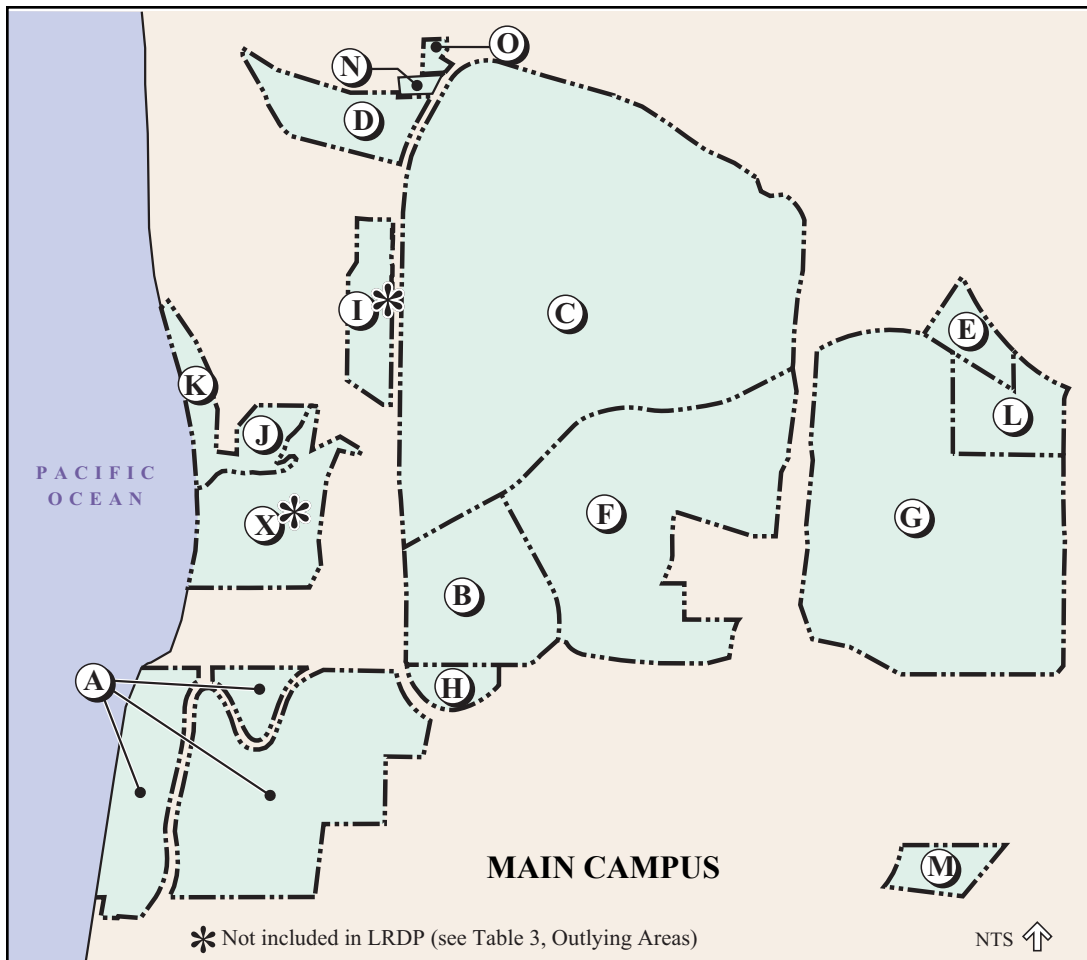
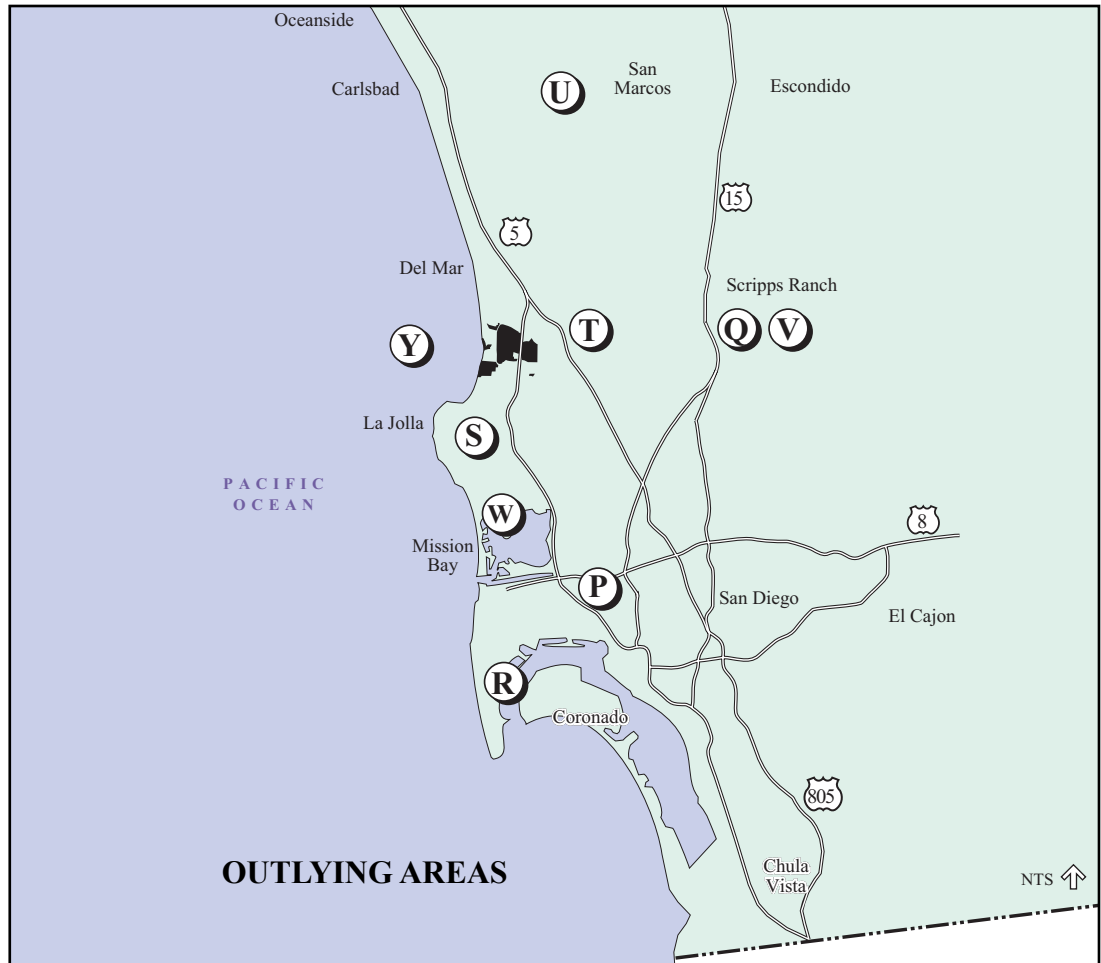


Table 3
UCSD Outlying Areas

Other than Main Campus (not included in LRDP)			
Parcel	Location	Year Obtained	Obtained From
I	Blackhorse Properties (<i>see Main Campus Diagram</i>)	1967	Private Party
P	Hillcrest Campus	varied	County of San Diego
Q	Elliott Field Station	1965	Federal Government
R	Nimitz Marine Facility	1975	Federal Government
S	Mt. Soledad	1965	Private Party
T	Trade Street	1990	Private Party
Subtotal Other than Main Campus (rounded)			427
Total Acres of UCSD Parcels			1,579
UC Natural Reserves System			
Parcel	Location	Year Obtained	Obtained From
U	Dawson Los Monos	varied	Private Party
V	Elliott Chaparral	1952	Federal Government
W	Kendall-Frost Mission Bay Marsh	1952	Private Party
X	Scripps Coastal Reserve (<i>see Main Campus Diagram</i>)	1967	Private Party
Y	Scripps Coastal Reserve (<i>underwater</i>)	1929	State of California
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 Materials 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:

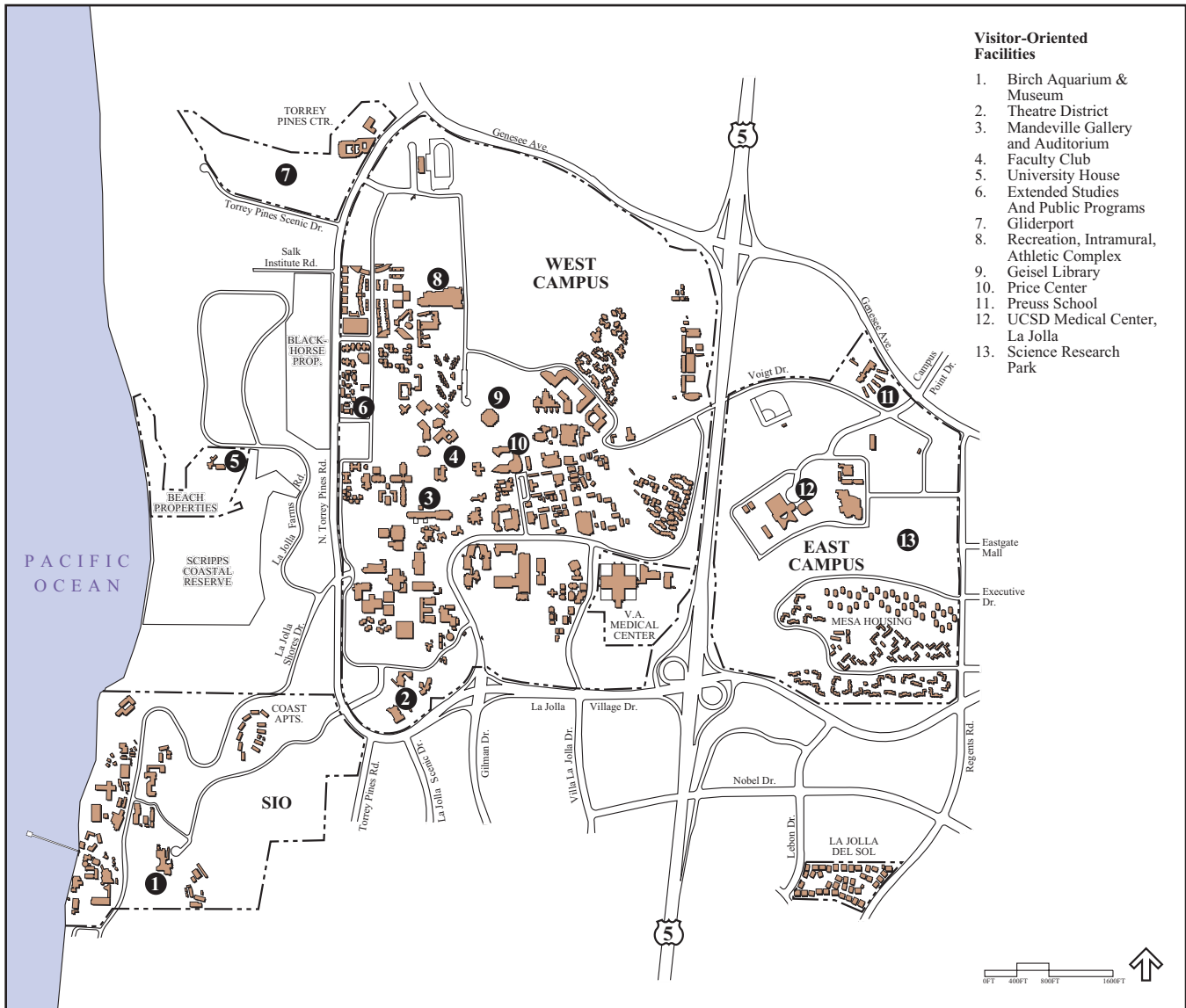
- Dawson Los Monos Canyon Reserve – 235 acres of habitat located within the cities of Carlsbad and Vista;
- Elliott Chaparral Reserve – 183 acres located adjacent to the Elliott Field Station, immediately north of Marine Corps Air Station Miramar, seven miles east of campus;
- Scripps Coastal Reserve – 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.

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 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.

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

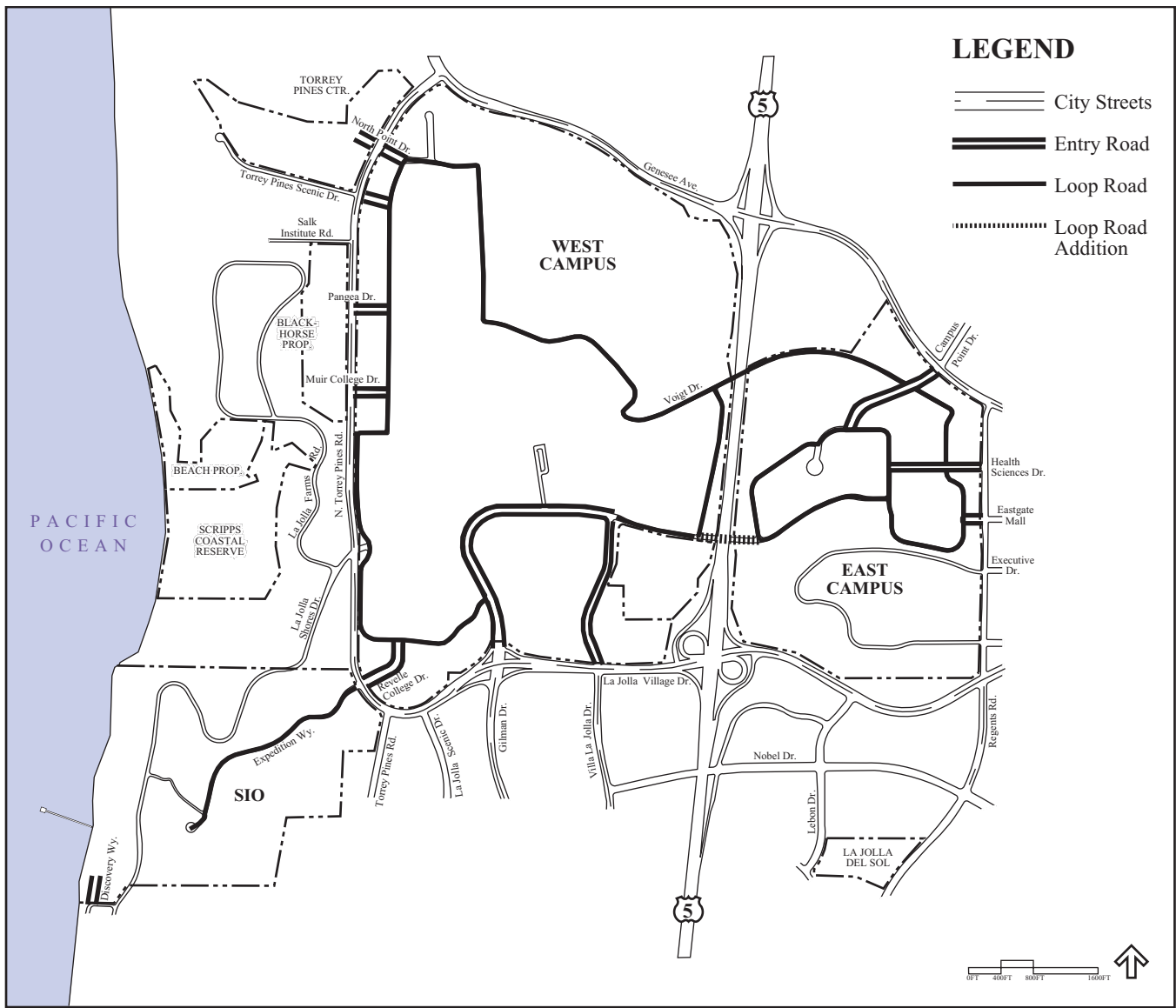
	1989-90 Actual	2002-03 Actual	2005-06 Projected in 1989 LRDP
By Function			
Academic	3,525,000	5,156,000	7,017,000
Administration / General Services	605,000	718,000	881,000
Public Venue and Sports	356,000	823,000	1,073,000
Housing and Dining	2,826,000	3,059,000	5,187,000
Hospital and Clinics	-	326,000	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.

