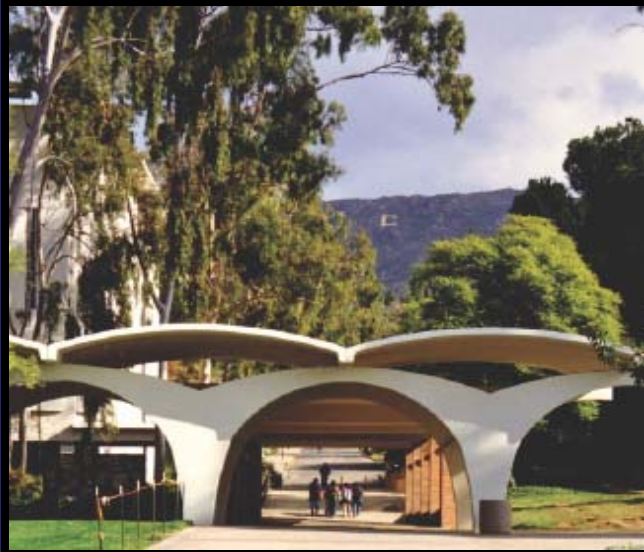


**Campus Vision  
as a Framework for Optimizing  
Land Use and Capital Assets  
at UCR**



- ❖ **Academic Visioning** on a campuswide basis preceded the LRDP process
- ❖ **Physical Planning** translates campus academic vision into square footage and the built environment
- ❖ **2005 LRDP** provides physical development framework to realize UCR's mission through 2015 planning horizon

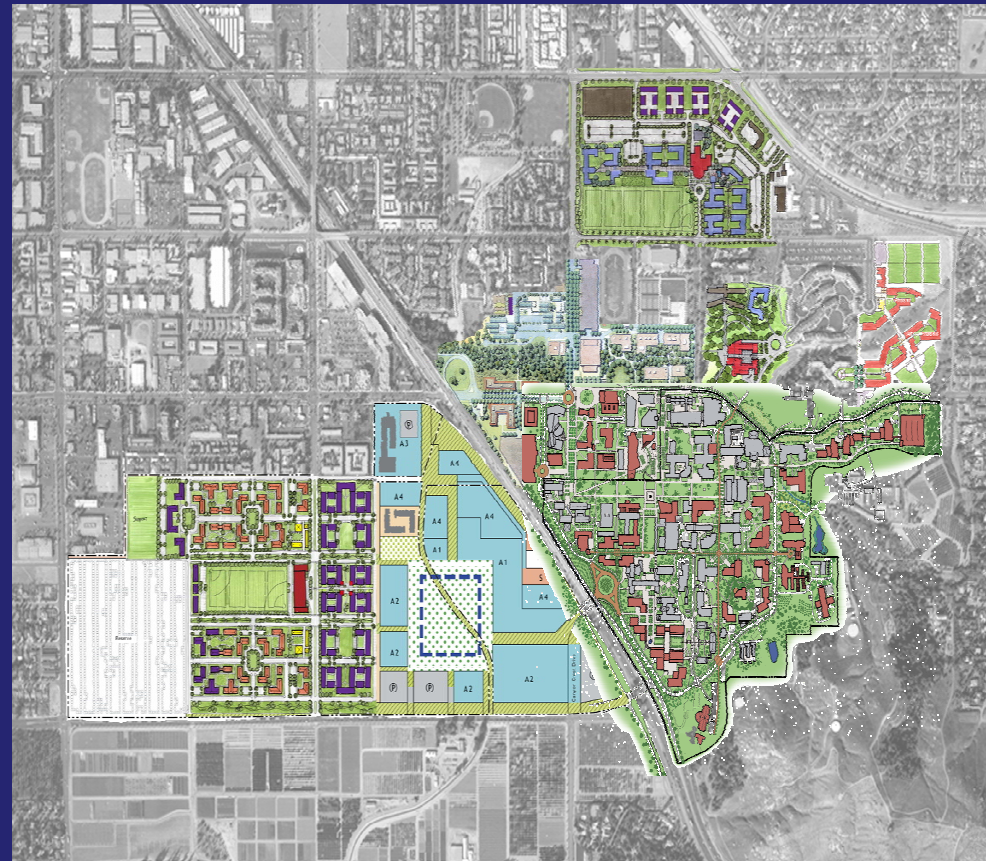
```
graph TD; A[Academic Vision] --> B[Physical Planning]; B --> C[2005 LRDP];
```

**Academic Vision**

**Physical Planning**

**2005 LRDP**

- ❖ World Leadership in Selected Areas
- ❖ Culture of Inquiry
- ❖ Diversity & Excellence
- ❖ Academic Plans confirmed at Decanal Level





# Campus Context: Historic

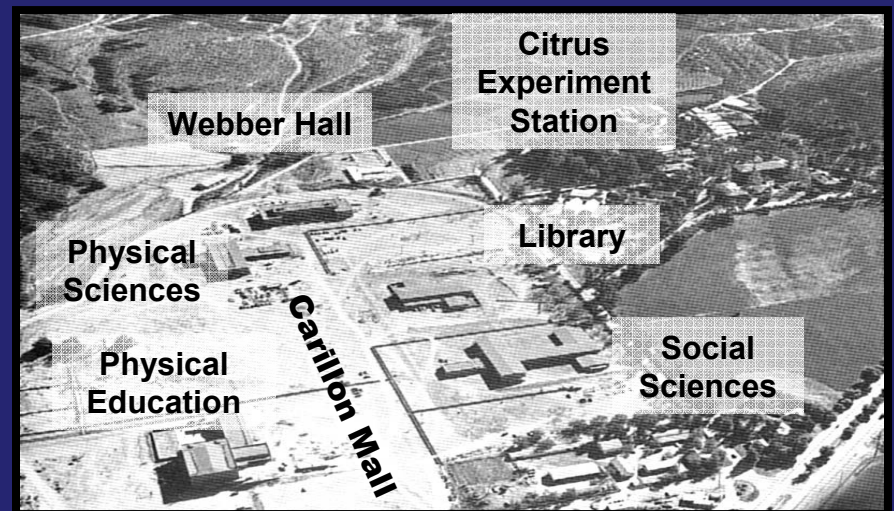
## 1917

- ❖ 370 acres for citrus agriculture
- ❖ Access to irrigation
- ❖ Citrus Experiment Station built



## 1954

- ❖ Campus opens its doors
- ❖ 117 students, 55 faculty
- ❖ 1,000 acres assembled





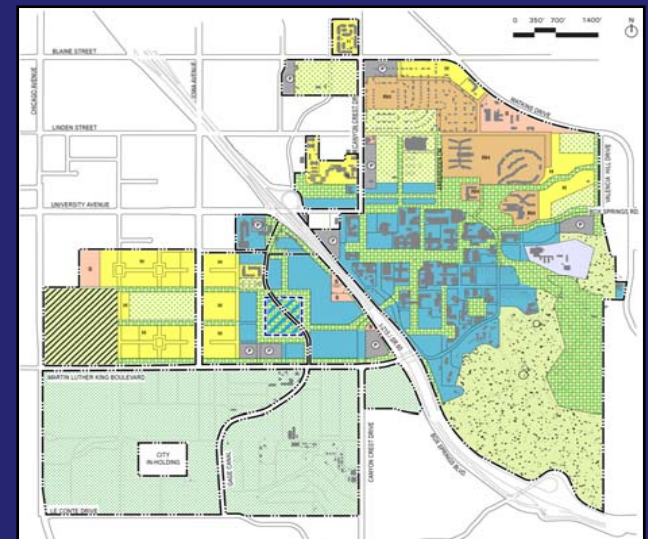
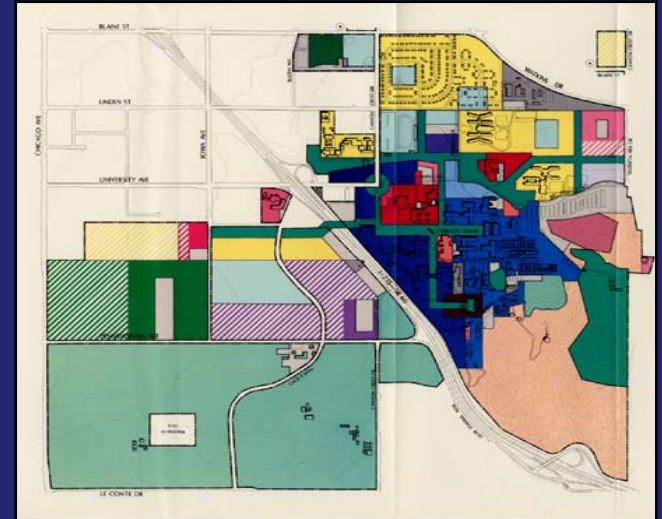


## 1990 LRDP

- ❖ 18,050 students by 2005-06
- ❖ Academic program expansion
- ❖ Open spaces, higher densities
- ❖ West Campus development

## 2005 LRDP

- ❖ 25,000 students by 2015-16
- ❖ Strategic Academic investments
- ❖ Density & Character defined
- ❖ West Campus refined
- ❖ Sustainability

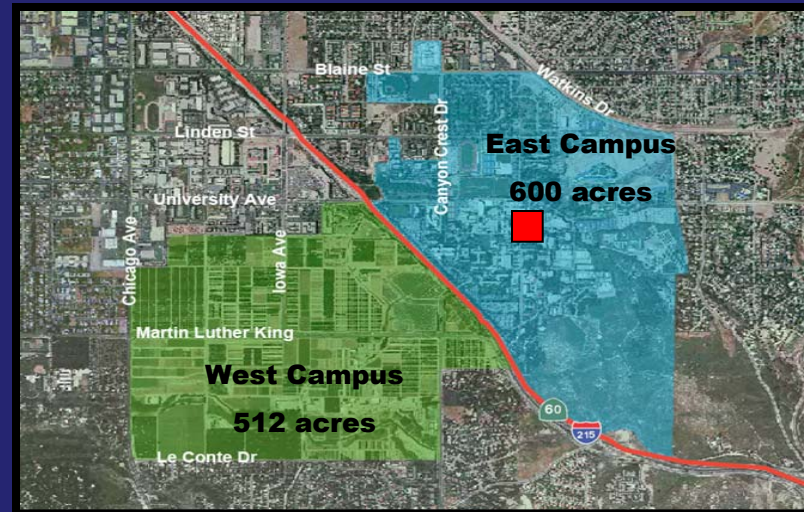
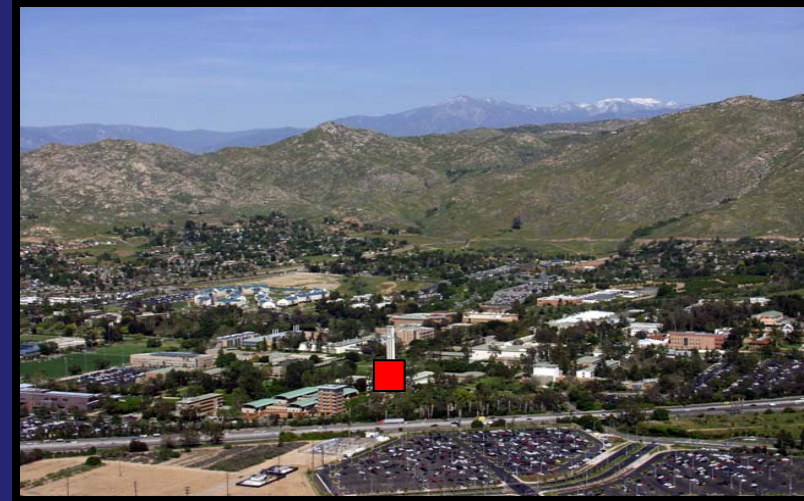


## Topography and Climate

- ❖ Mountainous Eastern Edge
- ❖ Natural & Cultivated Landscapes
- ❖ Semi-arid (10 in/yr rainfall)

## “Two” Campuses

- ❖ “East” Campus:
  - ❖ Academic Core from 1954
  - ❖ Undergraduate focus
- ❖ “West” Campus:
  - ❖ Ag Research from 1917
  - ❖ Graduate & Professional focus





## ❖ Enrollment Drivers

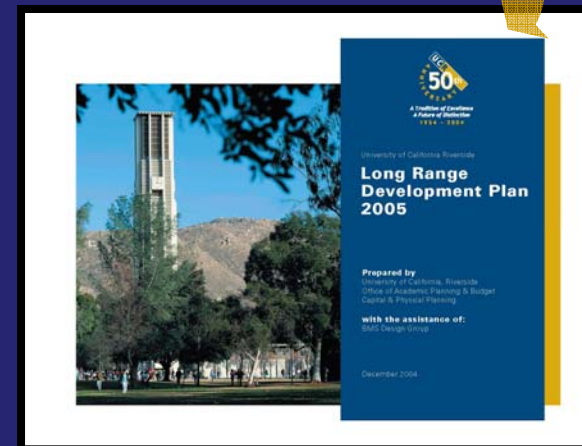
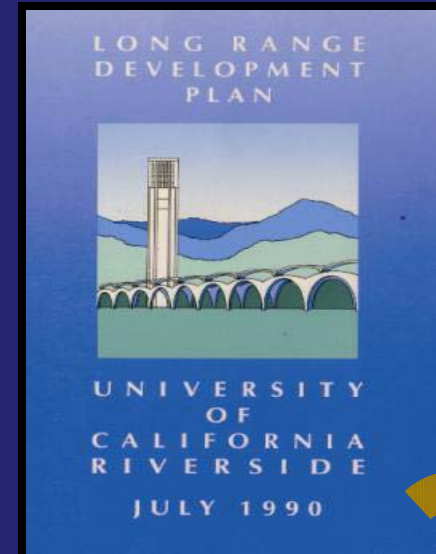
- ❖ 1995-2005: 93% increase in students
- ❖ 2005-2015: 50% increase in students

## ❖ Academic Program Drivers

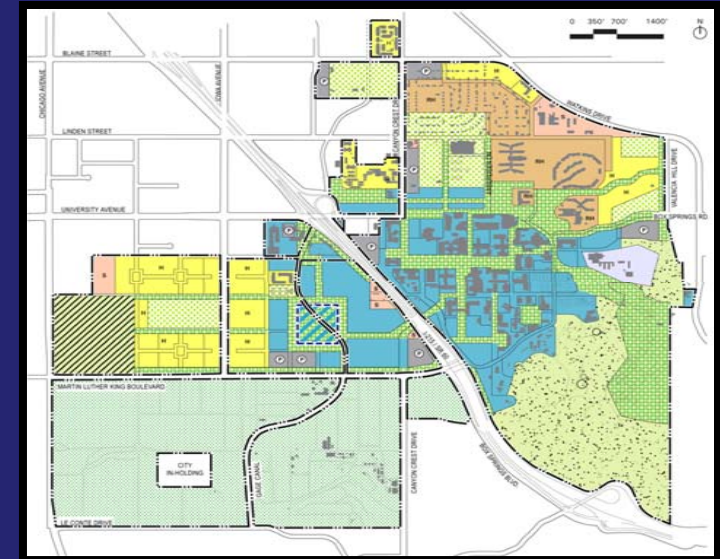
- ❖ Highest priority program investment
- ❖ Interdisciplinarity, strategic partnerships

## ❖ Space Requirement Drivers

- ❖ Test space needs vs. land capacity
- ❖ Academic, Housing, Student Support, etc.
- ❖ 5.2 m GSF (2005) vs. 11.8 m GSF (2015)



- ❖ Image & Identity
- ❖ Plan for Growth with Flexibility
- ❖ Interdisciplinary Endeavors
- ❖ Raise Campus Housing Target
- ❖ Community Interaction
- ❖ Access
- ❖ Sustainability

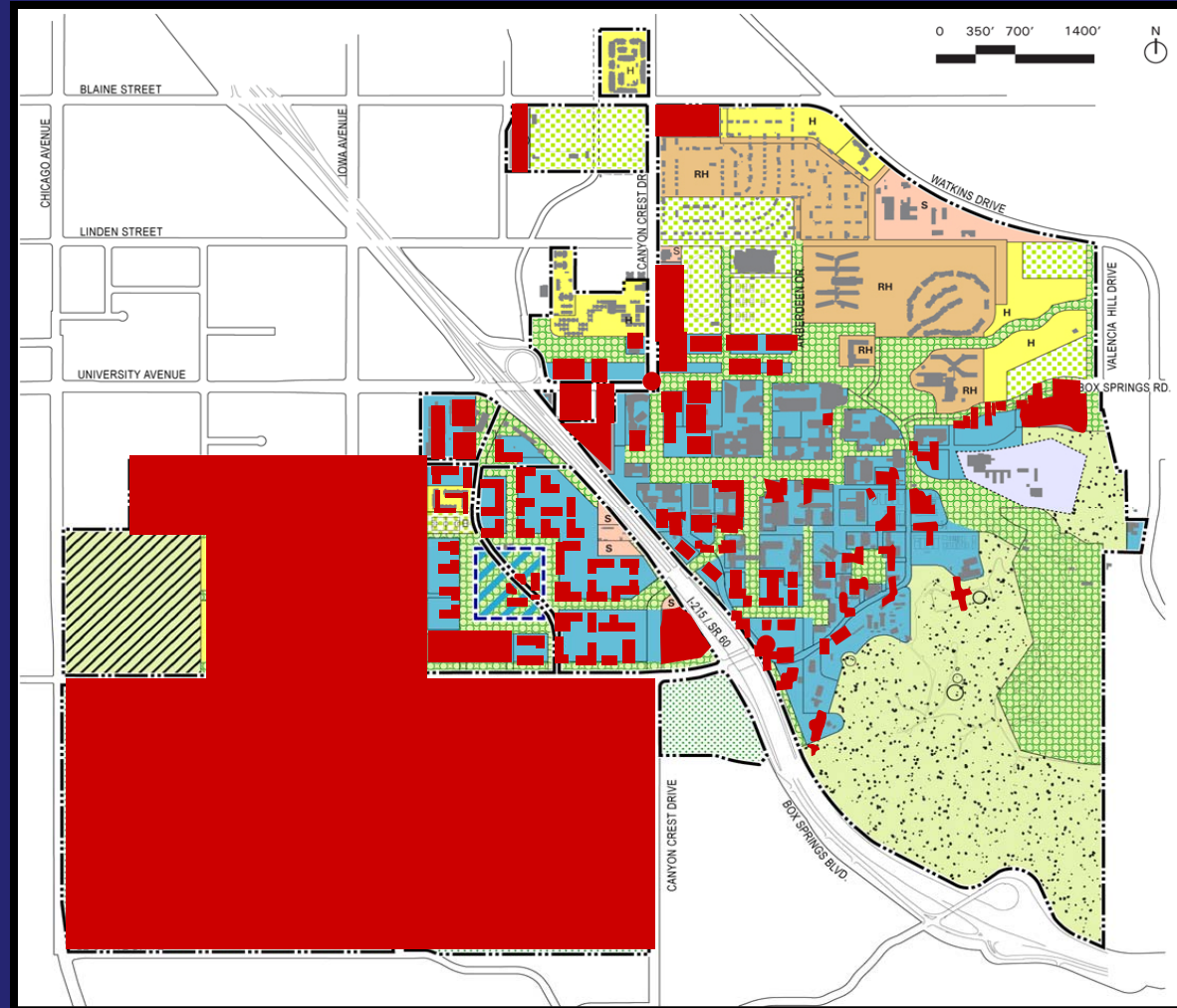


- ❖ Chancellor's Goals & Campus Vision
- ❖ Update to Academic Plans
- ❖ Campus & City Input
- ❖ Campus & Neighborhood Meetings
- ❖ Focus Groups
- ❖ Campus, City and Public Review
- ❖ Approval by The Regents

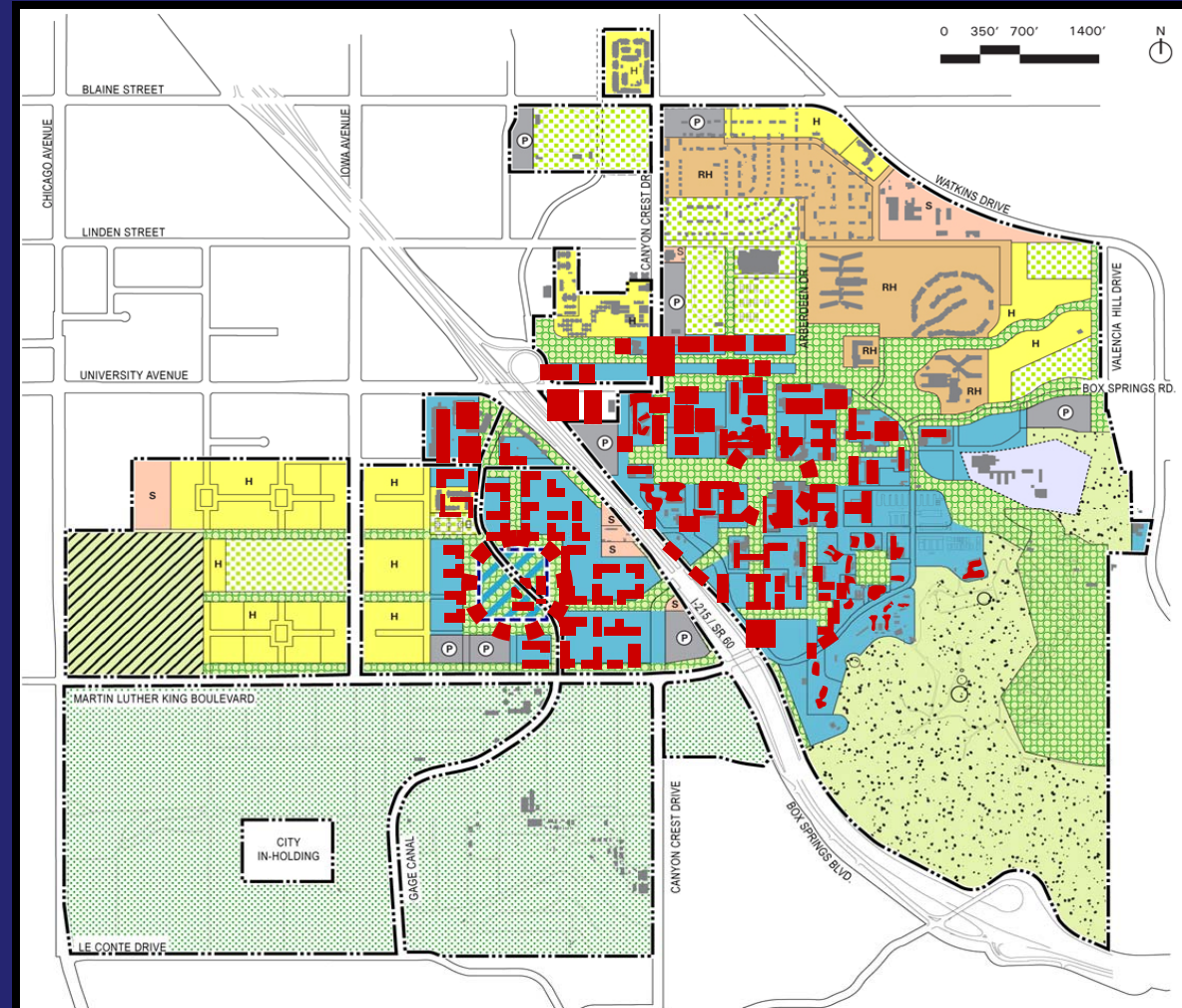




- ❖ Infill Development
- ❖ Expand across I- 215/SR 60
- ❖ Enhance Entrances
- ❖ Maintain Teaching & Research Fields
- ❖ Parking to the Periphery
- ❖ Relocate Family Housing



- ❖ Single Academic Zone vs. College Precincts
- ❖ East Campus Undergraduate
- ❖ West Campus Professional & Graduate
- ❖ Centralized Activities

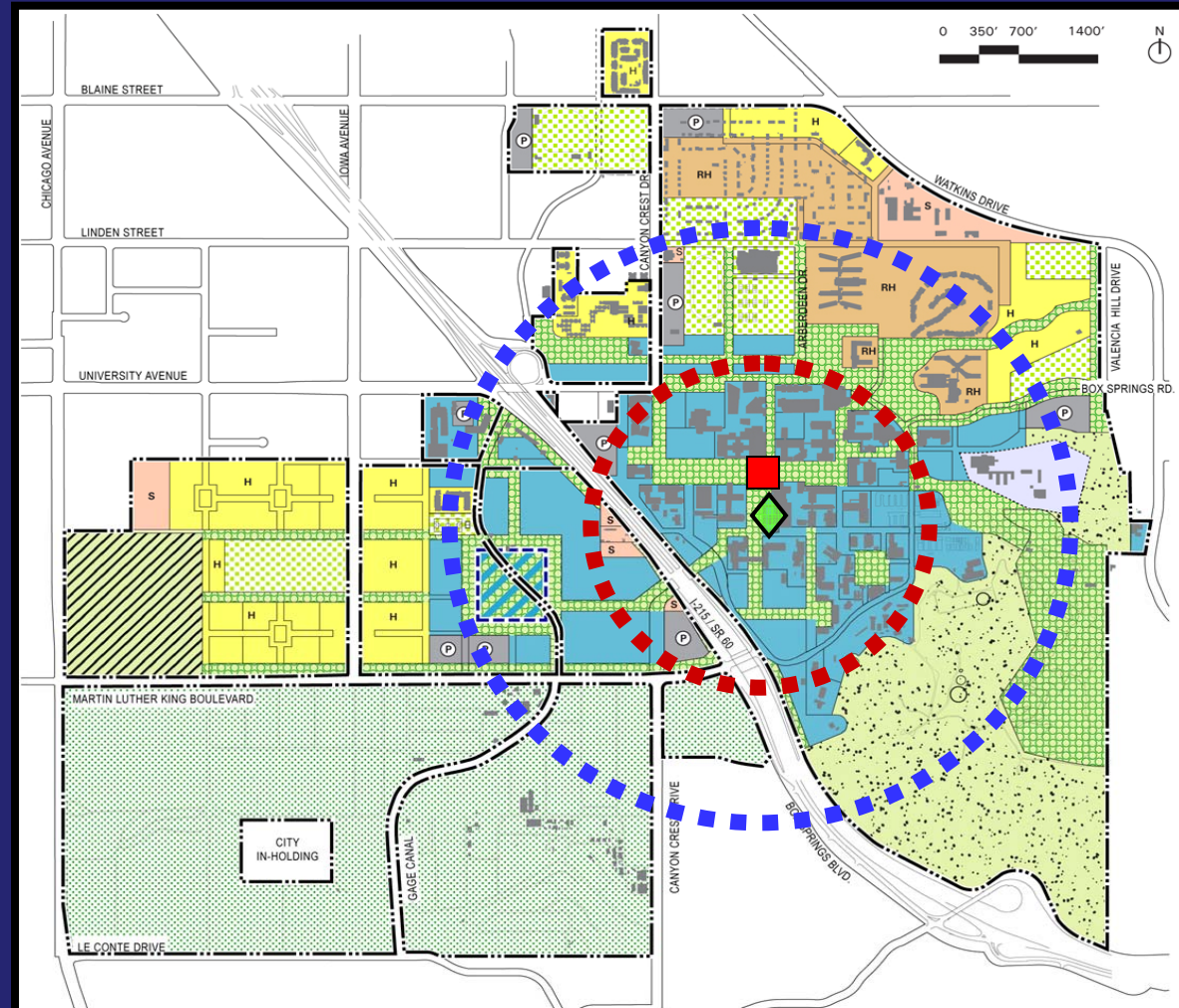




## Compact Academic Core

5 min walk   
10 min walk 

Carillon Tower   
Riviera Library 





## Increase Density

### East Campus: Lower Density

- ❖ Early 50's & 60's buildings
- ❖ 1-2 stories

### Higher Densities to accommodate:

- ❖ Program needs on existing land base
- ❖ Preserve open space framework

### LRDP Assumes Higher Densities

- ❖ 3-4 story bldgs, East & West Campus
- ❖ Higher density already in some areas



# Planning Strategies: Housing

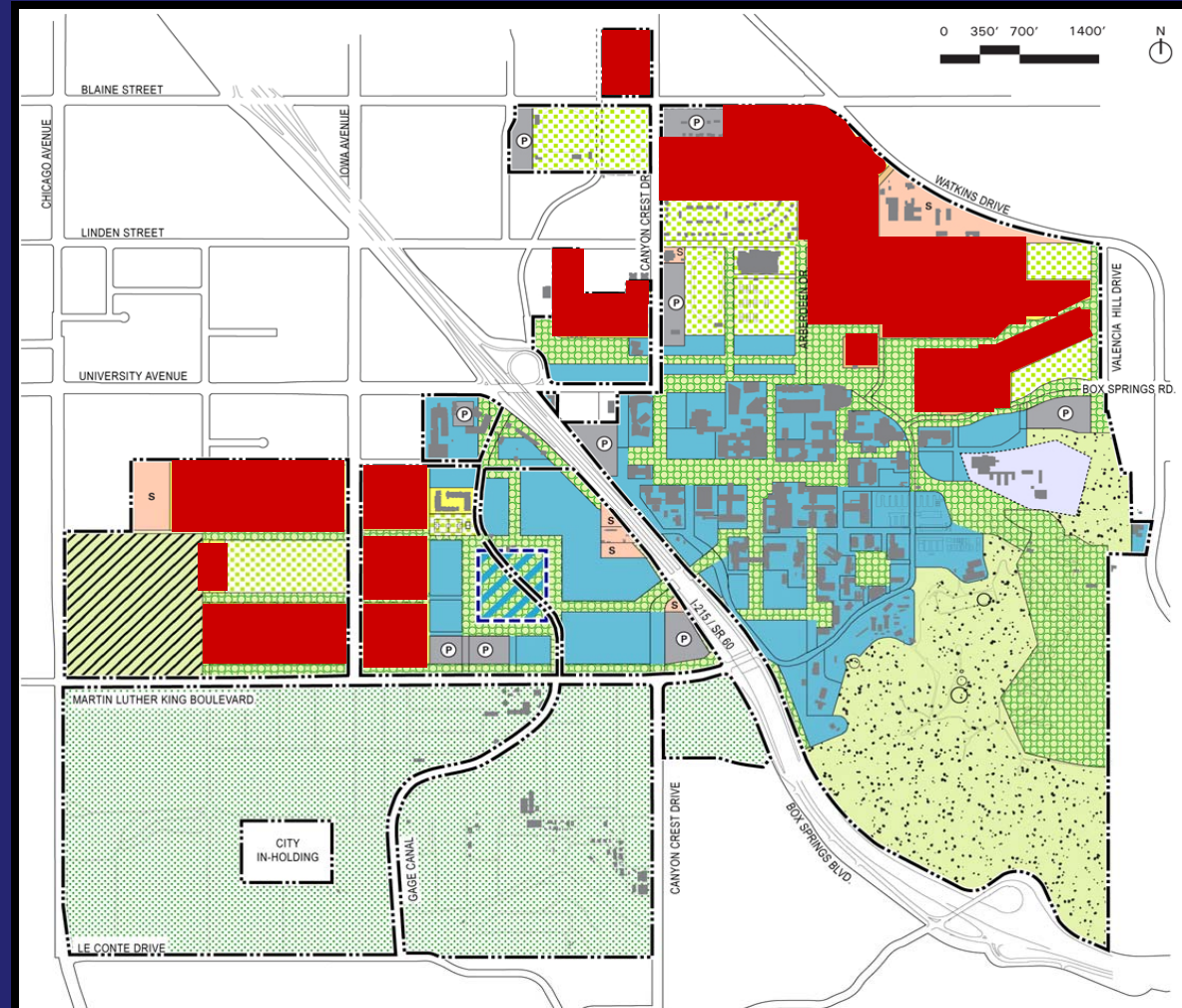
Goal - 50%

East Campus:

❖ Undergrads

West Campus:

❖ Family &  
Grads



## East Campus:

- ❖ Housing Programs & Undergraduate Success
- ❖ Creation of new on-campus communities



## West Campus:

- ❖ Grad & Family on-campus communities
- ❖ Child Care, parks, rec facilities and fields





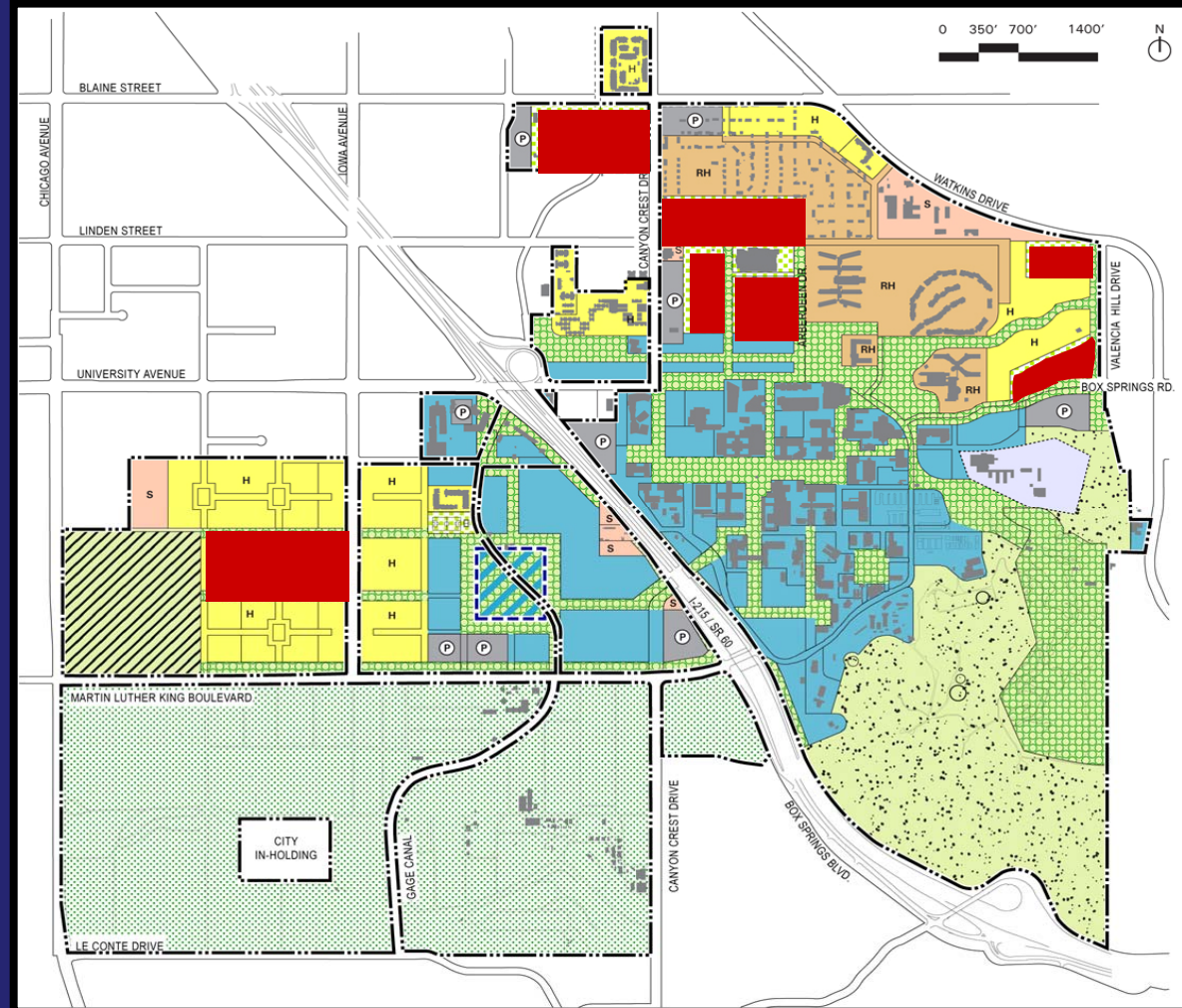
# Planning Strategies: Athletics & Recreation

## East Campus

- ❖ New fields

## West Campus

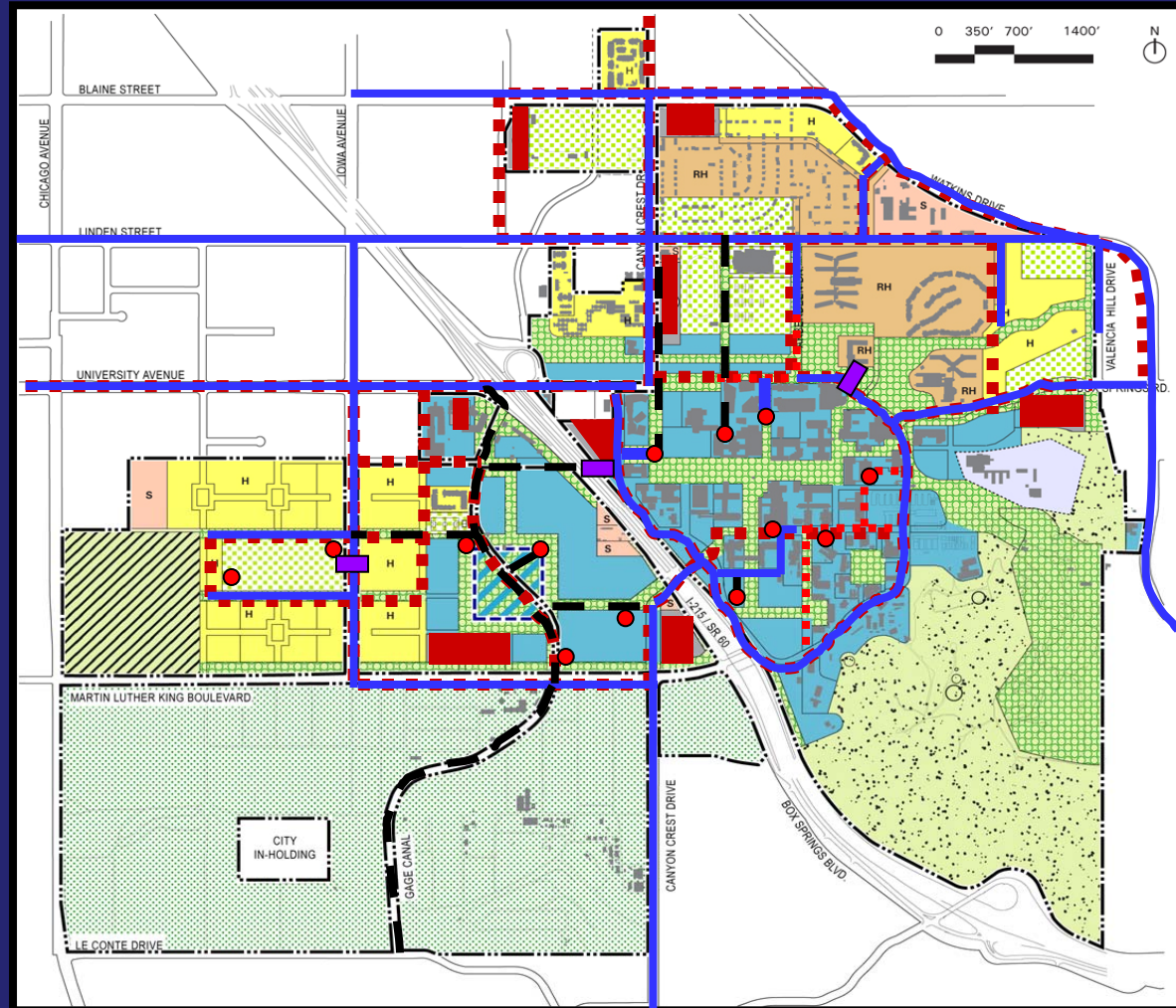
- ❖ New fields & recreation center



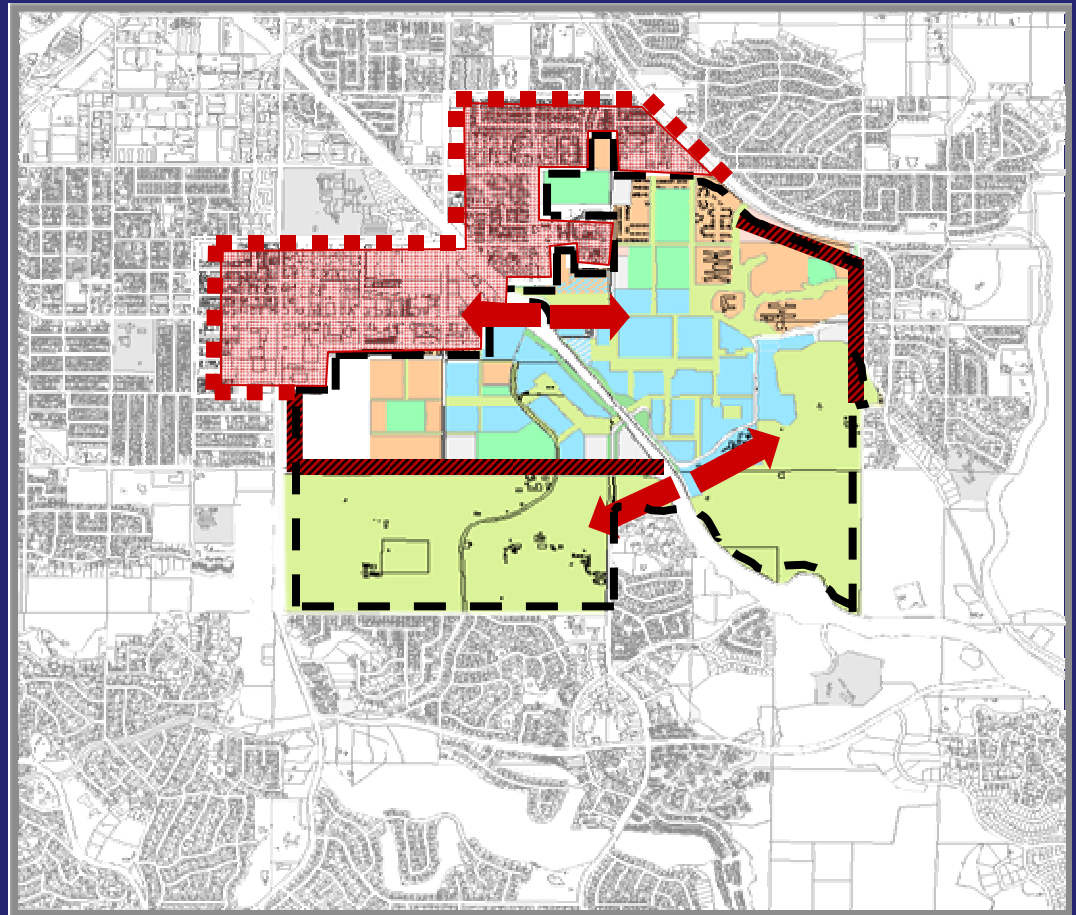
❖ Relocate Parking

❖ Expand Campus  
Transit

❖ Continuous Bike  
Lanes & Paths

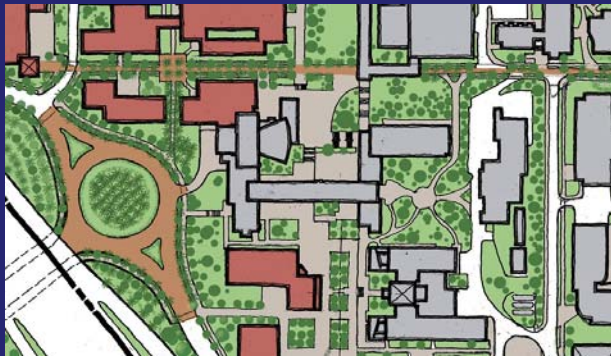


- ❖ Enhance Entrances
- ❖ Landscape Buffers
- ❖ University & City Interface





# Planning Strategies: Community Context



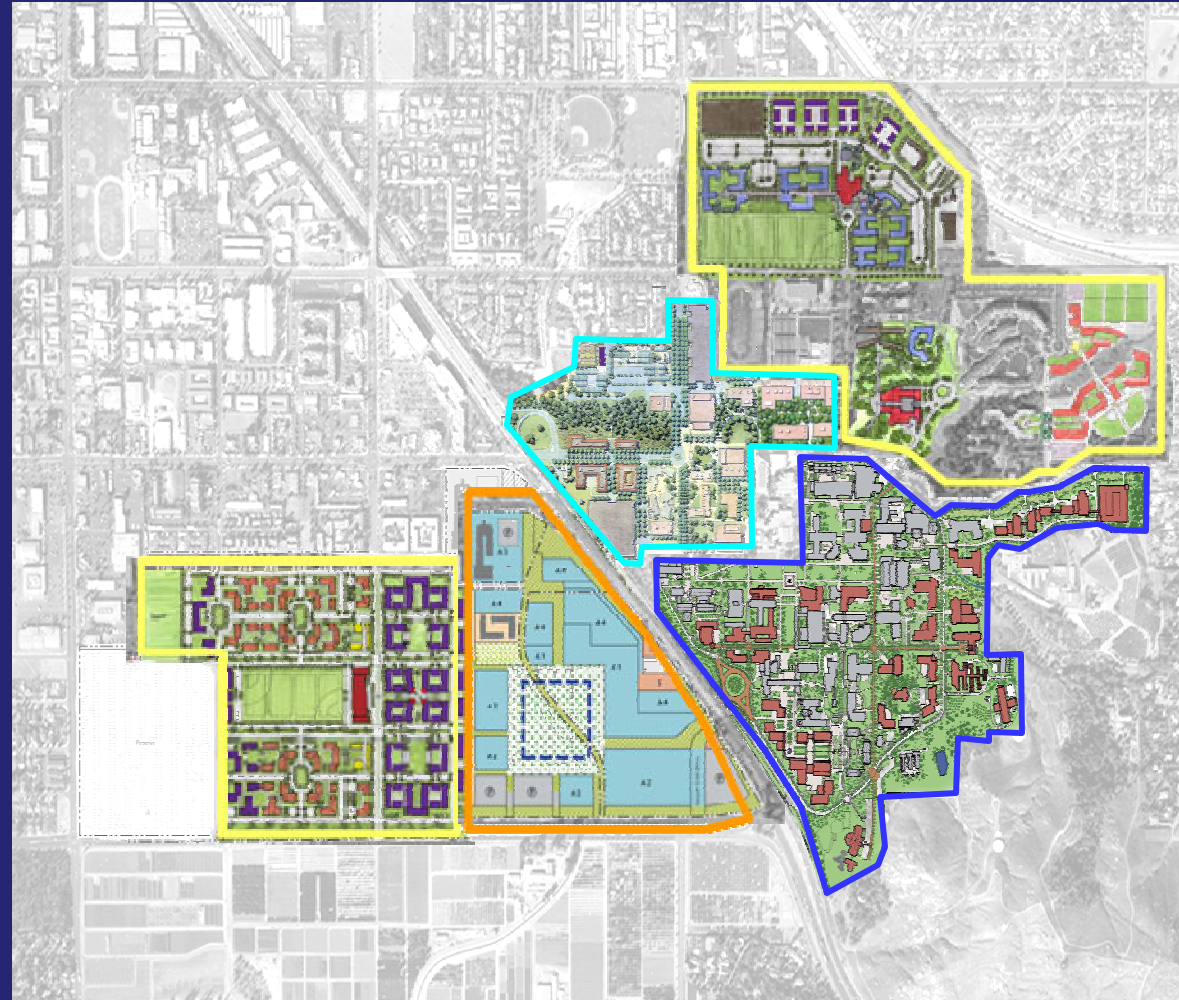
**Enhance  
Entrances**

**Landscape  
Buffers**

**University &  
City Interface**

# Supporting Planning Efforts

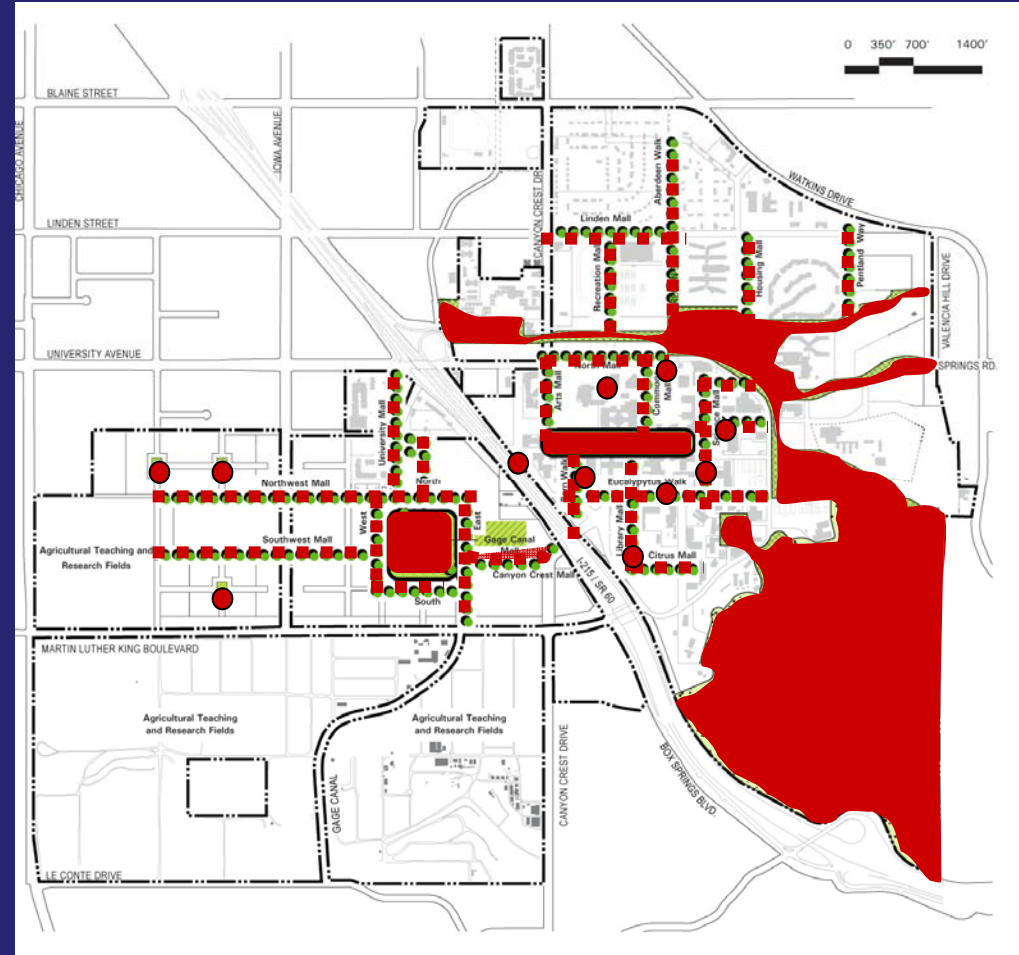
- ❖ East Southeast Core Capacity Study
- ❖ East Northeast Core Capacity Study
- ❖ West Campus Core Study
- ❖ Housing Master Plan





## Open Space Framework

- ❖ **Natural and Naturalistic**
  - ❖ Sensitive to Development
  - ❖ Dramatic visual backdrops
- ❖ **Campus Scale Open Spaces**
  - ❖ Primary Landmark Spaces
  - ❖ Secondary Linear Malls
- ❖ **“Outdoor Rooms”**
  - ❖ Courtyards
  - ❖ Neighborhood Parks







**Natural & Naturalistic**

**Campus Scale Malls**

**Outdoor Rooms**

## Campus Architecture = Place Making

- ❖ Physical & conceptual “stage” established by:
  - ❖ Campus Landscape
  - ❖ Campus Area Studies
- ❖ Project contributes to campus?
  - ❖ Civic gestures (e.g. arcades, plazas)
- ❖ Projects as “good neighbors”
  - ❖ Appropriate massing, scale, setbacks
  - ❖ Commonality of Materials, Colors

**Campus  
Landscape**

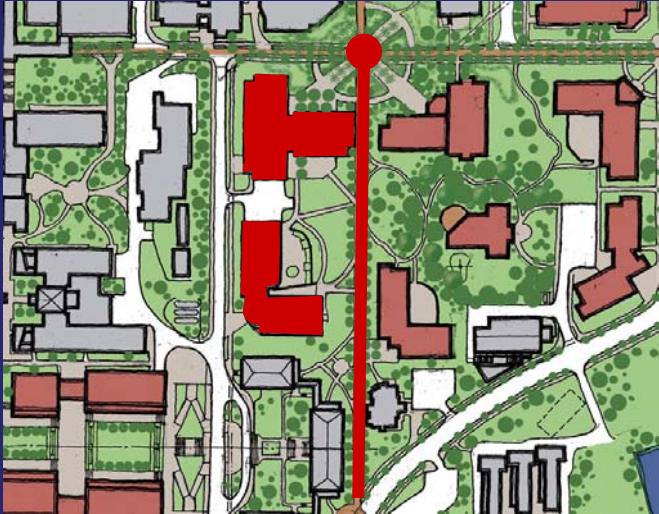


**Campus  
Area  
Studies**



**Place Making**





**Genomics Building**

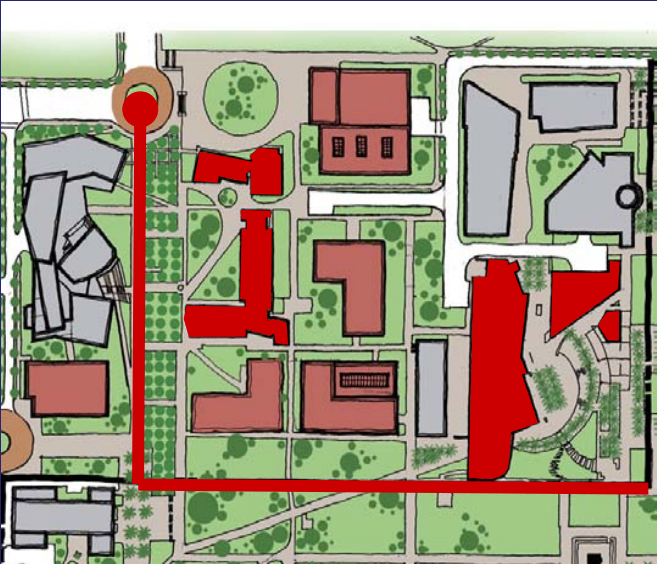


**“Science Walk”**



**Entomology Building**





**CHASS I&R**

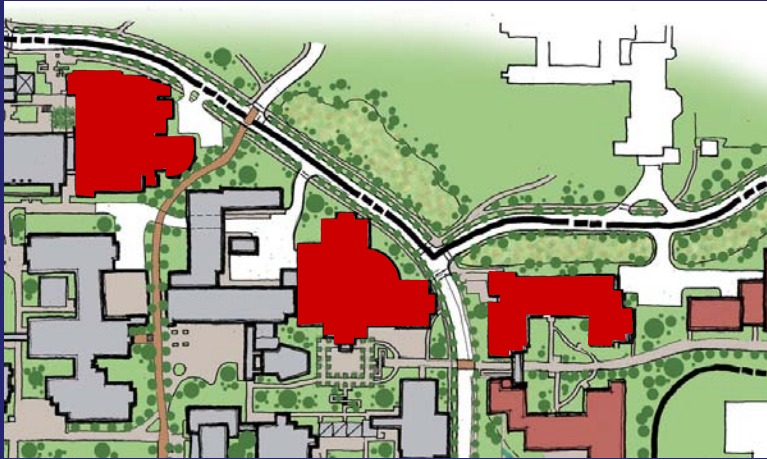


**Arts Mall & Carillon Mall**



**Commons Expansion**





“Outdoor Rooms”



Science Library



Engineering Bldg Unit 2



Physical Sciences

- ❖ Dec 2001 - Initial Study Prepared
- ❖ Jan 2002 - Scoping Meeting
- ❖ Apr 2005 - Released 2005 LRDP & Draft EIR
- ❖ May 19 & Jun 11 2005 - Public Hearings
- ❖ Jul 2005 - Close of Public Review Period
- ❖ Oct 2005 - Final EIR
- ❖ Nov 2005 - Certification by The Regents



- ❖ **Agricultural Resources**
- ❖ **Air Quality**
- ❖ **Cultural Resources**
- ❖ **Noise**
- ❖ **Transportation & Traffic**

- ❖ **Public Noticing & Document Availability**
- ❖ **Need for UCR to Grow to 25,000 Students**
- ❖ **Parking Issues – Off Campus and On**
- ❖ **Off-Campus Housing & Associated Issues**
- ❖ **Parking Structure on Lot 13**
- ❖ **Recreation Fields near Valencia Hill Drive**

The 2005 LRDP provides a policy framework to review master plans and capital projects, and test planning assumptions through the process:

- ❖ Does the project support UCR's Academic Vision?
- ❖ Does the project maximize available resources?
- ❖ Does the project contribute to UCR's "Sense of Place"?

