



3.0

BASIS FOR PLANNING

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3.1 Key Planning Considerations

Higher education campuses experience continuous change as their teaching, learning and research programs are affected by societal needs, as well as national, international, and local priorities. In addition, campus facilities and campus sites require constant attention to mitigate the effects of age, use, climate change, and shifting priorities. As an evolving campus, UCSC considered a range of factors in the preparation of this plan. In the course of three years of conversations during the planning process with faculty, staff, students, and community members, four key considerations have informed the 2021 LRDP:

- 1. Supporting the academic mission**
- 2. Recognizing and connecting to the local and regional context**
- 3. Guiding campus evolution and integrity**
- 4. Establishing a framework of planning resilience and long-term sustainability**



Supporting the Academic Mission

In the 1960's, the Master Plan for Higher Education charged UC with developing world-class research universities. As part of the University of California, UC Santa Cruz is among the top academic research engines and innovation ecosystems in the world. Research is not conducted in isolation; faculty guide and support undergraduate and graduate students, postdoctoral scholars and professional research staff in developing ideas and creating knowledge. Research is directly linked to the University's instructional and public service missions, where undergrads benefit from access to research activities outside the classroom and opportunities for original scholarship.

Integrated with the teaching mission, research shapes a strong vision for UCSC's academic mission. From the initial vision for UC Santa Cruz evolving from the ethos, ideas, and enthusiasm of a post-war California in the 1950s and 60s, today UC Santa Cruz welcomes and supports a diverse student population that has different social and physical needs than their predecessors. This has become a key driver to accommodate new and innovative programs.

The UC's fundamental missions are teaching, research, and public service.

The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge.

1974-1978 University of California Academic Plan,
<https://www.ucop.edu/uc-mission/>

Enrollment growth has been strong, driven by continued expansion of educational opportunities consistent with the needs of the state of California. Enrollment "has been a steady engine of economic growth and social mobility." Increases in demand for spaces at UC consistently outpace growth among high school graduates, with the most rapid increases in demand from populations historically underserved by higher education. Demand for a UCSC education continues to be high, where over the last fifteen years the number of applications received by the campus has doubled. Providing educational opportunity and access to education is a key driver for enrollment increase:

- Undergraduate growth expands opportunity for students from groups historically underserved by higher education
- Accelerated growth in graduate enrollments fuels California's economy and provides social and economic mobility
- Enrollment growth enhances diversity
- Campus enrollment projections take into account the needs and concerns of neighboring communities, where new programs respond specifically to regional needs

Community Linkages - Connecting to the Local and Regional Context

The City of Santa Cruz and the San Francisco Bay Area have changed significantly in the last 55 years. As the city transitioned from its agricultural and industrial past, it became known as a recreation and resort destination often crowded with beach goers on summer weekends. With the opening of UCSC in 1963, the city experienced an infusion of jobs that helped support the local economy and the downtown attracted new businesses and amenities. As one of the largest employers in the region, UCSC contributes significantly to the local economy in the jobs it supports, directly and indirectly, and also through spinoff companies that arise out of UCSC research.

Since the last UCSC Long Range Development Plan was prepared in 2005, the state and Bay Area regions have seen continued robust statewide, regional, and local population growth, putting pressures on jurisdictions as well as educational systems and institutions. Employment growth has been rapid, driven first by the success of technology industries in Silicon Valley and more recently by emerging industries such as biotech, all of which has given the region an international reputation for creativity and innovation. The spillover effects of this booming economy have been widespread and seen firsthand in Santa Cruz, where escalating housing prices, increased housing demand and lack of availability, and homelessness have become major community concerns.

Anticipating the potential social and physical challenges that could face the university and community over the next twenty years, UCSC's continued partnership with the city and region is even more critical than before. UCSC has continued to work closely with local jurisdictions and agencies to contribute to regional prosperity and to moderate any potential negative effects of its own operations on the community. One of the main tenets of the 1963 LRDP called for "mutually advantageous growth" with the local community – the 2021 LRDP renews this belief that we are better together.

Guiding Campus Evolution and Integrity

At 55 years old, relatively young by higher education standards, UC Santa Cruz needs to balance deficiencies and improvements in existing facilities with new development for thoughtful, careful evolution for many years to come.

UC Santa Cruz has many distinctive buildings, designed by influential architects that reflect mid-20th century Bay Area regional architecture. There is considerable interest in retaining these legacy facilities while adapting them to today's needs. Many campus buildings are beginning to show the effects of decades of use, and many of the materials and systems used to build the early infrastructure and facilities are reaching the ends of their lifespans. The coastal marine climate has taken a toll on the condition of buildings and systems that were not designed for long-term durability. Several major maintenance projects have been undertaken in the last fifteen years, primarily within the colleges, and the campus has been engaged in the UC's multi-year seismic safety initiative with a goal of meeting UC seismic safety standards for all buildings by 2030.

The 1963 UCSC LRDP noted the unmatched natural beauty of the site and the importance of both respecting and celebrating this beauty over the life of the campus. The 1963 LRDP understood that planning and development on this unique site "... must grow out of the problems, restrictions, and potentialities of the site..." The plan noted that "The general effect ... must be one of sensitive collaboration between the designer and this spectacular environment." (1963 Long Range Development Plan)

This evolving context requires that the campus embrace strategies to respond to and plan for these challenges.

Establishing a Framework for Physical and Social Sustainability and Resilience

The 2021 LRDP offers a unique opportunity for UCSC to establish a long-term sustainability and resilience planning framework to align campus development with the institution's ambitious educational goals. As a leading public research institution that occupies a site of incomparable beauty and environmental diversity while also educating an increasingly diverse student body, UC Santa Cruz is committed to advancing a mission of inclusive sustainability that merges environmental stewardship, social justice, and climate resilience. The university aspires to integrate this approach in all aspects of campus planning, development, operations, and programs.

Environmental Stewardship

The initial LRDP in 1963 and every subsequent plan has embraced the unique physical environment of the campus and the importance of protecting it for future generations. As teaching and research have increased on campus over the years, the campus environment has proven incredibly valuable as a living laboratory. Identification of plant and animal species found in the region and on campus, including those that are sensitive or threatened, have motivated research, helped grow environmental studies programs as well as graduates, and promoted ongoing stewardship of these resources. The 2005 LRDP set aside 410 acres for a Campus Natural Reserve, lands that were determined to have significant value for teaching and research. Encompassing grasslands, coastal prairie, redwood forest, dwarf redwood forest, mixed evergreen, northern maritime chaparral, and riparian woodland, these lands, such as the Forest Ecology Research Plot (FERP), offer world class field research opportunities for undergraduate and graduate students. Today, the Center for Agroecology and Sustainable Food Systems (CASFS) operates the UCSC Farm and the Alan Chadwick Garden, both known for their leadership in training and research in organic horticulture and agriculture. With goals in research, education, and public service, CASFS is dedicated to "advancing an ecologically sustainable and socially just food

system." CASFS works with faculty, staff, and students as well as NGOs, growers, and state and federal agencies to advance its mission while also undertaking projects in numerous disciplines. Underlying UCSC's commitment to environmental stewardship is its continued collaboration with the Amah Mutsun Tribal Band in research, conservation and education to learn from traditional ecological practices and protect cultural resources.

The UCSC Sustainability Plan, updated periodically, guides implementation of sustainability initiatives on campus and currently focuses campus efforts in four general topics: (1) Learning and Culture, (2) Materials Management and Food Systems, (3) Natural Environment, and (4) Infrastructure, and Climate and Energy. Its goals and priorities target campus operations and also benefit the regional community at large. UC Santa Cruz was recently named #11 on the list of the top 50 green colleges in the Princeton Review's 2021 Guide to Green Colleges.

The intention of the 2021 LRDP is to limit intrusion, to the greatest extent feasible, into previously undeveloped areas of the campus so as to retain the natural beauty of the site as well as its environmental integrity, supporting a diversity of wildlife and vegetation and the university's associated research endeavors. The LRDP also establishes metrics to guide the renewal, expansion and operation of campus infrastructure in the areas of energy and carbon emissions, water, and transportation.



Social Justice and Inclusion

Embedded in environmental stewardship are UCSC's collective campus values of social justice and inclusion.

UCSC pursues the mission of inclusive sustainability in various ways, with the intent of preparing graduates to be thoughtful and well-informed advocates for the future of the planet. In addition to providing learning, teaching, and research opportunities, the campus recognizes the need to provide resources for daily life as well – affordable housing, food security, convenient access, among others. This LRDP projects a significant increase in on-campus student housing which will provide better access to campus activities and amenities as well as relieving challenges many students face in finding affordable and reliable housing off campus. Capacity is included to increase space for student support services, which have become vital resources for student's academic achievement, health and wellness.



Climate and Social Resilience

Increasingly acute environmental and social stressors have pushed resilience to the forefront of planning concerns. California is facing both familiar ecological challenges including earthquakes, climate change, increased frequency of severe wildfires, periodic poor air quality, as well as unprecedented emergencies, like global pandemics and electricity shut offs. Although no one can predict every future emergency, the 2021 LRDP seeks to ensure reliable energy, water, transportation, health, and wellness to the greatest extent possible.

Through state and university leadership, California's climate commitments have driven government agencies, and utilities, to prioritize decarbonization of energy and to plan for carbon neutrality. Starting in 2006, AB 32 was the first legislation in the country to set a statewide limit on greenhouse gas emissions. In 2018 California established the Renewable Portfolio Standard committing to 100 percent carbon free electricity by 2045. The University of California has targeted carbon neutrality by 2025 for Scopes 1 and 2 emissions for the system, involving stationary combustion sources, campus electricity consumption, and campus-owned vehicles. The campus aims to be a model of sustainability and resilience in its future operations

Enhancing the resilience of the campus community and infrastructure is an important priority for the university, to maintain operational continuity during unprecedented events. UCSC seeks to advance social and infrastructural resilience, to improve the university's ability to withstand, recover, and grow in the face of stressors and changing demands. Resilience will be an ongoing topic for exploration and improvement at UCSC and will include such considerations as improving access and circulation, modeling leadership in sustainable building design and operations while also ensuring life safety, and enhancing communications and energy systems.

3.2 LRDP Objectives

The overall objective of the 2021 LRDP is to describe a physical planning framework to support the teaching, research, and public service mission of UC Santa Cruz. This framework will guide development at UC Santa Cruz, and is based on the following objectives:

1. Expand campus facilities and infrastructure to accommodate projected increases in student enrollment through 2040 based on statewide public educational needs and academic mission, including housing for 100 percent of new FWS (three-quarter average) FTE on-campus enrollment (above the 2005 LRDP total of 19,500 FTE students) in both colleges and student housing developments and commensurate academic and support space.
2. Ensure compact and clustered development of academic, administrative and support facilities in the academic core with student housing and colleges around the periphery to facilitate shared resources, provide convenient access, and promote pedestrian circulation.
3. Provide for establishment of two new college pairs at the main residential campus to provide housing and academic services in a close-knit intellectual and social environment.
4. Protect, to the extent feasible, existing campus open spaces in the built environment including areas designated as Natural Space to maintain an interconnectedness between natural resources and wildlife corridors and critical scenic viewsheds, and areas designated as Outdoor Research and Natural Reserve to protect natural features and processes for teaching and learning, and to support dedicated outdoor research programs.
5. Provide spaces for events and academic facilities to enable the campus to be a center for public cultural life in the region through public programs, events, and services.
6. Increase on campus housing opportunities for faculty and staff at the main residential campus and the Westside Research Park to allow at least 25 percent of faculty and staff, based on demand, to be housed on campus.
7. Recognize, to the extent feasible, UC Santa Cruz and regional histories within the campus, including protecting tribal cultural resources, maintaining the integrity of existing historic structures, and enhancing the Cowell Lime Works Historic District as a campus gateway.
8. Maintain an improved, more efficient roadway network to support transit with peripheral parking and mobility hubs.
9. Promote Transportation Demand Management (TDM) programs and provide infrastructure to optimize trip- and vehicle-miles-travelled-reduction benefits and efficiency of transit, bike, and pedestrian access to, from, and within the campus to reduce the use of single occupancy vehicles.
10. Foster long-term physical and social resilience, including a response to climate change, by modeling climate resiliency and adaptation strategies and integrating sustainability leadership into campus teaching, learning, research, design and operations.
11. Respect and reinforce the Physical Planning Principles and Guidelines to maintain the unique character of the UC Santa Cruz campus.





“ UC Santa Cruz is committed to providing a high quality education that can transform the lives of students from all backgrounds and to supporting students throughout their college journeys.”

Cynthia K. Larive, Chancellor of UC Santa Cruz

3.3 Population Projections

Based on the Planning Considerations and Objectives noted above, the following population and program projections shape the 2021 LRDP.

Student Enrollment

The California Master Plan for Higher Education was adopted in 1960 and established the three-tier system we have today: The University of California, the California State University, and the California Community Colleges. The intent of the Master Plan was to foster excellence in education and provide broad access to that education for Californians.

UCSC was founded in 1965, at the same time that UC San Diego and UC Irvine were established, responding to the significant growth in enrollment demand due in part to the coming of age of “Baby Boomers” and of robust post-war population growth in the state. Fifty-five years later, driven by the continuing growth of the state’s population and a strong economy, the UC system – and UC Santa Cruz - continues to see demand for enrollment from highly qualified students.

The University of California 10 campus system currently enrolls approximately 285,000 students (Fall 2020), with 75 percent being California residents. Students who are among the first generation in their families to attend college account for 40 percent and Pell Grant recipients represent 36 percent of this enrollment.

The University of California is committed to increasing opportunities for underrepresented

students throughout the state, and UCSC has demonstrated strong leadership in this effort. UCSC has been recognized by US News and World Report as one of the top five universities in the country for student social mobility, a metric assessing success in graduating a large percentage of students from low-income households. Low income and first generation college students represent roughly a third of the UCSC student body.

The 2021 LRDP would allow UCSC to accommodate a projected enrollment of an additional 8,500 students above the 19,500 enrollment projection in the 2005 LRDP, by the year 2040. The projected enrollment number reflects an average of the total number of FTE students enrolled at UC Santa Cruz during the fall, winter, and spring quarters of the academic year (FWS three-quarter average).

For the purposes of the 2021 LRDP, the projected enrollment serves as the basis of planning for the next twenty years; actual enrollment is determined by other factors. The 2021 LRDP does not constitute a mandate for projected enrollment; rather, the projected enrollment is used to understand the physical planning framework that would be needed, including facility, circulation and utility infrastructure needs and strategies, to accommodate potential growth. In the process of planning for enrollment growth, the campus has explored a wide range of opportunities to support the academic mission and student needs, while simultaneously continuing to protect the unique UCSC natural environment for teaching and research.

▼ Table 3.1 Population Summary

POPULATION	BASELINE (2018-2019)	NET NEW COMPARED TO 2018-2019	POTENTIAL LRDP POPULATION (2040-2041)
Students ¹	18,518 ¹	9,482	28,000
Faculty and staff	2,800 ²	2,200	5,000
Total	21,318	11,682	33,000

1. Fall Winter Spring (FWS) three quarter average on-campus student enrollment at UC Santa Cruz in the 2018-2019 academic year.
2. Fall Winter Spring (FWS) three quarter average on-campus employee FTE at UC Santa Cruz in the 2018-2019 academic year. The 2,800 FTE represents 3,657 employee headcount.

Student enrollment at UCSC is measured as on-campus, three-quarter average full time equivalent (FTE), which is defined as a full-time instructional load, or 45 quarter units. Although the campus operates year-round, the fall, winter and spring quarters have the highest enrollment by far and the average of these three most accurately represents the numbers of students on the campus.

This 2021 LRDP plans for a potential long-term fall-winter-spring three quarter average on campus student enrollment of 28,000 FTE, an increase of 8,500 over the 2005 LRDP enrollment projection of 19,500. It is anticipated that this population increase of graduate and undergraduate students would occur gradually over the 20-year timeframe of this plan. The LRDP does not commit UC Santa Cruz to this or any specific enrollment level, campus population, or development.

These enrollment projections are for students enrolled for in-person instruction at the UCSC main residential campus and at the Westside Research Park at 2300 Delaware. While the campus has recently explored opportunities for hybrid and remote work and instruction, it anticipates instruction and research to continue primarily in-person, as it offers most students the best chance to be successful and take advantage of experiential learning opportunities.

As UCSC has evolved, it has enjoyed enormous success in research activities across a wide range of disciplines, driving growth in enrollment and programs. Consequently, graduate enrollment is expected to increase at a greater rate than that of undergraduates and may increase from 10 percent of undergraduate FTE to up to 15 percent.

For the purpose of this LRDP, enrollment estimates do not include programs wholly conducted at the UCSC Silicon Valley campus in Santa Clara. Programs include professional Master's degree programs in Engineering as well as UCSC Silicon Valley Extension, where certificate programs in a wide range of disciplines are offered, such as data science and programming, social media marketing, and project management.

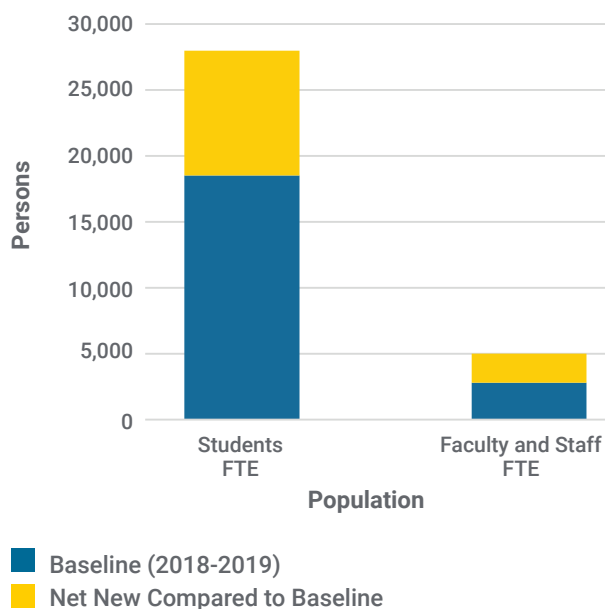




Employee Population

In parallel with the growth of student enrollment, UCSC will increase the population of on campus faculty and staff to support the teaching and research mission. It is estimated that an additional 2,200 FTE faculty and staff will be required to support potential student growth anticipated by 2040, for a total employee FTE of 5,000. This includes faculty and staff affiliated with the UCSC main residential campus and the Westside Research Park.

The addition of faculty will allow the university to stay at the forefront of research, expand doctoral programs, and support the teaching and monitoring of students in existing and emerging disciplines. Additional campus staff are particularly important to ensure adequate student support, contributions to high impact research, and other essential services.

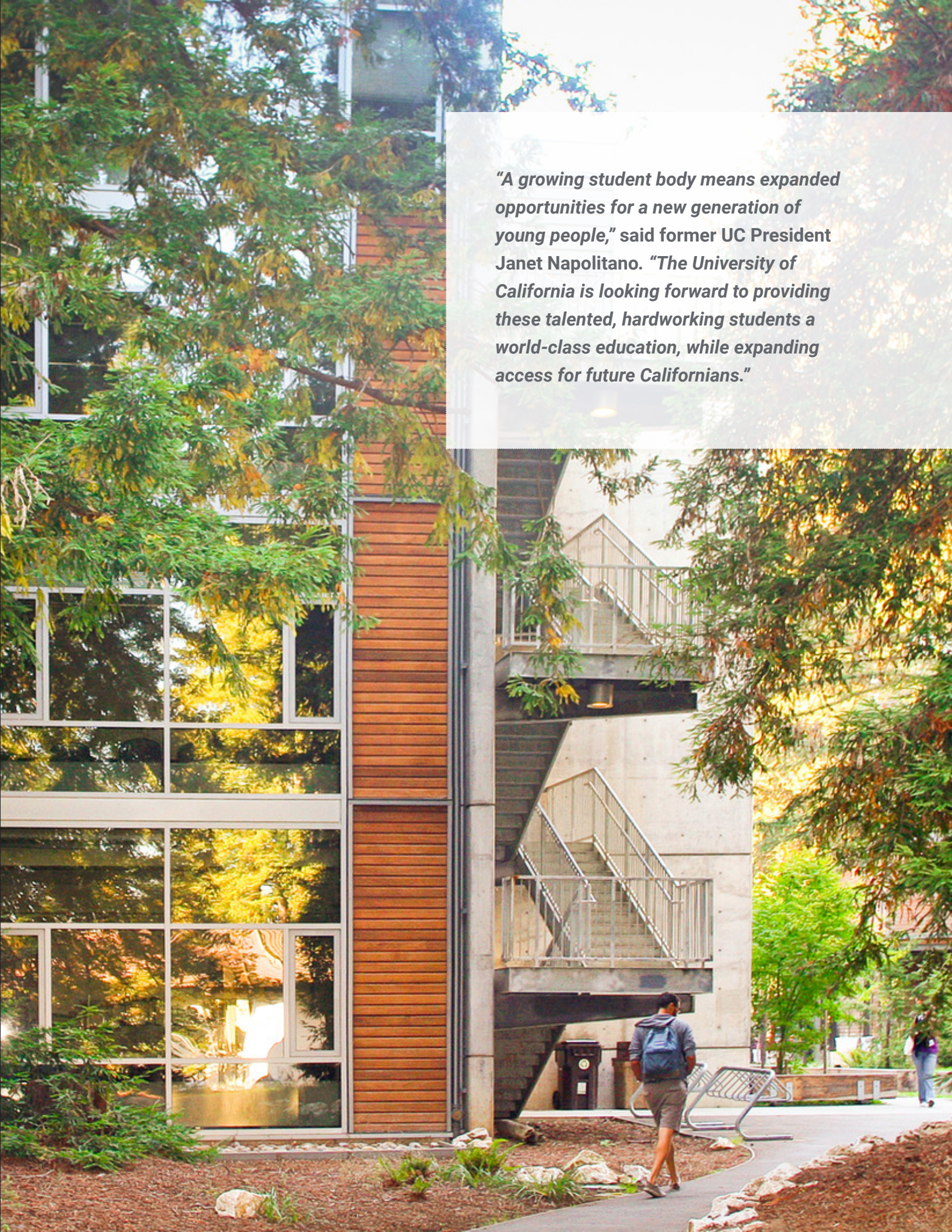


▲ Figure 3.1 UCSC Student Enrollment FTE and Faculty and Staff FTE

Accommodation of Enrollment and Employment Growth

To accommodate the potential growth in enrollment for undergraduate and graduate students, and expanded employment of faculty and staff, this LRDP identifies several important strategies. UCSC will undertake a significant expansion of student housing, committing to provide housing for 100 percent of on-campus FTE enrollment growth over the 19,500 planned in the 2005 LRDP, that is for the entire 8,500 additional students. As described in the LRDP Plan section that follows, this new enrollment will be housed in both new colleges and in other student housing types such as apartments more suited to upper division or graduate students. Housing students on campus will help UCSC advance student success through enhanced opportunities for socialization, faculty/student interactions, and friendship formation, and will allow easy access to the resources such as libraries, labs, student support facilities, and natural spaces.

Growth in employment will be addressed through the provision of additional housing for as much as 25 percent of new employees, based on demand, or an addition of approximately 558 units to the existing 270 faculty and staff homes. This housing will help moderate demand for housing off campus in the community, as well as reduce the number and length of vehicle trips to campus.



"A growing student body means expanded opportunities for a new generation of young people," said former UC President Janet Napolitano. "The University of California is looking forward to providing these talented, hardworking students a world-class education, while expanding access for future Californians."

3.4 Building Program

The building program describes the assignable square footage (ASF) needed across academic, support and residential categories to accommodate the proposed projected enrollment.

UC Santa Cruz continues its educational mission to be a leading research university with a tradition of innovation in the education of students – built on values of social and environmental responsibility.

The 2018 Academic Plan identifies five principles intended to guide UCSC’s continuing academic growth and evolution:

- Drive research and creative work that transform our world
- Create enriching experiential learning and research opportunities for students
- Engage and support a diverse faculty, staff, and student body
- Support generative interdisciplinary connections in research and teaching
- Expand excellence in innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity, and sustainability

The campus has built several significant new academic and support buildings and spaces since 2005 on the main residential campus. These include the McHenry Library Addition and Renovation, the Digital Arts Resource Center, Biomedical Science, Quarry Amphitheater Renovation, Cowell Student Health Center Renovation and Expansion, the Humanities and Social Sciences facility, and the Environmental Health and Safety facility. At the Westside Research Park, significant space has been renovated for academic research programs. In addition, the Kresge Renewal Project is currently under construction, which includes a new academic center with lecture halls, classrooms and department space and renovated buildings for student support spaces for health and wellness programs. The project also will provide a cluster

of three new residential halls with 400 beds, and renovated apartments for continuing students.

Residential projects have included the Porter Residential Halls A and B and the Dining Commons Major Capital Renewal, the capital improvements of the Merrill College Residential Buildings and the Merrill Cultural Center, the new Merrill Plaza Building, and the Crown College Upper Quad Major Maintenance.

Despite these additions to square footage, the campus still has unmet space needs, most notably classroom and teaching labs and student services spaces. The 2021 LRDP building program addresses this demand.

The campus plans to continue to grow by colleges, with two pairs of colleges included in the program, providing housing accommodations woven together with some academic and student support space. Additional student housing is provided for upper division and graduate students in close proximity to existing colleges, allowing for convenient access to academic facilities and support programs. A substantial amount of employee housing space is also included.

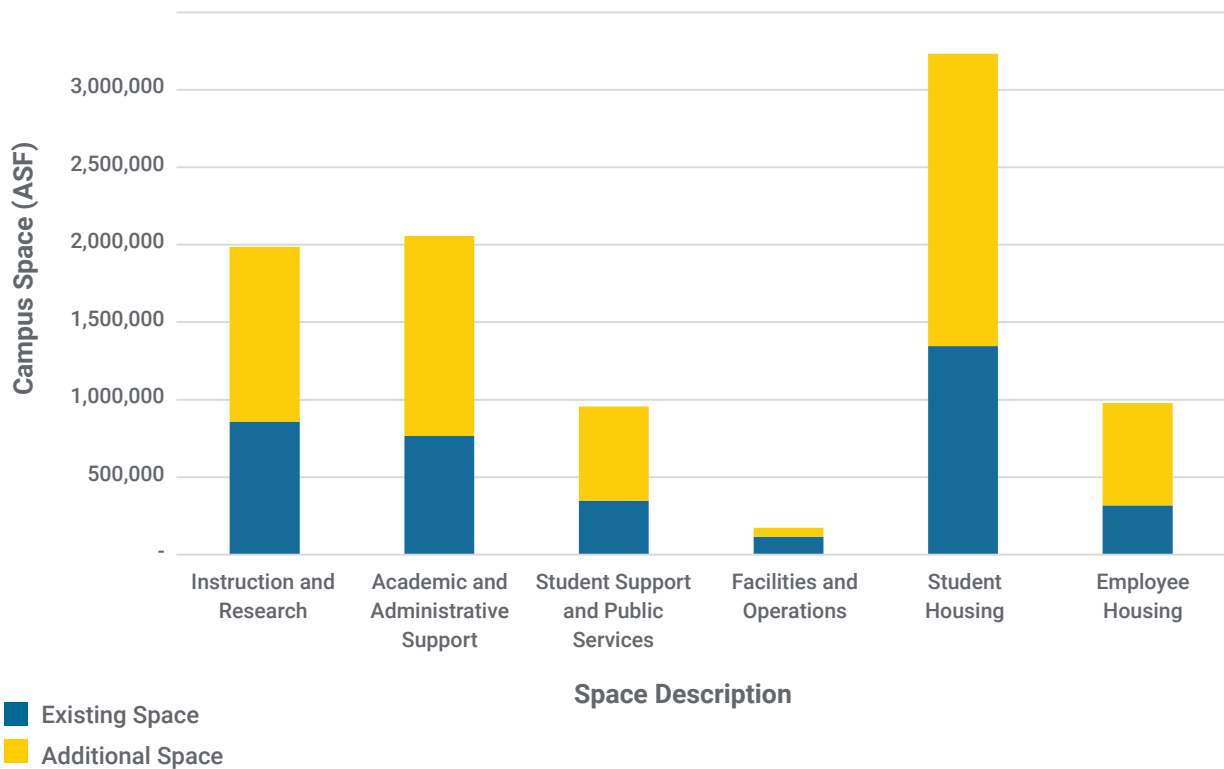
Facility growth will be in the two categories below:

Academic and Support Space

- Instruction and Research Space that includes Teaching Labs, Classrooms and Research Labs
- Academic and Administrative Support that includes Libraries / Collaborative Learning spaces and Study Commons as well as offices for faculty and other instructors and Department space
- Student Support and Public Services which includes Health and Wellness, Student Support, Community Amenities and Athletics and Recreation
- Facilities and Operations which includes office and shop space for campus support functions

▼ Table 3.2 Existing and Proposed Campus Space

SPACE CATEGORY	SPACE DESCRIPTION	EXISTING SPACE (ASF)	PROJECTED SPACE (ASF)	LRDP TOTAL (ASF)
Academic and Support	Instruction and Research	858,627	1,127,373	1,986,000
	Academic and Administrative Support	765,368	1,290,438	2,055,806
	Student Support and Public Services	348,628	608,110	956,738
	Facilities & Operations	115,805	57,903	173,708
<i>Academic and Support Space ASF Subtotal</i>		<i>2,088,428</i>	<i>3,083,824</i>	<i>5,172,252</i>
Residential	Student Housing	1,346,938	1,885,000	3,231,938
	Employee Housing	317,622	660,000	977,622
<i>Residential Space ASF Subtotal</i>		<i>1,664,560</i>	<i>2,545,000</i>	<i>4,209,560</i>
Total Campus Space ASF		3,752,988	5,628,824	9,381,812



▲ Figure 3.2 Existing and Proposed Campus Space

Housing

- Student Housing that includes undergraduate and graduate student housing, ranging from new colleges to apartment-type units suited to more advanced students
- Employee Housing that includes faculty and staff housing

Academic and Support

Academic and support space includes space for instruction and research, academic and administrative support, student support and public services, and facilities and operations.

Instruction and Research Space

In addition to addressing current deficits in teaching and research space, growth in enrollment and research will require new facilities as well as reconfigurations of existing space. Research at UCSC has grown considerably over the last 55 years, with significant growth across all divisions. The university has achieved significant recognition for its research activities. In astronomy, researchers introduced a theory of Cold Dark Matter that is now the basis for understanding the formation of galaxies. In 2000, UCSC researchers assembled the DNA sequence of the human genome. In 2019 UCSC was invited to join the Association of American Universities (AAU), a prestigious consortium of the top 65 public and private research universities “dedicated to improving human life through education, research, and discovery.” It is also a member of the Association of Pacific Rim Universities (APRU), 51 leading universities working together on worldwide problems such as global health, natural hazards and disaster reduction, women in leadership, and sustainable cities.

Among the priorities in planning new space for research are the following:

- Academic adjacencies to support increasingly team-based research
- Additional space for cross-departmental research activities and large-scale collaborations

- Venues for sharing research findings, scholarship, artistic works, as well as inviting colleagues to collaborate
- Interdisciplinary faculty research support space, including shared resources, maker spaces and collaborative venues

UCSC faculty continue to drive innovations in teaching, employing new technologies and approaches to improve student retention, persistence, academic achievement, and sense of belonging. Providing interactive environments for learning, such as active classrooms and spaces that promote greater student participation, will be integral to future programming efforts. It can be anticipated that recent shifts to remote learning due to the pandemic may reveal new hybrid teaching models, where facilities will require significant flexibility to be able to adapt over time.

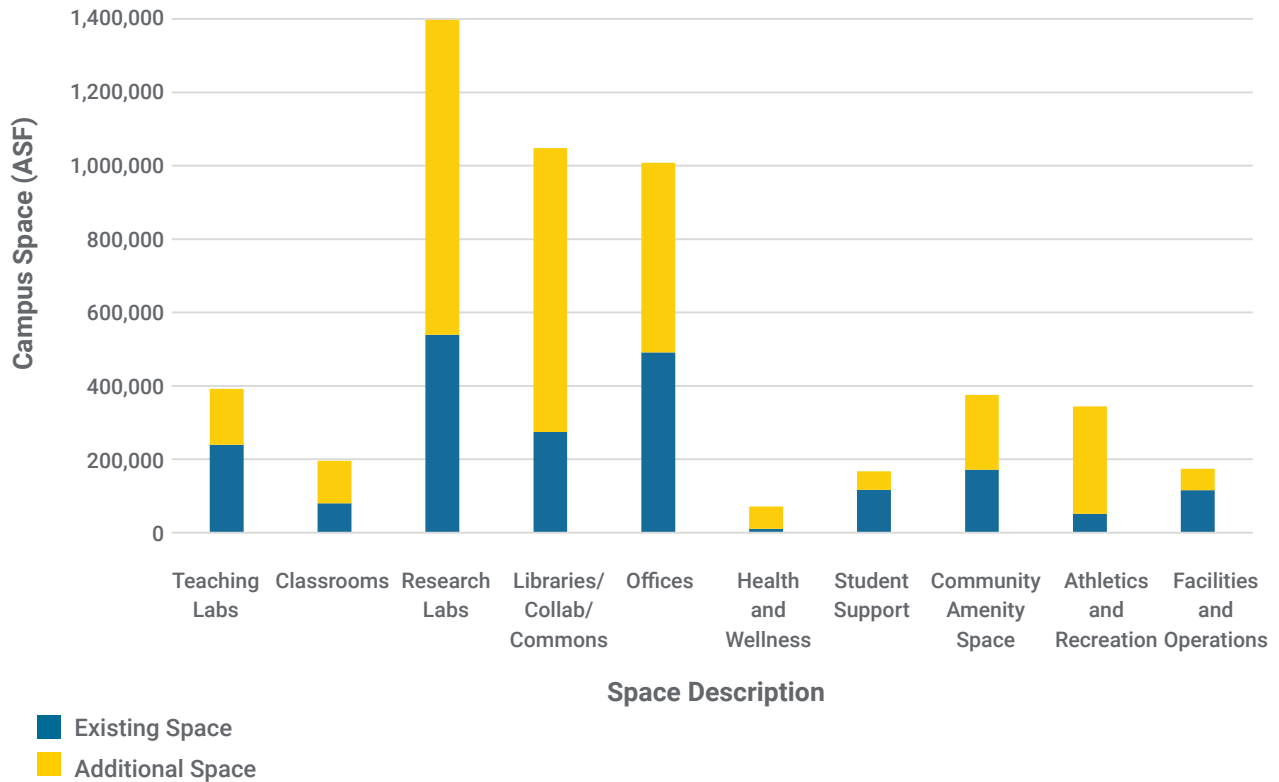
Academic and Administrative Support Space

Academic and administrative support programs include faculty and instructor offices, conference rooms, libraries and collaborative learning spaces, and study commons. These uses are and would continue to be located primarily in the academic core of the campus as well as in the colleges in support of creating more intimate living-learning environments.

Today students gain information from a wide variety of resources, print media and books, as well as the wealth of digital resources. Learning in the traditional classroom setting is continuing to evolve, where additional opportunities for discussion and collaboration are increasingly integrated. Libraries, historically a heart of the campus, will continue to perform this and other functions, though perhaps in changing formats, with creative programming and a variety of resources. Meanwhile, special collections and archives will continue to be a priority of the UCSC libraries. Newly planned collaboration spaces include student-focused 24-hour study and flex spaces, collaborative workspaces, and “connected learning” spaces.

▼ Table 3.3 Academic and Support Program

SPACE CATEGORY	SPACE DESCRIPTION	EXISTING SPACE (ASF)	ADDITIONAL SPACE (ASF)	LRDP TOTAL (ASF)
Instruction and Research Space	Teaching Labs	239,412	152,588	392,000
	Classrooms	80,130	115,870	196,000
	Research Labs	539,085	858,915	1,398,000
Academic Support	Libraries / Collab / Commons	274,320	773,721	1,048,041
	Offices	491,048	516,717	1,007,765
Student Support and Public Services	Health & Wellness	9,957	61,043	71,000
	Student Support Space	116,738	50,000	166,738
	Community Amenity Space	170,914	204,086	375,000
	Athletics & Recreation	51,019	292,981	344,000
Total Academic and Support Space ASF		1,972,623	3,025,921	4,998,544



▲ Figure 3.3 Academic and Support Program

Student Support and Public Services

Student support and public service spaces provide venues for counseling, space for affinity groups and clubs, as well as the facilities that support health and wellness. In many cases these supportive programs are also resources for faculty, staff, and the general public.

Student Support and Public Services: The LRDP is premised on a continued commitment to undergraduate access and to a greater emphasis on graduate education. New student community support space is led by the campus's mission of educational equity to serve an evolving student population. For Fall 2020, approximately 57 percent of undergraduate students were first generation or Pell Grant recipients and/or underrepresented minority. In addition, an increased number of non-resident undergraduate and graduate students contribute to a diverse and multicultural learning environment with unique needs for student support services and facilities.

With more students living on campus, convenient and equitable access to these services will be key. While it is anticipated that these services will continue to be concentrated, there will also need to be satellite locations dispersed throughout the colleges for greater access.

One focus of the space needs includes dedicated space for graduate student focused support services, including professional development programs and graduate commons.

Because the campus is located over a mile from downtown, additional space for public services such as cafes, coffee houses, bookstores, are also envisioned as key magnets for interaction.

Health and Wellness: While the campus recently renovated and expanded the Cowell Student Health Center, health services space remain undersized and expanded services are envisioned. In addition, student mental health and the need for wellness programs are ongoing and urgent issues and co-location allows for integrated services across units.

Athletics and Recreation: Centralized facilities, both indoor venues and playing fields for organized sports, are envisioned adjacent to the East Remote parking facility, where an expanded mobility hub would ensure convenient access for large events. To accommodate growth, a potential indoor and/or outdoor event center could be considered. There is also a need for distributed recreational spaces on the west side to support student housing located in an expanded ring around the academic core.

Facilities and Operations

UCSC requires a variety of activities and services on a daily basis in order to function properly. These include offices for staff, storage, and specialized shops for repairs and maintenance. In addition to a modest increase in built occupiable space, many of the campus support services also require significant outdoor storage, laydown, and operational space. These outdoor and canopied spaces are not included in the space counts above and will be located in areas that are suitably proximate to their support destinations, such as the central plant or vehicle storage areas throughout campus.

Residential Space

Residential uses fall into two categories: (1) colleges and student housing and (2) faculty and staff housing.

Colleges and Student Housing

Today UCSC houses approximately 50 percent of its student enrollment in on-campus housing either in the ten colleges or in additional student housing facilities. In recognition of the challenging housing situation in the city, and to minimize the impacts to the community, UCSC is committing to housing 100 percent of new student FTE enrollment on campus, above 19,500.

The 2021 LRDP anticipates continuing to grow by colleges. Entering students, primarily first year, will be housed in existing colleges or in as many as four new colleges. This will allow new students to form the friendships and habits that are essential to academic success and personal growth. Colleges will also include support amenities such as food services, student services, academic support, social space such as lounges and collaboration areas, and recreation fields, field houses, or workout rooms. In addition, family student housing will continue to be provided for a limited number of student families, with associated outdoor and childcare space.

Continuing and upper division students, including graduate students, will be able to find alternate types of housing on campus such as apartments and suites, which allow for more autonomy and privacy, but which also will be configured to provide shared study and recreation space, lounges, kitchens and other amenities for socializing. Since a significant portion of upper division students may be transferring from two-year institutions, and may be more experienced, these living arrangements will be more suitable and attractive for them while providing convenient access to academic destinations. Social spaces, food services and recreation facilities will be provided either in the housing complexes, nearby colleges, or in the academic and support areas of campus.

Faculty and Staff Housing

Employee housing will be expanded to accommodate as much as 25 percent of new employees, based on demand, associated with the growth in faculty and staff. It is anticipated that housing types will continue to focus on apartment or townhouse style units, suitable for couples, small families, or roommates. Housing is also envisioned to include public amenities where feasible. As employee housing often accommodates spouses and children, who must access off campus locations as part of their daily lives, the LRDP envisions several locations near campus entry points for convenient trips.