University of California
Santa Cruz

Long-Range Development Plan

April 17, 2017
Agenda

• Welcome & Introductions
  – Introductions
  – Setting the Stage for Outcomes of Process

• LRDP Background
  – What is an LRDP?
  – Overall role in UC system
  – History of UCSC LRDPs
  – Current 2005 LRDP
  – How is it used?

• LRDP Background
  – Academic Vision
  – Physical Planning Principles & Guidelines
  – Plan Elements

• LRDP Planning Process
  – Overview of the process
  – Schedule & Identification of Key Milestones CEQA
  – Public Outreach

• Next Steps
  – Topics for presentation to Committee
  – Next Meeting (5/9): Chancellor Blumenthal will provide an overview of the academic and enrollment framework that guides our work
Setting the Stage

Chancellor and Provost/EVC
Role: Overall direction and ultimate decision-making

Executive Committee
Role: Advisory
- Provides oversight for process
- Reviews recommendations coming from LRDP committee
- Ensure fiscal accountability for expenditures related to planning process

Long Range Development Plan (LRDP) Committee
Role: Engagement
- Direct & oversee the development of the LRDP
- Develop a physical plan that responds to the academic framework
Setting the Stage

**Long Range Development Plan (LRDP) Committee**
*Role: Engagement*

**Membership:**
- Co-Chairs: Vice Chancellor BAS and Vice Chair of Academic Senate
- VC University Relations
- Campus Librarian
- Associate VC CHES
- Dean of Students
- VP & Dean Graduate Studies
- Deans reps
- SUA reps
- Student rep (Amah Mutsun tribe)
- GSA rep
- Senate faculty reps
- SAB rep
- Alumni Association rep
- Community members

**Executive Committee**
*Role: Advisory*

**Membership:**
- Co-chairs of LRDP Committee
- Chair of Academic Senate
- Chair of SUA
- Chair of GSA
- Vice Chancellor Planning and Budget
- Associate Chancellor

**LRDP Working Group**
*Role: Tactical*
Contains representatives from the LRDP committee as well as key subject matter experts such as Campus Planner, Director of TAPS, etc
Setting the Stage

Guiding Principles

• The voice of every committee member is critical to our work
• Each participant brings a different history and lens to the topic
• Meetings should provide a safe environment in which to voice differing perspectives, speak individual truth and show vulnerability
• Members should actively listen and disagree respectfully
• Multiple and competing needs will have to be reconciled and compromise will be an important facet of the process
• Our longterm academic goals and values must guide discussions
• The stewardship of the campus mission and resources should provide the framework for our considerations and proposals
Long-Range Development Plan Background

April 13, 2017

Our goal is to have a draft plan in hand by mid- to late 2018...

Chancellor Blumenthal
What is an LRDP?

• “... a comprehensive framework that guides physical development...needed to achieve academic goals...”

• It includes a building program and land-use map to **guide** capital construction, infrastructure development, and land use....

• “The Regents approve...each LRDP and its accompanying Environmental Impact Report (EIR)...”

• “UCSC’s 2005 LRDP **does not** constitute a mandate for growth, nor it is a detailed implementation plan for development. It does not commit the campus to carrying out development on any given timeline.”

• University of California **equivalent** to a city or county’s general plan.
University of California LRDPs

Standing Order 100. Officers of the University
100.4: Duties of the President of the University

(aa) The President is authorized to approve the siting of individual buildings or projects, provided that their locations are generally in accordance with a long-range development plan previously approved in principle by the Board, and to approve the siting of individual buildings or projects on University properties, such as field stations and research stations, which may not be covered by approved long-range development plans.

Campuses prepare LRDPs based on their academic goals and the projected number of students for an established future date. Each LRDP indicates how a campus will accommodate the student population along with the faculty and staff required to support that student population. The Regents approve each LRDP and its accompanying Environmental Impact Report (EIR), which evaluates the impact of the proposed development.
University of California LRDPs

http://www.ucop.edu/design-services/resources/long-range-development-plan-lrdp/index.html

UC San Diego LRDP Link
2004
General land use plan and capacity analysis that guides the physical development of the campus through 2020-21.

UC Santa Barbara LRDP PDF
JAN 2014
Identifies and describes the physical development needed to achieve the campus's academic goals through 2025.

UC Davis LRDP Link
2003
Comprehensive land use plan for physical development of the campus to support its mission through 2015-16.

UC Riverside LRDP Link
OCTOBER 2005
Vision and goals for accommodating growth and change through 2015.

UCLA LRDP Link
2002; AMENDED 2008
Comprehensive plan for physical development of the campus through 2013.

UC Merced LRDP Link
MARCH 2009
A guide for future land use patterns and development through 2020.

UC Berkeley LRDP Link
JANUARY 2005

UC San Francisco LRDP Link
2014
Guides physical development at UCSF campus sites through 2035.

UC Irvine LRDP Link
2007
Identifies campus development and land uses to support projected expansion and enable new initiatives through the plan horizon year of 2025-26.
History of UC Santa Cruz LRDPs

- 1963: 27,500 students
- 1971: 27,500 students
- 1978: 7,500 students
- 1988: 15,000 students
- 2005: 19,500 students
How is an LRDP Used?

- LRDPs do not expire – they remain in effect until replaced by another LRDP adopted by the Regents

- LRDPs may be amended and environmental analysis of the LRDP may need to be updated

- General land use designation description avoids the need for amendment – too general does not provide guidance

- LRDPs generally do not contain design guidelines or illustrative plans – too detailed

- LRDPs have accompanying environmental analysis (EIR)

- LRDPs guide physical development and building
October 21, 1963

PRESIDENT CLARK KEE:

I take pleasure in forwarding to you the Long Range Development Plan for the Santa Cruz campus. It is the product of more than eighteen months work by the design team headed by John Carl Warnecke. The Santa Cruz physical planning staff, led by John R. Hagensen, and the Campus Planning Committee have represented the campus throughout the development of the plan. We are grateful to Vice President John M. Morgan, University Architect Robert J. Rums, and the state-wide staff of Architects and Engineers for support, encouragement, and counsel during this critical period. The physical plan has been shaped by the major decisions. The first of these was the selection of the Cowell Ranch site, which permitted the development of the land to begin with no obstacles on-campus housing of most students in the initial years. The rough topography made fewer good sites for buildings and roads, and added expense for fills and bridges. The large size of the site required longer utility runs. On the other hand, the forest cover should minimize landscaping costs and the 2000 acres provide ample room for growth and protects the campus against future impaction.

The Academic Plan confronted the physical planners with the problem of arranging facilities in such a way that undergraduates will feel they belong to a community that combines learning and living, yet have available the equal opportunity of a large college. Such a central library, science laboratories, and cultural events.

Since both college and academic core buildings are being built concurrently, initial experience will indicate which patterns and locations function best to serve the learning process. This Long Range Development Plan is "a guide to future development." We have tried to plan ahead with as much precision as possible, but the future is not set in stone, and changes undoubtedly will be made from time to time. We think the plan has elements of flexibility that will make it possible to adapt to changing conditions and to further refinement of program as better methods of imparting instruction are discovered.

[Signature]

Dean R. Rooney

UNIVERSITY OF CALIFORNIA — Santa Cruz
Over fifty years ago....

The physical plan has been shaped by two major decisions. The first of these was the selection of the Cowell Ranch site. Although the site is one of extraordinary beauty, it presents some difficulties that are unique or unusual within the University. The distance from a large metropolitan area indicates

October 21, 1963
Over fifty years ago....

October 21, 1963

The Academic Plan confronted the physical planners with the problem of arranging facilities in such a way that undergraduates will feel they belong to a small community that combines learning and living, yet have available the superior resources of a large university, such as a central library, science laboratories, and cultural events.

Since both college and academic core buildings are being built on-campus, initial experience will indicate which patterns and locations function best to serve the learning process.

This long-range Development Plan is "a guide to future development." We have tried to plan ahead with as much precision as possible, but the future is dimly seen at best, and changes undoubtedly will be made from time to time. We think the plan has elements of flexibility that will make it possible to adapt to changed conditions and to further refinement of programs as better methods of imparting instruction are discovered.

Sean R. Moloney
“At Santa Cruz the intent is to combine the advantages of a small college with the facilities of a great University.”

“This campus, because of its location, must provide more than the usual amount of residential space.”

1963 Long Range Development Plan
The Building of UC Santa Cruz

academic communities with distinct identities
architectural variety
a series of informal clusters

varied and imaginative architecture
sunny and surprising places in the forest
site specific designs
”. . . must grow out of the problems, restrictions, and potentialities of the site . . . “
“The general effect ... must be one of sensitive collaboration between the designer and this spectacular environment ....”

Stevenson College, 1966
Joseph Esherick and Associates

1963 LRDP
“... must grow out of the problems, restrictions, and potentialities of the site. ...”

“The general effect ... must be one of sensitive collaboration between the designer and this spectacular environment. ...”

1963 LRDP

College Ten 2002
Esherick Homsey Dodge and Davis
“The site demands unique attention…”

The Ansel Adams photographs from 1962 through 1966 used in this presentation are housed in the Sweeney/Rubin Ansel Adams Fiat Lux Collection at the University of California, Riverside’s California Museum of Photography and are used with their generous permission.

Photographer Ansel Adams: “... whatever is done to ‘clear’ the land should be done with the utmost restraint...”
“The site demands unique attention...”

“...Everyone who saw it during the planning stage was awed and impressed by the need to keep it as unspoiled as possible.”
Geographical Setting
Geographical Setting

- marine terraces
Geographical Setting

• marine terraces
Vegetation Zones

meadow • forest edge • forest • ravine
Vegetation Zones

meadow • forest edge • forest • ravine
Vegetation Zones

meadow • forest edge • forest • ravine
Vegetation Zones

meadow • forest edge • forest • ravine
Campus Geology

- **Upper/north campus** (generally north of McLaughlin Dr.)
  - Shallow water bearing zones of moderate permeability.
  - Erosion potential high to moderate

- **Central/lower campus** (generally south of McLaughlin Dr.)
  - Marble and schist - schist decreasing in thickness towards southern campus.
  - Marble has solution widened fractures, voids and caverns.
Campus Geology

- Karst terrain observed on central/lower campus
  - Two major north-south trending fractures/faults - Jordan Gulch and Moore Creek water courses.
Campus Geology

- Karst terrain observed on central/lower campus
  - Two major north-south trending fractures/faults - Jordan Gulch and Moore Creek.
  - Numerous closed surface depressions/sinkholes.
• Karst terrain observed on central/lower campus
  - Two major north-south trending fractures/faults - Jordan Gulch and Moore Creek water courses.
  - Numerous closed surface depressions/sinkholes.
  - Lineation of karst features reveal relatively narrow fracture controlled dissolution channels in the marble bedrock.
• **Springs**
  
  - Precipitation runoff is captured, transmitted to the karst aquifer, stored and transmitted via solution channels and caves, and discharged via springs at the base of campus.
  
  - Thirteen recognized springs, seeps or spring fed streams that outcrop around the base of campus.
Karst Geology

Sinkhole formation

- schist
- soil
- cave
- fractured marble

MARGINAL REGION KARST SINKHOLE HYDROLOGY

- DRY DRAINAGE SINK
- PERCHED LAKE IN SINK
- SAND
- TERTIARY LIMESTONES
- CLAY
- SINK EXPOSING AQUIFER
• Precipitation runoff interacts with organic surface materials to create a weak carbonic acid that slowly dissolves carbonate bedrock along preferential pathways such as faults, fractures and/or joints.

Evolution of Carbonic (marble) Bedrock
Solution widened voids near the surface can eventually collapse creating sinkholes or closed depressions.

Captured groundwater through complex network of solution channels can create larger subsurface caverns.
Karst Geology
The Cowell Ranch - the California Lime Industry
Species Diversity

Ohlone tiger beetle
(Cicindela ohlone)

California red-legged frog
(Rana aurora draytonii)
Species Diversity

yampah

pseudo-scorpion

cave spider

burrowing owl
The University Arrives...
“Begin as you mean to continue…”: 1963 LRDP’s Long-Lasting Decisions

- main campus at center of site
- preservation of meadows
- campus core surrounded by residential colleges
- individually sited buildings & complexes
UC Santa Cruz Development

MARCH THROUGH TIME
Central Campus - 1963 LRDP

Planned enrollment 27,500
Central Campus - 2016
1985
1994
UC Santa Cruz Development

MARCH THROUGH TIME

UC Santa Cruz

the

2005 LRDP and 2020 LRDP
2005 LRDP

Enrollment

• 19,500 FWS on-campus FTE
  • Current ~17,500

Building Program

• 8,000,000 square feet
  • Current ~5,000,000
2005 LRDP

- Academic aspirations and program development
- Research initiatives
- Access for California students
- Foster dynamic intellectual and social community
- Retain flexibility for future evolution and development
- Respect unique character of the UCSC campus
2005 LRDP

- Academic aspirations and program development
- Research initiatives
- Access for California students
- Foster dynamic intellectual and social community
- Retain flexibility for future evolution and development
- Respect unique character of the UCSC campus

Designing responsibly

- Extend proven land-use patterns and planning principles
- Careful stewardship of an extraordinary site
65% of new development in already developed areas of campus
New Housing and Recreation

New College Housing and Recreation

New Academic Core

Existing College

Existing Academic Core

Existing Colleges, Housing and Recreation

Existing Colleges, Housing and Recreation

65% of new development in already developed areas of campus
Comparison of 1988 and 2005 Land Use
2005 LRDP Environmental Review Process

- **Notice of Preparation**: Jan 05
- **EIR Scoping Period**: Jan-Feb 05
- **Release of Draft EIR**: Oct 05
- **Public Comment**: Oct 05 – Jan 06
- **Re-circulated DEIR – Additional Traffic Analysis**: Mar-May 06
- **Revised Draft LRDP to Align with Reduced Enrollment Alternative**: Board of Regents Sept 06

More than 1500 comments received
Comprehensive Settlement Agreement

August 09, 2008
Chancellor Blumenthal

UCSC reaches landmark agreement with City and County of Santa Cruz

A historic agreement has been forged that will end litigation related to the UCSC Long Range Development Plan and enable the campus to implement its academic plan, proceed with construction of the important Biomedical Sciences building, and further meet the educational needs of students and the state.

The agreement is between the City and County of Santa Cruz, UC Santa Cruz and the UC Regents, the Coalition to Limit University Expansion and 11 individual litigants.

The agreement was reached after more than seven months of mediated discussions and a lot of hard work and good faith by many people - on campus and off.
Comprehensive Settlement Agreement

Highlights of Settlement:

For as long as the 2005 LRDP is in effect:

- UCSC undergraduate enrollment will not exceed 17,500
- UCSC housing to accommodate 67 percent of new students
- UCSC to pay additional fees for new water supply
- UCSC makes fair-share contribution to transportation improvements
Comprehensive Settlement Agreement

Housing
• 7,125 beds for enrollment up to 15,000
• Housing available within four years for 67% of enrollment above 15,000
• Penalties for non-compliance

Water
• Water baseline use established at 206 Million gallons per year
• Pay standard water rates for water used
• Pay additional service charge for water used over baseline (~$77,000/MG)

Traffic
• Campus trips limited to 28,700 average daily trips (ADT)
• Pay traffic impact fee for all trips projected in the LRDP
• Pay for trips associated with development at 2300 Delaware Ave.
• Penalties for non-compliance
Comprehensive Settlement Agreement

Housing
• Fall 2014: 8,615 beds available – 810 beds over the required threshold

Water
• 2014 Water use: 151 MGY (enrollment 16,500), about the same amount of water used in the 1992-93 school year (153MGY) when enrollment was about 10,000

Traffic
• 2014-15 ADT: 20,755 - 7,945 trips below threshold, roughly the same number of trips in the 1995-96 school year
Drivers for LRDP Update

- Enrollment
- Population
- Space
- Student Life
- Colleges
- Housing
- Program
- Land Use Plan
- Changed conditions
LRDP Elements

Driven by and aligned with academic goals
Promotes careful stewardship of campus site
Addresses impacts of growth

A strategic framework to support academic excellence

• Academic program development
• Strengthen undergraduate experience
• Expand graduate programs
• Professional schools
• Innovative, world-class research
LRDP Elements

Physical Planning Principles and Guidelines

• Sustainability
• Land-use patterns
• Natural and Cultural Resources
• Access and Transportation
• Campus Life
• The Santa Cruz Community
LRDP Elements

- Development Program & Enrollment
- Land Use Areas
  - Academic
  - Housing
  - Recreation
  - Etc.
- Landscape and Open Space
  - Formal
  - Informal
  - Natural areas
  - Etc.
- Circulation and Transportation
  - Vehicular
  - Pedestrians
  - Bicycles
  - Service
  - Transportation
- Utilities
LRDP Elements

The organization of an LRDP:

1. Historical perspective including historical plans for the campus and the evolution of those plans over time.
2. Relationship with the community.
3. Location and setting.
4. Surrounding land uses.
5. Physical setting including:
   1. Existing environmental resources.
   2. Existing land uses.
   3. Existing landscape and open space.
   4. Existing circulation and transportation systems.
6. Facility characteristics including:
   1. Facility population.
   2. Academic organization.
7. Planning process for the LRDP.
8. Projected needs including:
   1. Facility population.
   2. Space needs for academic and support systems.
2020 LRDP
Overview of the Process

• Multi-year Process
  – Spring 2017 through Spring 2020

• Phases
  – Pre-Planning
  – Planning & Committee Work
  – Environmental Review/CEQA
  – Approval & Adoption

• Consultation
  – LRDP Committee
  – Throughout Plan Development
  – CEQA/Environmental Process
# 2020 LRDP Schedule & Key Milestones by Academic Year

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**Legend**

- **Today**
- **Communications & Outreach**

**LRDP Timeline**

- **LRDP Consultant Selected**
- **LRDP Committee**
- **LRDP Scenarios Development**
- **Evaluate Draft LRDP Options**
- **Final Draft LRDP**
- **CEQA Consultant Selected**
- **Draft Environmental Impact Report (EIR)**
- **Final EIR**
- **LRDP & EIR considered by The Regents**

**Key Milestones**

- **Project Pre-Planning (3 months)**
- **LRDP Planning Committee Work (16 months)**
- **CEQA/Environmental Process (20 months)**
- **Project Finalization (3 months)**
California Environmental Quality Act (CEQA)
CEQA Process

- **INITIAL STUDY & NOTICE OF PREPARATION**
  - UCSC Prepares Initial Study (IS) and Notice of Preparation (NOP)

- **SCOPING**
  - UCSC Conducts a Scoping Meeting with the Public

- **DRAFT EIR**
  - UCSC Prepares a Draft Environmental Impact Report (DEIR)

- **PUBLIC REVIEW**
  - DEIR is Released for Public Review and Comment

- **FINAL EIR**
  - UCSC Responds to Public Comments and Issues a Final EIR (FEIR)

- **REGENTS APPROVAL**
  - UCSC Presents the FEIR for Certification by the Regents

- **FINAL NOTICE**
  - Once Certified, UCSC Files a Notice of Determination (NOD), finalizing the EIR
Environmental Impact Report (EIR)

**REPORT**
- Describes the project
- Identifies and examines physical impacts of the project
  - Socioeconomic impacts are outside the purview of CEQA
- Informs the public and The Regents of those impacts, and
- Identifies alternatives

**MITIGATIONS**
- Identifies impact-reducing measures or “mitigations”, including contributions for impacts that are outside UC jurisdiction (aka “fair share”)
- UC has the final discretion to determine whether a given level of mitigation, including funding, fully mitigates an impact
Communications

- Taking the pulse of the community
  - What matters?
  - To whom?
  - Why?

- Educating our campus community to be ambassadors in the community

- Provide timely & accessible information
  - News stories
  - Op-eds
  - Calendar of latest activity
  - FAQs

Spring 2017

May 2017
Community Outreach

- **Public presentations**
  - City Council
  - County Board of Supervisors
  - Chamber
  - Spring 2017, periodic updates

- **Event participation**
  - City Hall to You
  - New Tech meet-up
  - Ongoing

- **Community engagement**
  - Town halls
  - Forums
  - Campus tours
  - Ongoing
Next Steps

Discussion: Topics for presentation to the Committee

Next Meeting (5/9): Chancellor Blumenthal will provide an overview of the academic and enrollment framework that guides our work