The Campus Plan for
The University of California Santa Barbara
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Prepared for:
UNIVERSITY OF CALIFORNIA SANTA BARBARA
Regents of the University of California
Chancellor Henry T. Yang

Prepared by:
URBAN DESIGN ASSOCIATES
Pittsburgh, Pennsylvania

LAQUATRA BONCI ASSOCIATES
Pittsburgh, Pennsylvania

GLATTING JACKSON KERCHER ANGLIN LOPEZ RINEHART
Orlando, Florida
Acknowledgements

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Dennis Aigner: Dean, Bren School of Environmental Science and Management
William Ashby: Provost, College of Creative Studies
Anne Bermingham: History of Art & Architecture
Kum-Kum Bhavnani: Sociology
Cindy Bowers: Director, Student Health Services
Willie Brown: Director, Housing & Residential Services
Leslie Campbell: Staff Association President
David Clarke: Materials
Edward Collins: President, Graduate Student Association
Jim Cooper: Assistant Dean, Letters and Science
Vic Cox: Senior Editor, Public Affairs
Gary Cunningham: Director, Intercollegiate Athletics
Ken Curtis: Planning & Environmental Services Director, City of Goleta
Don Daves-Rougeaux: Executive Director, Associated Students
Frank Davis: Bren School of Environmental Science and Management
Steven DeCani: Economics
Paul Desruisseaux: Assistant Vice Chancellor, Public Affairs
Aaron Ettenberg: Acting Provost, College of Letters and Science
Marc Fisher: Associate Vice Chancellor, Campus Design & Facilities
Ellen Freidken: Academic Senate Staff
Steve Gaines: Acting Vice Chancellor, Research
Adam Garcia: Student Gardens/Environmental Affairs Board
Paul Gawronik: Associate Director, Project Services, Physical Facilities
Jamie Goldstein: Santa Barbara County Planning & Development
David Gonzales: Assistant Vice Chancellor, Physical Facilities, Transportation and Parking Services
Gary Greinke: Associate Vice Chancellor, Development
David Gross: Director, Kavli Institute for Theoretical Physics
Chuck Haines: Coordinator of Resource Planning, Housing & Residential Services
Bruce Hanley: Bio-Safety Officer, Environmental Health & Safety
Yonie Harris: Dean of Students
Elvin Hatch: Design Review Committee Co-Chair, Professor, Law &
Society/Communications
Mary Hegarty: Professor, Psychology
Danny Heller: student, College of Creative Studies
Maria Herrera-Sobek: Acting Associate Vice Chancellor, Academic Policy
George Hopwood: Staff Association Representative
Joe Incandela: Professor, Physics
Derek Johnson: Director, Isla Vista Parks and Recreation Department
Laura Kalman: Professor, History
Jody Kaufman: Executive Director, Academic Affairs
Bonnie Kelm: Director, University Art Museum
Everett Kirkelie: Associate Vice Chancellor, Administrative & Auxiliary Services
Bennie Kirtman: Professor, Chemistry
Chryistine Lawson: President, Associate Students
Todd Lee: Budget Director, Budget and Planning
Marie Levy: Director, Capital Development
Charles Li: Dean, Graduate Division
Gene Lucas: Acting Executive Vice Chancellor, Planning Committee
Bruce Luycndyk: Professor, Geology
Loy Lytle: Dean, Extension, Director, Summer Sessions
Dan Manfredonia: Staff Association Representative
Celeste Manolas: Project Manager, Project Services
Malgorzata Marek-Sadowska: Professor, Electrical and Computer Engineering
Arlis Markel: Manager, Graduate School of Education
David Marshall: Dean, Humanities and Fine Arts
Corinne McDonough: student, College of Creative Studies
Duncan Mellichamp: Chancellor's Special Assistant on Long-Range Planning; Professor, College of Engineering and Chemical Engineering
Joel Michaelson: Chair, Academic Senate Executive Council, Professor, Geography
Sarah Miller: student, College of Creative Studies
Martin Moskovitin: Dean, Mathematical, Life & Physical Sciences
Harry Nelson: Vice Chair, Academic Senate
Christopher Newfield: Vice Chair, Council on Planning & Budget; Professor, English
Kriti Newton-Day: Assistant Dean of Development, Math Life Physical Sciences
Will Nichols: student, College of Creative Studies
Dan Oh: Director, Development, Math Life Physical Sciences
Larry Parsons: Director Environmental Health and Safety
Carol Pasternak: Professor of English
George Perstein: Vice Chancellor, Administrative Services
Sarah Pritchard: UCSB Librarian
Wendy Reis: student, College of Creative Studies
Tom Roberts: Director, Transportation and Parking Services
Mark Rose: Acting Associate Vice Chancellor, Academic Personnel
Tye Simpson: Director, Physical Planning
George Singer: Professor, Education
Jon Spaventa: Director, Recreation
Ron Strahl: Director, Engineering Design & Construction Services
Bob Sundberg: Assistant Director, Transportation and Parking Services
Stephanie Tavares: Campus Editor, Daily Nexus student newspaper
Matthew Tiroll: Dean, College of Engineering
Ronald Tobin: Associate Vice Chancellor, Academic Programs
Steven Velasco: Director, Institutional Research
Dennis Whelan: Senior Campus Planner
Chris Wiesen: Assistant Fire Marshall
Jack Wolvere: Director, Design and Construction Services
Bruce Wood: Architect, Kallmann McKinnell & Wood
John Woolley: Acting Dean, Social Sciences
Al Wyner: Dean, Undergraduate Studies
Al Yakel: Assistant Fire Marshall
Henry T. Yang: Chancellor
Fikret Yegil: Professor, History of Art & Architecture
Michael Young: Vice Chancellor, Student Affairs
Walter Yuen: Chair, Academic Senate
Jules Zimmer: Dean, Graduate School of Education
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SECTION A  Overview
The Campus Plan is a vision for the physical future of the University of California, Santa Barbara.

It was prepared in a process that engaged a broad cross section of persons whose lives are closely linked with the campus, including students, faculty, staff, administrators, technicians, and consultants. The Plan’s physical form represents a remarkable consensus among these participants about the qualities and values central to campus life:

- The most highly valued asset of the campus is its magnificent natural setting, which should be the focus of campus spaces and more closely integrated into the patterns of circulation and use.
- Views of the mountains and sea should be an integral part of the design of both indoor and outdoor spaces throughout the campus.
- The many different academic disciplines and activities need to be bound together with a coherent and dignified system of campus open spaces and circulation. This is essential to promoting interdisciplinary dialogue and connecting the various parts of campus life.
- The pedestrian environment is dependent on efficient use of perimeter parking. A coherent system of pedestrian circulation should be well connected to destinations.
- The use of bicycles as a mode of transportation should be enhanced and conflicts with pedestrians and cars eliminated.
- The design of buildings should contribute to the coherence of the campus.
- Land on this campus with its spectacular setting should not be wasted with inefficient buildings, trailers, marine corps buildings, temporary structures, or surface parking.
- The campus should have a positive relationship with the town of Isla Vista and with the surrounding residential, commercial, and natural conservation areas.

These values, which emerged so clearly in this planning process, are the values stated in the preface to all previous planning efforts. And yet, they have not been fully achieved, and in many cases have been eroded by the development of particular buildings as plans are implemented. Both the funding and implementation processes are so focused on individual buildings that these overall goals are easily forgotten and violated. The result continues to be a collection of individual efforts with little overall order.

The challenge for this Campus Plan is to support the University in realizing those qualitative, human goals which have universal appeal.

Therefore, the Campus Plan establishes a pattern of common open space that can serve as a framework within which individual building projects can be developed. The regulating lines that define the public spaces should be respected. The buildings to be developed should be conceived as a means of creating public spaces as well as containers for academic functions. In this way, each building will be another step toward realizing a common vision.

This Plan builds on the efforts of three distinguished urban design firms, who created a series of smaller area plans in 2001. Within each of those plans are important concepts which have been integrated into this Plan and which are key to its form.

The Campus Plan is described using three dimensional images of the spaces that can be created. These images can lead the process and serve as a reference to evaluate all proposals from this point forward.
Building a Great University Campus

The present campus has a rich variety of spaces and a diverse collection of buildings which fail to create a coherent environment. In the future, four major public spaces will create a large scale order for the campus, within which the rich collection of smaller spaces and diverse buildings can be more logically and coherently organized. Although there is a perception that the campus is built out, implementation of the Campus Plan results in an additional 2.2 million assignable square feet while creating an orderly arrangement of buildings and expansive open spaces. The open spaces will frame views of the distant mountains, lagoon and ocean, providing direct physical and psychological connections to the extraordinary natural resources which surround the campus.

The planning process identified a set of core principles. The principles are illustrated on the following page in diagrams using aerial perspective renderings.
Principles

Principle 1: Orient buildings and spaces to the extraordinary natural resources around the campus. Enhance views and access to the natural areas from within the campus.

Principle 2: Provide new permanent space for programs currently housed in temporary buildings and one-story structures; use surface parking areas and inefficient building sites to create sites for new buildings and open space.

Principle 3: With the flexibility gained by eliminating temporary buildings, create a coherent system of campus open space based on a grid of vistas.

Principle 4: Use the system of open space to clearly define development zones.

Principle 5: Use the system of open space to organize automobile, service, bus, and bicycle circulation in well-defined areas. Auto routes are limited to the perimeter with roads that discourage through traffic, service lanes are consolidated and simplified, and the bikeway system is enhanced. Long term, major parking lots will be replaced by structured parking.

Principle 6: Each new building construction should be coordinated and implemented together with the public open space network and be designed within the building design guidelines established by the Campus Plan.
Planning Method
Development Potential

The creation of grand campus spaces and the clarification of bicycle and pedestrian circulation results in a series of development blocks. Many blocks have existing buildings while others are undeveloped. The creation of well-defined blocks allows for the orderly arrangement of new buildings and additions to existing buildings. The development potential of the Campus Plan is calculated assuming a Floor Area Ratio (FAR) of 2 and a building coverage of 50%, which results in an average building height of four stories.

- Total area of development parcels: 2,770,900 sf
- Development potential at FAR 2 & 50% coverage: 5,541,800 gsf
- Development potential at 60% efficiency: 3,325,080 asf
- Net gain: 2,230,080 asf

The net gain of 2,230,080 asf does not include the 895,000 sf already included in the LRDP, or the 200,000 sf required to replace temporary buildings.
Key Elements of the Campus Plan

The disorderly and cluttered form of the existing campus is transformed into an orderly sequence of grand campus spaces, enabling the addition of a potential 2.2 million assignable square feet while creating a more open and spacious campus. There are two critical elements in achieving this transformation: the immediate replacement of temporary buildings with new, appropriately designed and located buildings, and the firm commitment to the form and dimensions of the system of campus open space. When individual buildings are proposed, they should be designed within this framework of open space. The Campus Plan includes a series of new building sites, areas for additions to existing buildings, and a network of circulation for all modes of travel.

Four main spaces
1. Tower Mall and Storke Plaza
2. Pardall Mall
3. Campus Green and Quad
4. Library Mall

Other elements of the Campus Plan
5. Natural conservation areas
6. Mesa Road development
7. Ocean Road residential development at the Isla Vista edge
8. West Park
9. Recreation areas

Campus Plan showing a series of well-defined public spaces and building sites

Key Elements of the Campus Plan

OVERVIEW
The Public Spaces of a Great Campus

The central goal of the Campus Plan is to provide a coherent system of open space that is appropriate for a respected University and which facilitates communication and access among all parts of the campus.

The Plan recommends the early implementation of four key spaces which establish the framework for developing the campus. Each of these spaces will have a unique character and function. They are:

1. Tower Mall - A grand entry space leading from Mesa Road to Storke Plaza
2. Pardall Mall - A busy, east-west pedestrian and bicycle thoroughfare running from Isla Vista to the Pacific Ocean
3. Campus Green and Quadrangle - Two adjacent spaces, one formal and the other informal
4. Library Mall - A linear park from University Plaza to the Lagoon
Tower Mall & Storke Plaza

Although the existing entry road is on axis with Storke Tower, it is terminated with a disheartening view of the Old Gym and the confusing bus circle. It is both inelegant and disorienting as a major entrance to a great university.

The first step is to replace the space provided in the Old Gym, the Women’s Center, and CLAS with new space elsewhere. The second is to simplify the vehicular circulation by creating a properly designed bus staging area (1), that takes place in the flow of the bus lines that use it. It is illustrated immediately north of the present circle. The space between the bus drop-off and Storke Plaza can then become a pedestrian mall (2). The building setback lines established by the frameworks of open space result in a well-defined public space 200 feet wide that leads to Storke Plaza (3).

The Campus Plan recommends that Storke Plaza be transformed into a green sloping lawn with the capacity to serve as an outdoor amphitheater. A pleasant informal gathering space can be created by eliminating the concrete railings around the perimeter, adding soil and lawn to create stepped or gently sloped sides, and planting shade trees along the edges.
Pardall Mall

Pardall Mall is the main east-west thoroughfare for the campus and the primary pedestrian and bicycle connection to the community of Isla Vista.

Currently, west of the Davidson Library (1), the Pardall Mall is a wide, gracious space in which bicyclists and pedestrians move easily across the campus. The variety of its landscape and vistas of buildings result in one of the most pleasant spaces on campus. However, from the Library eastward, the Mall deteriorates and then ends in a one story structure (2). The plan calls for building replacement facilities for the greenhouses and one-story structures between Webb Hall and Noble Hall in order to complete Pardall Mall by extending it to Lagoon Road (3). In this way a grand axis can be created from the Isla Vista campus entrance to the Pacific Ocean.

The plan calls for build-to planes that establish the edges of this space. The Library, as it is expanded and remodeled, will continue to be the anchor in the center of this space. Future buildings near the Library at the crossing of the Pardall Mall and the Library Mall could be taller to reinforce the importance of this location. Within the Mall space considerable work is needed to better serve cyclists and pedestrians, particularly at intersections.

With a strongly defined Pardall Mall the links between all parts of the campus and its various schools and disciplines are better connected and the current sense of compartmentalization by discipline is diminished. A completed Pardall Mall is an important part of building a shared identity for all departments within the University.

Existing view of Pardall Mall from the East looking West

Proposed view of Pardall Mall showing the clear connection from the East Bluffs to Isla Vista

Plan of Pardall Mall
The current Campus Green, though much appreciated as a quiet open space, has been criticized for its incoherent and amorphous landscape design. It is, in fact, two spaces with poorly defined edges and has been used as a long-term construction staging area.

The Plan calls for creating two well-defined spaces, each with a distinct character based on existing strengths. One space is a quadrangle (1) south of the Chemistry building, that is defined by creating two additional building sites. The two new buildings (2) which define the Campus Quad could be used to provide much needed space for the Engineering, Natural, and Physical Sciences in the immediate area and could allow for the replacement of many of the temporary buildings and trailers which clutter the east side of the campus.

The new Campus Green (3), to the west of the Campus Quad, is a more natural space with less formal landscaping and path design.
Library Mall

University Plaza (1) on the northern edge of campus forms the gateway to the proposed Library Mall, which will be one of the most central and unifying elements of the campus. The Library Mall, a seam between the Sciences to the east and Arts and Humanities to the west, provides access to Campbell Hall, Lottie Lehman Theatre, the University Center and the Davidson Library. The Library Mall will be the heart of the campus.

The current hard-surface treatment of the Library Plaza (2) will be replaced with a softer treatment to encourage its use including basques of trees and a water feature. South of the Library, the existing parking lot and temporary buildings will be removed in order to create an open vista to the lagoon from the full length of the space. Build-to lines, established by the Davidson Library and the Multi-Cultural Theater, determine the facades of new buildings that define the space.

As the Library Mall approaches the Lagoon (3), the landscaping will become more informal and natural. The space will terrace down, providing seating and access to this beautiful natural feature. An esplanade along the edges will further integrate the Lagoon into the life of the campus.
The same principle of linking the parts of the main campus together can be applied to its context, including the natural environment, the north and west campuses, and the neighboring community of Isla Vista.

The campus’s relationship to Isla Vista is not strong. Currently many students and staff live in Isla Vista, where the University owns and leases several buildings. Ocean Road has the opportunity to become a seam instead of a barrier by lining the road with housing on the west side. This would provide an improved town–gown transition and provide much-needed high quality housing.

The development of new housing along El Colegio provides a strong connection to the residential areas to the west. The treatment of El Colegio Road is an important part of this connection, and should be considered as a two-lane road with roundabouts in conjunction with other improvements to the traffic network. A magnificent landscape treatment is important to establishing this entrance to Isla Vista and the Campus.

Mesa Road provides an opportunity to relate to the Mesa and the mountains. Currently the frontage along this road is used mostly for parking. Replacing surface parking with structured parking allows the development of buildings that take advantage of the views and strengthen the front door of the campus. Developing residential buildings along this edge can help to integrate housing into the academic uses of the campus.

While the main campus is one part of the overall UCSB campus, the north and west campuses are primarily housing and conservation areas which should be better linked by a stronger framework of pedestrian and bicycle access, and a similar interconnected system of coherent open spaces and landscaping.
SECTION B

Process
THE CAMPUS PLANNING PROCESS engaged a large cross section of the UCSB community. The process took place in three phases over three months.

The first phase was a process of figuring out the existing conditions and collecting data. The process started in February 2003 with the collection of key information. The beginning of the campus planning process was an evaluation of the three area plans completed in 2001, which served as the basis for the Campus Plan. The design team visited UCSB for three days, documenting the campus and meeting with the campus community in a series of focus groups. Documentation included extensive photography as well as analysis of the locations of paseos, building entrances, bikeways and pedestrian spaces. Focus group meetings included faculty, administrators, staff, students, and community members. Each person was asked to identify the strengths and weaknesses of the campus and then to talk about their visions and the most important places to make changes. Participants were asked to identify these places on a campus map with green dots for strengths, red dots for weaknesses or problem areas, and blue dots for visions or opportunities. Also in the first phase, the design team compiled a series of analysis drawings, called UDA X-Rays, which examine the campus and its surroundings by its different systems.

The second phase of the process, exploring ideas, was the design charrette, an intense 4-day working session which took place at the University on April 8-11, 2003. The design charrette was a participatory design process that involved the input of many of the focus group participants. A presentation to review the progress was given in the University Center at lunchtime on April 11, followed by additional review and comment.

The participation of Bruce Wood of Kallmann McKinnell & Wood was typical of the positive and valuable processes during the charrette. Bruce Wood participated in a working session on the proposed Education and Social Sciences building and its relationship to the overall campus. The working session benefited the overall campus open space network as well as the building design itself.

The final phase of the process involved creating a Campus Plan, including design guidelines for the buildings and spaces on the campus.
Strengths

- Process
- B2

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- The Santa Ynez mountains and slough
- The Pacific Ocean and lagoon
- Architecture - Manzanita Village student housing
- Courtyards - Music school amphitheater
- Architecture and space - Humanities and Social Sciences Building, Storke Tower along the Pardall Mall

Compiled map of the green dots from all the focus groups
Weaknesses

Compiled map of the red dots from all the focus groups
Compiled map of the blue dots from all the focus groups, representing opportunity areas

Opportunities
The portrait of existing conditions, illustrated on this page, is a compilation of the information gathered about the Campus. The portrait shows land uses, and includes paseos, pedestrian spaces, and bikeways. The X-Ray diagrams that follow pull the portrait apart into separate layers, examining each system separately, including traffic patterns, bikeways, pedestrian circulation, and parking. Separating the existing conditions maps in this way helps to clarify where systems are weak, such as a missing vital bikeway link, and where conflicts occur, such as between bikes, pedestrians, and motorists.

This analytical process, along with comments from focus groups, resulted in a set of core design principles, used to guide the design process throughout the charrette and the preparation of the Campus Plan.

Existing Conditions Analysis
Existing Conditions Analysis
Planning Method
Planning Method

The campus planning process was facilitated by the use of a three-dimensional computer model, which allowed the participants to visualize the creation of the important spaces of the campus. This series of images highlights the main initiatives.
SECTION C

Elements of the Plan
The Campus Plan solves problems identified by the participants in the public process and identifies a number of key open spaces which define the character of the campus. The open spaces are defined by existing buildings and important view corridors; they define sites for new buildings and for additions to existing buildings. The framework of open space also defines zones for circulation of pedestrians, bicycles, and motorists.

Studying the plan by its different elements clearly defines the limits within which new development projects can fall.
Perhaps the most valuable asset of the UCSB campus is its natural setting, while one of its biggest problems is that the campus often turns its back on that setting. The existing open space network is confusing and does not have a clear hierarchy. Redefining the open space network based on the major view corridors and axes as related to the campus’s setting results in a very clear grid within which development can take place. The grid establishes major parks and malls as well as paseos.

Open Space Network
Traffic

The existing campus street network does not support an orderly, beautiful campus. The perimeter streets are wide but not efficient, and there is a lack of connectivity that could relieve congestion (the capacity of the current network is limited).

The Campus Plan calls for improving the existing streets and intersections by adding a few small-scale streets and reconfiguring the existing streets and intersections. These changes will increase the capacity of the system sufficiently to (relieve congestion and) support the (anticipated) growth of the campus.

Mesa Road and El Collegio Road, as the two main access roads to the campus, can both be reduced to three lanes, two travel lanes and one turn lane. Reconfiguring the intersections as traffic circles greatly increases their capacity. Improving Mesa Road west of Ocean Road will support El Collegio Road as an alternate route.

The reduction of Mesa Road from five lanes to three lanes can be phased over time, beginning west of the University Plaza and eventually continuing to the East Gate.

An expanded network of small-scale streets can more comfortably accommodate bicycle and pedestrian circulation.

The street network as proposed by the Campus Plan
The UCSB campus has a peripheral parking system. This perimeter parking strategy is positive for pedestrian and bicycle circulation, but the surface parking lots consume a lot of valuable developable land. The campus has one parking structure, the Mesa Garage, and two more in the design stages, on parking lots 10 and 22. Increasing the structured parking will greatly increase developable land on the campus.

In the southeast portion of the campus, there are a few popular but ill-placed surface parking lots: lot 5 commands one of the best views on the campus, and lot 3, near the library, is in the middle of an important potential axis and is unsightly. Long term, an underground structure could be developed near lot 3, accommodating more cars in a very central location.

The services for the university buildings currently have a somewhat haphazard network of service drives. The new Campus Plan provides the opportunity to reconfigure service drives in a more efficient manner, with shared drives and loading areas.

Parking, & Services
The bicycle network on the UCSB campus provides a wonderful amenity for the campus community. Heavy bicycle usage is extremely valuable in decreasing automobile traffic and parking. However, some improvements to the network are needed.

Two areas are recommended for early initiatives. At the 'Broida Corridor' an important link in the network has been missing for some time and should be reconnected. Creating a link along UCen Road will also greatly improve the network.

Further recommendations include increasing the network of bike paths and clarifying the network, especially in the east-west direction and in the southeast portion of the campus to reduce peak-period congestion.

Bicycle Network
The existing pedestrian network on the UCSB campus is extensive; however, focus group meetings revealed specific problem areas. There are areas where the pedestrian network is confusing, such as around the Old Gym. In other places, the pedestrian landscape is unpleasant, such as the library plaza. The strategy for improving the pedestrian atmosphere involves replacing paved areas with lawn, such as at the Library Plaza and Storke Plaza. Areas surrounding the Old Gym and other temporary buildings are improved with complete redevelopment of the parcels, including new clarified pedestrian spaces.

The Campus Plan proposes an orderly, hierarchical and well-defined system of pedestrian pathways, plazas and courtyards. The pedestrian realm is well designed with appropriate lighting, graphics and site furnishings.

Pedestrian Network

Elements of the Plan
Conflicts

Currently there are a number of places on the campus where the pedestrian network and the bicycle network conflict. At points such as these when automobiles are also added, the chance of conflict rises. Clarification of all the involved networks and a clear kit of parts for creating safe intersections of these networks will minimize the problems associated with these areas.

The Campus Plan improves safety and clarifies the relationship of pedestrians, bicycles and automobiles through a logical, clear system of pedestrian pathways, bike lanes and streets within the system of open space set forth in the green grid.
The existing figure/ground defines the open spaces, which define the development parcels.

The figure/ground illustrates the existing building coverage. The campus has a large amount of land cluttered with temporary and inefficient 1-story buildings (1). Removing these buildings reveals a lot of space that is currently not readily apparent (2).

The figure/ground of the 2001 area plans (3) shows the public spaces created by those plans. Because each area was studied separately, the open spaces do not form a unifying system for the whole campus.

The figure/ground of the proposed Campus Plan (4) shows that the building zones define four major campus spaces while creating a series of courtyards and smaller greens.

**Development Areas**

**Elements of the Plan**
The building zones defined by the regulating lines include areas which currently have no permanent buildings or which have sufficient space for additional construction (indicated in dark pink). Other areas are currently built out, but could in the future be redeveloped (indicated in light pink). The estimate of development capacity assumes no additional construction in the light pink blocks.
Design Standards
The Regulating Plan and Guidelines

The Regulating Plan controls the placement of buildings in order to create an orderly system of campus spaces. Each building contributes to the character of the public realm as well as accommodating its program.

The Regulating Plan establishes a network of green space including malls, paseos, greens, and plazas which ultimately create a consistent framework of pedestrian circulation. The dimensions and location of the campus spaces are defined by regulating lines, documented in an AutoCAD file. The method used to determine them is to begin with the clear zone, indicated in dark green, which is a major visual axis. The total width of the space indicated in lighter green is determined by the planes of key existing buildings. These lines define the boundaries of building zones and establish build-to planes for individual buildings.

There are two categories of guidelines: Building Development Zone guidelines; and Campus Open Space guidelines. The design guidelines for buildings provide the method for determining the key elements of each building to support the creation of the system of campus spaces, including principles for designing those elements of the building which have an impact on the character of campus space. Design guidelines for public spaces include locations of paths, bikeways, and landscape palettes.

Using the Regulating Plan for building design

To use the Regulating Plan and the Design Guidelines to design a building, begin with the Regulating Plan, identify the site, and set the dimensions of the building. Then determine the massing and volume of the building. Finally, articulate the facades of the buildings which face campus spaces.

Using the Regulating Plan for landscape design

For the design of public spaces, begin with the Regulating Plan for Open Space to set the dimensions and the location of circulation elements. Then develop the forms and select materials from the landscape palette.
Buildings - Footprint and Massing

Footprint
To set the building’s location and floor plate, use the following procedure:

- The building footprint should be based on using the full four floor height of the building zone.
- Set the building’s location so that 80% of its exterior facade is congruent with the Build-to Plane.
- Gaps in the Build-to Plane should be either paseos or composed gardens, courts, or plazas.
- In contrast with the planar facade on the campus public space, the courtyard can be irregular in form.
- In general, the courtyards function as lobbies for the buildings; therefore, entrances to the buildings should be along the Paseos as they penetrate the building and on the courtyard facades.

Volume and Massing:
The buildings should be built to the build-to plane. The height of buildings should be adjusted to ensure adequate sun penetration into courtyards, especially for the east, south, and west facades of courtyards.

Four-story buildings are encouraged. Taller buildings can be built at key points in the campus, including highly visible corners or facades seen at the end of a public space.

Entrances to buildings and paseos should be articulated.
Buildings - Facade Elements

The campus is a collection of diverse architecture with a mix of styles and architectural vocabularies. That mix is part of the appeal of the campus, but it lacks a coherent set of themes which provide a harmony that brings this diversity together in a pleasing and meaningful way. Therefore, the guidelines for implementing the plan identify five elements to provide continuity among the new buildings. The five elements serve as a convention. They can be articulated in many different architectural styles and languages. The diagrams describe each element generically and then illustrate two possible ways in which they can be expressed.

The buildings will all have some means of articulating a base, middle, and top. Careful attention should be given to special elements such as entries and corner features.

1a Facade Plane - 75% of the surface area of the facade should be congruent with the build-to plane. This can be accomplished within a number of compositions and architectural approaches.

2a Ground Floor Articulation - The base of the building should be expressed differently from the upper floors.

3a Middle Floors - The middle two floors should be substantial in material and composition, irrespective of material.

4a Taps - The building should be articulated where it meets the sky. This could be with traditional roofs, with cantilevered cornice elements or with flush surfaces that are curved in plan in order to achieve a distinctive skyline.

5a Roof Features - The best views of the campus and the landscape are from the upper floors. Roofs can be effective open spaces. The plan encourages using grass and other plant materials on the roof.

1b 100% of frontage from ground to third floor ceiling is at the build-to plane (75% of height), with the fourth floor recessed

2b Arcade or storefront expression with large areas of glass set back from the building plane

3b Punched window expression with 40-60% of the building surface in windows

4b Traditional Roof with overhang

5b Greenhouses and pavilions-like roof structures

1c 75% frontage at the build-to plane, from ground to roof line

2c Heavy base with punched openings and heavily articulated entries

3c Banded windows

4c Cantilevered cornice

5c Pergolas and canopies can add further definition to the architecture
Buildings - Applications

The combination of the Regulating Plan and the Design Guidelines will result in a campus architecture specific to UCSB but which can be expressed in a wide range of architectural vocabularies. Both the plan and the guidelines are being tested in the development of new building designs. Three are illustrated here, both with the images from the Campus Plan, from design studies, and from the architects.

**West Side of Tower Mall**

A. Illustration from the first draft of the Campus Plan: The buildings follow the guidelines literally and use traditional elements such as punched windows and pitched roofs.

B. Illustration from the final draft of the Campus Plan: The buildings have been interpreted in a number of styles with varying heights and architectural styles.

**Academic Complex**

C. Detail from Tower Mall illustration from Campus Plan.

D. Architect’s development of the building.

**Campus Green**

E. Illustration from Campus plan with buildings that have pitched roofs and overhangs.

F. Photograph of study models which follow massing and other criteria from Design Guidelines in a flat roofed, modernist style.
Buildings - Architectural Palette
Buildings - Architectural Palette
Overview

The Open Space Framework provides an integrated system of continuous open space by applying development-free zones to the Regulating Plan, indicated in dark green. The development-free zones preserve or create view corridors across campus, connecting the mountains to the water. The Regulating Plan controls building setbacks and the development-free zones limit encroachment of landscape plantings within the desired vistas. The Open Space Framework organizes the system of corridors, pathways, courtyards, plazas and other usable public spaces within the campus.

The Regulating Plan defines four main public open spaces, two north-south spaces that connect the Santa Ynez mountains to the water and two east-west spaces that connect the campus from Isla Vista to the water. The north-south corridors, Tower Mall and Library Mall, connect major entries and civic spaces on campus to the system of natural conservation areas. The east-west corridors, Pardall Mall and the Campus Green and Quad, connect the Isla Vista community on the west to the bluffs on the east.

These four main green spaces include a diversity of public gathering spaces that become key destinations on campus. These include Storke Plaza, the Campus Green, the Campus Quad, and an overlook terrace at the very southern edge of Library Mall that transitions the more formal campus landscape to the natural landscape patterns of the Lagoon. There are also a variety of smaller, more intimate spaces, including a continued tradition of unique courtyards internal to the building blocks. These courtyards serve as lobbies to the new campus buildings and will reflect a variety of different architectural and landscape styles which will respond to the scale, orientation and use of the individual buildings that surround them.

The Open Space Framework provides a wide variety of civic campus spaces balanced with the more intimate spaces that are a UCSB tradition. The framework organizes the campus system of pedestrian walkways and bike paths, which also serve to link the main spaces.
Tower Mall & Storke Plaza

Tower Mall is a strong unifying north-south open space. It is a direct link from one of the main vehicular entrances to the heart of campus. A direct pathway connects the redefined bus drop-off to Storke Plaza. A curvilinear planting of deciduous trees on the east side draws pedestrians and bicyclists through the space, while a linear grove of palm trees anchors the west side of the mall and creates dappled sunlight. Though formal in design, the landscape setbacks soften the edges created by the new building facades.

Storke Plaza is a major public space of the campus; despite its central location and adjacency to the University Center, it is seldom used as a gathering space. By softening the ground plane with grass and opening the plaza to three sides instead of only one, the space becomes more inviting and pleasant. Shade trees along the edges provide respite from afternoon sun while the new sloping lawn area is an invitation for activity or restful observation.
The contiguous green space composed of Library Mall, the Campus Green and the Campus Quad is actually a journey through three distinct spaces. At Library Mall (section A), a raised area comprised of a continual seat wall and elevated lawn provides a welcoming oasis and a destination meeting location. Large palms line one side of the lawn and more collegiate plantings line the Library. This is a pedestrian zone free of bicycles and automobiles. The Library Mall serves as a north-south connection between the mountains to the Lagoon and connects to the Campus Green.

A new water feature and central plaza celebrate the intersection of Library Mall and the Campus Green and provide a transition between the north-south and east-west pathways. Vistas to the water and the mountains are preserved.

The Campus Green (section B) has its own unique character. The informal plantings of large deciduous trees and groves of Ficus provide a serene setting, while the undulating ground plane creates a sense of organic geometry. While adjacent to the Campus Quad, the Campus Green is directly opposite in character.

The Campus Quad (section C) is created by adding two anchor buildings to the former Campus Green. The landscape between the new buildings is transformed by a formal allay of trees and flat lawn that give it a distinct address.

Library Mall/Campus Green/Campus Quad

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Library Mall to Nature

The Lagoon terminus of Library Mall provides a unique opportunity for a graceful transition from a formal walkway and gathering space to a naturalized conservation area setting. A formerly underutilized connection to the Lagoon, this space is transformed into a direct connection to the water. By providing a grand stairway that incorporates water and indigenous plants, nature is pulled into the mall and the mall is connected to the Lagoon. The lower walkway around the Lagoon will be improved as an esplanade for bicycles and pedestrians.

Public Space Guidelines
Public Space Guidelines

Pedestrian/Bike/Vehicle Interface

**Bike Park Bosque**

On a bicycle-oriented campus, bike parking is a major design consideration. To organize the bike parking system, a typical bike park bosque was designed; this space can be located almost anywhere on campus, as the size and shape can be varied to fit different dimensions. The concept is to plant bosques of trees that provide shade and can be easily identified as a bike parking area. Design of the bike park bosques includes stable, all-weather pavement and adequate lighting. These spaces can be located along bikeways and adjacent to major building clusters.

**Service/Pedestrian Interface**

The Campus Plan calls for reducing the number of conflicts between pedestrians, bicycles and automobiles. Where conflicts occur, physical barriers such as bollards, fencing or planting help to maintain safety.

Loading areas and drives are separated from pedestrian activity by bollards and lighting. The character of the loading drives is compatible with the pedestrian elements.
Public Space Guidelines
Landscape Palette

Tower Mall
The following plants or similar species are appropriate for consideration by campus landscape designers as the design for the Tower Mall is implemented:
- *Platanus racemosa* - California Sycamore
- *Quercus agrifolia* - Coast Live Oak
- *Roystonea regia* - Cuban Royal Palm
- *Veitchia macdanielsii* - Sunshine Palm

Library Mall
The following plants or similar species are appropriate for consideration by campus landscape designers as the design for the Library Mall is implemented:
- *Jubaea chilensis* - Chilean Wine Palm
- *Phoenix dactylifera* - Date Palm
- *Washingtonia filifera* - California Fan Palm

Landscape Elements
The Landscape Concept Plan (Wallace Roberts & Todd, 1992) designated landscape guidelines for corridors, yards and courtyards. The current recommendations build on the foundation of these guidelines.

Major Corridors
Large specimen trees of minimal variety and tall palms should line major axes. As the scale of the space minimizes so should the plant material. More detail and texture should be found at a pedestrian level.

Courtyards
Plant material should be used as a focal point. There is the academic opportunity to showcase arboretum collections or thematic designs in new courtyards or smaller yards in the tradition of Santa Barbara gardens.

Perimeter Planting
Transition zones should be maintained or created to complement the natural environment along the coast, Lagoon, slough or woodlands. This maintains a strong connection to the extraordinary resources around the campus.

Front Yard
In order to unify the open space corridors, a 20-foot landscape buffer has been established in front each building. Varying types and heights of plantings should create a layering of materials within these setbacks. These plantings will conform to the area plans for each major open space.
Landscape Palette

**Pardall Mall**
The following plants or similar species are appropriate for consideration by campus landscape designers as the design for the Pardall Mall is implemented:

- Agathis spp. - Agathis (various species)
- Araucaria araucana - Monkey Puzzle
- Araucaria cunninghamii - Hoop Pine

**Mesa Road**
The following plants or similar species are appropriate for consideration by campus landscape designers as the design for Mesa Road is implemented:

- Eucalyptus globulus - Western Blue Gum
- Eucalyptus grandis - Rose Gum
- Eucalyptus melliodora - Yellow Box
- Eucalyptus saligna - Sydney Blue Gum
The following plants or similar species are appropriate for consideration by campus landscape designers as the design for the Campus Green and Quad is implemented:

- **Acer Spp.** - Maple (various species)
- **Carya ovata** - Shagbark Hickory
- **Eucalyptus melliodora** - Yellow Box
- **Ficus spp.** - Fig (various species)
- **Liquidambar styraciflua** - American Sweetgum
- **Liriodendron tulipifera** - Tuliptree
- **Quercus spp.** - Oak (various species)
Formation of a Courtyard

Courtyards on the UCSB campus can function as outdoor lobbies for the buildings that surround them.

1. The diagram of a typical courtyard illustrates the intersection of two major circulation corridors, which creates a point of activity. The placement of a focal point at the intersection enlivens the space while the surrounding buildings enclose and define the edges of the courtyard.

2. The building is then structured to become part of the courtyard. Perforations in the facade allow for the courtyard to penetrate the building and for the building to extend into the courtyard. Stairs can become a point of transition that function as vertical circulation as well as a stage. Balconies and arcades can activate the second floor while allowing more eyes on the activity in the courtyard.

3. Two options for typical courtyard configurations are illustrated. Each configuration allows for public and private zones and provides different seating options and a variety of landscape materials. Each courtyard offers a variety of functions ranging from formal to less formal and more natural.
Courtyard Design Guidelines

1. Use the courtyard as the lobby of the building.
2. Extend the courtyard into ante rooms and arcades. The deeper the courtyard, the more shallow these spaces should be.
3. Choose materials with light coloring and absorbent material to maximize the diffusion of light to the surrounding spaces and aide in cooling.
4. Provide architectural filters to reduce glare.
5. Maximize the amount of sunlight allowed to enter the space.
6. Create courtyards that are a destination place as well as a travel route.
7. Design the courtyards to be used at all times of the day.
8. Provide a focal point. This can be planting, water, seating, etc.
9. Allow for the courtyard to function in multiple roles.
10. Provide a variety of seating that is comfortable, well placed and highly visible.
11. Design the courtyard to provide stimulation to all five senses.
12. Provide moveable planting to promote flexibility.
13. Experience seasonal changes through vines and trees.
14. Provide water within a courtyard space to diffuse sound.
15. Collect and reuse rainwater.
16. Orient views into and out of the courtyard.

Courtyard Design Guidelines