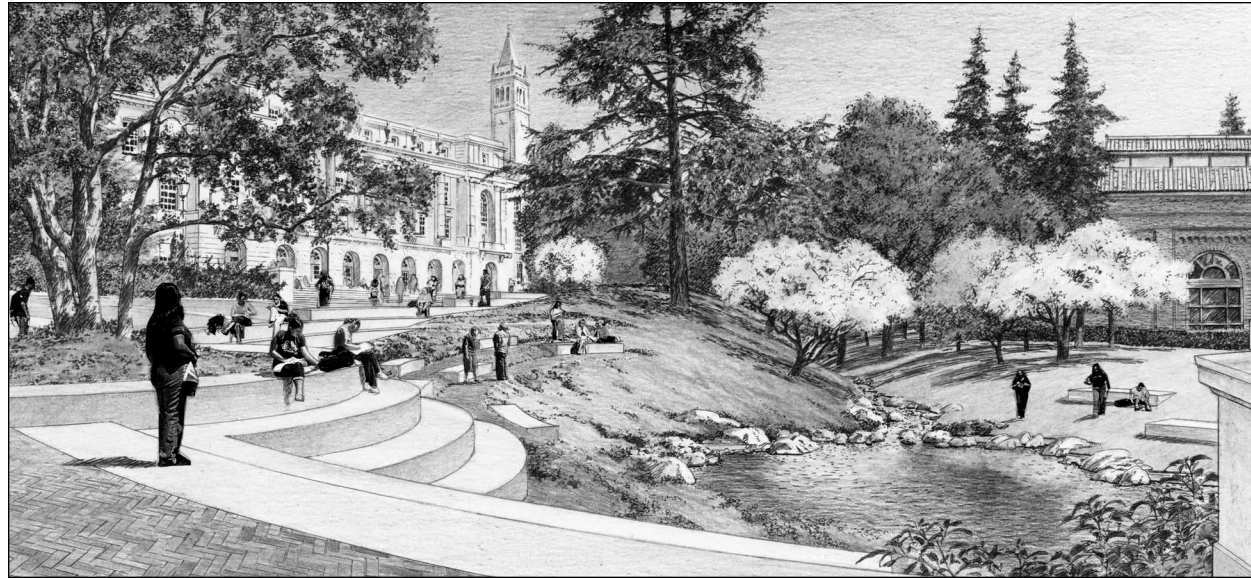*Concept:*

At Sather Gate, the swaths of asphalt north and south of the Creek are reclaimed and transformed into a new riparian glade, providing a green, peaceful complement to the sunny hardscape of Dwinelle Plaza.

2   CAMPUS LANDSCAPE

Although intensively developed, at its heart the campus remains a 'university in a park', and this park is what gives the campus its unique and memorable character. The landscape armature of the campus is comprised of four complementary elements: the natural backdrop of the hills; the shady, peaceful glens along Strawberry Creek; the broad, open lawns of the Central Glades; and the serene geometry of Campanile Way and Esplanade. Together, they provide the campus with a rich variety of open spaces, and a counterpoint to the intensity of urban life.

Strategic Goals   **Capital investment shall preserve and enhance the campus landscape by:**

- **protecting significant natural areas and open spaces from further development.**
- **implementing an ongoing program of landscape restoration and mature landscape renewal.**
- **preserving significant views into, within and from the campus.**
- **implementing a program of strategic investments in new and enhanced open spaces.**
- **ensuring new projects are scoped and budgeted to include adjacent landscape and open space improvements.**

Landscape Preservation

Located within the densely urbanized east bay, the campus landscape is a precious resource for both the university and the city around it. However, over the years the integrity of the landscape has been damaged by insensitively sited and designed projects. Sometimes the damage is obvious and visible, such as the siting of Evans and Moffitt within the Central Glades, while other times it is more subtle, such as the gradual and cumulative impacts of ongoing campus construction.

This Plan takes as axiomatic the principle there should be no further degradation of major campus natural areas and open spaces. The first order of the Plan, therefore, is to define those zones of the campus into which development must not intrude. As shown in figure 2.1, these preservation zones include the major elements of the campus landscape armature, as well as its most significant historic exterior spaces.

Policy 2.1

Ensure no new projects intrude into the landscape preservation zones, as defined in the Design Guidelines.

The campus landscape armature is a unique synergy of organic and formal elements: the organic forms of the creek and the sloping terrain contrast with the axial geometry of the historic open spaces framed and defined by buildings.

Each of the preservation zones shown in figure 2.1 is defined in the **Design Guidelines**. Except for landscape and open space improvements, no new buildings shall intrude into the preservation zones. As further defined in initiative 2.3, the preservation zone for the creek is comprised of two subzones, each with its own specific guidelines: zone 1, the natural riparian areas along the streamcourse, and zone 2, the other rustic woodlands adjacent to the riparian areas.
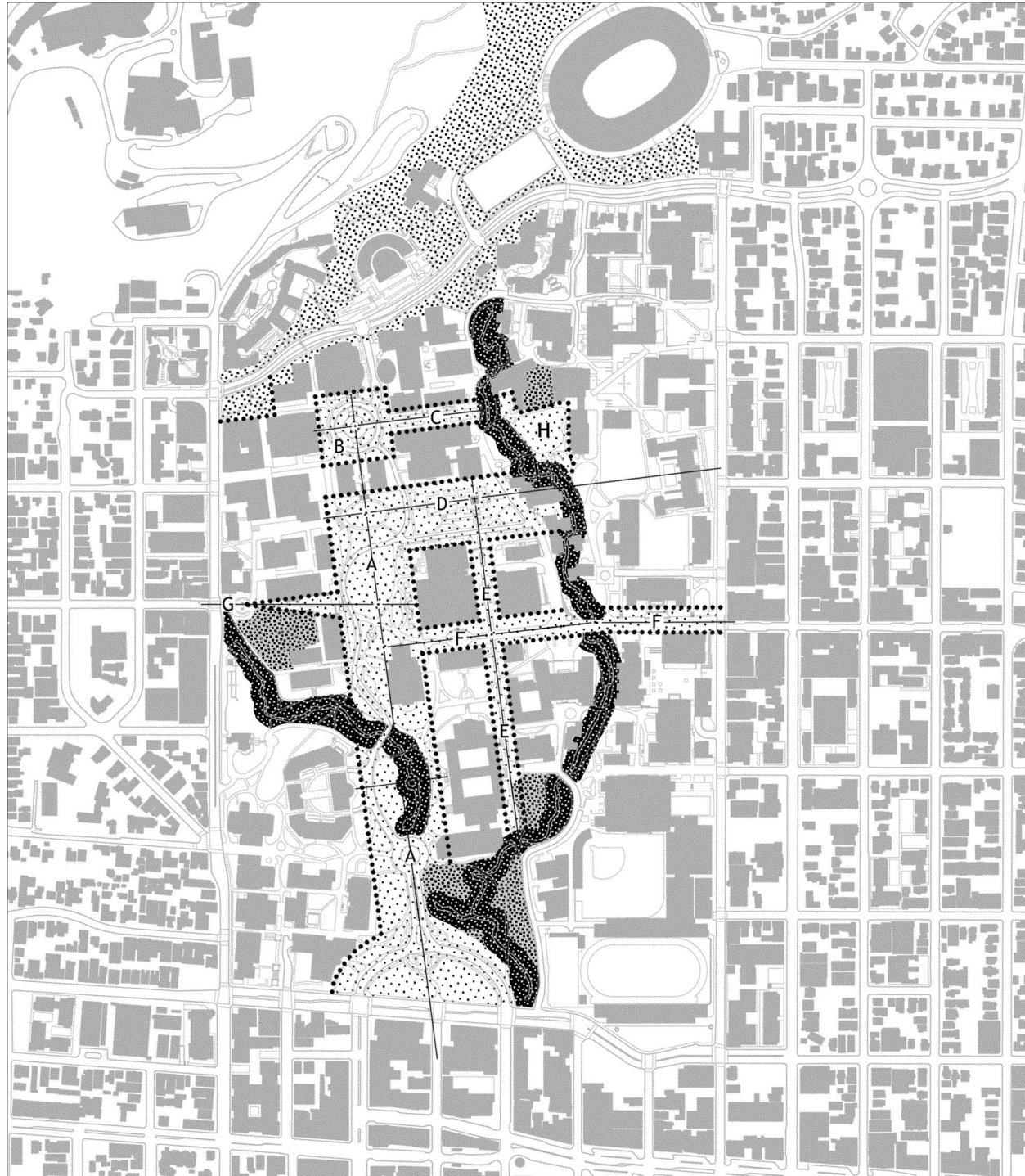
Landscape Restoration

To the casual observer, the mature campus landscape seems deceptively stable, but a closer look reveals the impacts of age, intensive use and misuse, and environmental stress. The beauty of the campus, often taken for granted, is in fact fragile and tenuous, particularly in light of the construction impacts it must continue to endure for at least the near future.

Many of the mature landscapes on the campus are dominated by plants that are nearing the end of their life cycles. This problem is particularly acute for the large trees and groves that serve as campus landmarks, frame key views, and mitigate insensitive architecture. The creek forks also have numerous damaged areas that threaten both their scenic quality and their ecological health.

Figure 2.1:
Preservation Zones

Natural riparian areas

Rustic campus woodlands

Rustic hill woodlands

View & openspace preservation zones

Key letters refer to individual zone descriptions in guideline D.1.

Initiative 2.2   **Define a program of investments in landscape restoration and mature landscape renewal, and a prioritized sequence of implementation.**

The campus Landscape Master Plan shall further define these investments and their relative priorities. However, the first priority for investment under this initiative should be creek preservation zone 1, as defined below. Within this zone, the damaged areas of the streamcourse should be repaired, and the management principles described in initiative 2.3 should be followed in repair and renewal.
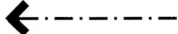
Initiative 2.3   **Develop and implement a management and phased restoration plan for Strawberry Creek and its riparian landscape.**

The creek landscape is comprised of two zones, as shown in figure 2.1. **Zone 1** is dominated by native and other naturalized plants forming dense woodlands along the streamcourse. The width of zone 1 may vary in response to local conditions, but in general should be at least 100', centered on the streamcourse.

Zone 2 includes those other rustic woodland areas adjacent to the riparian landscape, which have a strong complementary relationship to the creek, and which also often have a strong historic and symbolic identity in their own right, such as Observatory Hill or Eucalyptus Grove.

The management and renewal of zones 1 and 2 should be based on ecological principles, including replacing invasive exotic plants with native plants suited to their biotic zone, replacing unhealthy plants and plants at the ends of their natural lives, and preserving and enhancing the habitat value of the zone. While there are a few areas where existing buildings or infrastructure already intrude, no new intrusions shall occur, and new projects in or adjacent to these areas shall, where feasible, include provisions to restore the biotic integrity of the zone.

**Figure 2.2:
Views & Landmarks**

Major views from/into campus

Major views within campus

Existing visual landmarks

Potential new 'beacons'
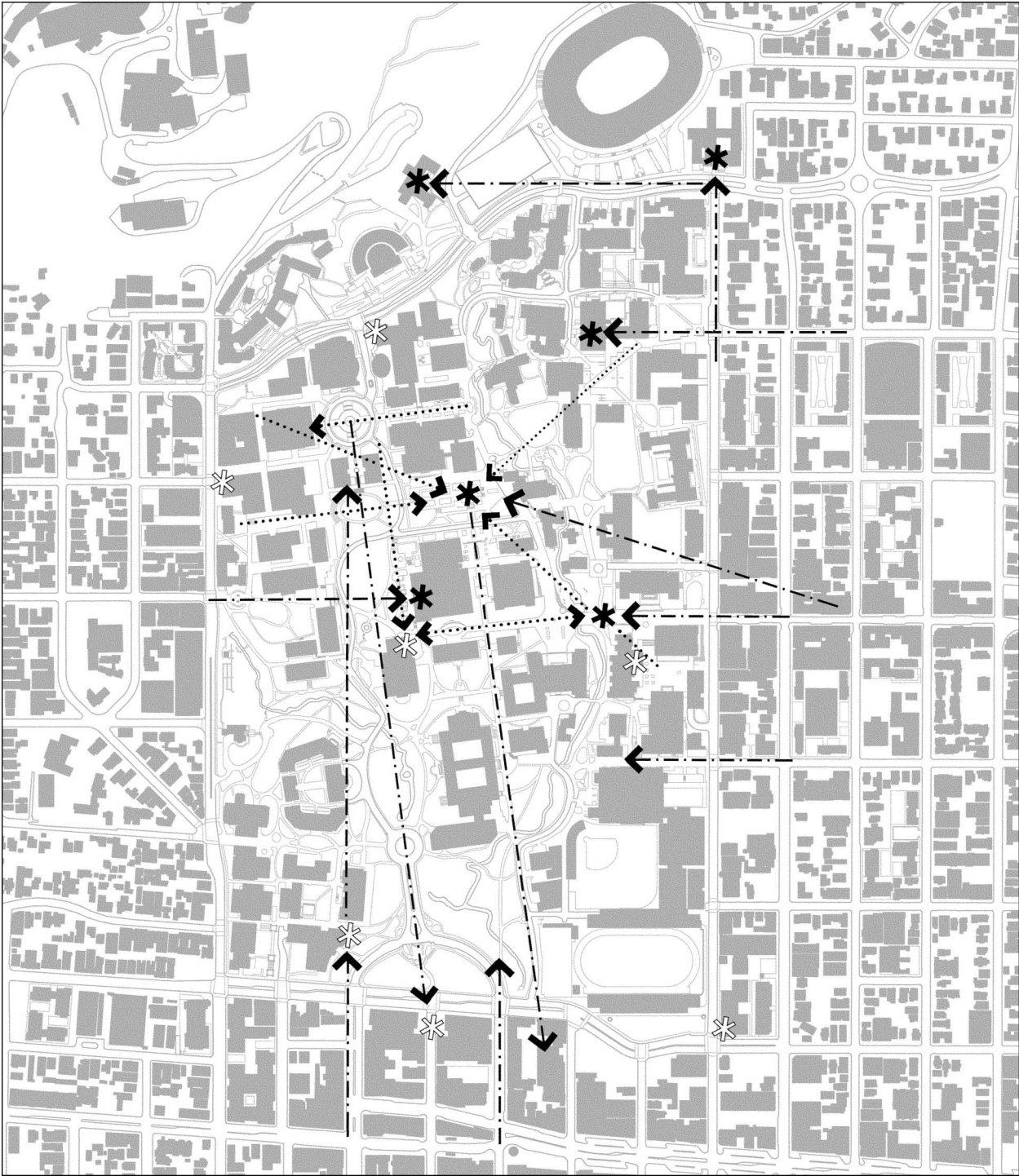
View Protection   Given the spectacular setting of the campus, a gentle west-facing slope at the base of the hills, views have always been defining elements of campus plans: the primary example being the alignment of the campus' historic core with the view of the Golden Gate. While many inspiring views both of and from the campus have been compromised over the years, several remain and must be protected.

Views within the campus are also important. For example, views of Sather Gate, the Campanile and Doe Library from key entrances and open spaces not only enhance the campus image but help visitors to navigate. New architectural 'beacons' at the termini of key views could both aid wayfinding and ease concerns over security after dark.

Policy 2.4   **Site and design new buildings to preserve and enhance key views into, within, and from the campus.**

Many of these key views from and within the campus are indicated in figure 2.2. However, each new project shall be analyzed for its potential to create new views, frame existing views, or improve the image of the campus from key viewpoints.

Policy 2.5   **Incorporate visual landmarks into new projects located on key view axes.**

A 'beacon' is an element designed to serve as a landmark for campus entry and navigation within the campus, as suggested in figure 2.2. It may be an architectural element of a building or a free-standing artwork. In either case, it should be lit so it is visible and recognizable at night. For example, new beacons at Moffitt Library and Lower Sproul Plaza should be combined with active, 24-hour student uses to improve the perception of security in the adjacent exterior spaces.

Open Spaces   The Berkeley campus is not only intensively developed, but also located in a densely populated city with very little public green space. The program of investments in campus buildings, therefore, should be balanced with investments in new or enhanced open spaces, to ensure the parklike character of the campus is retained and enhanced.

Few would dispute the value of places such as Sproul Plaza or Campanile Way, but because they are campuswide resources they have no core constituency of advocates, and as a result have fallen into severe disrepair. The campus must acknowledge the critical role of these places in the image and identity of the campus, and take the initiative to reverse their decline.

Initiative 2.6   **Define a program of investments in new and enhanced campus open spaces, and a prioritized sequence of implementation.**

A comprehensive scope of landscape and open space improvements for the campus is presented in conceptual form in the **Portfolio**, along with how they should be integrated with building projects. More detailed concepts for several of these improvements are presented in the **Campus Vision**. Based on this scope, the Landscape Master Plan shall define a prioritized program of open space investments, which may include:

- improvements related to specific new development projects,
- improvements of campuswide significance, and
- a stewardship fund for long term maintenance and restoration.

The concepts presented in the Portfolio shall, in turn, inform the identification of specific landscape and open space improvements to be incorporated into the scope, design and budget of individual projects, as prescribed in policy 2.7.

Policy 2.7   **For each new project abuting a proposed new or enhanced open space, include the open space improvements in the project scope, design and budget.**

As illustrated in the **Portfolio**, many proposed new or enhanced open spaces abut potential new building projects, and shall be timed to coincide with those projects. Adequate funds for open space improvements shall be designated in the budget for each such project, and shall not be reallocated later to other project elements.

The open space improvements to be incorporated into the project scope and budget shall be defined as part of the project-specific design guidelines prepared at the feasibility phase, as prescribed in policy 3.2. These improvements shall include funds to restore adjacent areas impacted by construction, even when no new open space improvements are proposed: this is particularly critical when such areas are used to stage multiple, sequential projects.

Concept:

The trailers are removed, and the Wellman Courtyard is transformed into a social place and sculpture garden, framed by a double arc of trees and the magnificent buildings of the Agriculture Complex.
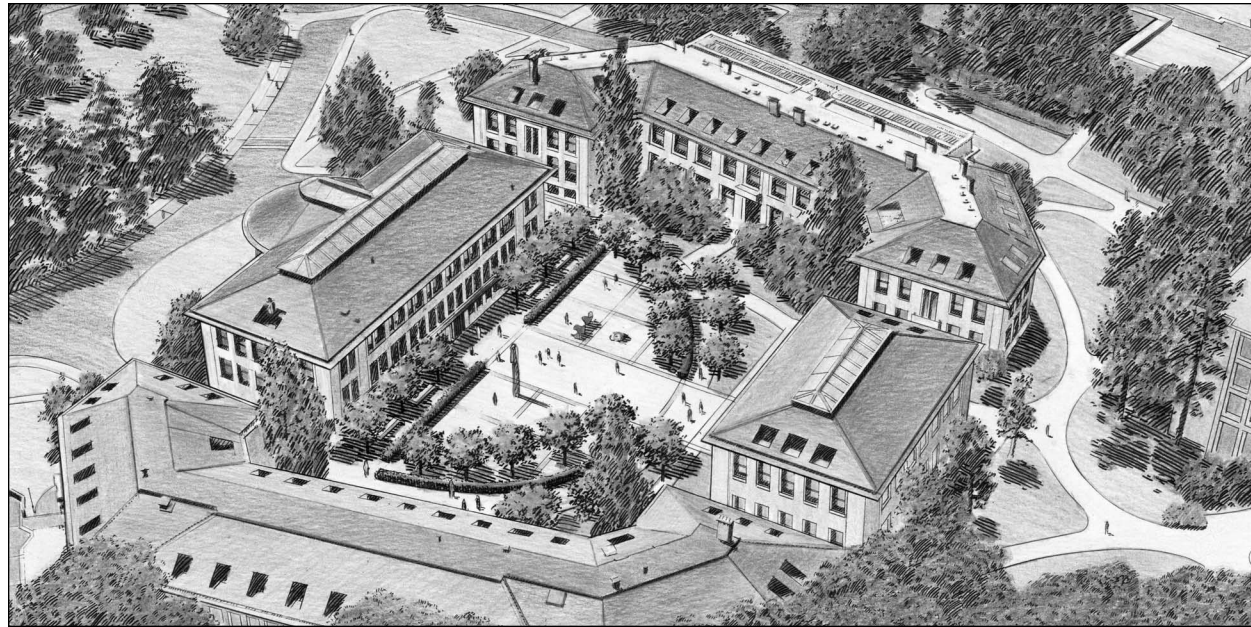
3   CAMPUS ARCHITECTURE

While each new work of architecture should respond to its own time and place, it should also embody the grace, presence, and civic character of our historic structures. Campus buildings endure far longer than their initial contents, and should be designed to embody the spirit of the university, not merely the needs of current programs, nor ephemeral stylistic trends. They should have the quality, durability, and flexibility to serve the university well for generations.

Strategic Goals   **Capital investment shall both preserve the campus' architectural legacy and improve the visual quality of the campus, by:**

- **ensuring the design of each new and renovated building improves the image and experience of the campus as a whole.**

- **ensuring each new and renovated building has the quality, durability and flexibility to serve the university for generations.**

- **ensuring new buildings enhance the spatial and architectural integrity of the classical core.**

- **designating and preserving sites and buildings of cultural value, and prescribing responsible restoration and renovation practices.**

Building Design   While the Berkeley campus does not have a single, strong and coherent architectural vocabulary, it does have many buildings of great distinction, and the best of these comprise the 'classical core': the beaux-arts ensemble of buildings designed primarily by John Galen Howard, the first campus architect. The classical core represents a unique cultural resource, in terms of both its architectural merit and the character it imparts to the campus as a whole. For this reason, new projects within the classical core require more prescriptive design guidelines, to ensure the integrity of this ensemble is preserved and enhanced.

The campus also includes another, more subtle ensemble: the picturesque grouping of buildings along the forks of Strawberry Creek, which also includes a number of historic buildings. While these buildings are more diverse in style, they are united by a common approach to site, form and scale. In contrast to the formality and symmetry of the classical core, these picturesque buildings are designed as informal, highly articulated volumes that respond to the natural contours and features of the site. New projects within the areas of picturesque influence, such as the Haas School, should continue these traditions.

Policy 3.1   **Ensure each new project conforms to the design and program criteria in the Design Guidelines.**

The **Design Guidelines** are not meant to preclude alternate design solutions: the best solution for a site should not be rejected just because we could not imagine it in advance. However, while the architects may present a concept which departs from the Guidelines, they must also present a concept which conforms entirely. As a rule, the campus should not depart from the Guidelines except for design solutions of extraordinary quality.

The Guidelines prescribe general principles for the core campus as a whole, and also include more prescriptive criteria for several areas of the campus:

·   Projects within the **Classical Core** shall enhance the integrity of this ensemble, and complement rather than compete with existing historic buildings.

·   Projects at the **City Interface** shall be designed to create a graceful transition from campus to city, and enhance both the visual quality of the street and the pedestrian experience.

·   Projects facing **Places of Interaction** shall shape these places, provide enclosure and security, and admit sunlight. Ground level spaces shall house uses that observe and activate the place.

Figure 3.1: Cultural & Architectural Resources

·············
Classical core

· · · · · · · · ·
Picturesque ensemble

█████
National Register: classical buildings

▓▓▓▓
National Register: other buildings

░░░░
Contributing buildings: classical core

The classical core includes several other buildings which are not only eligible for the National Register, but which also contribute to the integrity of the ensemble as a whole in terms of both siting and design. Some are significant in their own right. Others are less significant in themselves but serve as important 'background' elements of the classical core ensemble.
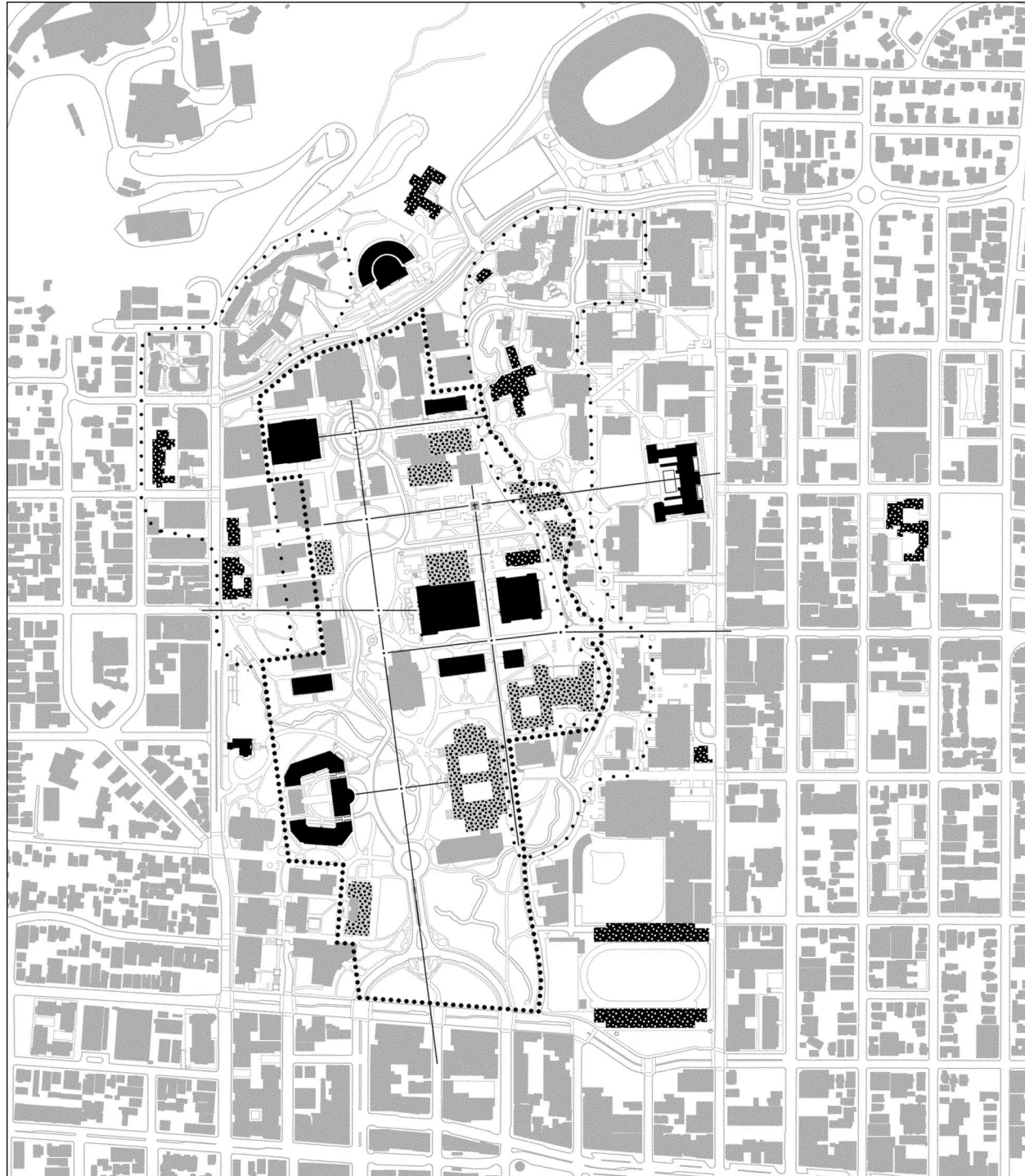
Policy 3.2   **Prepare project-specific guidelines for each major new project prior to feasibility phase approval.**

Given the physical diversity of the campus, project-specific guidelines shall also be prepared for each project subject to the approvals process, to ensure the unique features of the site and environs are respected. As described in **Project Approval**, these project-specific guidelines shall be prepared at the feasibility phase.

The project-specific design guidelines shall specify the landscape and open space improvements to be incorporated into the project scope and budget, pursuant to policy 2.7.

Cultural Resources   17 sites and structures on campus were placed on the National Register of Historic Places through a 1981 campus submittal, as indicated in figure 3.1. A few other campus buildings have been advanced to the Register by citizen advocates, and the state and city maintain their own inventories. However, the process tends to be ad hoc: designations often result from a real or perceived threat of demolition, rather than objective analysis.

Policy 3.3   **Develop standards of historic and cultural significance for the campus, perform a resource survey to identify significant campus sites and structures, and establish guidelines for renovation.**

The cultural and architectural value represented in the sites and structures on campus is a precious resource, and future investment should be directed toward both preserving these structures and maintaining their roles in everyday campus life. A cultural resources survey is a first step toward this objective. It shall:

·   define the standards of significance for sites and structures,
·   identify significant cultural and architectural resources based on those standards, and
·   prescribe guidelines for restoration and renovation.