NORTH CAMPUS

Neighborhoods Planning Study

UNIVERSITY OF CALIFORNIA SAN DIEGO

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“This is where I would bring them to persuade them,” he said, sweeping his arm eastward across the coast toward the foothills, and then westward to the bluish glare of afternoon sun on the Pacific. “Great scientists from campuses all over America, who shared the dream of creating a new kind of university in this magical place.”

Roger Revelle

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Executive Summary

The North Campus Neighborhoods Planning Study creates a conceptual framework for development of this important part of the campus in a way which will preserve and enhance the magic which Roger Revelle found here. In UCSD lore, he often stood on the ridge along old highway 101 looking over the Pacific Ocean imagining.

This study is intended to provide an understanding of the site and the program for the North Campus area. In addition, it describes the University’s needs and aspirations to provide not simply a program fit on the site, but also an evocative concept to stimulate creative design of future projects.

OVERVIEW

The study contains four major parts in ten chapters:

• The Introduction chapter provides the approach to the project, a summary of opportunities and constraints and discussion of the planning process.

• Concept provides a conceptual basis for the plan and discusses the method for controlling the form of development.

• Development Form is described in seven chapters including program and land use, site planning and architecture, open space, campus life, circulation, services and off-site relationships. Each section provides a description of the system, guidelines and design recommendations as appropriate.

• Implementation discusses phasing, as well as critical issues of funding open space and parking improvements.

The plan accommodates the approximate level of development indicated in the 1989 Long Range Development Plan and the 1989 UCSD Master Plan study (referred to as “Master Plan study” in this report), which, for this area of campus, constituted a total of 1,400,000 gross square feet (GSF) of
academic use, 2600 beds of residential use and 4250 parking spaces. This program includes development of two neighborhoods and describes the potential for two colleges within the 60 acres of the overall site.

The program as refined in this study includes slightly less intensity of development than the Master Plan study: total proposed academic and support space, including existing development for academic/administrative use (including the Recreation and Intramural Athletic Complex) is approximately 1,000,000 GSF, residential use includes 2800 beds, and parking is indicated for 2750 cars. The North Campus Study emphasizes the importance of incorporating substantial areas of open space related to views to the ocean and mountains. The open space is developed into a strong landscape framework for development. This is the fourth UCSD neighborhood study completed in the context of the Master Plan study.

**Purpose**

The purpose of the North Campus Neighborhoods Planning Study is to define the academic, recreational, service and residential development areas, the character of development and specific guidelines for future implementation.

**The Site and Program**

North Campus is a critical area for the overall image of the campus and its development program. It offers one of the best potential view sites of the entire campus. It is the major gateway from the north and is the largest remaining undeveloped area of the central campus. The character of the site will be transformed from predominantly undeveloped to an area with an overall Floor Area Ratio of 2.4. Figure 1 illustrates a footprint for the level of development anticipated. This study reinforces the ideas of the Master Plan study concerning the visual character, physical structure, and organization of the campus.

North Campus is on the Social Science Academic Corridor, which follows ridge walk. The existing academic facilities include the Graduate School of International Relations and Pacific Studies (IR/PS), the Institute of the Americas (I of A), and the San Diego Supercomputer Center. Construction of the Recreation and Intramural Athletic Complex (RIMAC), and the Social Sciences buildings, the next new buildings planned for this neighborhood, are under way. RIMAC is the major public oriented facility in the program.

Proposed academic uses are not specific but may include one or two graduate/professional schools. The dominant components of the proposed program are housing and parking, both of which tend toward generic
PROPOSED NEIGHBORHOOD PLAN
Figure 1
Development of the Neighborhood frames views and open space.

- **Academic Facilities**
- **Housing**
- **Mixed Use / Support**
- **Existing Facility, in design or construction**
- **Parking**
- **Open Space**

A  Spanos Building
B  Institute of the Americas
C  IRPS
D  Supercomputer Center
E  RIMAC
F  Social Sciences
G  College A Quad
H  College B Quad
I  Academic
J  Tennis or Academic
K  Commons
L  Undergraduate Housing
M  Graduate Housing
P  Parking
architectural forms. Therefore, this study has formulated guidelines applicable to a diverse set of possible outcomes that will ensure coherence, afford suitable flexibility, and protect the site from a slow progression of unrelated design.

**Neighborhood(s) Definition**

A major focus of the Study was responding to the issue of how to define neighborhood boundaries. The campus Master Plan study indicates two neighborhoods in the project area: Sixth College and North Point separated by the east-west portion of Scholars Drive. Considering program changes, the realignment of the north entry, as well as the need for flexibility in phasing of development; this study recommends that North Campus be developed as two neighborhoods separated by an open space at the campus high point; each neighborhood could accommodate a college.

**CONCEPT**

The concept for development of the site which resulted from the planning process is based on the idea that the physical form or open space framework of the site will provide its major identity. The site has powerful characteristics in its relationship to its landscape setting and the natural forces affecting it. The site overlooks the coastline at Torrey Pines, one of the most scenic areas of the San Diego region. North Campus also has the strong historic associations of old Highway 101, now called ridge walk, and the dramatic juxtaposition of the Eucalyptus groves, athletic fields, and future development sites.

The physical structure of the neighborhood incorporates a clearly designed intersection of athletic uses and academic uses. This plan uses the open space framework to relate to the overall image of UCSD as a rigorous academic University paradoxically set in this landscape of surf and sun. It also offers possibilities to relate the design of landscape and buildings to the site’s spectacular natural phenomena: views of ocean, mountains, sunrise, sunset, fog and breezes.

An important consideration in the review by the Planning Advisory Committee (PAC) was that the plan not simply “work” physically but also socially. The open space framework provides places for the life of the college(s).

The study aims for an integrated view of landscape and architecture. Both the site opportunity and the generic program led toward the use of guidelines that would stimulate creativity in projects to create a “place” rather than use of guidelines that would establish minimum performance standards. The concept is to provide a framework of open spaces which frame views, link
facilities, and provide for activities. This framework will reflect both the spirit of the academic excellence of UCSD and the romance of its oceanfront setting. Residents and visitors to this area of campus should not mistake it for any other place because it will be the neighborhood in which the ocean and academia - the surfer and the scholar - are best joined.

**Form**

The seven chapters describing development form focus on opportunities to reinforce the open space framework and take advantage of the natural phenomena of the site.

The sequence of chapters is related to the process in which University projects are formulated and reviewed. *Program and Land Use* describes development quantities for the overall campus and individual sites. *Site Planning and Architecture* establishes the parcelization of sites and describes building character. *Open Space and Landscape* is the most detailed section because of the importance of the landscape character. *Campus Life* describes opportunities to reinforce the social life of the Campus. *Circulation* and *Services and Utilities* describe major infrastructure systems. *Off-Site Relationships* discusses projects and opportunities in nearby campus areas or other property which will affect North Campus.

The design chapters for Site Planning/Architecture and Open Space/Landscape, each contain three types of information: neighborhood-wide form ideas called systems, design guidelines and specific design paradigms.

**Systems**

The systems described create a framework for the campus and relate to the five guiding principles of the Master Plan study: establishing identity of the neighborhood, defining Academic Corridors, establishing the relationship to University Center as the central neighborhood and the Park as the major open space system, as well as establishing connections with views and gathering places.

The identity of the neighborhood is focused on a dramatic viewpoint at the highpoint on the ridge. (Figure 2) Development of the academic corridor follows the ridgeline and emphasizes the topography. North Campus will be clearly subordinate to University Center in student facilities but it complements it with a satellite bookstore, food service, and the Recreation and Intramural Athletic Complex. The framework and its supporting systems create a contrast between large open spaces and strongly defined development edges to integrate North Campus with the Park to the east. Connections follow view corridors east and west as well as north to south along the axis of the ridge.
The neighborhoods will have three districts, each with an individual character: Torrey Pines district which may contain College B, the Academic Grove district which contains College A and the Ridge district which unifies the neighborhoods.

At another level of design, the concept encourages features and activities which instill vitality and animation. Examples of this are natural phenomena of the site such as wind, sun, etc. or of campus activities such as informal concerts, demonstrations, etc. This will provide a sense of richness and discovery as part of the identity of the campus. Wedges of open space across the ridge capture the view as well as the changing path of the sun, fog and breeze. The development sites frame the rustic landscape in a unified way at a large scale but can be highly individualized for college or campus use at a smaller scale.

**Design Guidelines**

Design guidelines are proposed as generalized direction for the design of facilities for development sites. The guidelines emphasize how the sites relate to the systems (or framework) of the campus. The design of facilities is in general intended to play a subordinate role visually to the character of the open space. Yet in the tradition of Salk Institute, the intent is for site planning, architecture and landscape to frame and enhance the setting and yield a spectacular place.

**Design Recommendations**

Design Recommendations are specific design ideas related to particular situations (such as the open space wedges). These recommendations are described as concepts as much as possible to encourage creativity, rather than outlined as specific design solutions. Guidelines and design recommendations are described together in most sections. In the Open Space and Landscape section, design recommendations are described in detail by district to establish the character of the open space framework.

**IMPLEMENTATION**

This chapter describes optional methods of funding the open space framework and also discusses the sequence of development.