Introduction

The study area is at the northern edge of central campus and is the largest remaining UCSD undeveloped area of the campus west of Interstate 5. North Campus is a special place for UCSD, both from the standpoint of its development potential and its setting. (Figure 3) It contains the highest point on the campus and is one of the few places with a ground level view of both the mountains to the east and the Pacific Ocean to the west. Dr. Roger Revelle found this part of the campus to be an inspiring place to bring prospective academics to evince the potential of UCSD and the romance of its setting. What then should happen on this campus to not only preserve, but if possible, heighten the sense of magic that Revelle found so palpable here?

USING THIS PLANNING STUDY

As much as possible, the plan describes an intent for development rather than specific design solutions. This intent is to be used by designers of facilities and open space, and by staff and committees who review their work. The Concept, and the Development Form described in Chapters three through nine provide the heart of the vision for North Campus, but are best understood by reading the entire report.

The guidelines address qualitative factors involved in designing facilities for the development sites of North Campus. Essentially, designers are advised to reinforce the overall identity of North Campus as a unique and memorable place. The guidelines should be used in conjunction with the systems which provide the context for facility design. Nothing in the guidelines is intended to limit creativity. These design guideline statements are meant to inspire and characterize, not constrain. Thus the statements are general and descriptive, not specific and regulatory. An important aspect of these guidelines is that they emphasize site planning as a distinct step in the development of facilities. This stage of the design process, in which relationships to adjacent uses and the setting should be clearly defined and evaluated, and the relationship of facilities to their site and neighborhood context should be considered as critical to establishing the identity of North Campus.
The purpose of the guidelines is:

- to establish a character for development of facilities which coheres North Campus and relates it to the campus as a whole and to its natural setting,
- to stimulate designers and project committees to focus not only on their individual facility programs, but also to nearby buildings, to the surrounding open space, views, natural elements and activities of North Campus, and
- to provide a yardstick for review committees to evaluate the suitability of proposed buildings designed for North Campus.

**Background**

The North Campus Neighborhoods Planning Study is one of the implementing steps of the 1989 UCSD Master Plan study, responding to the five guiding principles of the Master Plan study: A *Neighborhood* is a development cluster of related academic buildings, housing and open space, neighborhoods form the building blocks of the campus. Neighborhoods are organized and related to each other and the central campus by *Academic Corridors* related to specific disciplines. *University Center*, a special neighborhood, functions as an urban heart or social, academic and retail downtown for the campus. Campus neighborhoods are defined, and separated by the *Park*, which is the major rustic open space system for the University, and finally neighborhoods are linked by *Connections* which provide views and pathways between facilities and open spaces.

**North Campus Neighborhoods**

The North Campus area is defined in the Master Plan study as comprising two neighborhoods. These neighborhoods are separated in the Master Plan study by Scholars Drive. The southern part of the area is identified as Sixth College, the northern part as North Point. The Master Plan study also indicates that the Sixth College neighborhood may contain two colleges (Figure 4). This study, however, recommends two neighborhoods that would join (or separate) at the highpoint on ridge walk (Figure 5).

The North Point area is currently occupied by temporary tennis courts and a field. Much of the North Campus area is currently developed as surface parking lots. The North Campus information kiosk, ridge walk (partially completed), and three academic buildings are the existing facilities. The academic buildings are the International Relations and Pacific Studies Graduate School (IR/PS), San Diego Supercomputer Center (Supercomputer) and Institute of the Americas (I of A). Two additional buildings are in the construction process: Recreation and Intramural Athletics Complex (RIMAC), and the Social Sciences building. In addition, an expansion of I of A has recently been completed. To the east of the area lies the University’s
major athletic fields and the Park, while to the west are UCSD administrative facilities at Torrey Pines Centers North and South, future development at the Gliderport, and Salk Institute, a private facility.

**Purpose of this Neighborhood Study**

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 the specific guidelines for implementation. This study evaluates the lands in the study area and identifies the development opportunities and constraints presented. It recommends site areas and uses and proposes a planning concept to unify and distinguish the area and its colleges within its regional and University contexts. It includes design guidelines for project designers working in this area.

**PLANNING PROCESS**

The North Campus Neighborhood Planning Advisory Committee (PAC) reviewed the conceptual development of the plan; The Campus Planning Office (CPO) directed the overall progress of the study and provided advice and clarification on the program and University policy; The Campus/Community Planning Committee (C/CPC) reviewed the plan for conformance to the University and community's land use policies and the UCSD Design Review Board (DRB) considered the proposed design guidelines.

The process included analysis of the physical opportunities and constraints, the development program, and concept alternatives. After selecting an alternative, the philosophy of the plan was refined, and development controls were outlined and reviewed.
UCSD Master Plan Study

The recommendations of the Master Plan study emphasized placing building mass on the ridge for views, establishing view corridors to the west, and placing most residential uses along North Torrey Pines Road. Master Plan study guidelines which describe features such as the densities of housing, location of academic buildings, and function of connections and landscape structure are generally reflected in this study.

Community and Campus Context

North Campus is in a unique regional setting, which is a juncture of four particular landscapes and communities. 1) The UCSD campus itself is the first landscape because of its distinct setting of historic Eucalyptus groves called the “Park” in the Master Plan study. 2) The second landscape is the Torrey Pines Mesa with its views of the Pacific, golden bluffs and fog shrouded gray trees west of the ridge. 3) The third landscape (or community) is La Jolla to the south: the village itself and the scenic canyon and coastal approaches to campus. 4) The fourth landscape (and potential community) is La Jolla valley to the east; defined by views to the mountains, suburban development of University Towne Centre, and the approaches to campus from Interstate 5. (Figure 6)

These landscapes and communities provide a dramatic sense of place by their visual character and the ambiance that the La Jolla setting evokes. In addition, the site itself provides interesting potential to take advantage of this setting. The ridgeline on North Campus includes the highpoint on this section of coastline and that point has a sense of connection and overview to all four landscapes. In addition, dynamic natural phenomena of the site such as sun, wind and fog provide a sense of drama. The response of people and the community to this setting provides the magic of this kind of coastal site. The design of Salk Institute is the best example of a strong response to the setting, and the affection felt for this area by the entire community should guide its development.

Because North Campus lacks the Eucalyptus groves which establish so much of the character of Central Campus, special attention is given to linking this area to the Park and also to the regional landscape off campus.

Connections: Circulation and View

The connections to the setting and natural phenomena create the framework of the neighborhood. (Figure 7)

Linkage to University Center: Ridge walk is an important campus-wide pedestrian walk following the crest of the coastal ridge from Muir College
at the south, through Marshall College, and to North Campus. A second diagonal access connects through Marshall College to University Center.

**Linkage to the west:** Visual and pedestrian links should be established from North Campus to the Torrey Pines bluff along Torrey Pines Scenic Drive.

**Linkage to the north and east:** A strong campus-like landscape image, distinguishable from the surrounding office landscapes, is important to creating a successful entry to the University from the north for both autos and pedestrians. A strong visual contrast between the University and commercial office developments to the north can be established while also providing pedestrian and bicycle connections at North Point. North Torrey Pines Road and Genesee Avenue both present substantial barriers to pedestrian and
bicycle traffic, and can be crossed only at their intersection. The north automobile entry to the University, which is currently on axis with North Torrey Pines Road, is being relocated to the south.

View linkage: Views to the ocean and mountains at the highpoint of ridge walk provide the only ground level ocean vistas on the central portion of the campus. Both sunset over the ocean horizon and sunrise from the mountains are visible from the campus high point over the full range from summer solstice to equinox. Ocean views will be available from buildings, but in a college campus setting, the priority should be given to views from open space. Development of North Campus will reinforce the relationship of the central campus as a whole to the ocean on its northern end, as Scripps Institution of Oceanography does to the south. In addition to the ocean and mountain views, the view north on ridge walk to North Torrey Pines Road is spectacular at sunset as headlights sparkle in twilight.

Site Conditions

The total site area is sixty acres. Most of the site slopes towards the west from the coastal ridge at 5 to 8% while a portion of the site at the south slopes southeast toward Hopkins Drive and the mountains. Elevation change from the ridge to North Torrey Pines Road varies from 20' up to 50'. Excluding streets, slopes and existing assigned building areas, forty-two acres are available for new development. The landscape has mature trees along ridge walk. Parts of the site are developed with parking, roads, and buildings indicated in Figure 8. North Point is largely undeveloped, but has been disturbed by past construction and grading and is currently occupied by temporary facilities.

Existing Facilities

There are several buildings within the study area, and several others have been approved and are being designed or built concurrent with the completion of this study. Issues related to existing development include the following:

- First, the densities of IR/PS and Institute of the Americas are lower than those being proposed for future development in this study. The Floor Area Ratio (F.A.R.) of existing facilities is approximately .5 while proposed development averages 2.4. This will require greater density and height in future development than may first seem acceptable in comparison.

- Second, the insular appearance and functions of the San Diego Supercomputer Center, an independent research unit, impair the collegiate feeling envisioned for the neighborhoods to be located on North Campus. This characteristic can be changed with its expansion, which should orient to ridge walk.
Existing Architecture
No specific architectural theme is common to the existing buildings or those being currently designed, therefore the opportunity to develop a theme to retrofit coherence is a challenge of this study.

Loop Road, Entry Kiosk, and Parking
The existing campus loop road (Scholars Drive and Hopkins Drive), and entry kiosk were in place prior to this study and will be retained. A realignment of the North Torrey Pines Road/Genesee Avenue intersection was proposed and approved prior to this study. This change includes movement of the campus entrance road from the northern-most location on axis with the ridge to a location further south on North Torrey Pines Road, and opposite the Torrey Pines Center South entry. The existing parking lots and building ruins from Camp Callan construction may be retained on either an interim or permanent basis, but their locations are not considered constraints to the development options.

Athletics
Although not located within the study area, the influence of the campus-wide athletic fields and the Spanos building east of the study area are important to the North Campus Neighborhoods. The fields against the backdrop of the Eucalyptus grove provide a vivid collegiate image which can be an important part of the identity of the neighborhood as a gateway. Campus entries to the south reflect a similar juxtaposition of fields and trees but at small scale. Other entries also include major public buildings such as the theaters as landmarks at the southern entry to campus. RIMAC will be the most public serving building on North Campus and will provide an appropriate neighborhood anchor. Other campus-wide athletic uses which are proposed for the study area include the possibility of a tennis complex, which should have a close relationship to locker facilities.

SITE IDENTITY
A cohesive visual site identity can be found in the existing landscape: the ridge landform provides a backbone that emphasizes the simple and dramatic elements of the site which make it a memorable place: sun, wind, ocean, and mountains. The contrast between the Grove and the athletic fields establishes a dramatic contrast of mass and void and light and dark which strengthens the perception of each of the elements. This concept was further developed in selecting an alternative and is the basis of the plan Concept in section three.

The physical planning concept selected reserves open space between the ocean and the campus highpoint to maximize the neighborhood’s strong ocean identity. The open space comprises a view wedge to the west which would incorporate the angles of sunset at both solstice and equinox. A
similar view wedge is possible from the location of the North Campus Entry Kiosk on the ridge over the proposed entry road. The ridge landform integrates the linear topography of the site with the north-to-south orthogonal grid of Muir and Revelle Colleges, and with the east to west view axes. The sight lines that define the open space framework are keyed to a particular point on the ridge referred to as the highpoint in this study. This functional highpoint is near but not at the actual campus highpoint which is east of I of A and will have neither an east nor west horizon view. The functional highpoint is approximately 5' lower than the ridge walk highpoint and is centered on Salk Institute Road which provides a view corridor to the ocean along the south edge of Salk Institute.

Composing these features in plan suggests that the athletic fields be defined on their western edge by tall buildings west of the ridge to heighten the drama of a third void or slot of open space, already framed by the edge of the Park, RIMAC and the hedgerows of ridge walk.

These three major open spaces offer a very powerful opportunity to heighten the existing contrasts of the site by creating a pattern of mass and void. New development can help to define rather than obliterate the path of the sun, the edge of the fog.
PROGRAM REFINEMENT

The program developed for North Campus describes academic facilities by space requirements, but not by type of program: they will probably include graduate and professional schools and offices. Residential development will include housing for one and possibly two undergraduate colleges, and also graduate apartments. An International House is a sub-option. Other possible facilities include a twelve court tennis complex and satellite utility plant. The tennis complex, one of the most controversial components of the program, could be developed as an alternative to academic use on North Point.

The program is much less specific than those developed for other neighborhoods and doesn't readily suggest an academic identity for North Campus. The PAC felt however, that the relationship of the Social Sciences Corridor, IR/PS, and the I of A and the views from the ridge do provide a theme of outreach for the University. North Campus can represent a connection of UCSD to the region and particularly the Pacific Rim by its potential concentration of international studies and social sciences.

Refer to the two tables in the Program and Land Use Chapter for a breakdown of program elements by type of use and by distribution to development sites.
OPTIONS AND SYNTHESIS

Options were developed to look at different ways of responding to the site and its opportunities and constraints. Later these options were synthesized into site concepts reflecting variations of program and land use considerations.

Features considered important included the site criteria (or site concept) as well as program and development criteria. Many variations of college configuration were evaluated in terms of opportunities for a sense of focus, linkages, density and formal structure. Program and development factors included relationships of uses and potential for a sense of life and identity for the neighborhood as a whole. Development considerations included the feasibility of options from the standpoint of funding, management, phasing or general workability.

This synthesis retained the idea of the site concept but placed equal emphasis on defining gathering places for the neighborhoods and colleges. Protection from wind, available sun, and relationship to circulation and use of site and view were salient considerations.

Variations focused on differing tennis configurations, location and configuration of the first new college and the issues related to creating a major gathering place near the campus highpoint.
"...on the beautiful southern California coast, UC San Diego has won regional reknown as 'the math and science school on the beach' - the perfect place for bright beach bums"