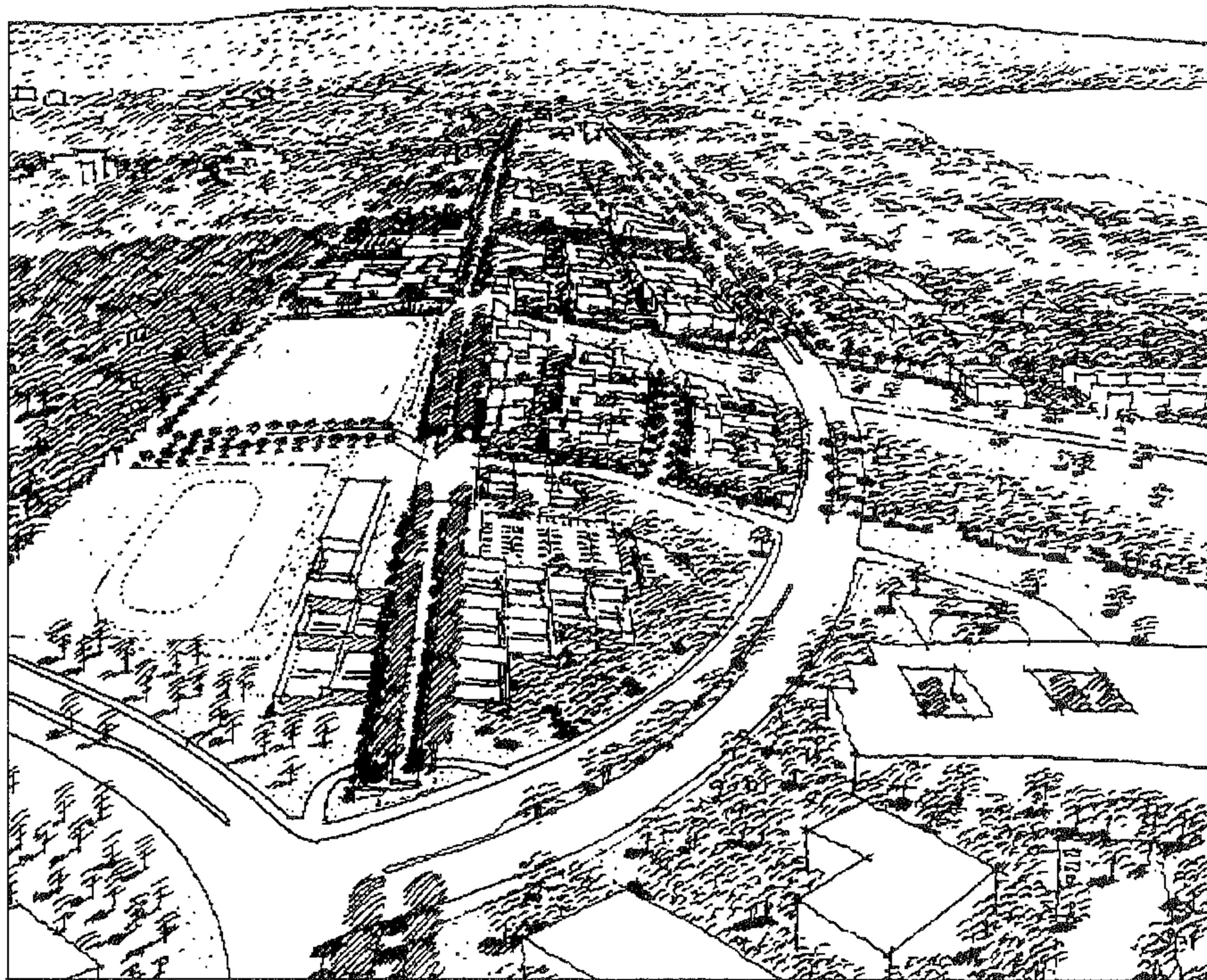


# NORTH CAMPUS

## Neighborhoods Planning Study



**UNIVERSITY OF CALIFORNIA SAN DIEGO**

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Landscape Architects

**E L S ELBASANI & LOGAN**

Architects

**November 1994**

**N O R T H      C A M P U S**

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Planning Study**

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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*

**EXCERPTED FROM NEIL MORGAN,  
SAN DIEGO UNION-TRIBUNE MAY 26, 1992**

# 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



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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.

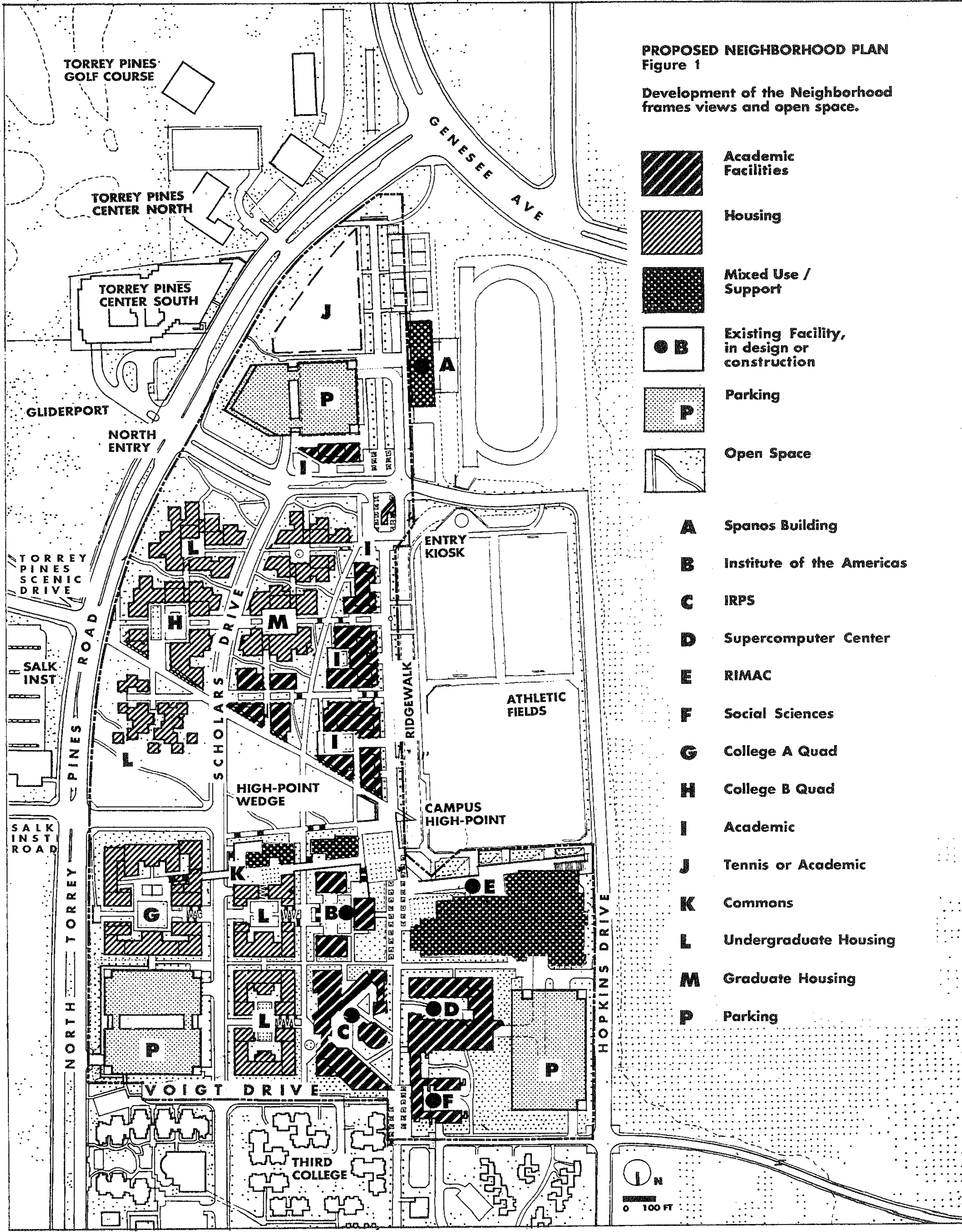
### **The Site and Program**

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.


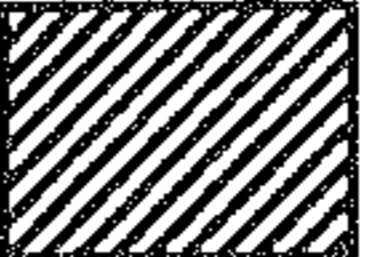
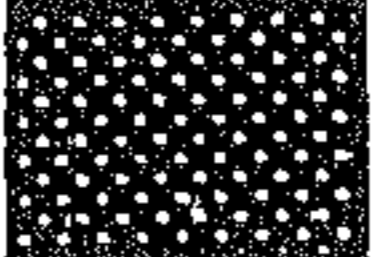



Proposed academic uses are not specific but may include one or two graduate/professional schools. The dominant components of the proposed program are housing and parking, both of which tend toward generic



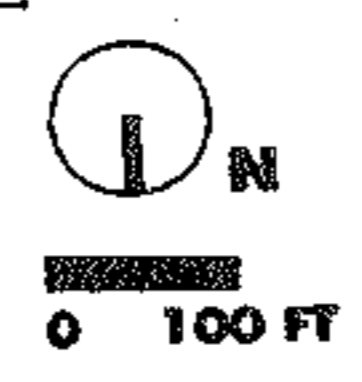


**PROPOSED NEIGHBORHOOD PLAN**  
Figure 1

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





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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.

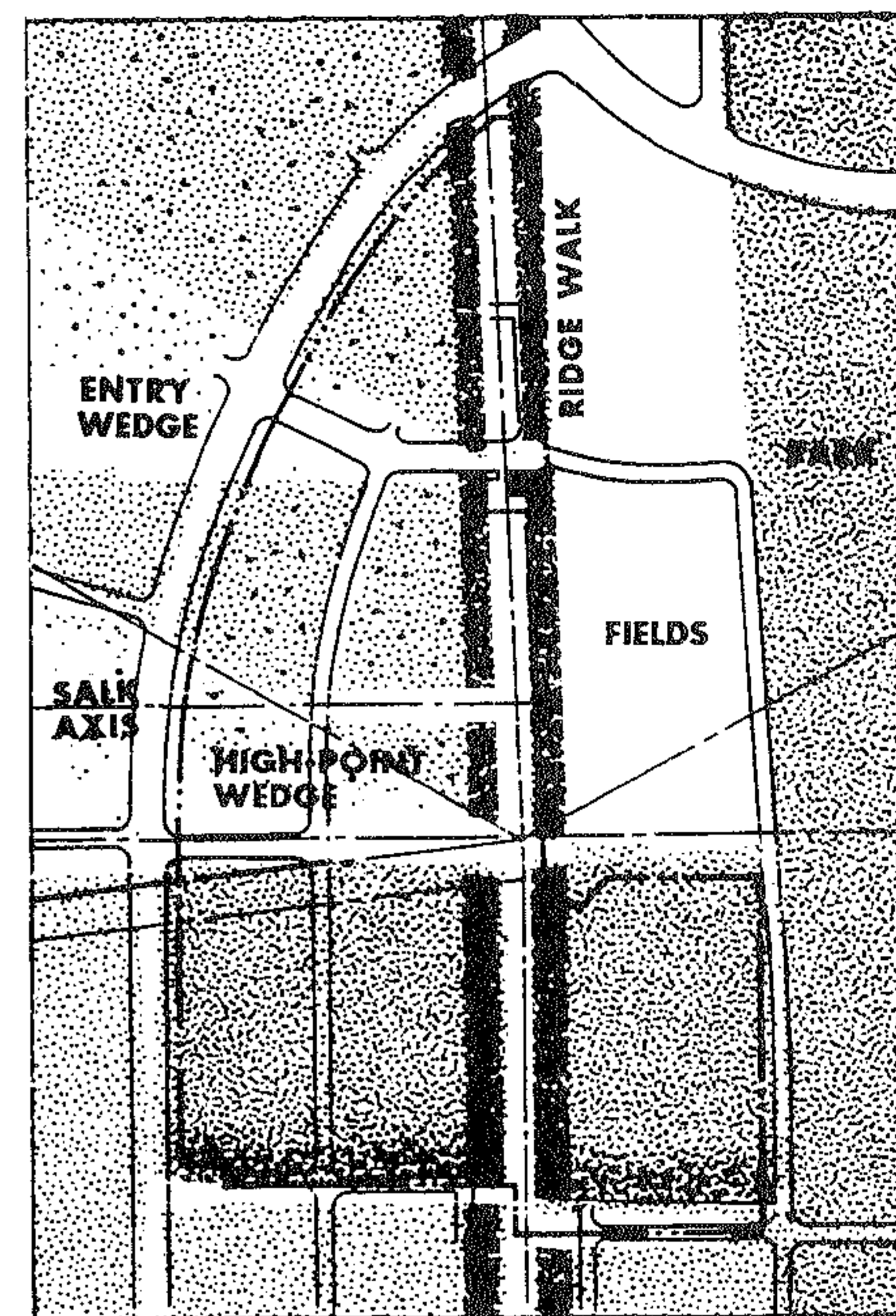
The sequence of chapters is related to the process in which University projects are formulated and reviewed. *Program and Land Use* describes development quantities for the overall campus and individual sites. *Site Planning and Architecture* establishes the parcelization of sites and describes building 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.



**SITE CONCEPT**  
Figure 2

The form is a framework of open space based on the academic corridor and view corridors.



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.

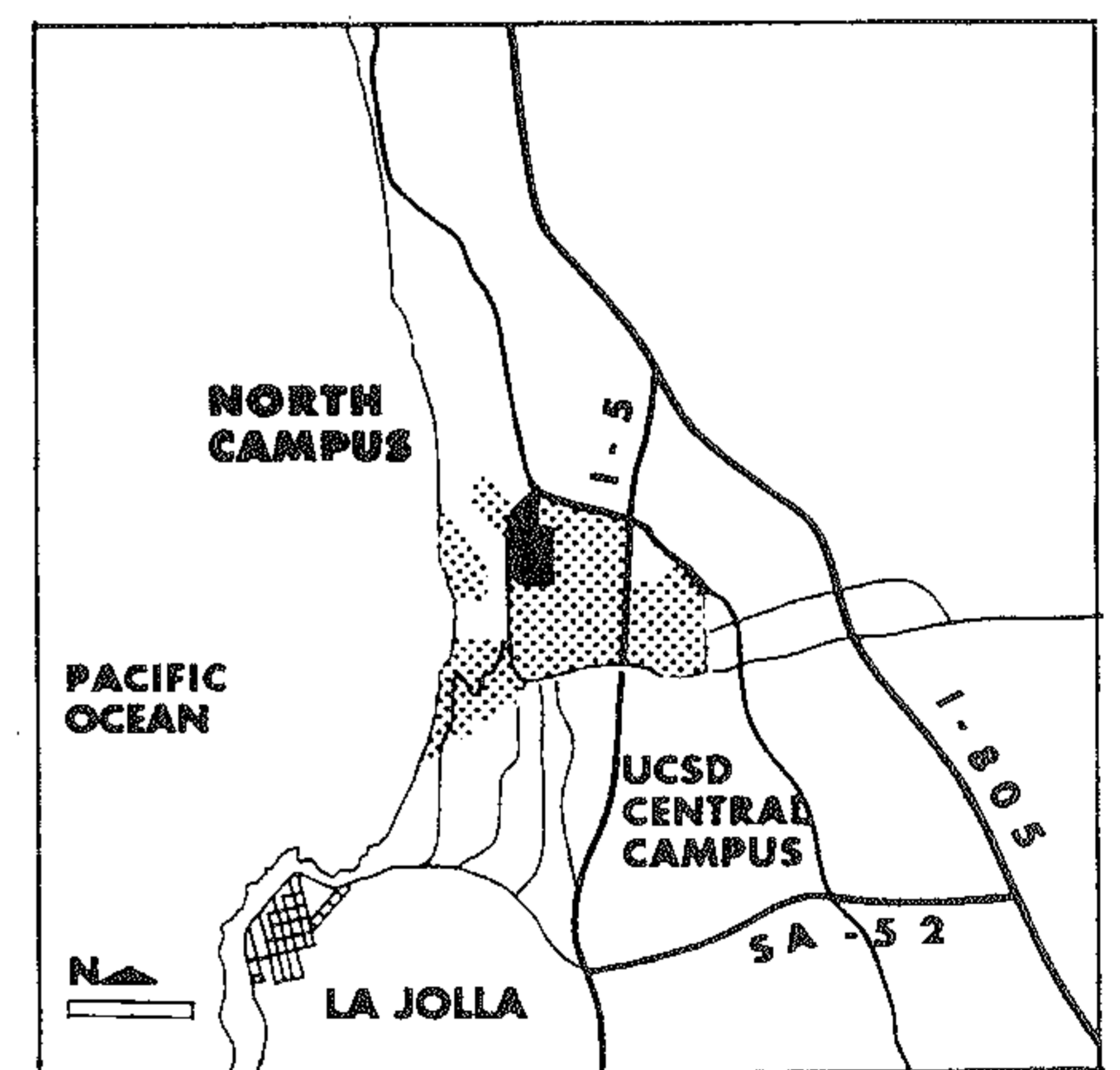
# Introduction

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.



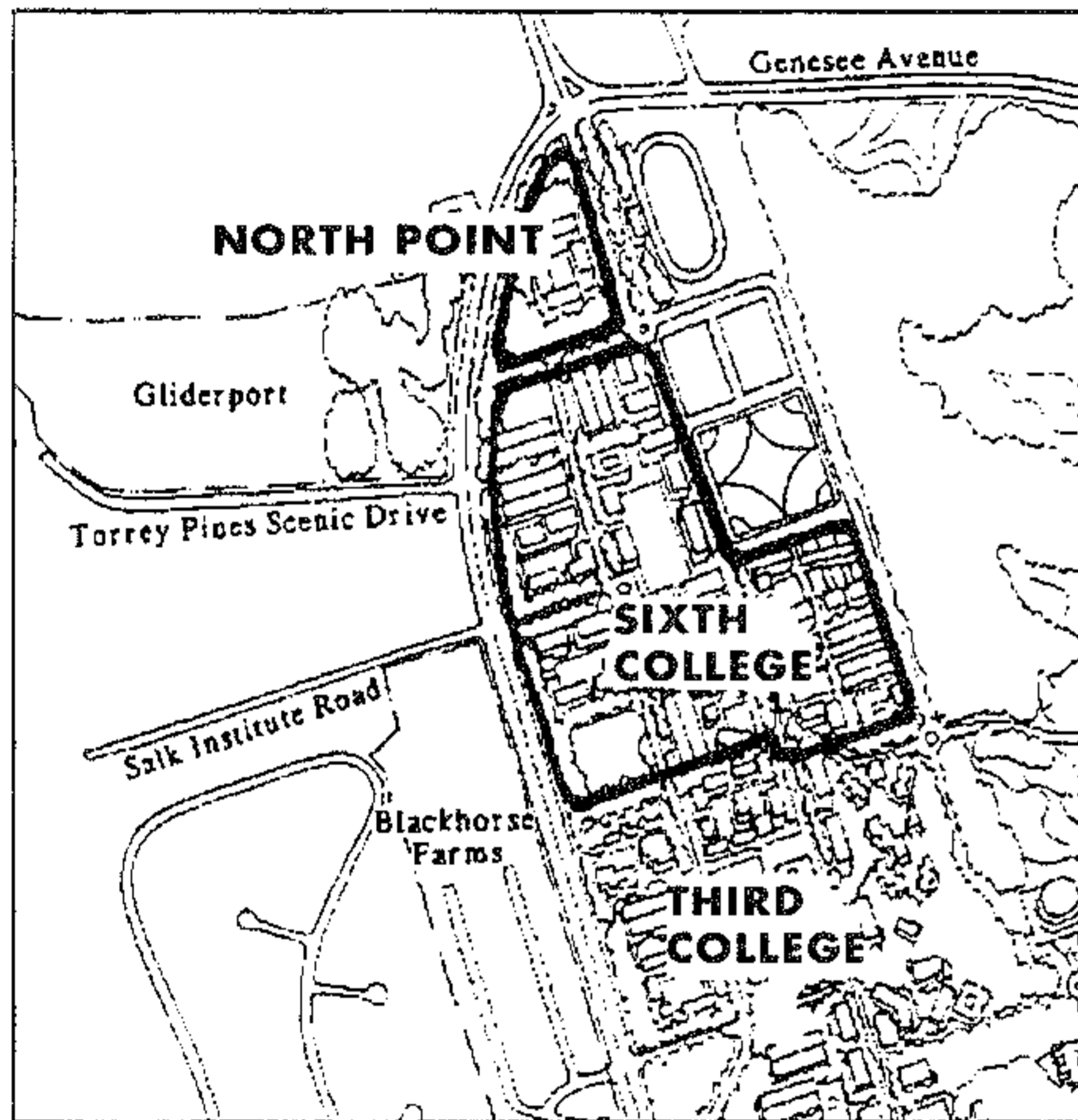
**AREA MAP**  
**Figure 3**

**North Campus is the gateway  
to UCSD from the North**



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.



**NEIGHBORHOODS PROPOSED IN CAMPUS MASTER PLAN**  
Figure 4

Two neighborhoods were proposed: North Point and Sixth College.

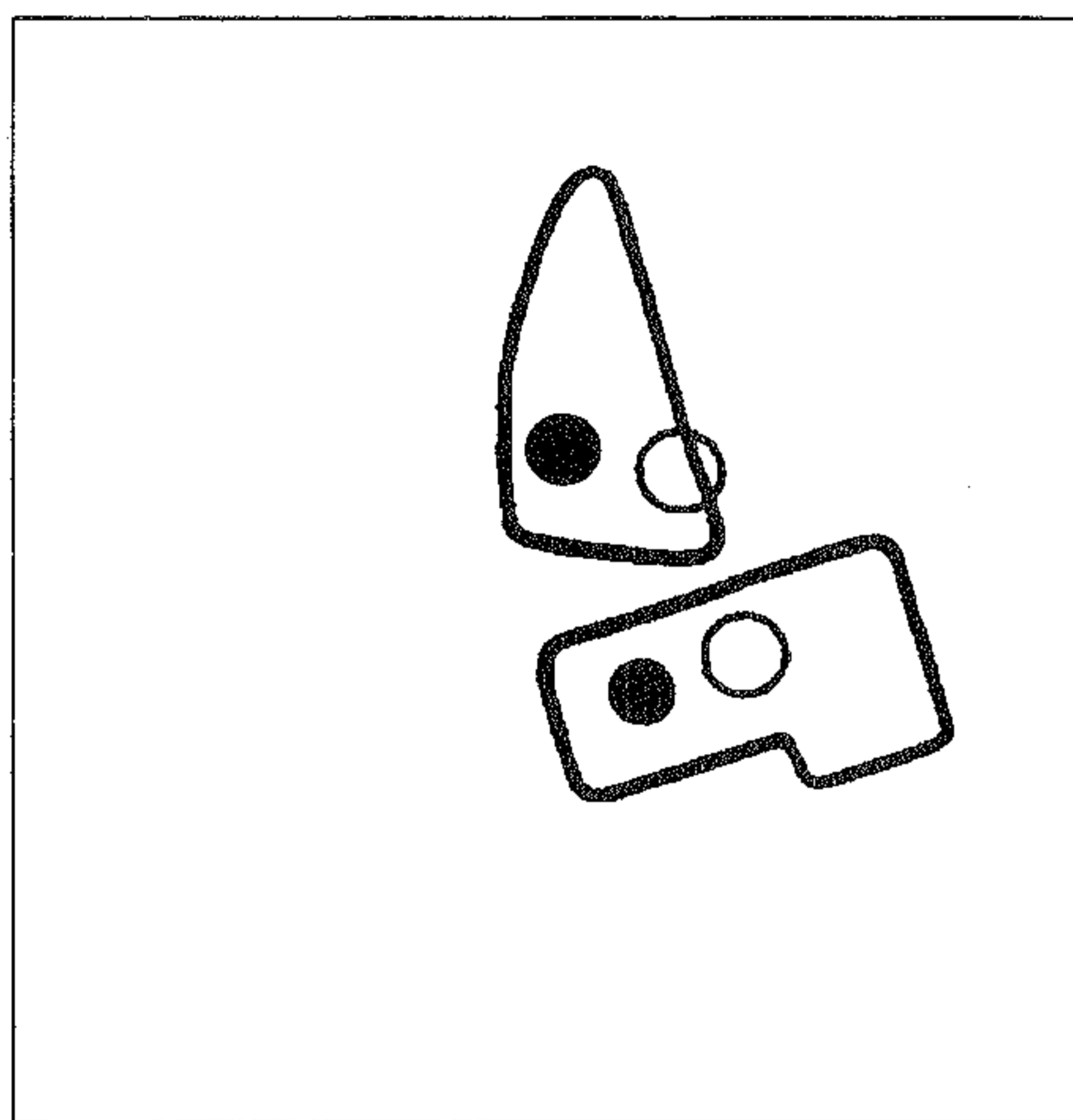
### Background

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



**NEIGHBORHOODS PROPOSED IN THIS STUDY**  
Figure 5

Two Neighborhoods are also proposed in this study: They would divide at the high point. The south neighborhood will contain a college. The north neighborhood may contain a second college or be unaffiliated with a college.



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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.



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## **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.

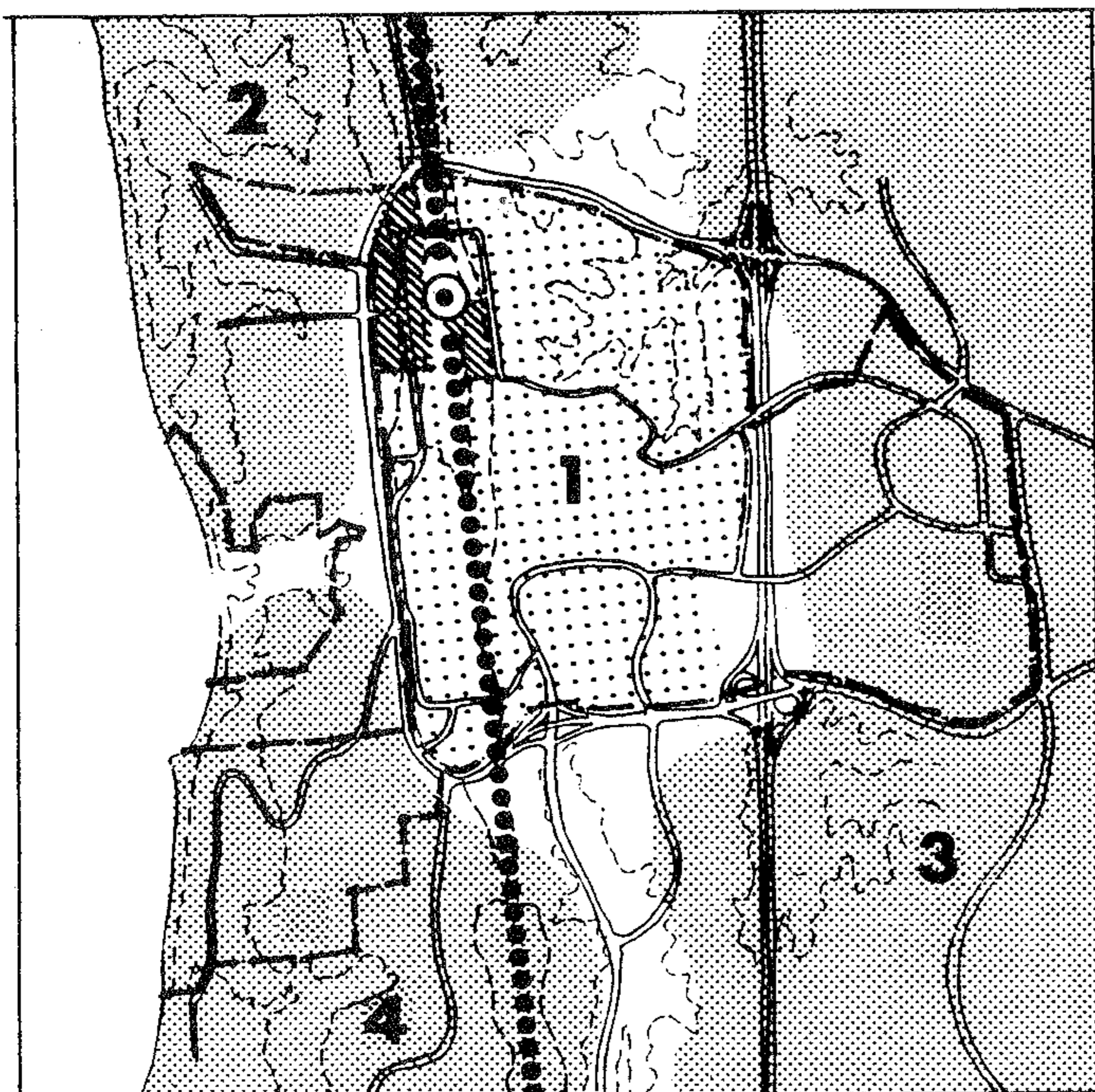
Because North Campus lacks the Eucalyptus groves which establish so much of the character of Central Campus, special attention is given to linking this area to the Park and also to the regional landscape off campus.

## **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

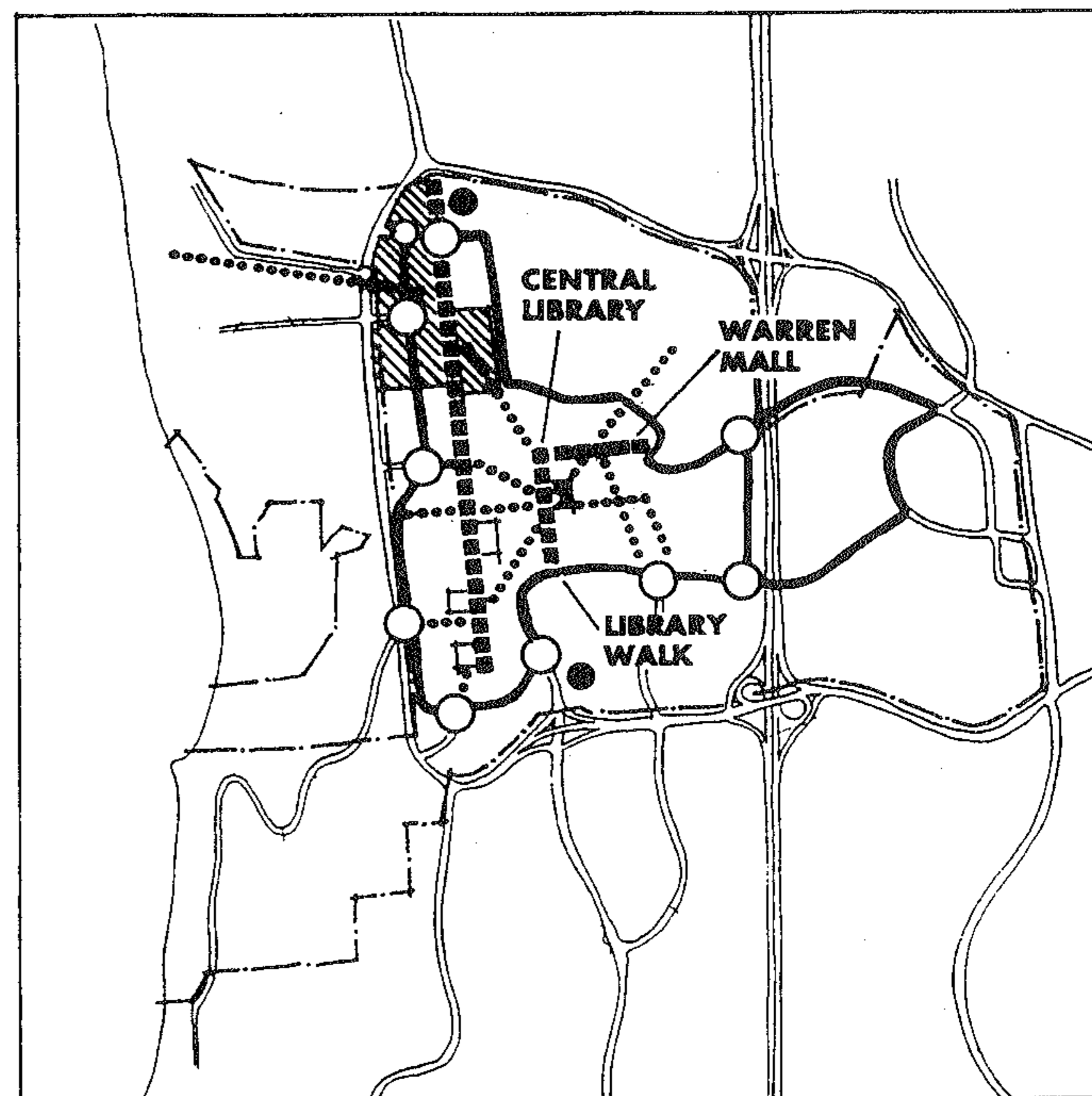




**COMMUNITY AND CAMPUS CONTEXT**  
Figure 6

North Campus is at a juncture of four distinct landscapes.

- |  |                             |          |   |
|--|-----------------------------|----------|---|
|  | <b>Regional Landscapes</b>  | <b>1</b> | <b>UCSD Central Campus Colleges, Park and Groves</b>              |
|  | <b>Campus Landscape</b>     | <b>2</b> | <b>Torrey Pines Mesa - Park, Ocean, Bluffs, Trees and Offices</b> |
|  | <b>Campus Boundary</b>      | <b>3</b> | <b>La Jolla/UTC - Freeway, Suburbs, Mountain View</b>             |
|  | <b>Ridge</b>                | <b>4</b> | <b>La Jolla Village Canyons and Coast</b>                         |
|  | <b>North Campus</b>         |          |   |
|  | <b>High Point of Campus</b> |          |   |



**CIRCULATION CONNECTIONS**  
Figure 7

Circulation connections link the neighborhood with the Campus and Community

- |  |                                |
|--|--------------------------------|
|  | <b>Campus Loop Road System</b> |
|  | <b>Orientation Points</b>      |
|  | <b>Entry Kiosks</b>            |
|  | <b>Major Pedestrian Malls</b>  |
|  | <b>Pedestrian Paths</b>        |

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



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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**

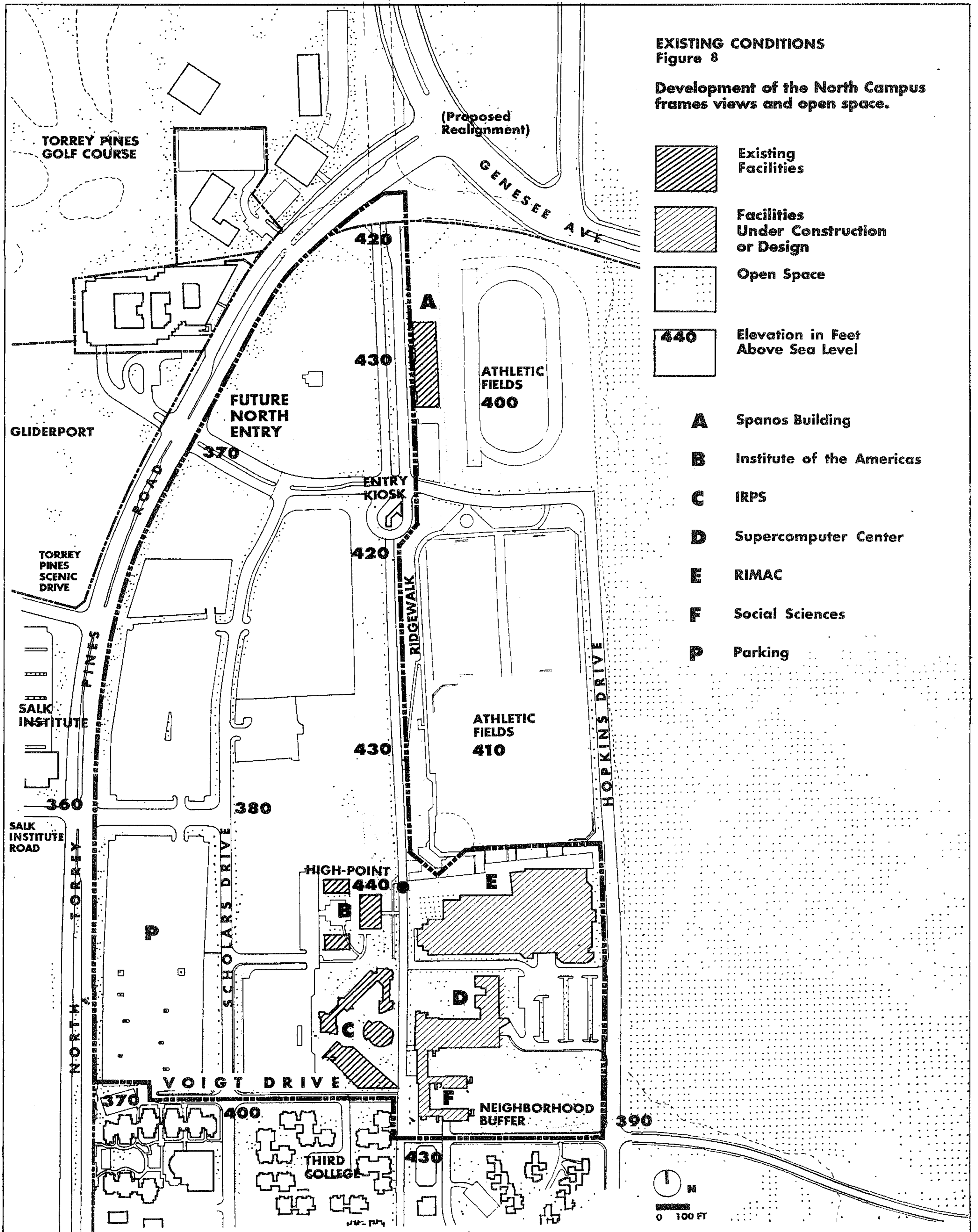
The total site area is sixty acres. Most of the site slopes towards the west from the coastal ridge at 5 to 8% while a portion of the site at the south slopes southeast toward Hopkins Drive and the mountains. Elevation change from the ridge to North Torrey Pines Road varies from 20' up to 50'. Excluding 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.

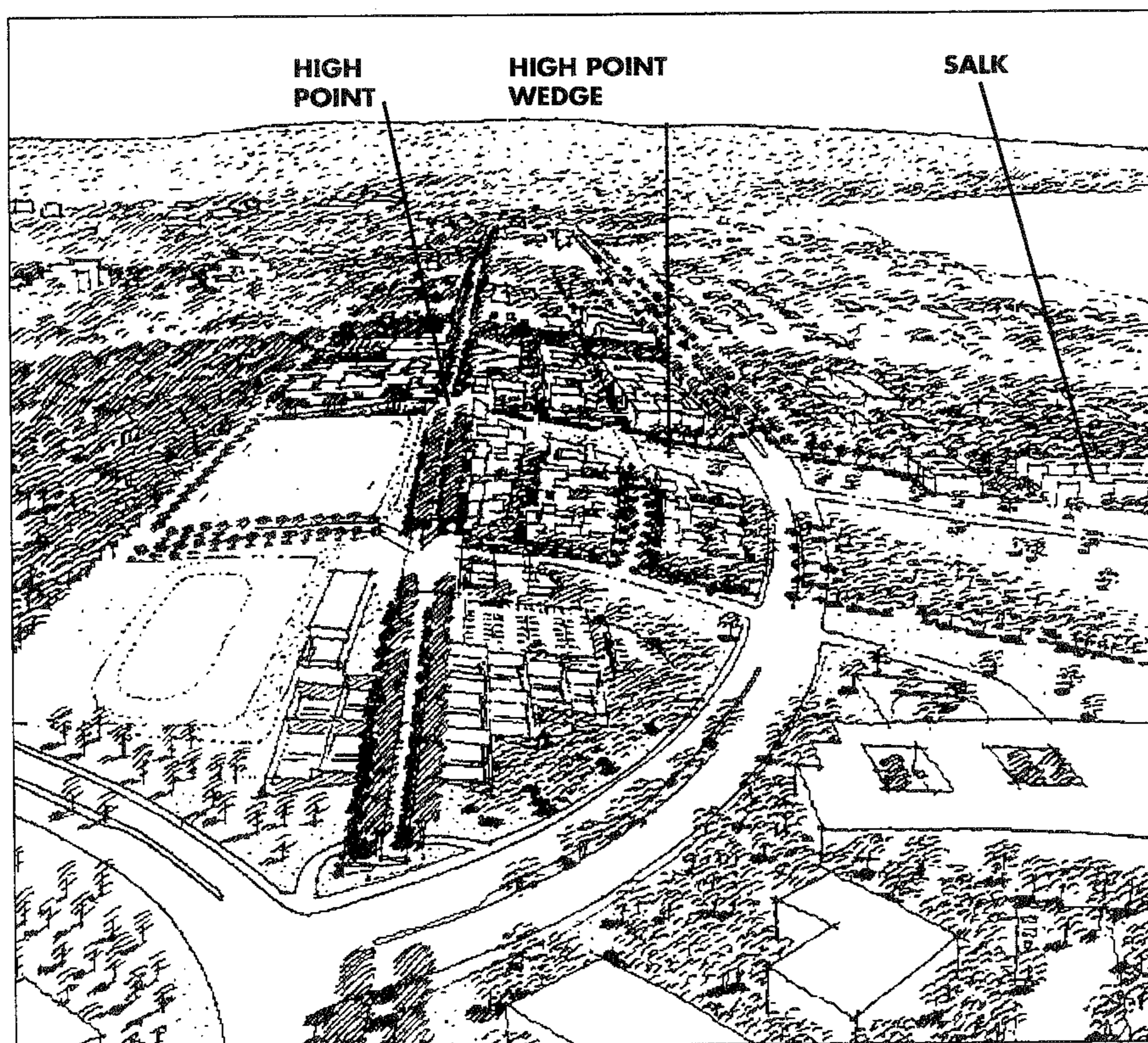
The physical planning concept selected reserves open space between the ocean and the campus highpoint to maximize the neighborhood's strong ocean identity. The open space comprises a view wedge to the west which would incorporate the angles of sunset at both solstice and equinox. A



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.



**VIEW TO THE SOUTH**  
Wedges of open space connect North Campus to the regional landscape



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## 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.

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## 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”*

**SELECTIVE GUIDE TO COLLEGES**

# Concept

The physical setting of the neighborhood is its most memorable and form-giving characteristic. The success of the conceptual identity for North Campus, however depends on whether the program (and the life of the neighborhood) can be integrated with the site in a meaningful way. The idea for this integration is to create a juxtaposition between the campus and its setting which reinforces the overall image of UCSD.

North Campus is a unique capstone for UCSD because it is the highest point on this section of coastline. It is a place of contrasts and paradoxes in both its geography and assumed program. The ridge setting has its ocean and mountain views, open fields and dense groves, sun and fog,—La Jolla to the south and the Torrey Pines bluffs to the north. The program juxtaposes major recreation facilities (RIMAC and the playing fields) with research institutes and graduate schools. The area molds the quintessential images of UCSD - the academic and the athlete - in a setting where the landscape groves, fields and horizon heighten the image to magical contrasts.

This image creates a special character for UCSD as a whole—the extroverted, gateway aspect of the neighborhood—and also defines the character and identity for the more introverted and intimate aspects - quads and courtyards. Maintaining the simplicity of this framework as a focus for design of open space is intended to provide the inspiration for architects and landscape architects to design facilities. If the natural elements of this setting have inspired work like the Salk Institute, the development of North Campus should also capture the emotional impact of the setting.

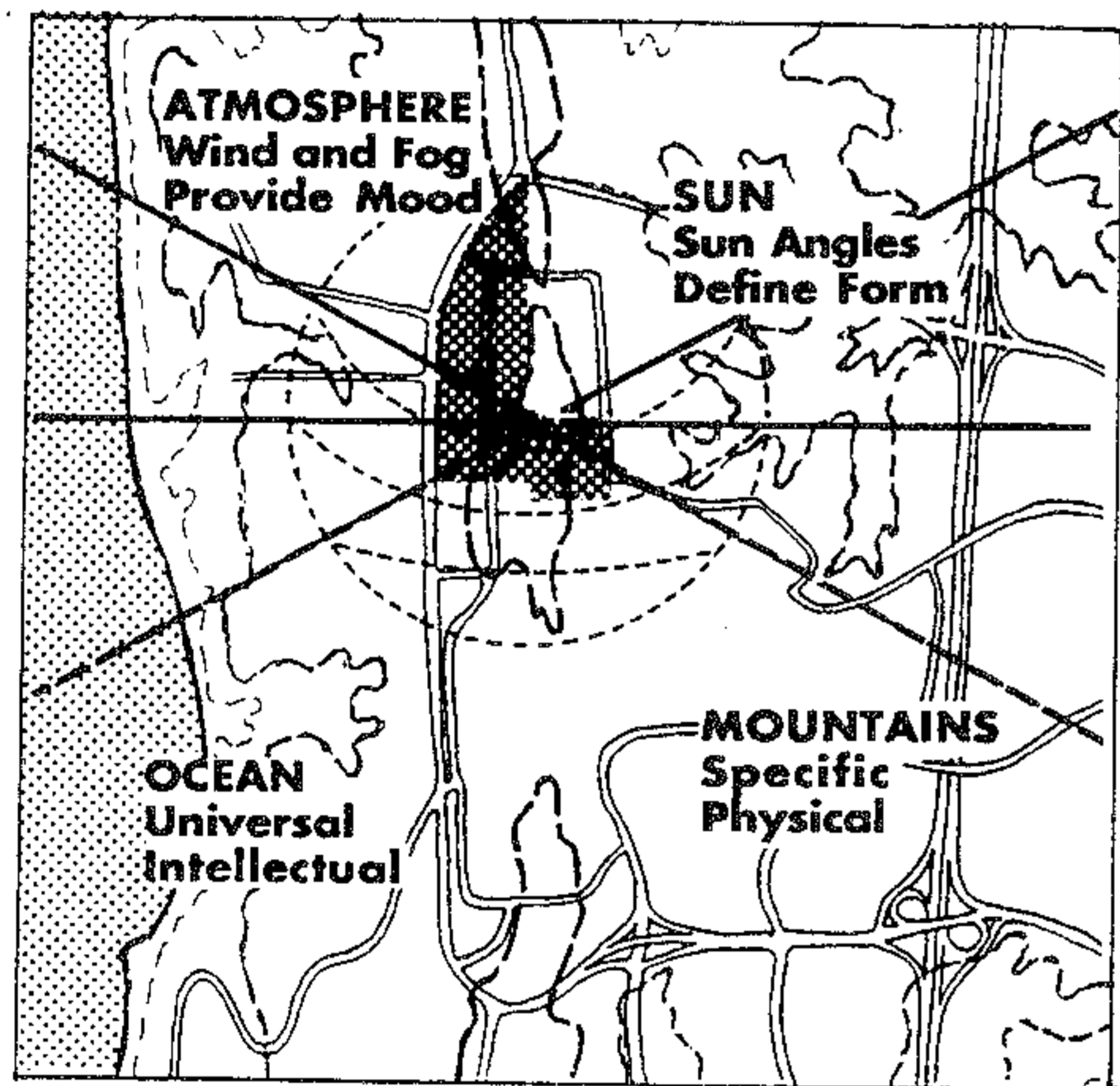
The form of the neighborhood incorporates a clearly designed intersection of athletic uses and academic uses which reflects the physical and intellectual aspects of the campus. Athletic uses are concentrated along an east-west diagonal axis between the beach, RIMAC and the Park. Academic uses are concentrated along the north-south social sciences corridor following the ridge. The open space framework is shaped by natural features, buildings and activities.



Without exception, those involved in the development of the planning study felt that design and specific siting of individual parcels must be flexible because of the uncertainties in the program. In addition, the uses of the neighborhood must have a clear means of reinforcing the physical plan and enlivening it by orienting circulation through open spaces to gathering places and activities.

### The Natural Phenomena of the Site

The highest elevation, the Viewpoint, of the site is in concept a "point of view" which sees relationship of the neighborhood to this site as an important issue. This point of view explores the visual drama of natural phenomena of the site as design ideas for the neighborhood. These phenomena include the landform and trees, the meteorology, the path and shadow of the sun, and the infinite ocean horizon. These are phenomena which provide an almost primeval magic to this place. These natural phenomena or natural elements of the site provide certain associations or aspects which can serve as the basis for enriching neighborhood identity. Design can develop either direct symbolism of the site elements, or heighten perception of the phenomena themselves. (Figures 9 and 10)



**SITE IDENTITY**  
Figure 9

Build the identity of North Campus on the open space framework: its views and natural phenomena

Phenomena	Aspect
Ocean	Water/Infinite: Universal/Intellectual
Mountains	Earth/Finite: Specific/Physical
Sun	Energy/Activity: Dynamic/Defined
Atmosphere	Intuition/Dreams: Quixotic/Ephemeral

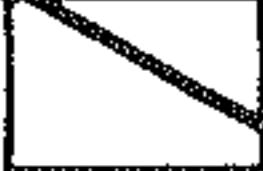
The following list indicates some of the possible ways in which these aspects could be applied to North Campus projects (as design ideas), and ways they have been applied to the Plan structure.

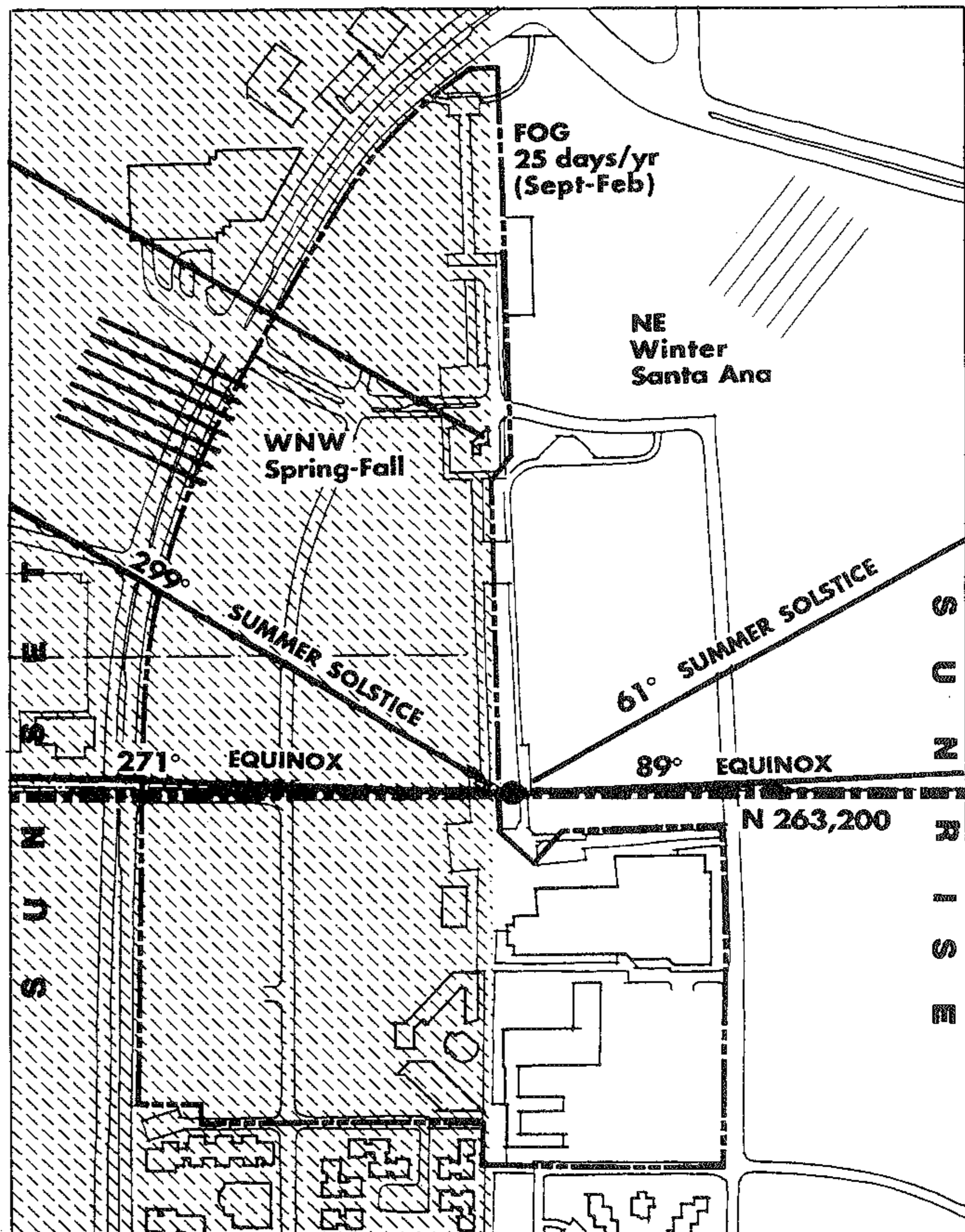


Phenomena	Specific Site Aspect	Design Response
Ocean Infinite View	Views of the horizon represent the abstract power of the imagination on learning	Views of the horizon - a logo for the academic facilities - are emphasized. View corridors orient to the horizon.
Mountains Enclosed view of land and trees	Views of the fields and mountains represent the concrete, physical aspects of learning	The fields and RIMAC are set against the mountain and park backdrop. Reinforce the contrasts of mass and void.
Sun Sunset/Sunrise	Special activities and events can be built around the the views of sunset and sunrise from the ridge	Create buildings and landscape which use light and space as the design vocabulary. The wedges are defined by sun and shadow angles.
Atmosphere/ Fog/Wind	North Campus has a romantic quality because of the silvery grayness of wind and fog on a desert coast	Pick colors for buildings and landscape which sparkle in the sun and dissolve in the fog.

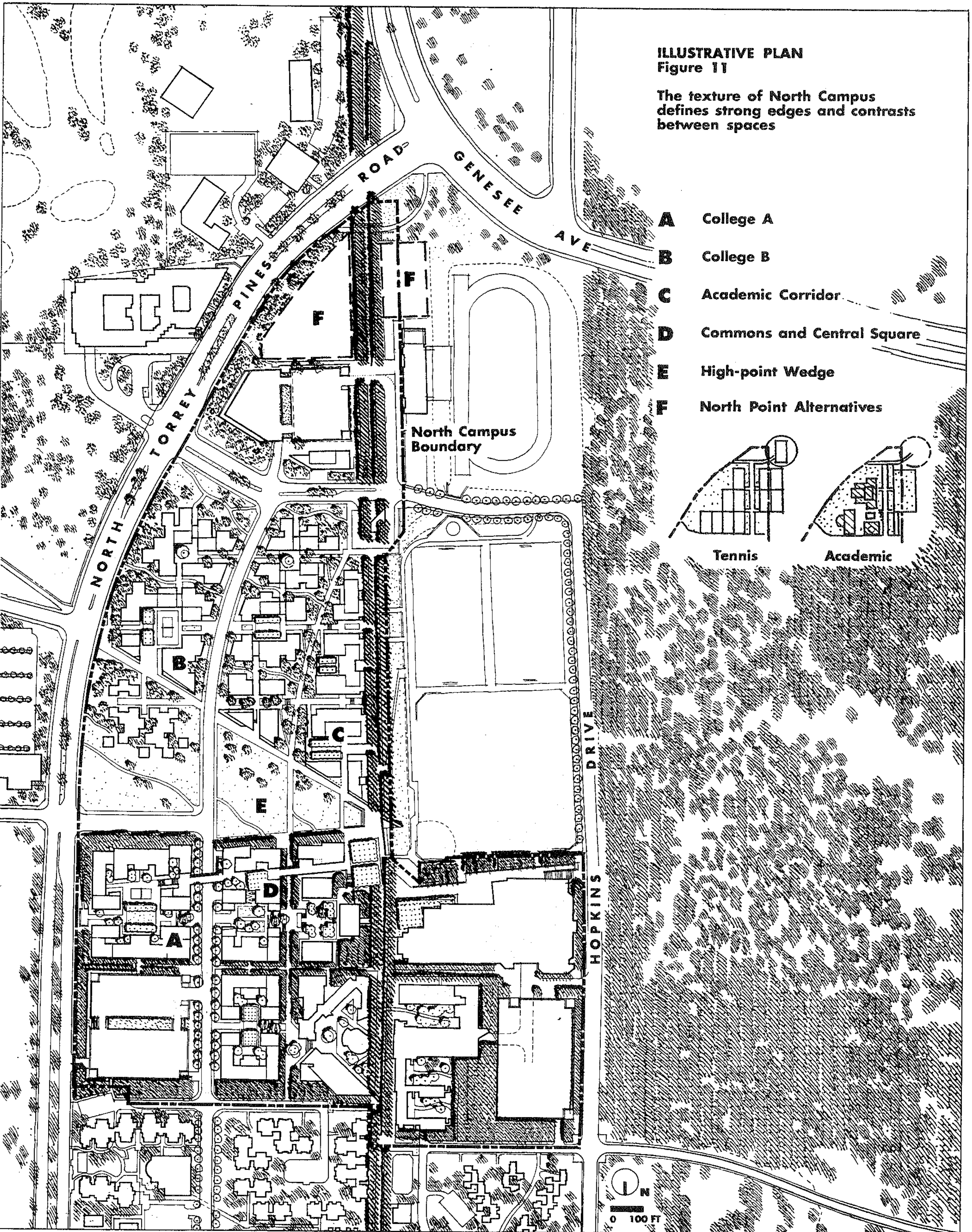
**SITE NATURAL PHENOMENA**  
Figure 10

The site is like an observatory to the surrounding landscape and climate.

-  Sun Angles (from North)  
Sunset and Sunrise
-  Wind Direction
-  Fog and Rain





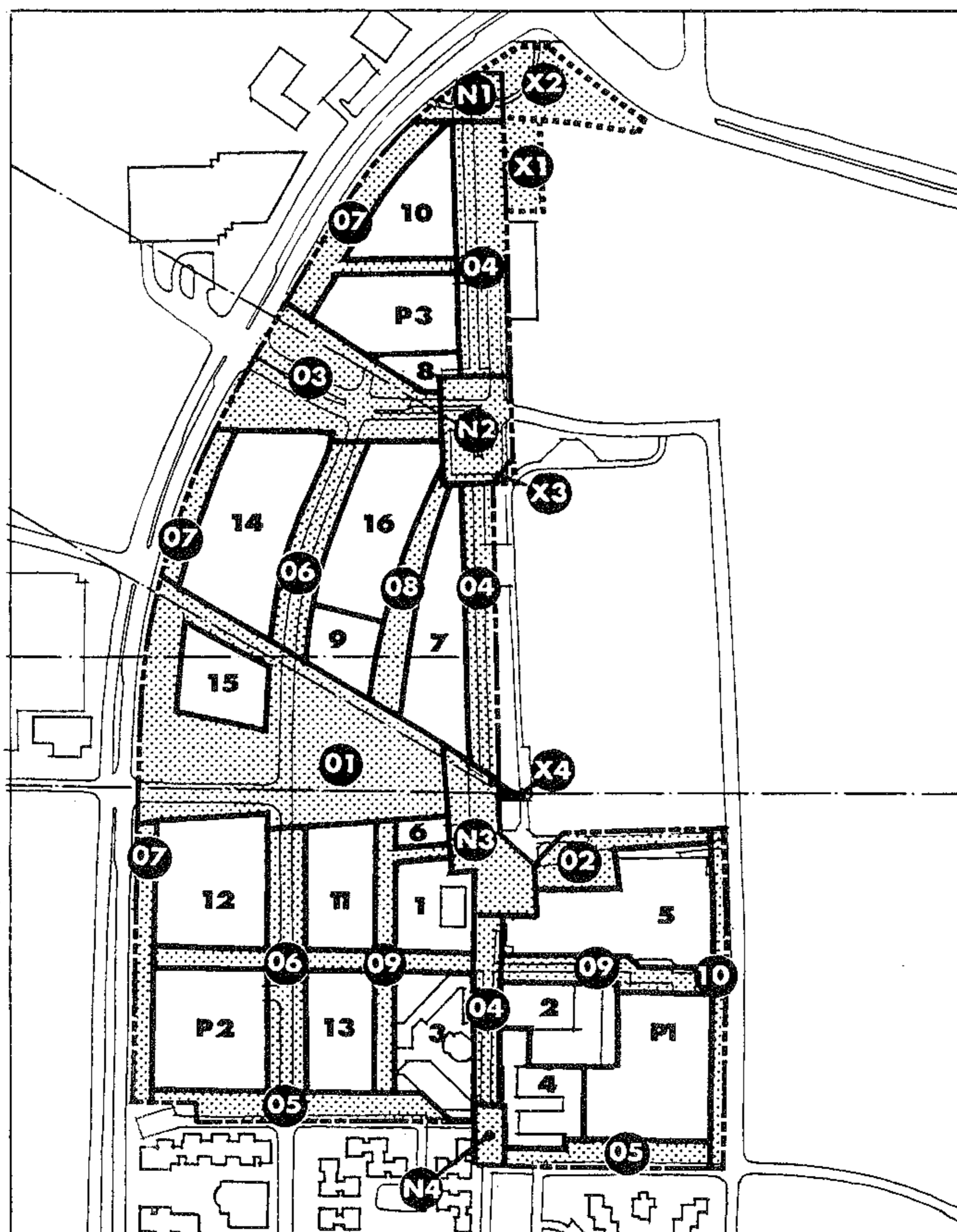




# Program and Land Use


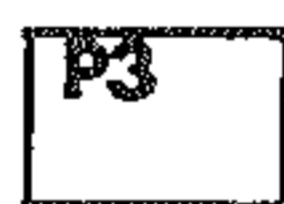



Types of facilities, locations, space needs, functional relationships and capacities of development sites are described in this section. The program is described in Table A. Table B assigns program to site and summarizes design considerations. Uses are assigned to sites which are further described in the Site Planning Section.

This study concentrates academic uses on the ridge, and residential development near North Torrey Pines Road. It gives a mixed use center to the neighborhood near the ridge high point. This differs from the Master Plan study idea of an academic quad as the focus of the neighborhood. It is recommended that parking be concentrated into three locations rather than the seven in the Master Plan study. Academic use and a tennis complex are discussed as options for North Point. (Figures 12 and 14)



**DEVELOPMENT SITES AND OPEN SPACE**  
Figure 12

The neighborhood is organized into specific sites to implement the open space framework and assign the development program

-  Development Sites
-  Parking Sites
-  Open Space Sites
-  Node Sites
-  Proposed Improvements Outside Neighborhood



**DEVELOPMENT PROGRAM  
TABLE A**

**Development Program Compared to  
Site Capacity**

			PROGRAM SUBTOTALS GSF	ASSIGNED SITES	SITE AREA SF	FAR	SITE CAPACITY <sup>1</sup> GSF
<b>TOTAL DEVELOPMENT PROGRAM</b>			<b>2,414,143</b>		<b>1,060,200</b>	<b>2.4</b>	<b>2,552,000</b>
<b>ACADEMIC</b>							
<b>Existing and Approved Facilities</b>	Existing GSF	Proposed GSF					
I OF A	14,693	20,480	35,173	1	56,000	1.2	67,200
SUPERCOMPUTER	60,685	12,000	72,685	2	48,000	1.8	86,400
IRPS	57,800	31,000	88,800	3	76,000	1.2	91,200
SOCIAL SCIENCES		69,000	69,000	4	42,000	2.4	100,800
RIMAC		168,485	168,485	5	157,000	1.2	188,400
Subtotal	133,178	300,965	<b>434,143</b>		379,000	1.4	534,000
<b>Proposed Future Facilities</b>	Proposed ASF	Proposed GSF		6,7,8,9	173,500	3.2	556,000
ACADEMIC /PROF SCHOOL	40,000	60,000					
GRADUATE/PROF SCHOOL	50,000	75,000					
ACADEMIC A	40,000	60,000					
ACADEMIC B	40,000	60,000					
ACADEMIC C	30,000	45,000					
ACADEMIC D	40,000	60,000					
ACADEMIC E	40,000	60,000					
ACADEMIC F	40,000	60,000					
ACADEMIC G	40,000	60,000					
SATELLITE BOOKSTORE	10,000	15,000					
NORTH POINT		(100,000 or		10			
ACADEMIC H / TENNIS <sup>2</sup>		7 Courts)					
Subtotal	370,000	555,000	<b>555,000</b>		173,500	3.2	556,000
<b>Subtotal</b>			<b>989,143</b>		<b>552,500</b>	<b>2.0</b>	<b>1,090,000</b>

1 North Campus may include either one or two College(s); if the second college is not implemented, additional housing will be all apartments, which have a greater gross square footage per bed than residence halls.

2 Academic H is a possible use for site 10, and is not included in the Proposed GSF subtotal. Tennis is an alternative (5 additional courts could be developed east of Ridgewalk).

			PROGRAM SUBTOTALS GSF	ASSIGNED SITES	SITE AREA SF	FAR	SITE CAPACITY GSF
<b>RESIDENTIAL</b>							
	<u>Beds</u>	<u>GSF</u>					
<b>College A</b>							
RESIDENCE HALLS	400	120,000					
APARTMENTS	800	460,000					
FOOD SERVICE FACILITY	-	35,000		11			
			<b>615,000</b>	11,12,13	231,700	2.7	616,000
<b>College B <sup>1</sup> (or other Undergrad Residential use)</b>							
RESIDENCE HALL	400	120,000					
APARTMENTS	800	460,000					
			<b>580,000</b>	14,15,16	187,000	2.8	515,500
<b>Graduate Apartments</b>							
APARTMENTS	400	230,000					
			<b>230,000</b>	16	89,000	3.3	294,000
<b>International <sup>2</sup> House</b>							
APARTMENTS	(400)	(230,000)					
			<b>(230,000)</b>	-	-	-	-
<b>Subtotal</b>	<b>2800</b>		<b>1,425,000</b>		<b>507,700</b>	<b>2.8</b>	<b>1,425,500</b>
<b>OTHER USES</b>							
<b>Parking</b>							
	<u>Cars</u>	<u>GSF</u>					
PARKING FACILITY 1	1130	367,250		P1	115,000	3.2	368,000
PARKING FACILITY 2	970	315,250		P2	99,000	3.2	316,800
PARKING FACILITY 3	630	204,750		P3	78,000	2.6	204,750
<b>Subtotal</b>	<b>2730</b>	<b>887,250</b>	<b>887,250</b>		<b>292,000</b>	<b>3.0</b>	<b>889,550</b>
<b>Utilities</b>							
		<u>GSF</u>					
SATELLITE PLANT		40,000					
<b>Subtotal</b>			<b>40,000</b>		<b>40,000</b>	<b>1.0</b>	

1 North Campus may include either one or two College(s); if the second college is not implemented, additional housing will be all apartments, which have a greater gross square footage per bed than residence halls.

2 International House is an option in the program; if it is implemented, it will reduce the other housing proposed by 200 beds each of Graduate Apartments and Undergraduate Apartments. International House also includes 67,000 square feet of non-residential space.



**DEVELOPMENT LAND USE  
TABLE B**

SITE	ASSIGNED USE	CONDITIONS	SITE AREA SF	FLOORS / <sup>2</sup> % COVERAGE	CAPACITY GSF
<b>ACADEMIC SITES</b> <sup>1</sup>					
1	<b>I of A</b>	<ul style="list-style-type: none"> <li>• Courtyard focused complex with existing I of A and edge of major campus gathering place.</li> </ul>	56,000	2.0 / 60%	67,200
2	<b>Supercomputer</b>		48,000	3.0 / 60%	86,400
3	<b>IR/PS</b>		76,000	2.0 / 60%	91,200
4	<b>Social Sciences</b>		42,000	4.0 / 60%	100,800
5	<b>RIMAC</b>		157,000	2.0 / 60%	188,400
6	<b>Academic/ Mixed Use</b>		10,300	5 / 60%	30,900
7	<b>Ridge Academic</b>	<ul style="list-style-type: none"> <li>• Trees not buildings should dominate views of the ridge from the east.</li> <li>• Observe view corridors.</li> <li>• Create wind protected courtyards at grade.</li> </ul>	110,000	5.0 / 65%	357,500
8	<b>Entry Academic</b>	<ul style="list-style-type: none"> <li>• Create a strong entry image to University.</li> <li>• Orient entry and plaza to Ridgewalk and integrate with major public entries to parking on site 'P3'.</li> </ul>	21,200	5.0 / 60%	63,600
9	<b>Wedge Academic</b>		32,000	5.0 / 65%	104,000
10	<b>Northpoint Academic/ Tennis</b>	<ul style="list-style-type: none"> <li>• Important image site - screen tennis with Torrey Pines.</li> <li>• Set tennis into grade to preserve views.</li> <li>• Create Special academic institute with landmark architecture as alternative.</li> </ul>	63,000	4.0 / 40%	(100,000) (7 Courts)

1 Academic program identified in Table A is not assigned to specific sites.

2 Number of floors indicates an "average" height, not a height limit, for academic and residential uses. Buildings of 5 stories or less are preferred for residential use.

SITE	ASSIGNED USE	CONDITIONS	SITE AREA SF	FLOORS / <sup>2,3</sup> % COVERAGE	CAPACITY GSF
<b>RESIDENTIAL SITES</b>					
11	<b>College A Apartments and Food Service</b>	<ul style="list-style-type: none"> <li>• I-House alternative.</li> <li>• Link with bridge.</li> <li>• View corridor.</li> </ul>	67,000	4.5 / 50%	151,000
12	<b>College A Residence Halls</b>	<ul style="list-style-type: none"> <li>• Quad site.</li> <li>• College focus.</li> <li>• Recreation.</li> </ul>	106,500	5.0 / 60%	319,500
13	<b>College A Apartments</b>	<ul style="list-style-type: none"> <li>• Buffer from IR/PS.</li> <li>• View corridor.</li> <li>• I-House alternative.</li> </ul>	58,200	5.0 / 50%	145,500
14	<b>College B Residence Halls and / or Apartments</b>	<ul style="list-style-type: none"> <li>• View corridors.</li> <li>• Open space on diagonal.</li> </ul>	134,000	5.5 / 60%	442,500
15	<b>College B Apartments</b>	<ul style="list-style-type: none"> <li>• Picturesque meadow housing in Wedge.</li> </ul>	53,000	2.5 / 55%	73,000
16	<b>Graduate / Undergraduate Apartments</b>	<ul style="list-style-type: none"> <li>• Frame view corridors.</li> </ul>	89,000	5.5 / 60%	294,000

**PARKING**

P1	<b>Parking Facility 1/ Utility Plant Alternative</b>	<ul style="list-style-type: none"> <li>• Below Ridgewalk elevation.</li> <li>• Consider view from Social Sciences.</li> <li>• Eucalyptus edge to Hopkins Dr. and college buffer.</li> </ul>	115,000	4 / 80%	1130
P2	<b>Parking Facility 2</b>	<ul style="list-style-type: none"> <li>• Below Scholar's Dr. elevation.</li> <li>• View across from above.</li> <li>• Screen from North Torrey Pines Rd.</li> </ul>	99,000	4 / 80%	970
P3	<b>Parking Facility 3</b>	<ul style="list-style-type: none"> <li>• Below Ridgewalk elevation.</li> <li>• View over from Ridgewalk.</li> <li>• Screening from North Torrey Pines Rd. and entry drive.</li> </ul>	78,000	3.5 / 75%	630

1 Utility plant alternatives located in P2 or P3 will require increasing the height of the other parking structures.

2 Number of floors indicates an "average" height, not a height limit, for academic and residential uses.

3 "Maximum" number of levels for parking.



AREA	ACTIVITY TYPE	CONDITIONS	AREA SF	DISTRICT/CHARACTER
<b>OPEN SPACE</b>				
O1	<b>Wedge with Casual Sports and Gathering</b>	<ul style="list-style-type: none"> <li>• Informal amphitheater at top.</li> <li>• Sculptural view point with east-west overlook.</li> </ul>	306,000	<ul style="list-style-type: none"> <li>• Torrey Pines</li> <li>• Naturalized meadow</li> </ul>
O2	<b>Field Terrace</b>	<ul style="list-style-type: none"> <li>• Overlook.</li> <li>• Entry gathering for events and recreation.</li> <li>• Under Construction.</li> </ul>	115,000	<ul style="list-style-type: none"> <li>• Academic Grove</li> <li>• Paved terrace</li> <li>• Eucalyptus foreground</li> </ul>
O3	<b>Entry Drive Landscape</b>	<ul style="list-style-type: none"> <li>• Kiosk node.</li> <li>• Orientation.</li> </ul>	225,500	<ul style="list-style-type: none"> <li>• Torrey Pines</li> <li>• Naturalized meadow</li> </ul>
O4	<b>Ridgewalk Landscape</b>	<ul style="list-style-type: none"> <li>• Historic landscape of Highway 101.</li> <li>• Existing approved plan.</li> <li>• Integrate node in crossing open spaces.</li> </ul>	213,100	<ul style="list-style-type: none"> <li>• Ridgeline Views</li> <li>• Regularly spaced Eucalyptus polyanthenos</li> </ul>
O5	<b>South Gateway/ Buffer</b>	<ul style="list-style-type: none"> <li>• Contrast Marshall College and North Campus.</li> <li>• Hardscape plaza defines south gateway.</li> </ul>	104,900	<ul style="list-style-type: none"> <li>• Academic Grove</li> <li>• Strong edge of Eucalyptus</li> </ul>
O6	<b>Loop Road Streetscape</b>	<ul style="list-style-type: none"> <li>• Campus-wide character.</li> <li>• Auto/pedestrian interface nodes.</li> </ul>	150,000	<ul style="list-style-type: none"> <li>• Crosses districts</li> <li>• Flowering Eucalyptus with rustic understory</li> </ul>
O7	<b>North Torrey Pines Road Landscape</b>	<ul style="list-style-type: none"> <li>• Buildings viewed through trees.</li> <li>• Screen parking.</li> </ul>	117,400	<ul style="list-style-type: none"> <li>• Crosses districts</li> <li>• Pines and Eucalyptus</li> </ul>
O8	<b>Torrey Pines Terraces</b>	<ul style="list-style-type: none"> <li>• Buffer residential from academic uses.</li> <li>• Create foreground for views from academic terraces to ocean.</li> </ul>	62,000	<ul style="list-style-type: none"> <li>• Torrey Pines</li> </ul>
O9	<b>College A Connectors</b>	<ul style="list-style-type: none"> <li>• Frame east-west views.</li> <li>• Strong orientation from parking to ridge.</li> <li>• North-south link and buffer for ridge academic.</li> </ul>	53,000	<ul style="list-style-type: none"> <li>• Intersection of Torrey Pines and Field and Forest landscapes</li> </ul>
O10	<b>Hopkins Drive</b>	<ul style="list-style-type: none"> <li>• Campus Loop.</li> </ul>	25,000	<ul style="list-style-type: none"> <li>• Flowering Eucalyptus</li> </ul>

AREA	ACTIVITY TYPE	CONDITIONS	AREA SF	DISTRICT/CHARACTER
N1	<b>Ridgewalk North Terminus</b>	<ul style="list-style-type: none"> <li>• Wall with seating above new intersection.</li> </ul>	132,300	<ul style="list-style-type: none"> <li>• Belvedere-like terrace under hedgegroves</li> </ul>
N2	<b>North Entry Plaza</b>	<ul style="list-style-type: none"> <li>• Unify space with paving, continuous tree groves.</li> </ul>	84,700	<ul style="list-style-type: none"> <li>• Refined paving, Rustic Landscape</li> <li>• Orienting Signage</li> </ul>
N3	<b>Highpoint Wedge Node</b>	<ul style="list-style-type: none"> <li>• Major Campus Pedestrian Crossing, Gathering Space.</li> <li>• Active Plaza.</li> </ul>	59,000	<ul style="list-style-type: none"> <li>• Refined Paving, Furniture, Seatwalls</li> <li>• Integrate with Wedge meadow, Amphitheater and overlook</li> </ul>
N4	<b>South Gateway</b>	<ul style="list-style-type: none"> <li>• Quiet Plaza - arrival space.</li> </ul>	11,600	<ul style="list-style-type: none"> <li>• Refined Paving, Furniture</li> <li>• Integrate Buildings as Gateway</li> </ul>
X1	<b>Tennis</b>	<ul style="list-style-type: none"> <li>• Site on east side of Ridge north of Spanos Building.</li> </ul>	28,800	<ul style="list-style-type: none"> <li>• Build 4 Courts into grade</li> <li>• Screen from Genesee</li> </ul>
X2	<b>North Point Landscape Edge</b>	<ul style="list-style-type: none"> <li>• Relandscape with Genesee Realignment to unify Ridgewalk Teminus.</li> <li>• Could accommodate a Spectator Tennis Court</li> <li>• Under City ownership - Use requires acquisition</li> </ul>	43,300	<ul style="list-style-type: none"> <li>• Groves of Eucalyptus</li> </ul>
X3	<b>North Entry Encroachment</b>	<ul style="list-style-type: none"> <li>• Extends off-site to complete entry plaza.</li> </ul>	2,350	<ul style="list-style-type: none"> <li>• Hardscape with low wall edges</li> </ul>
X4	<b>Wedge Overlook</b>	<ul style="list-style-type: none"> <li>• Allows wedge overlook to encroach slightly on slope off-site.</li> </ul>	850	<ul style="list-style-type: none"> <li>• Deck View Structure</li> </ul>

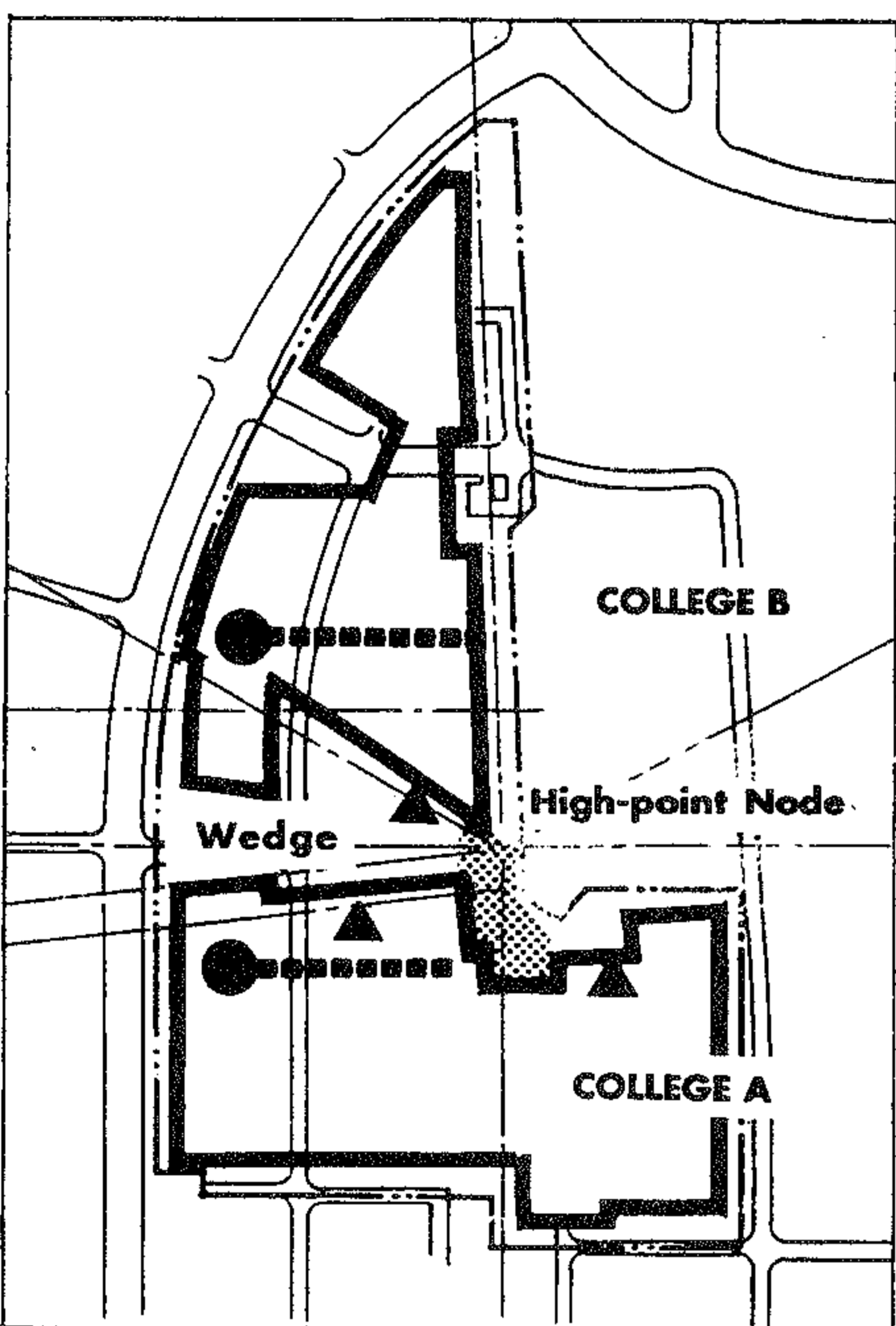


## COLLEGES

UCSD may eventually have six to eight undergraduate colleges according to the Master Plan study and LRDP. North Campus is the likely site for either one or two of these. (Figure 13) Development of the first of these colleges will probably begin before a decision is made on the second. However, whether one or two colleges are established, the space needs of the total program remain unchanged. In a one college scenario, the same quantity of housing and academic facilities would occur but those north of the wedge would not be affiliated with a college. Program allocations and variations for specific sites within the colleges are discussed below by land use type.

North Campus academic uses will emphasize graduate studies, professional schools, academic support, and administrative offices. An undergraduate classroom complex will not occur in this neighborhood unless the Master Plan concept of concentrating classrooms in the central area of campus is modified. Undergraduate residence halls, apartments and a provost office complex would be part of North Campus Colleges.

Activities would be centered at a commons with food service, the satellite bookstore, administration offices, and at gathering spaces for various events. A single commons is planned even if there are two colleges. The program gives four options for dividing the residential program depending on whether there are one or two college(s).



**COLLEGES**  
Figure 13

### College A

Because of its closeness to the center of the campus and present and future academic facilities, the southern part of the study area was deemed the best site for the initial college. College A straddles the Academic axis and should have a more cloistered academic image than College B, to take advantage of proximity to academic facilities. There is little ground-level view at the site. It is intended to have a strong image focused on a series of traditional quads that are connected to the ridge. College A is part of the Academic Grove district.

The commons should be located toward the north edge of College A to be accessible to residential development to the north and to take advantage of views over open space (site 01). A pedestrian bridge over Scholars Drive should connect Site 11 with Site 12. Site 12 provides the opportunity for creation of a formal quad as the internal focus of the college. It should have overlooking lounges, terraces and meeting rooms, as well as recreation facilities for volleyball or half-court basketball. It is vital to the physical identity of College A that buildings and landscape be designed as a container for courtyard open spaces. This is described in the site planning guidelines.



## College B

The location for a second College is north of the highpoint wedge of open space and west of the ridge, in the Torrey Pines district. The site has greater view potential and should be more externally focused than College A. The image of College B could be more recreation oriented than College A because it is located along the recreation axis from the beach to fields along the highpoint wedge. It also incorporates an internal gathering area and pedestrian spine, but does not have a program opportunity for a commons. It should have meeting rooms and recreation activities along the central spine or a college mall.

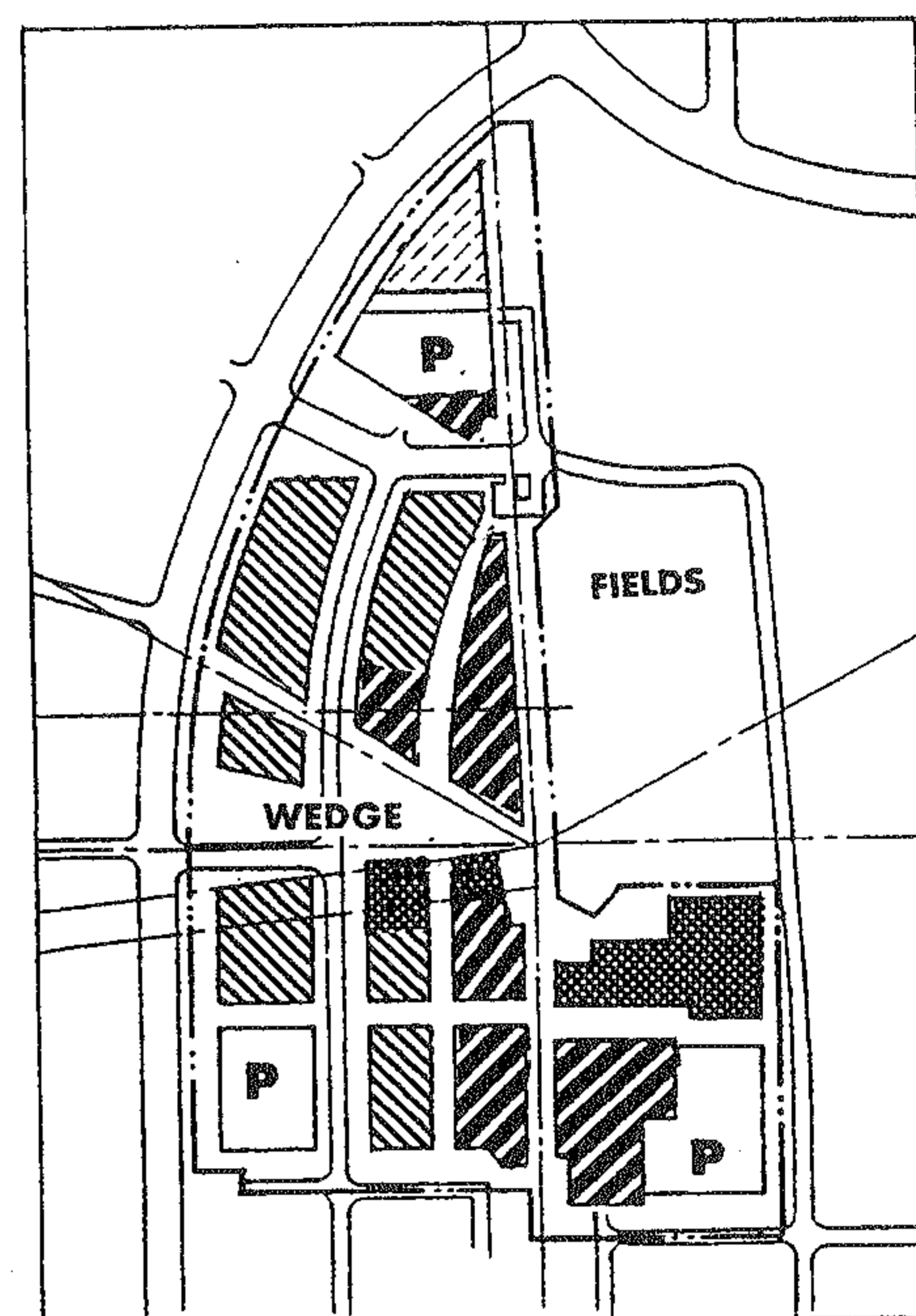
Recreational assets include the beach, Torrey Pines City Park, the athletic fields, possible tennis courts, the open space wedge and the Recreational and Intramural Athletic Complex. The college connects symbolically with the academic corridor at the athletic complex. This diagonal axis provides a role similar to the bridge at college A. College B's open visual character and open space relationships are discussed in the guidelines.

## ACADEMIC USES


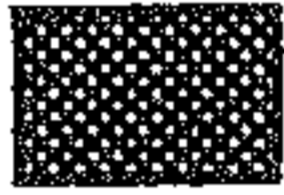



The program for future academic growth in the North Campus is largely undefined. Development of this program is envisioned along the ridge in nine new buildings. Academic use is also considered for site 10, where tennis courts are an alternately proposed use. These sites can be developed in various configurations depending on the needs of academic program.

The importance of ridgeline massing, terrace level meeting rooms, lounges and shared courtyard spaces are discussed in the guidelines. Common spaces and spaces for meetings would open to views and ridge walk. Illustrated in the plans are modules that suit various sized academic programs. They should be inviting to pedestrians and open to ridge walk on the east and the view to the west, but may also define open space and courtyards at ground level. Even if schools or complexes are inwardly focused, they should not turn their back on the Neighborhood open space system or views.

The academic support facilities are included in the overall academic program and are not identified separately. Added to existing buildings and planned expansions, they will bring academic space to approximately 990,000 gross square feet, or 1,090,000 gross square feet with site 10.



LAND USE  
Figure 14

	Academic
	Support/ Mixed Use
	Housing
	Academic or Tennis
	Parking



### North Point Alternative Use

Variations to the program were explored for academic use of North Point or for a 12 court tennis facility. It is felt that this is the best location in North Campus for a tennis facility. (Figure 15)

### RESIDENTIAL USES

North Campus has an intense residential program, particularly for both graduate and undergraduate apartments. The residential program is related to the academic program.

### Residence Halls

If there are two colleges, 400 residence hall beds are proposed for each. If there is only one college, it would have a 400 bed residence hall.

### College Undergraduate Apartments

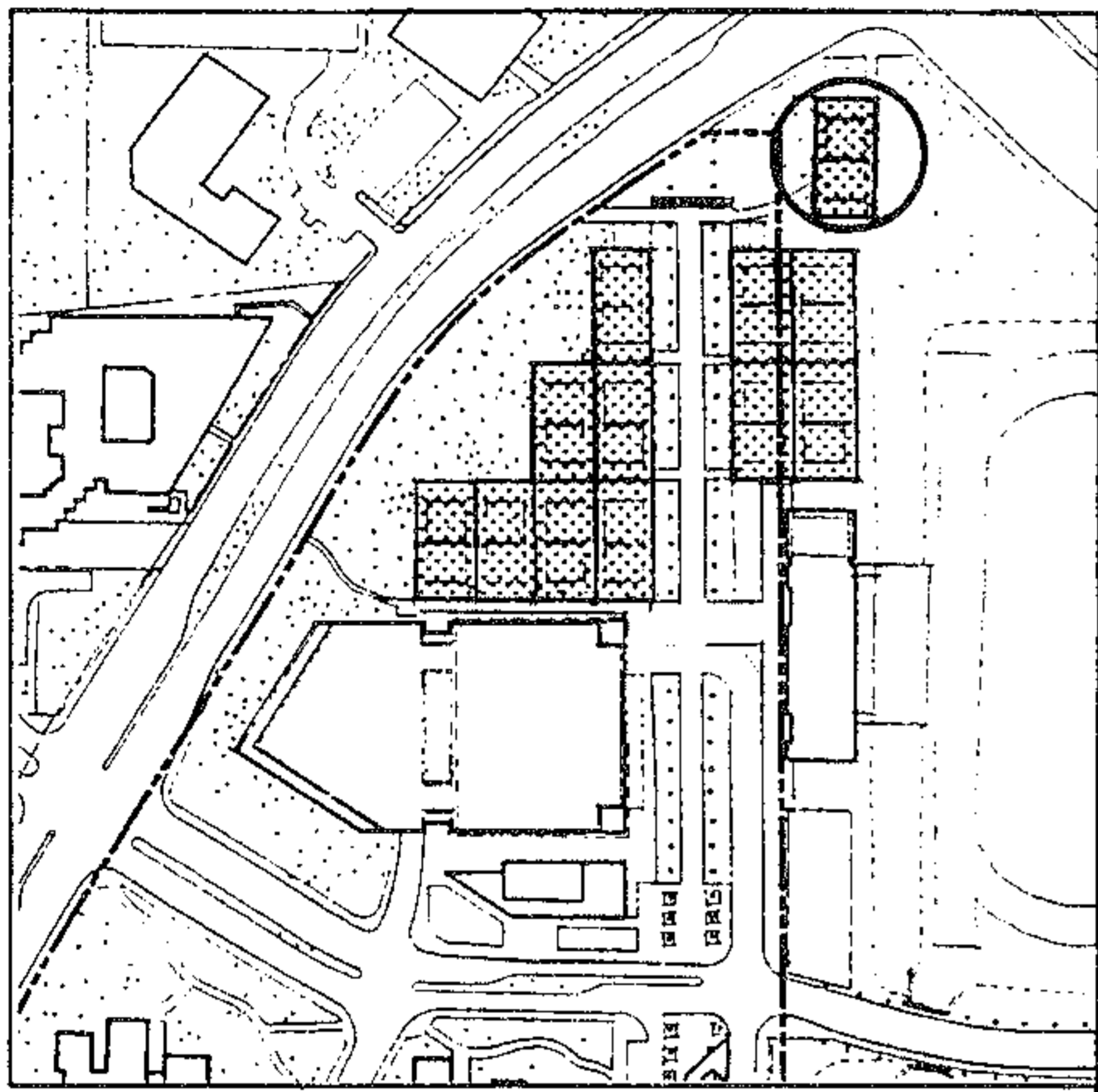
Each of the two colleges would have 800 apartment beds. If there is only one college, all undergraduate housing north of the high point wedge will be in apartments. The total number of undergraduate apartments would be reduced by 200 if International House is built.

### Unaffiliated Undergraduate Apartments

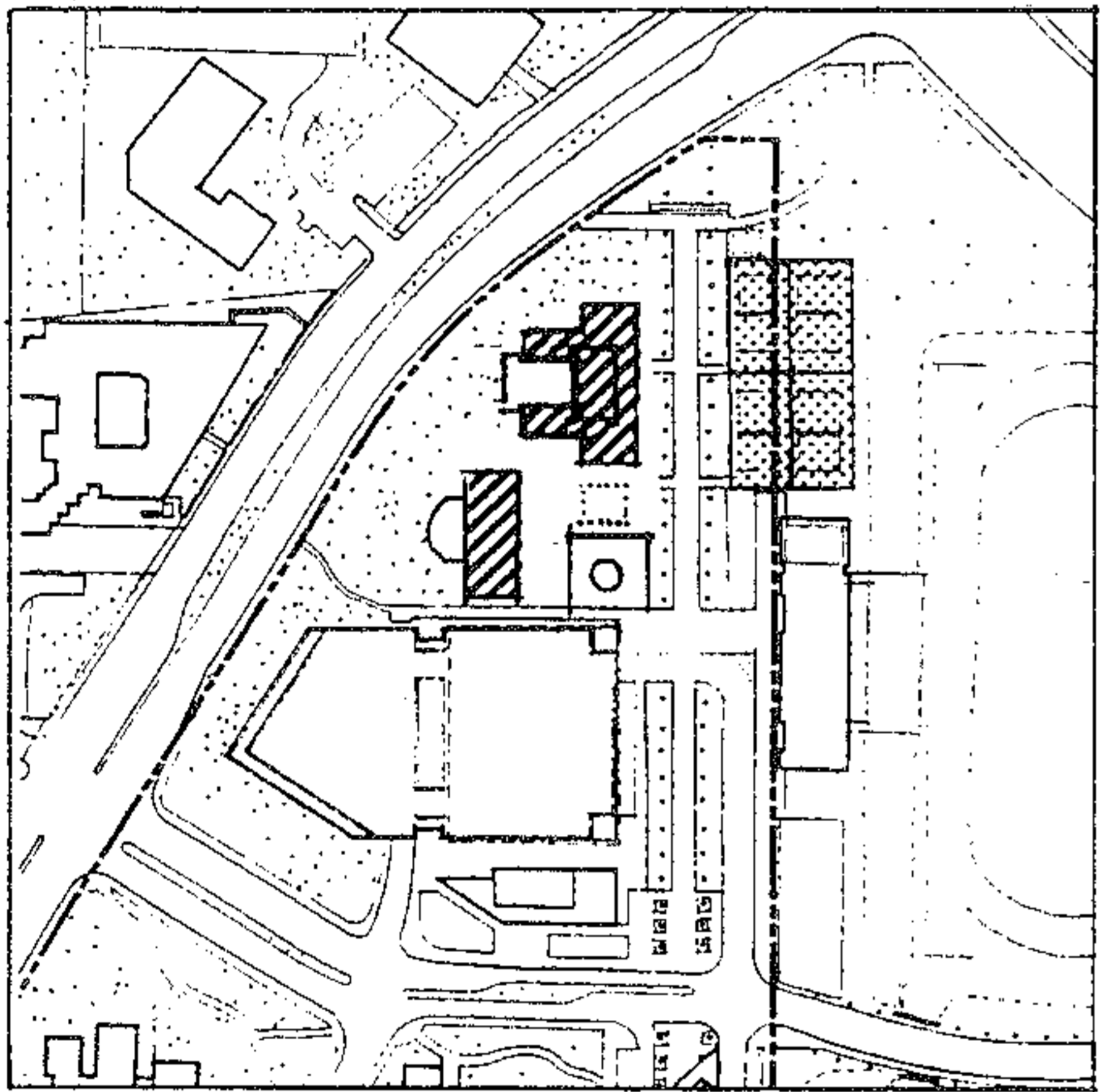
Undergraduate apartments north of the high point wedge would not necessarily be oriented to a central gathering space or administrative core if there is no second college.

### International House

An excellent location for I-House would be near the wedge and or near international relations programs. I-House would provide an active social center with lobby-like downstairs spaces and meeting rooms. This could reinforce the vitality of gathering spaces near the wedge and commons. (sites 11 or 13)



**TENNIS ALTERNATIVE**  
11 Courts Terraced into the hillside



**ACADEMIC ALTERNATIVE**  
One or Two Institutes with Four Tennis Courts

**NORTHPOINT ALTERNATIVES**  
Figure 15

---

## **Graduate Apartments**

Four hundred graduate apartment beds are proposed. Graduate housing is assigned to site 16 north of the wedge. However some of the graduate housing could be constructed west of IRPS (Site 13) if during design it is determined that undergraduate housing adjacent to IRPS would result in unacceptable noise impacts on IRPS.

## **Food Service Facility**

One Food Service Facility of 25,000 assignable square feet will be required in North Campus. This facility should be combined with College A apartments at site 11.

## **RECREATION AND OPEN SPACE**

The Recreation and Intramural Athletic Complex (188,698-gross-square-feet), the Spanos Building facilities and possibly a tennis complex provide sports, recreation and events facilities for the entire University. Construction is underway for the Recreation and Intramural Athletic Complex. Tennis on North Point would be a change from the Master Plan study which called for academic use. The tennis facility would consist of an 11 court complex next to locker facilities in the Spanos Building. The 11 courts would be stepped and built into grade to provide an "open space" image for the north gateway. The North Point landscape edge, a parcel currently owned by the City of San Diego, could accommodate a 2500 seat spectator court if such a program is approved by the University and if the land is acquired.

## **Gathering Places**

Gathering places are not specifically part of the program, but are vital to creating vibrant life for neighborhoods. The bookstore, cafe, shops and meeting rooms should be near undergraduate gathering spaces. College gathering spaces should be in wind protected locations, and relate to the residential commons. Housing complexes should incorporate informal recreation such as basketball and /or volleyball courts. An informal amphitheater and casual meadow playing field could be included at the highpoint wedge. Other gathering spaces are all connected with the ridge and oriented to site lines in order to visually reinforce the identity of the Neighborhood.



### MIXED USE

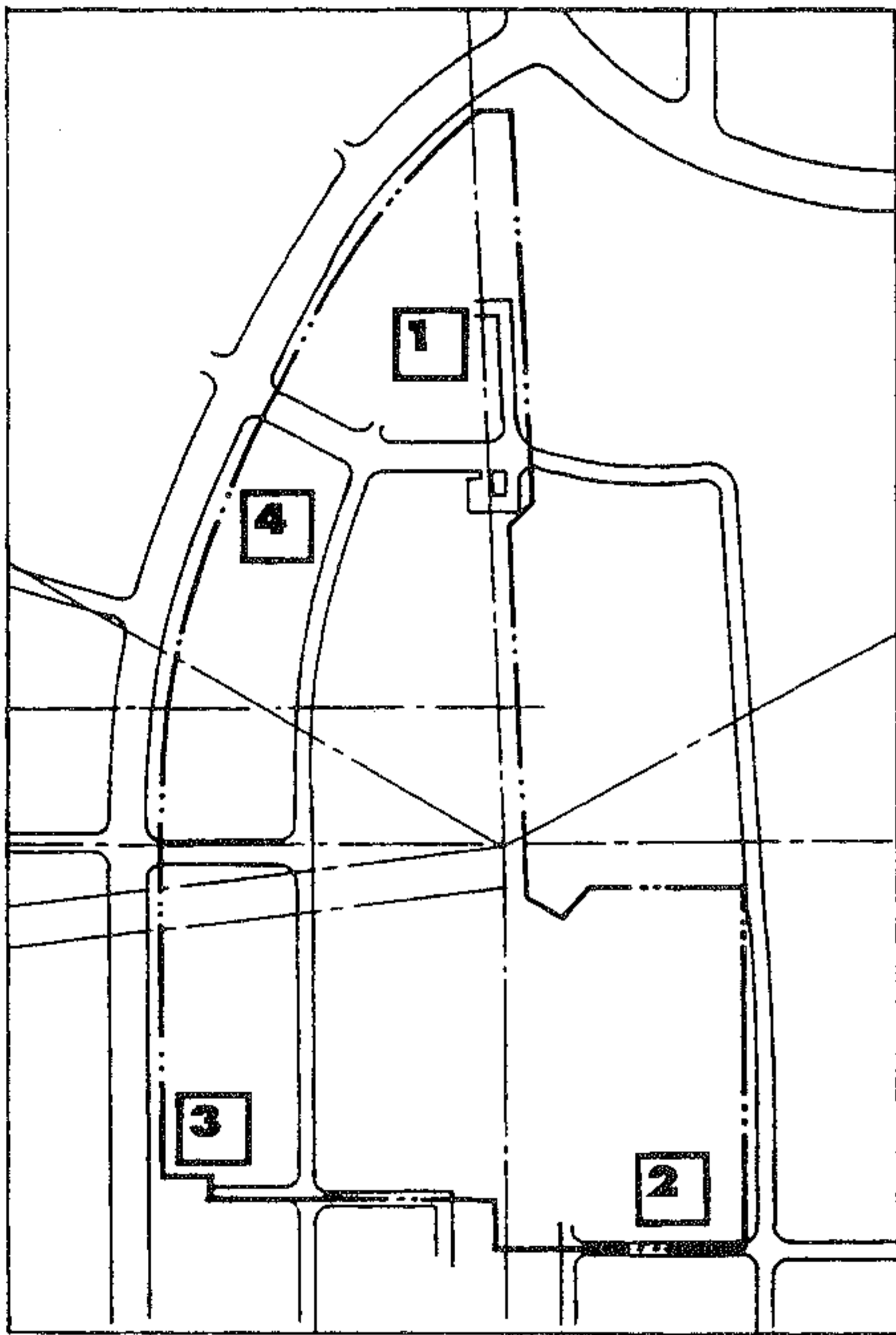
A satellite bookstore and food service facility could be combined into an important campus gathering spot and create a mini-student union. The bookstore would be 15,000 gross square feet and the dining hall would be about 35,000 gross square feet.

### PARKING

The current plan includes 2730 cars parking in three parking facilities.

### UTILITY PLANT

A satellite utility plant is part of the program, but no site evaluated was acceptable to staff, committees and consultants. Four sites were evaluated and were all found lacking. Taken into consideration were noise, and the impact on other buildings, entryways and open space. The least undesirable of the alternatives was east of the future Social Sciences building, alternative location 2 in Figure 16. This location would displace a portion of the programmed parking spaces. If it is needed in the future, other sites should be evaluated due to the program intensity of North Campus. Additional details are in the Services and Utilities section.



UTILITY PLANT  
Figure 16

**1** Alternative Locations  
Evaluated

*“We should build our  
house simple, plain  
and substantial as a  
boulder, then leave  
the ornamentation of  
it to Nature, who will  
tone it with lichens,  
chisel it with storms,  
make it gracious and  
friendly with vines  
and flower shadows as  
she does the stone in  
the meadow.”*

**IRVING GILL**  
**The Craftsmen May 1916**



# Site Planning and Architecture

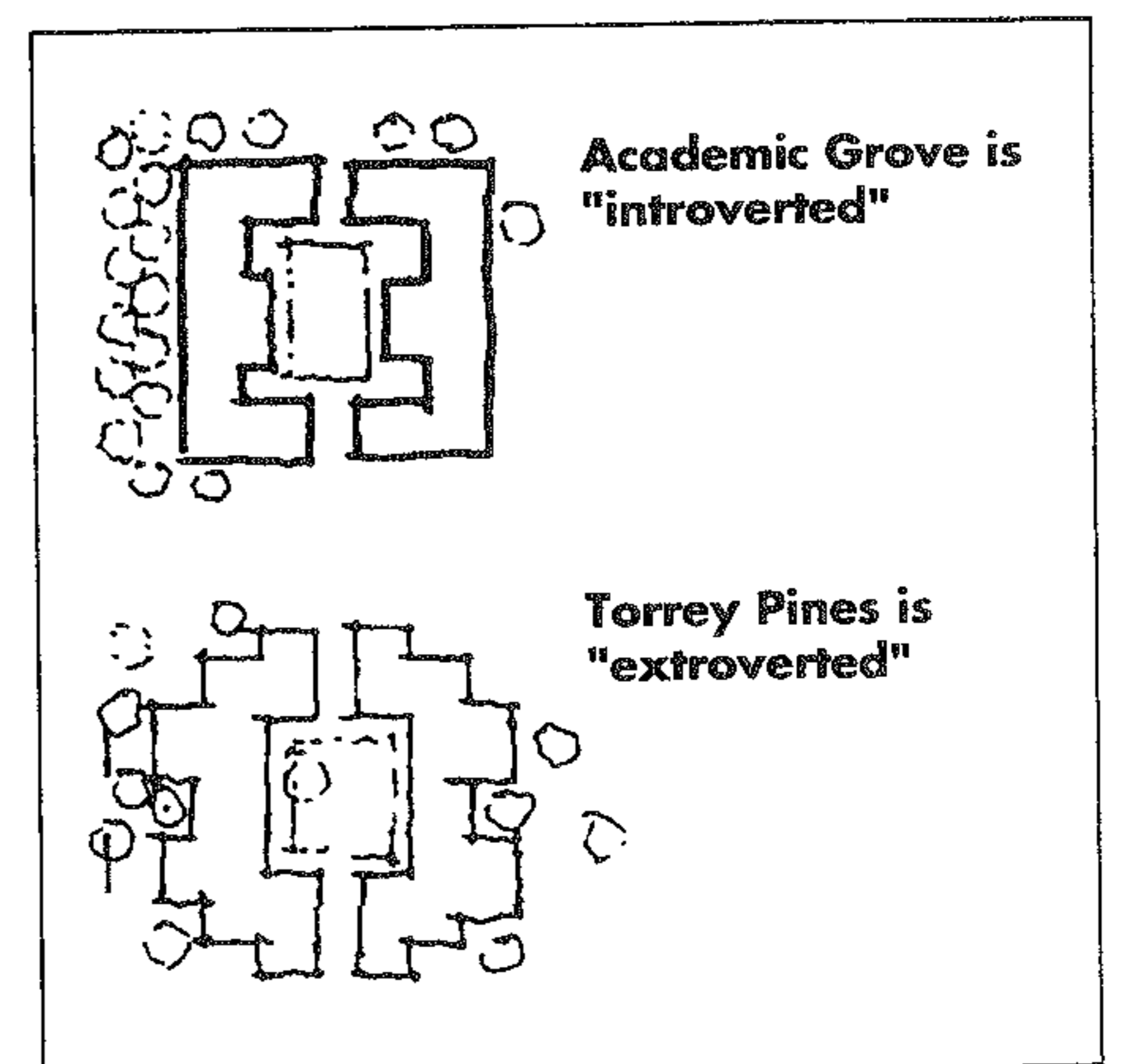
Individual site planning and development will be controlled. The aim is to ensure best use of the area relative to the open space framework, nearby uses and site access patterns. A successful union of site and development will help create an interesting and vital neighborhood. The concept calls for a strong open-space structure, with supporting building edges and building mass. Building design and landscaping are less rigidly controlled and are described by character.

## SYSTEM

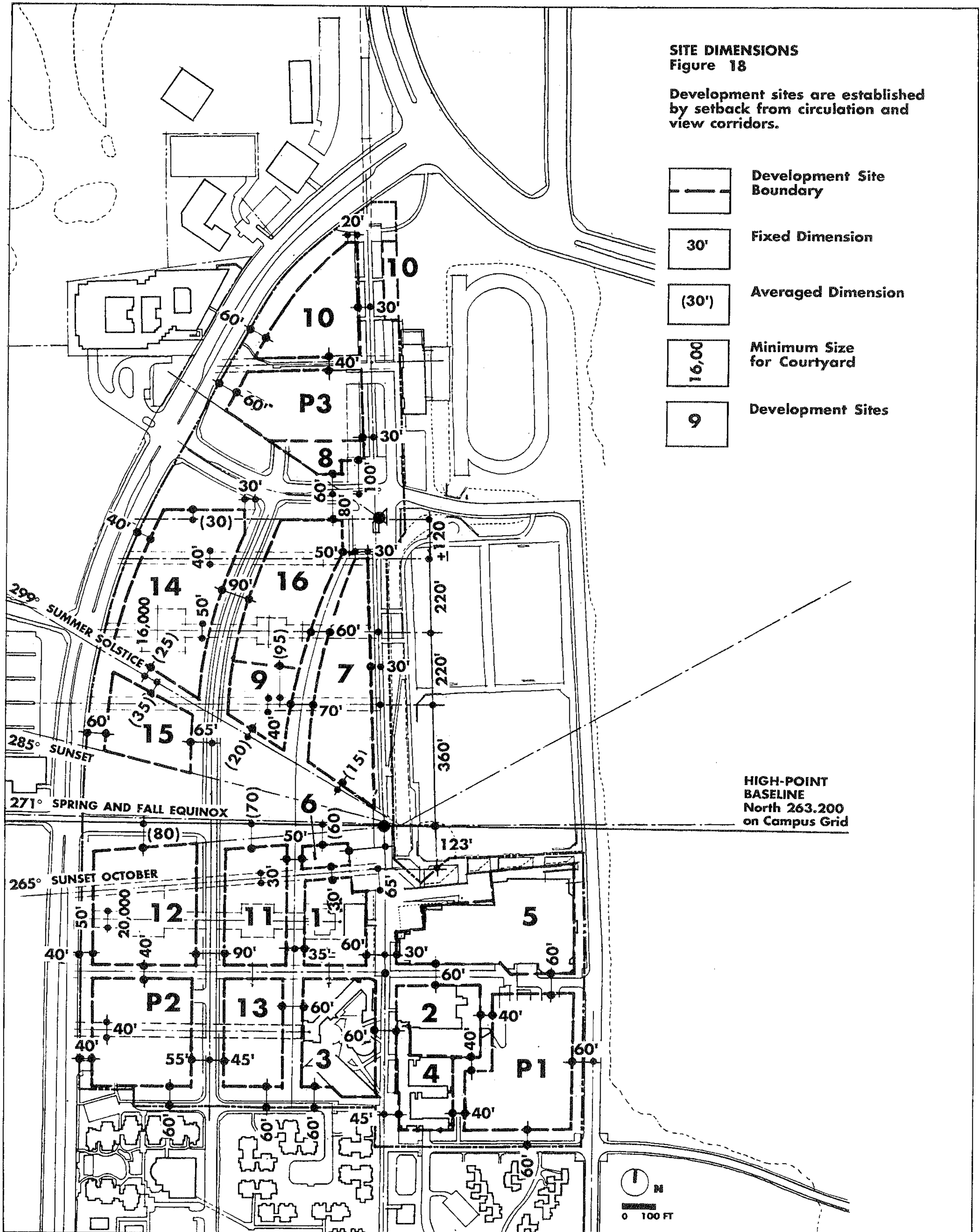
Setbacks from circulation systems and open spaces define building sites. A major goal of creating development sites is to be able to better budget site costs. Building programs will be contained within sites but can be linked to common facilities or open space. Figure 18 defines the site limits in relationship to view corridors, curbs and walkway centerlines. Site sizes are in the Program section. (Table B)

The two neighborhoods of North Campus are distinguished from each other in several ways by site planning and landscape. The key site planning concept emphasizes a difference in the way building clusters relate to courtyards and the rustic landscape. The south neighborhood, which is described as the Academic Grove district (and which contains College A) is introverted. This area has little view and the sites are inwardly focused to courts and quads. The north neighborhood, the Torrey Pines District (which contains College B) is extroverted. Sites are oriented to views and the external landscape more than they are in the Academic Grove, while courts are generally smaller and tightly contained. (Figure 17)

The following design principles apply to both neighborhoods.



District Character  
Figure 17





## Site Edges

Edges fall into five major categories reflecting relationships to boundaries and open spaces. Edges are located at the site limits identified in the Site Dimensions Plan (Figure 18). The Framework Concepts (Figure 20) are the basis for the Treatment of edges, as shown in the Edge Types (Figure 19) and Development Edges Plan. (Figure 21)

- *Strong Definition*

Building facades should be at site limits to create continuous architectural edges. Neighborhood pedestrian circulation is also part of these strong edges. The edges should provide major entries to buildings and courtyards.

- *Medium Definition*

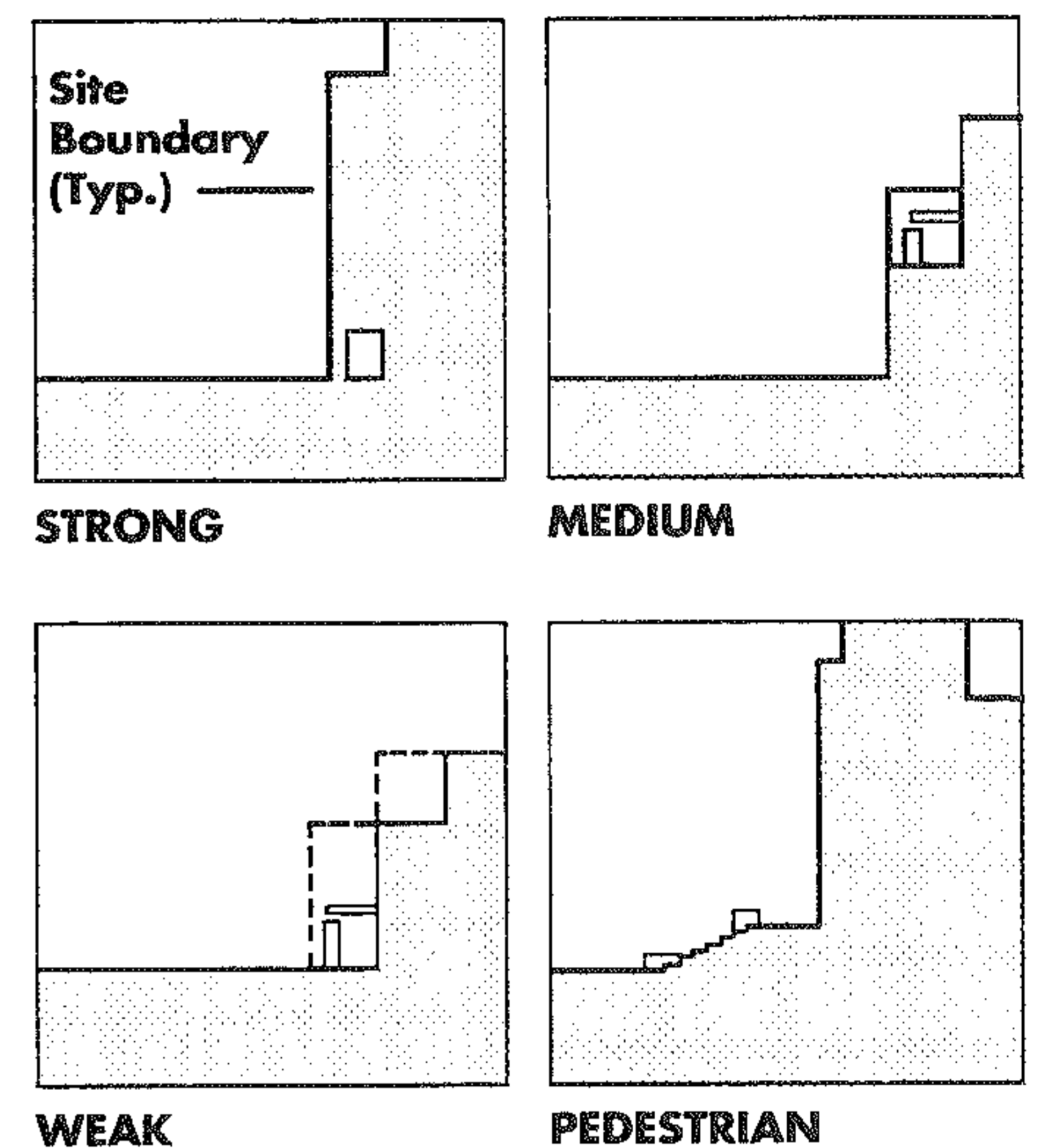
These edges should define a volume of space but are not intended to have major entries or continuous pedestrian traffic. Buildings will meet the setback but should not have continuous planar walls or major entries.

- *Weak Definition*

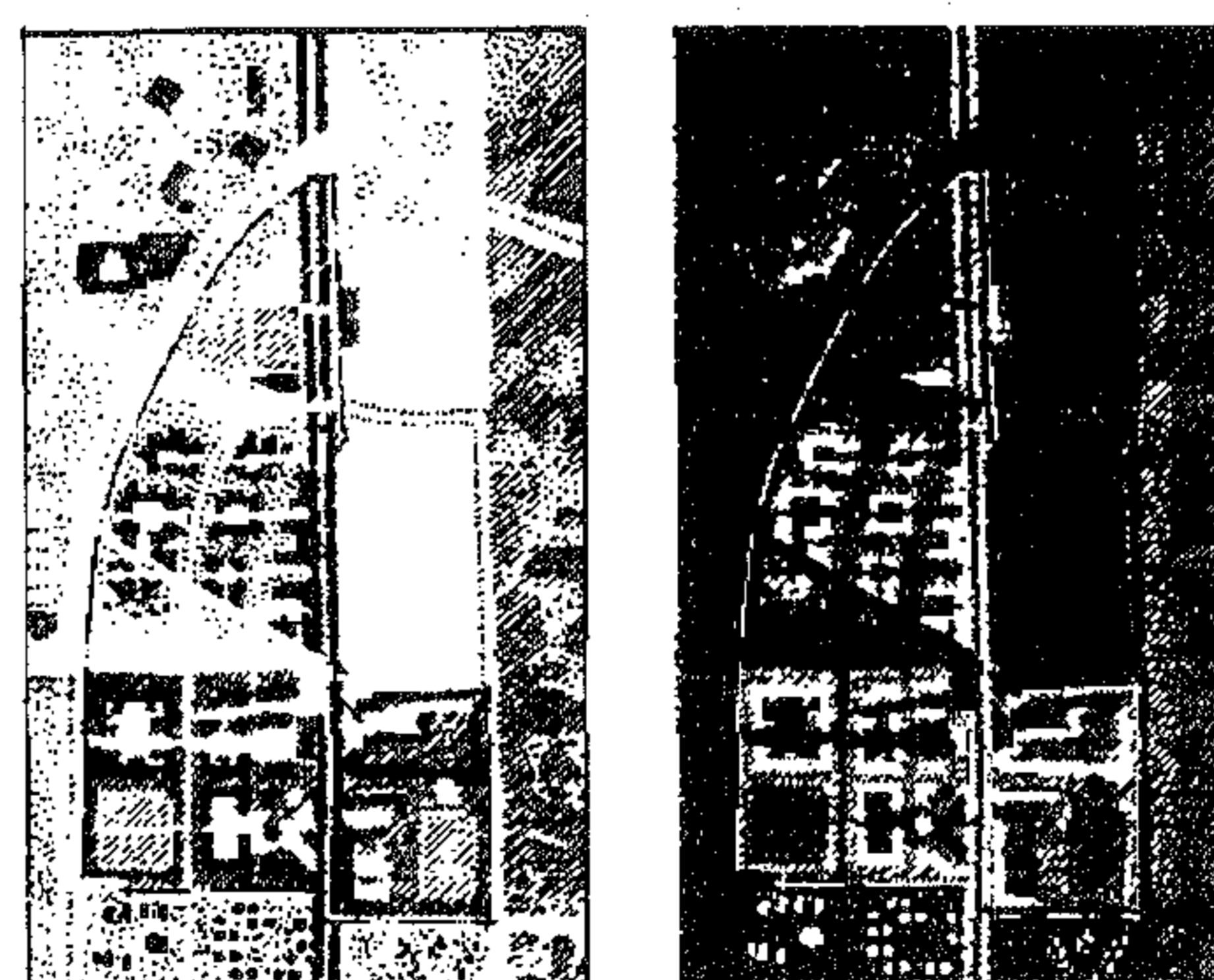
Buildings should have weakly defined mass or facade walls at the site limits with added offsets and upper story setbacks, such as patios or undulations away from the edge. Trees and rustic landscape should appear to flow into these edges.

- *Pedestrian Facades.*

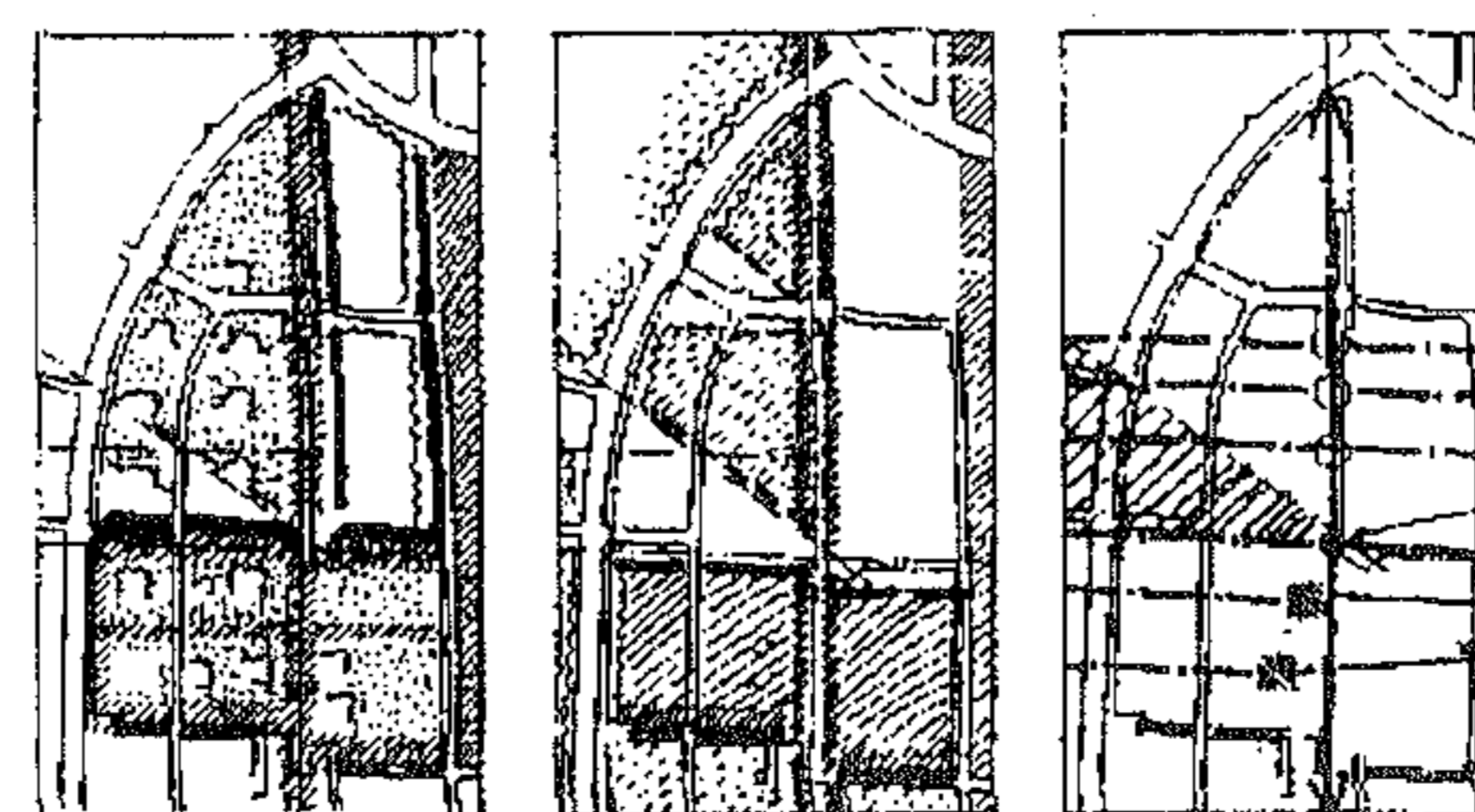
The edges of major public buildings such as RIMAC and the commons should provide landmarks when viewed across open space. Edges of all buildings along pedestrian spines should provide pedestrian uses and accessibility.



EDGE TYPES  
Figure 19



Mass Void

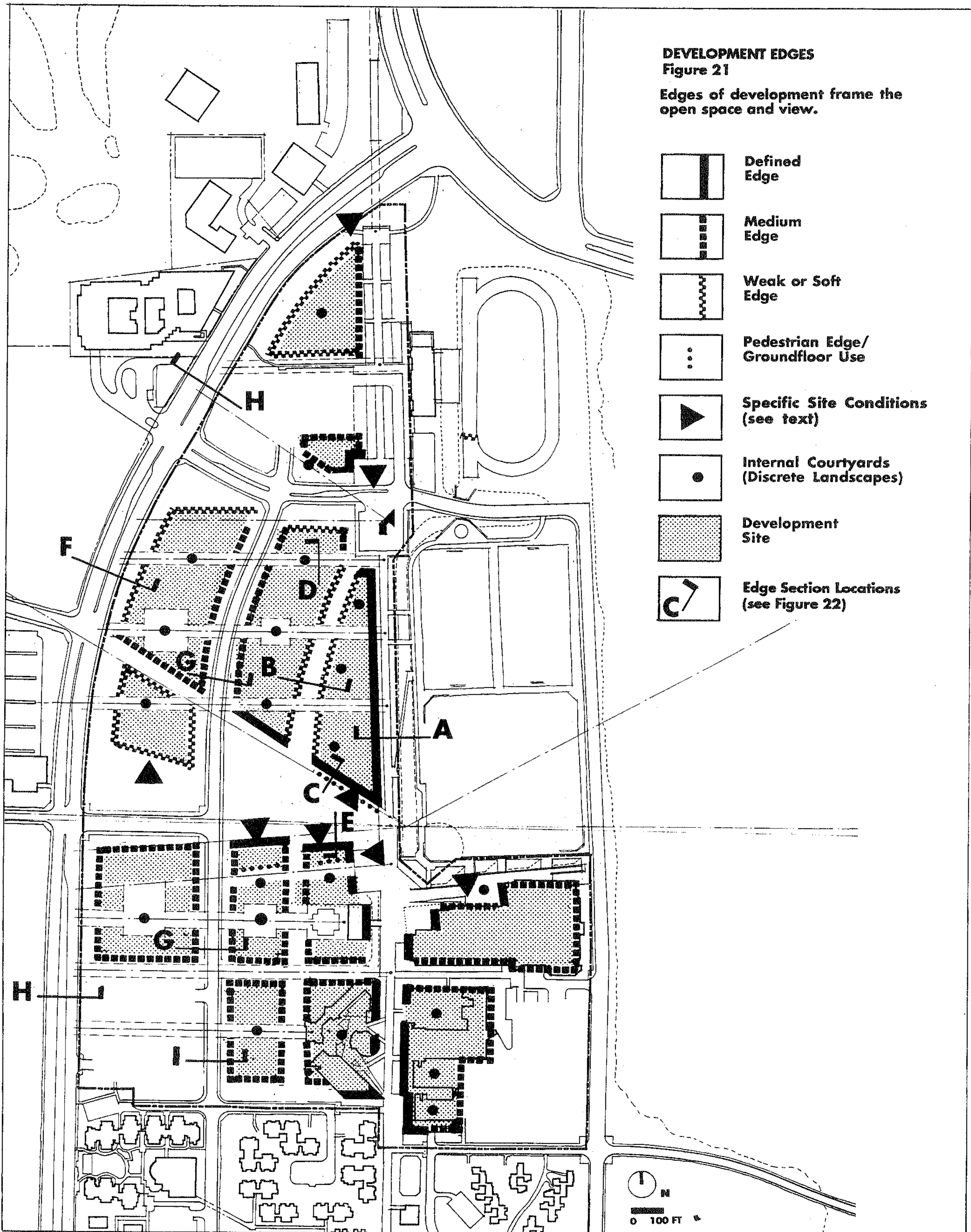


Sun/Shadow Edge View

FRAMEWORK CONCEPTS  
Figure 20

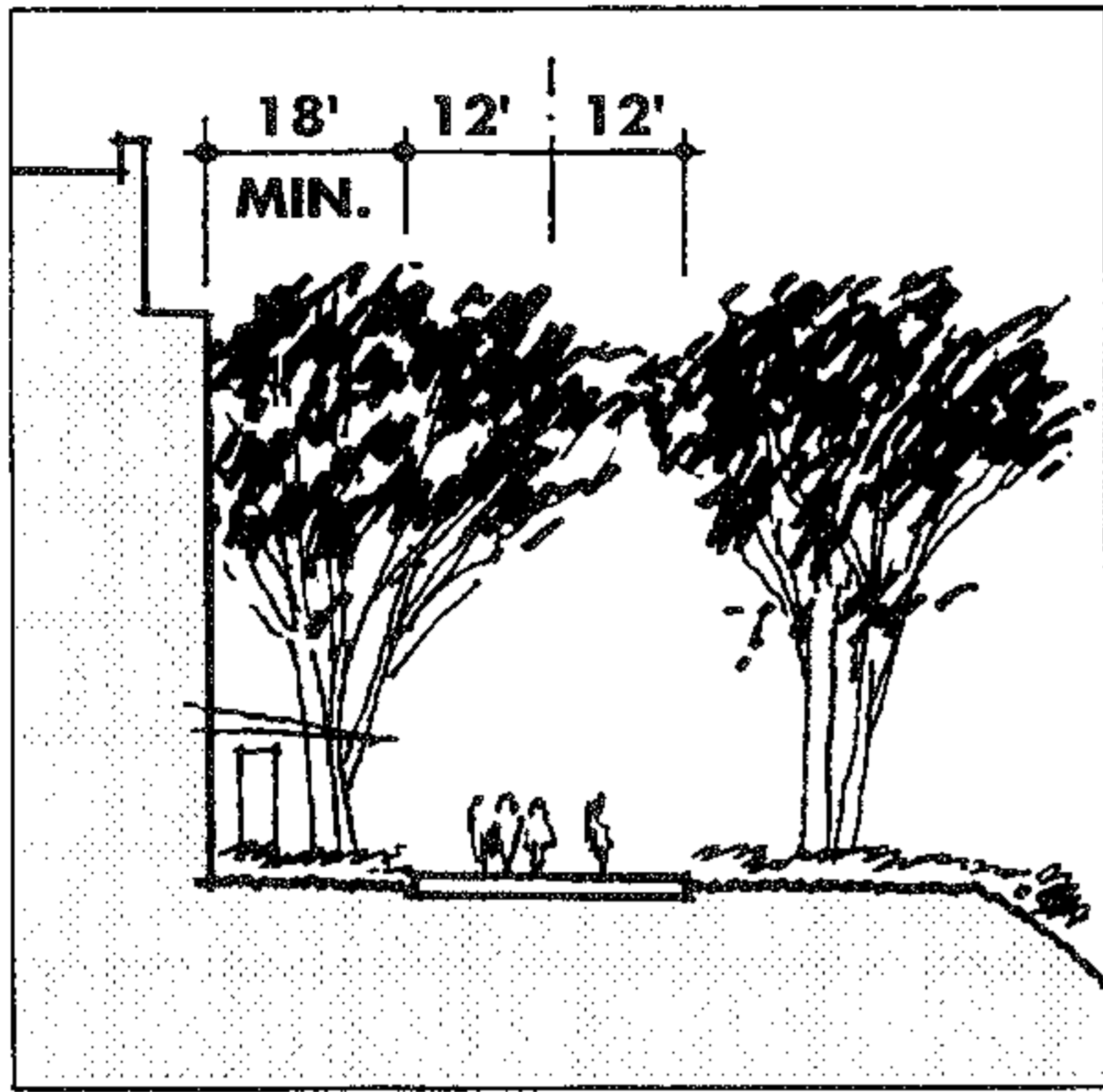
Create strong spatial Experiences by carefully designing site edges to reinforce views, activity and circulation



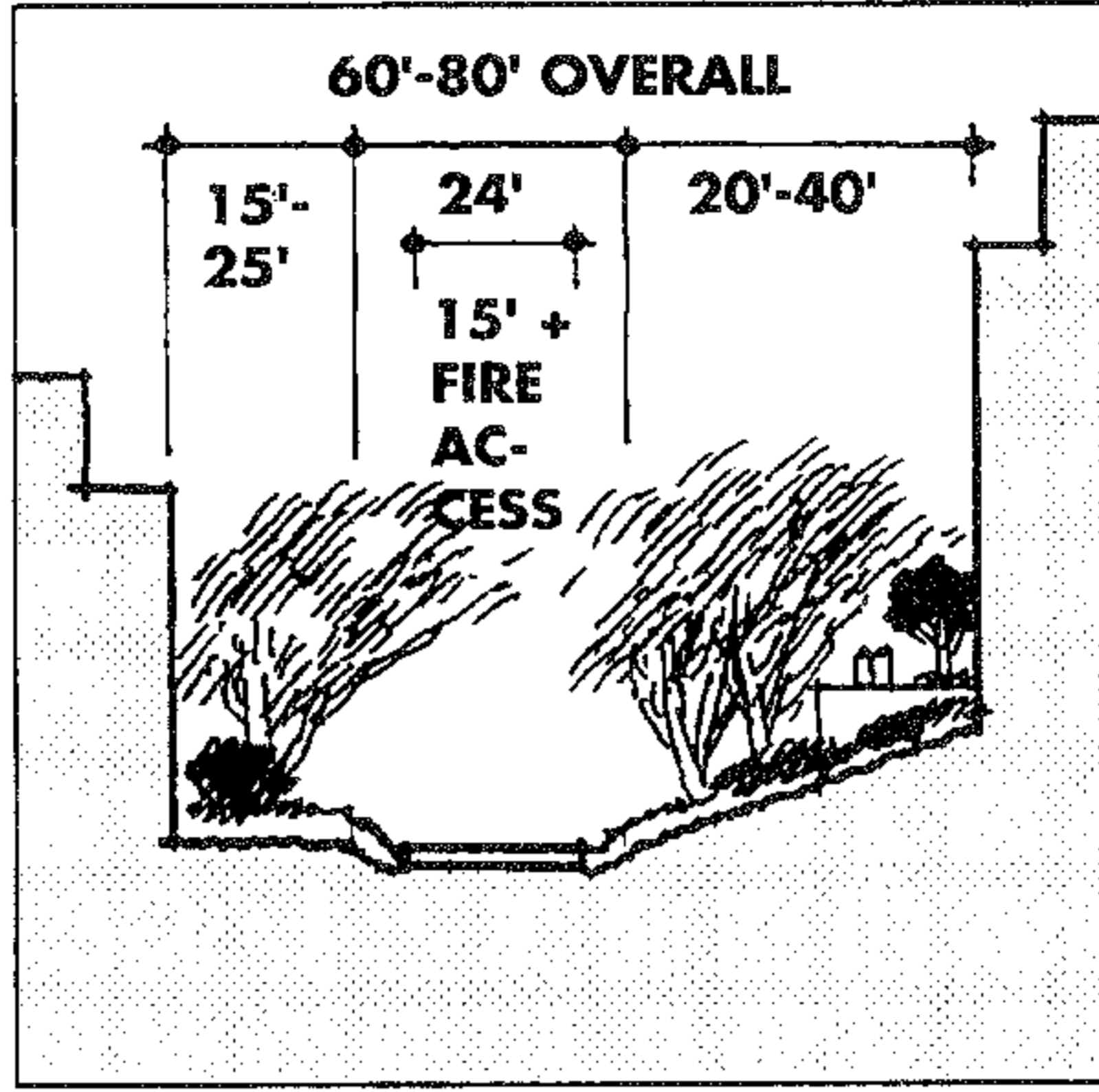




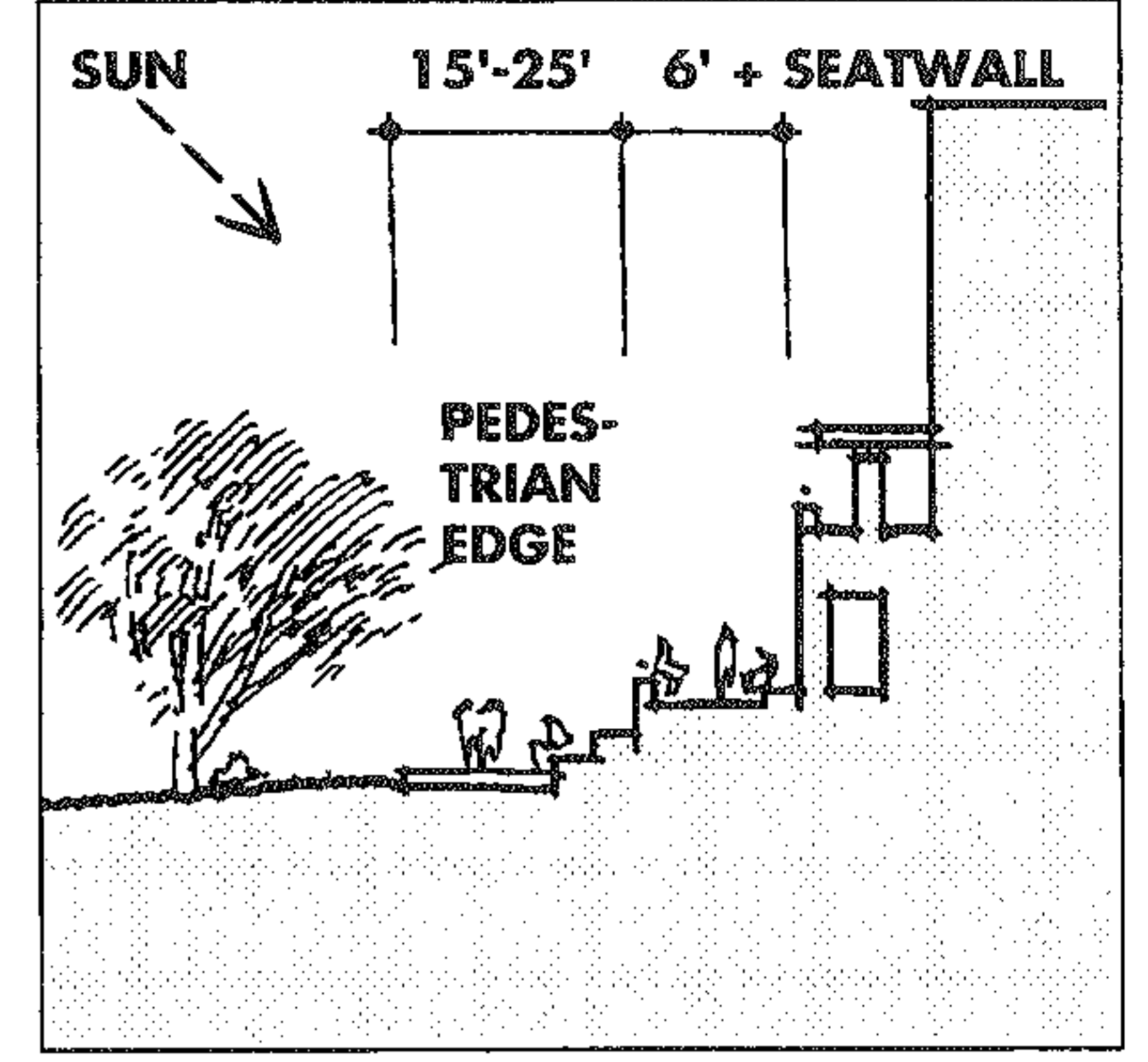
EDGE SECTIONS  
Figure 22



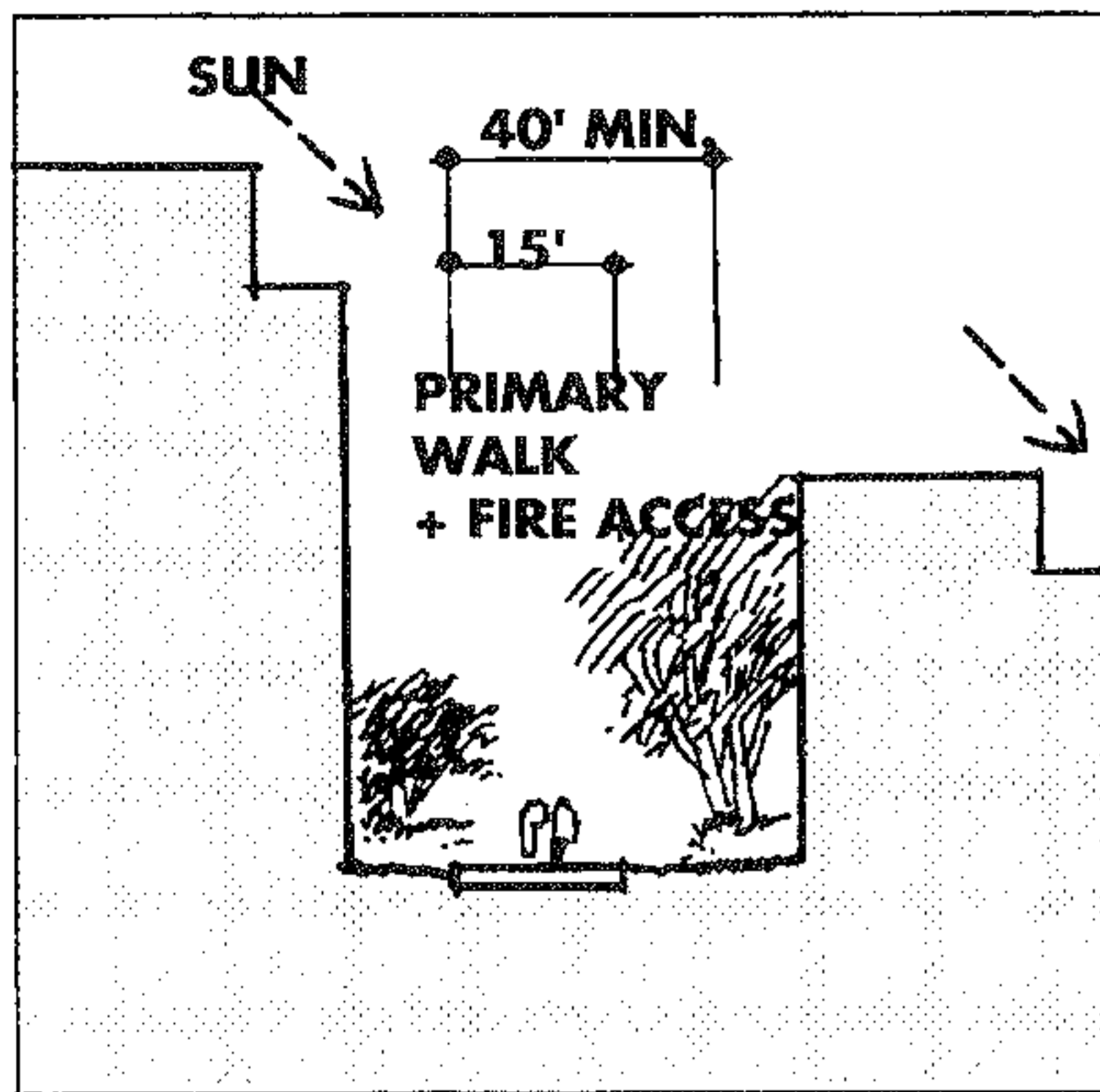
A RIDGEWALK  
CAMPUS LEVEL MALL



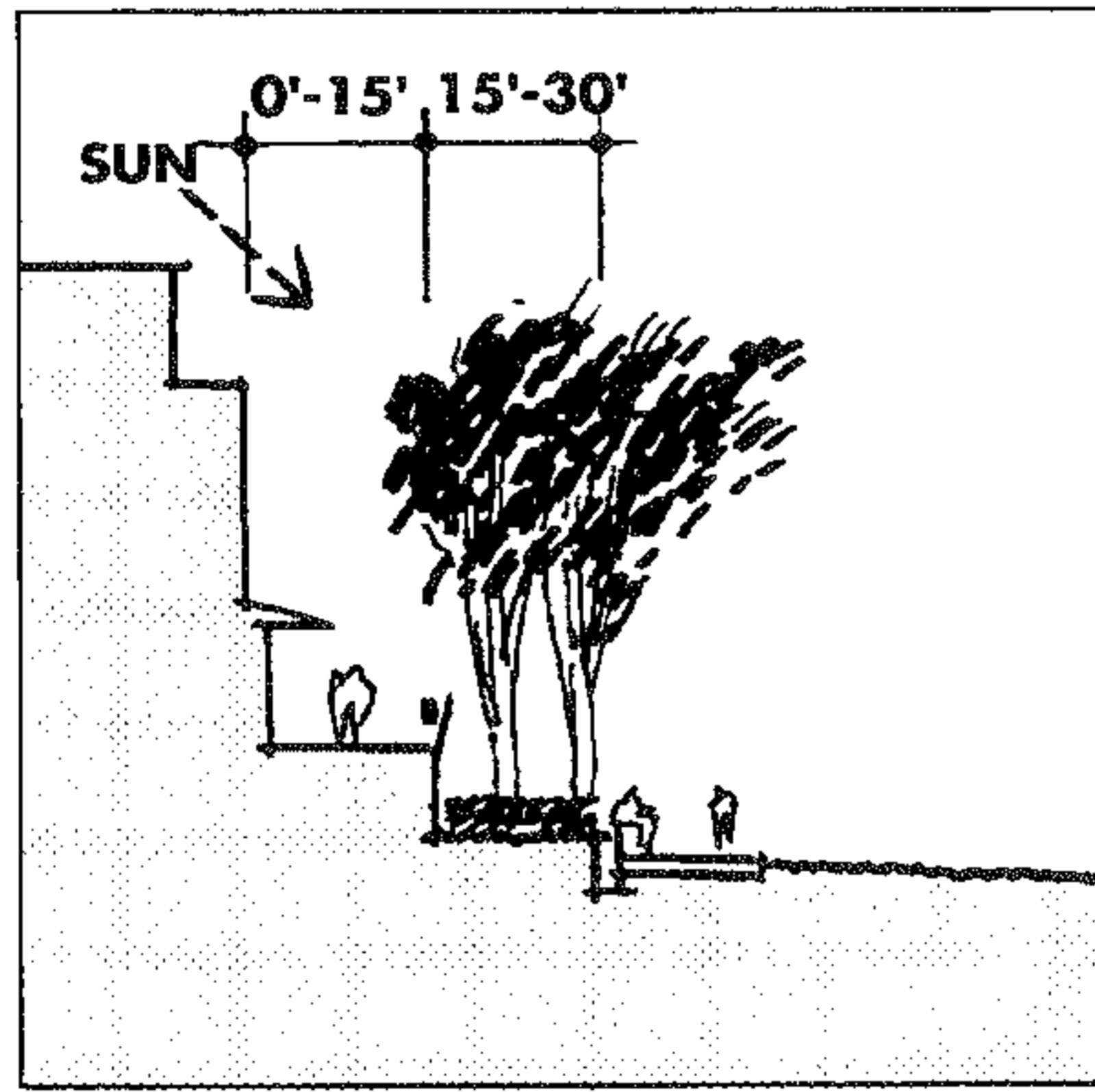
B TORREY PINES TERRACE  
PRIMARY WALK



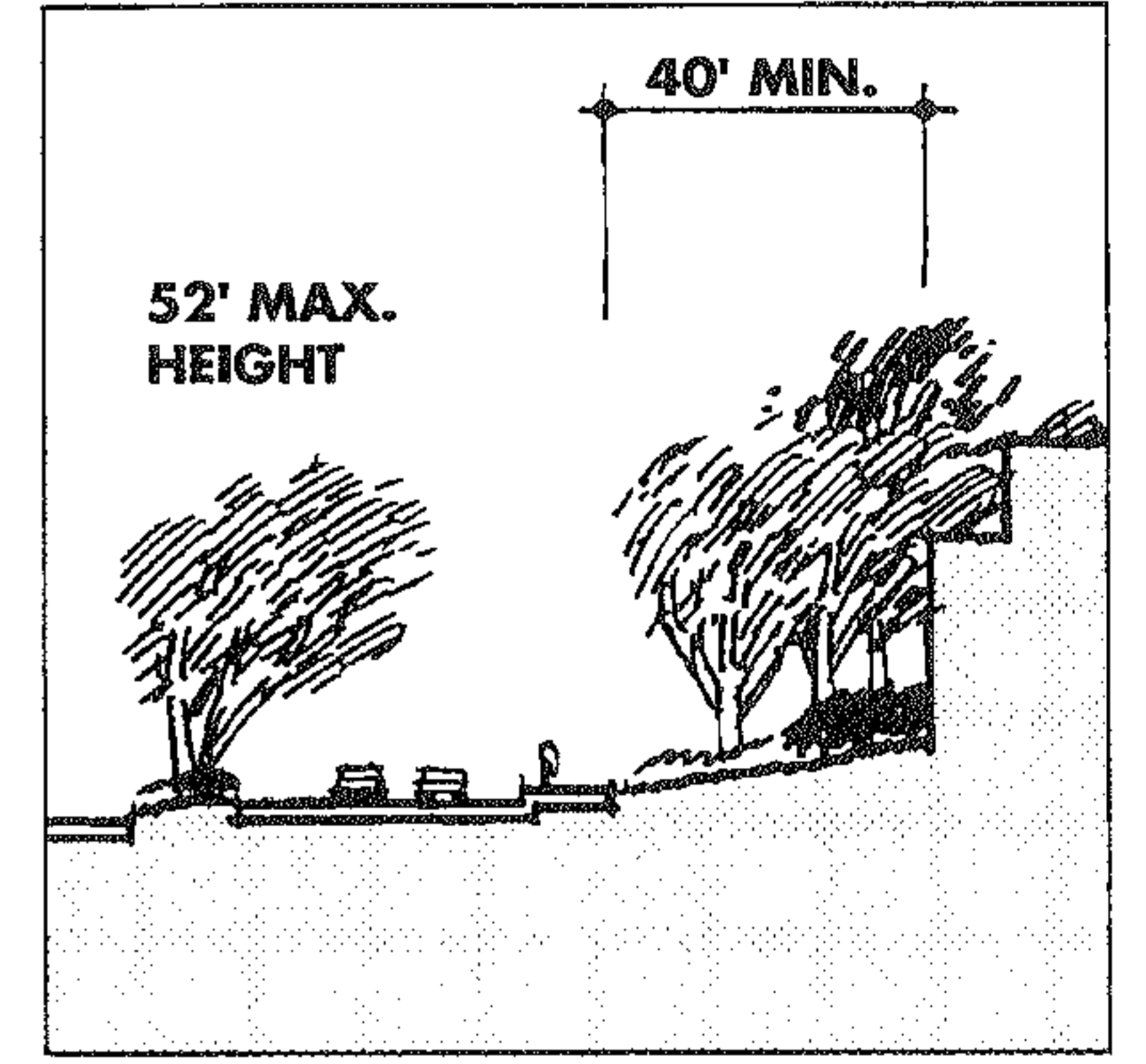
C WEDGE-NORTH SIDE  
COLLEGE SPINE



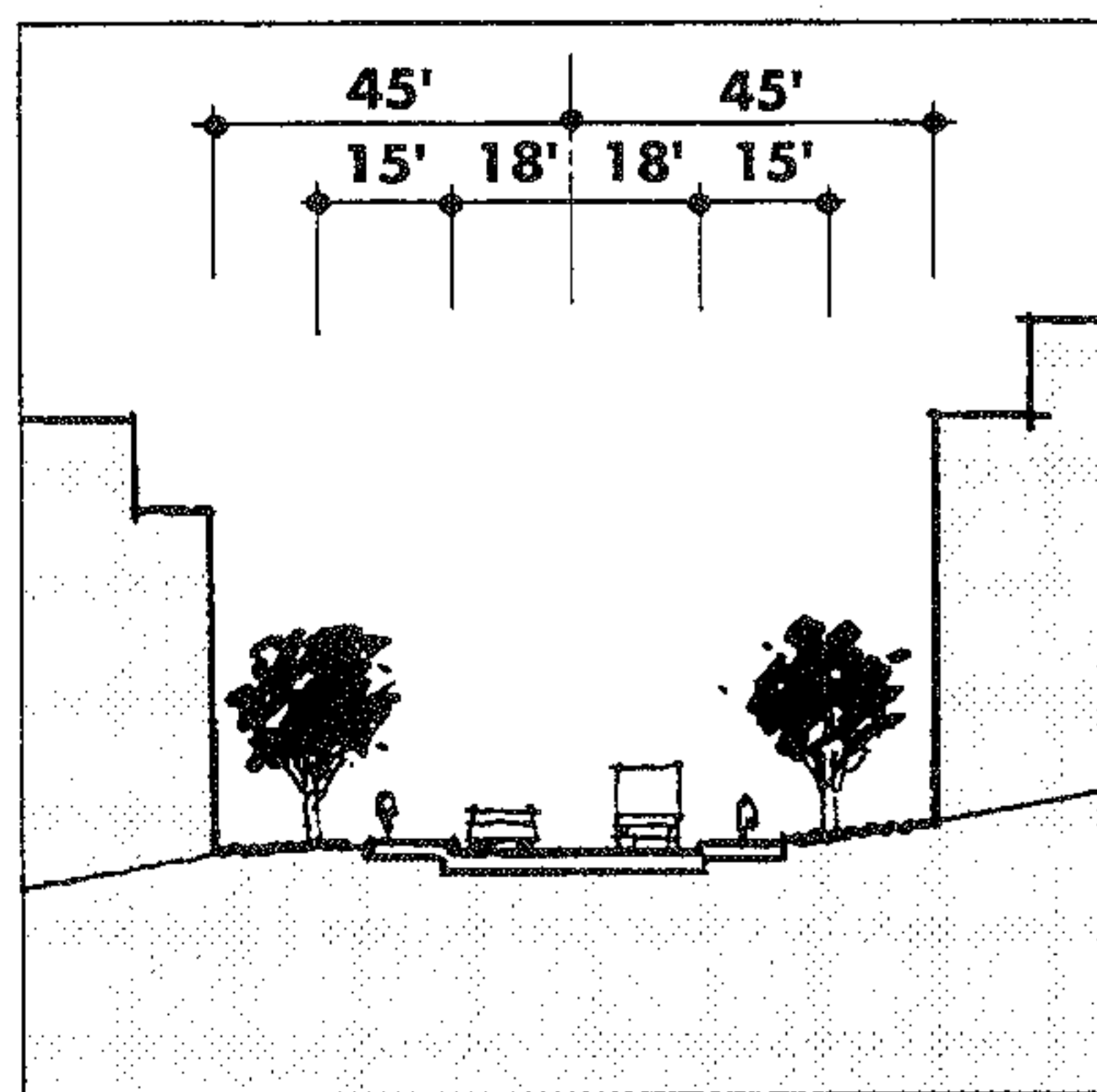
D VIEW CORRIDOR  
PRIMARY WALK



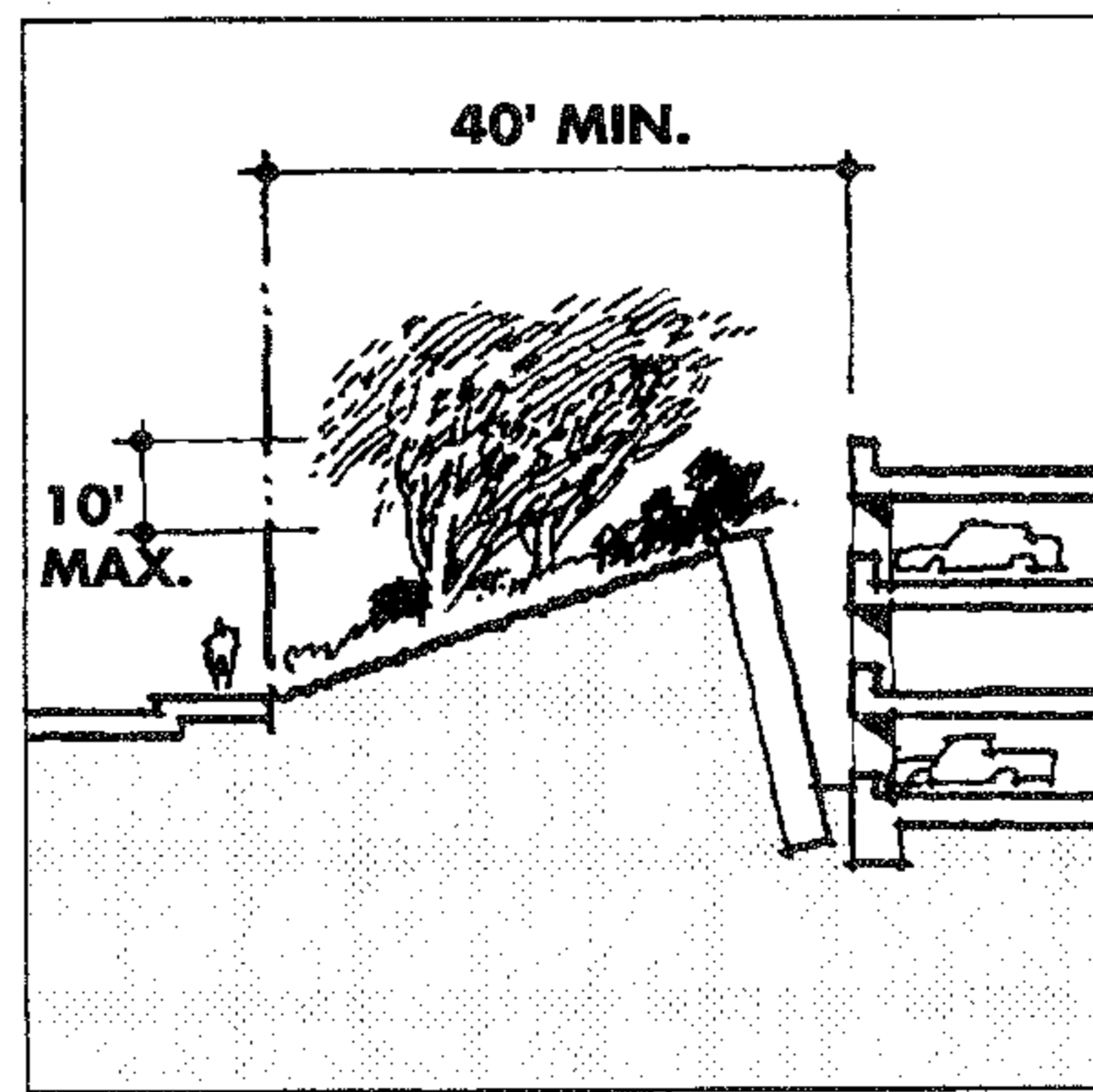
E PRIMARY WALK  
SOUTH SIDE OF THE WEDGE



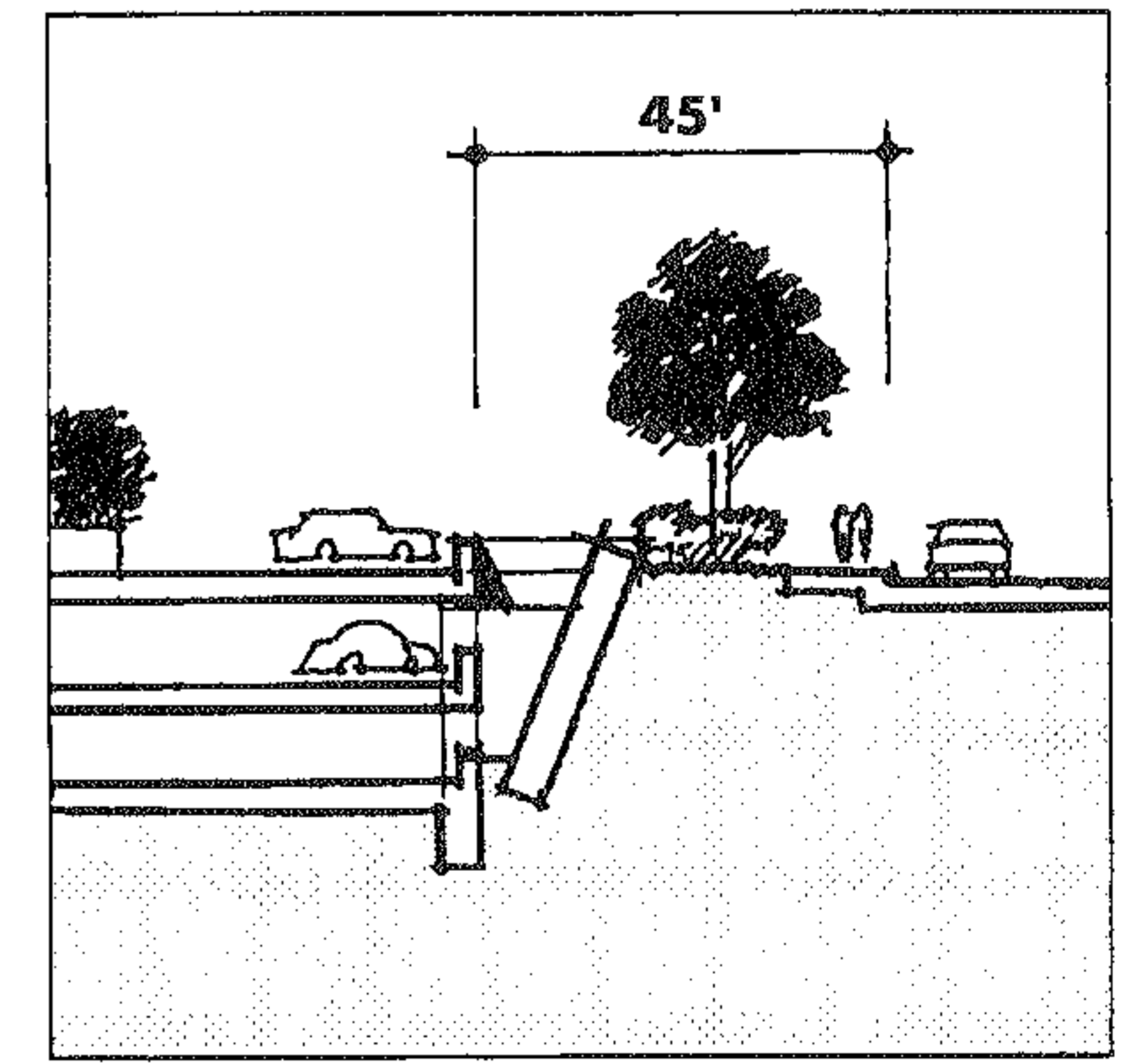
F NORTH TORREY PINES ROAD



G SCHOLARS DRIVE AT  
TORREY PINES OR ACADEMIC  
GROVE DISTRICTS



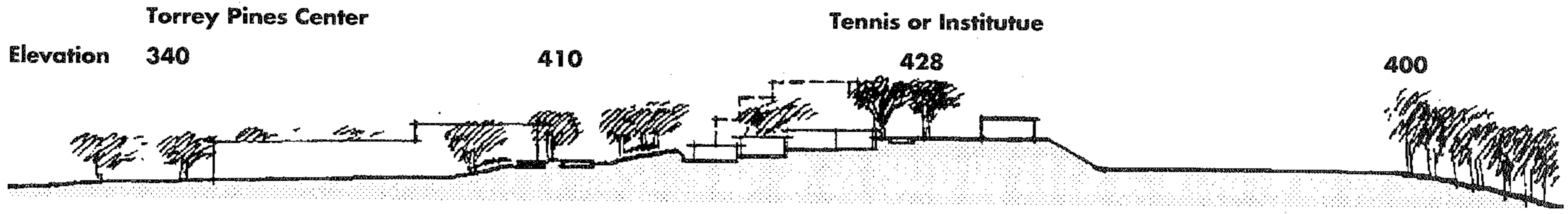
H PARKING EDGE-BELOW  
N.TORREY PINES / ENTRY DRIVE



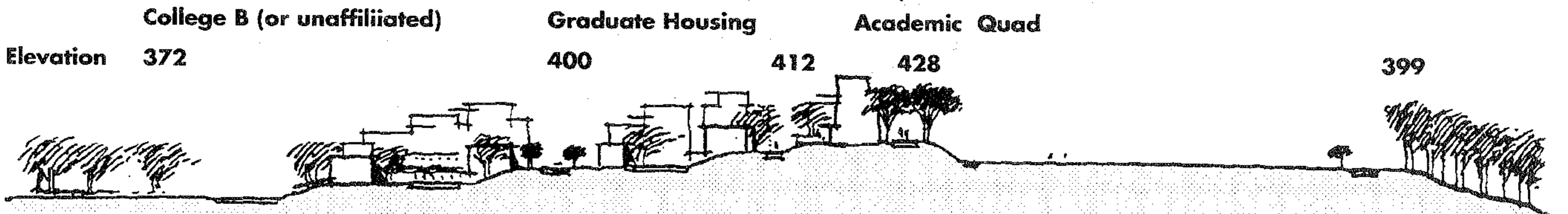
I PARKING EDGE-AT  
SCHOLARS DRIVE / RIDGEWALK



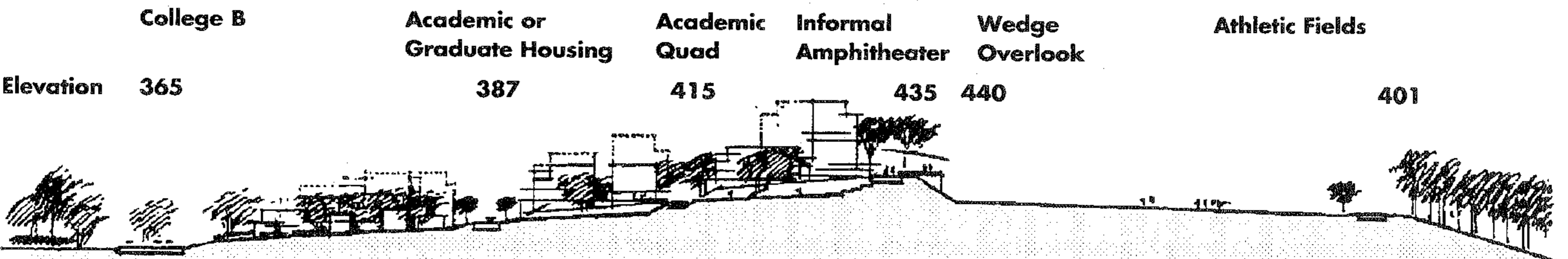
SITE SECTIONS  
Figure 23



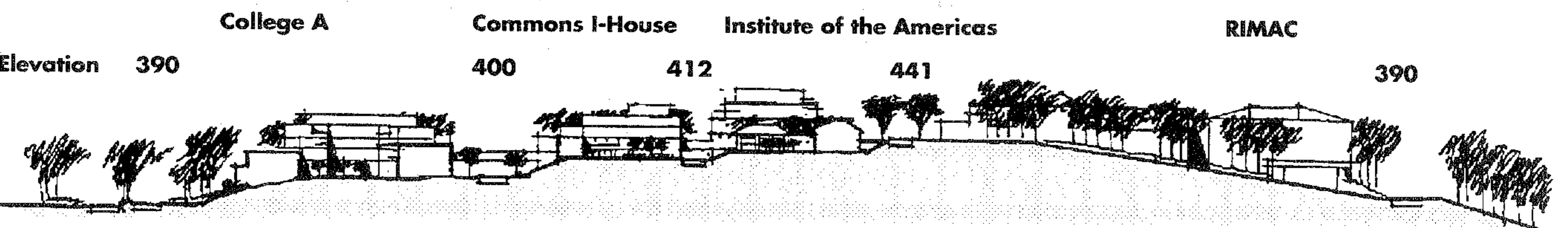
1 NORTH POINT



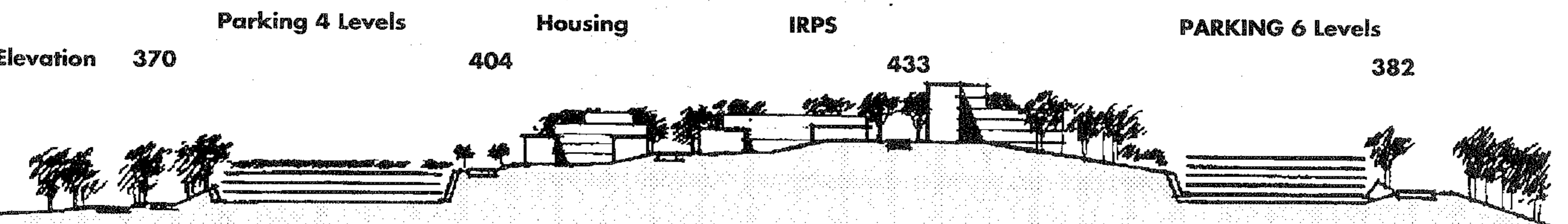
2 COLLEGE B MALL



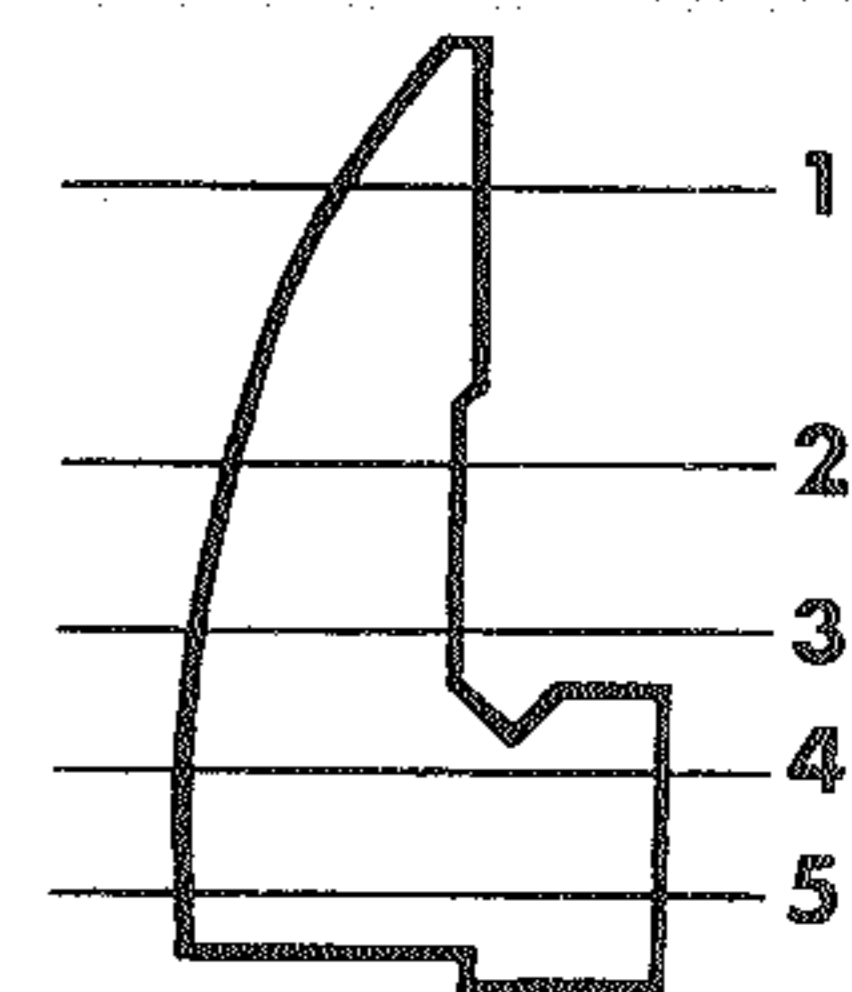
3 THE HIGH-POINT WEDGE



4 I OF A/COLLEGE A MALL



5 IRPS/SOCIAL SCIENCES





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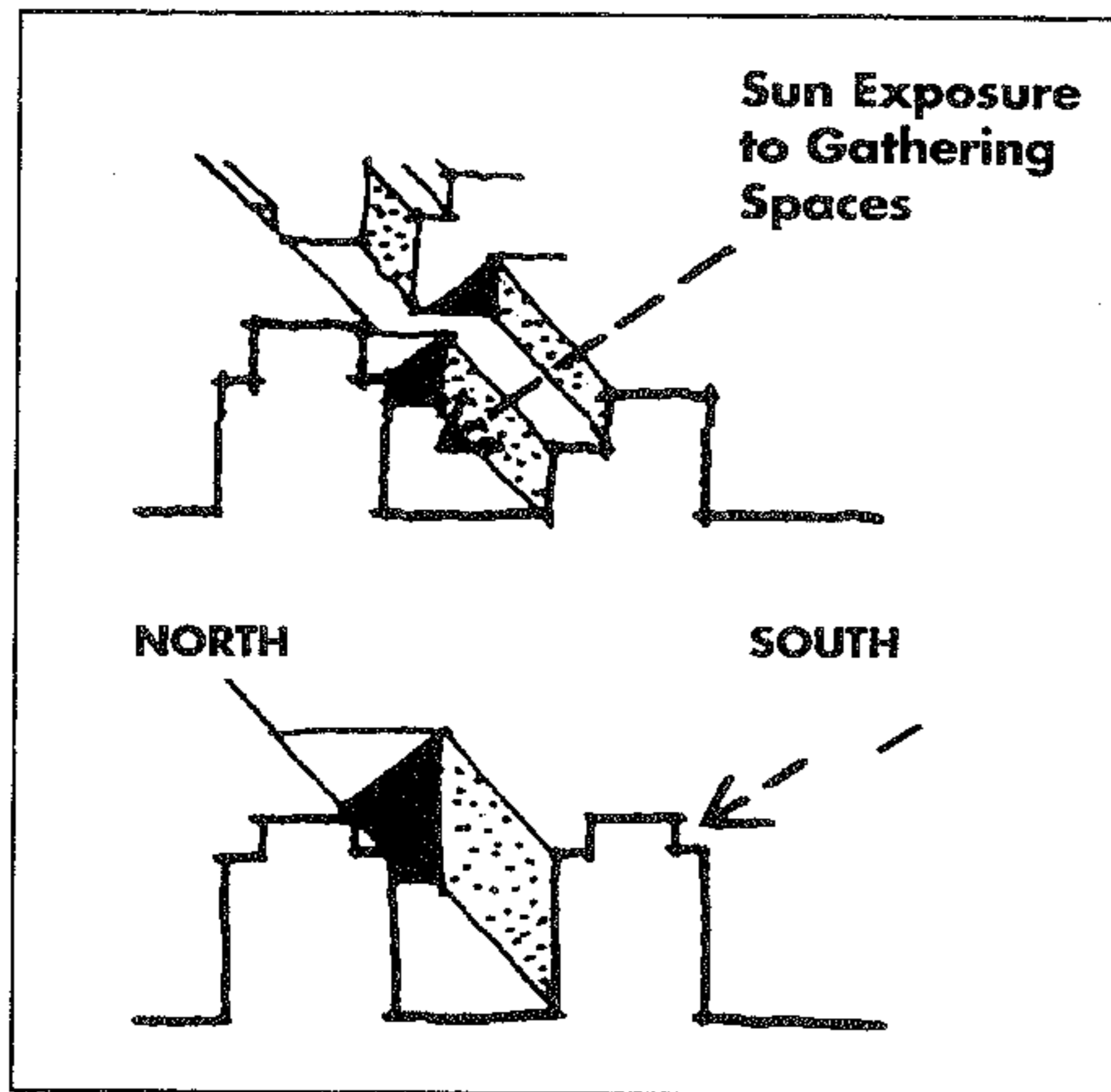
## Building Height

Building heights should vary within development parcels to afford views through and over sites to the west. While varied building heights along ridge walk are encouraged, it is critical that the ridge retain its character within the context of the natural elements. Design of buildings along ridge walk should not dominate qualities inherent in the site, specifically the row of eucalyptus trees on either side of ridge walk. It is the intent of these guidelines that buildings on the ridge recede visually in relationship to the existing landscape. As some of the buildings along the ridge line may extend above the tree line (currently 45 to 50 feet), portions of buildings over 50 feet in height should be permitted only when occupied by programs that benefit from the view. Further, the visual impact of portions of buildings that exceed 50 feet should be minimized. There are several ways that this can be accomplished.

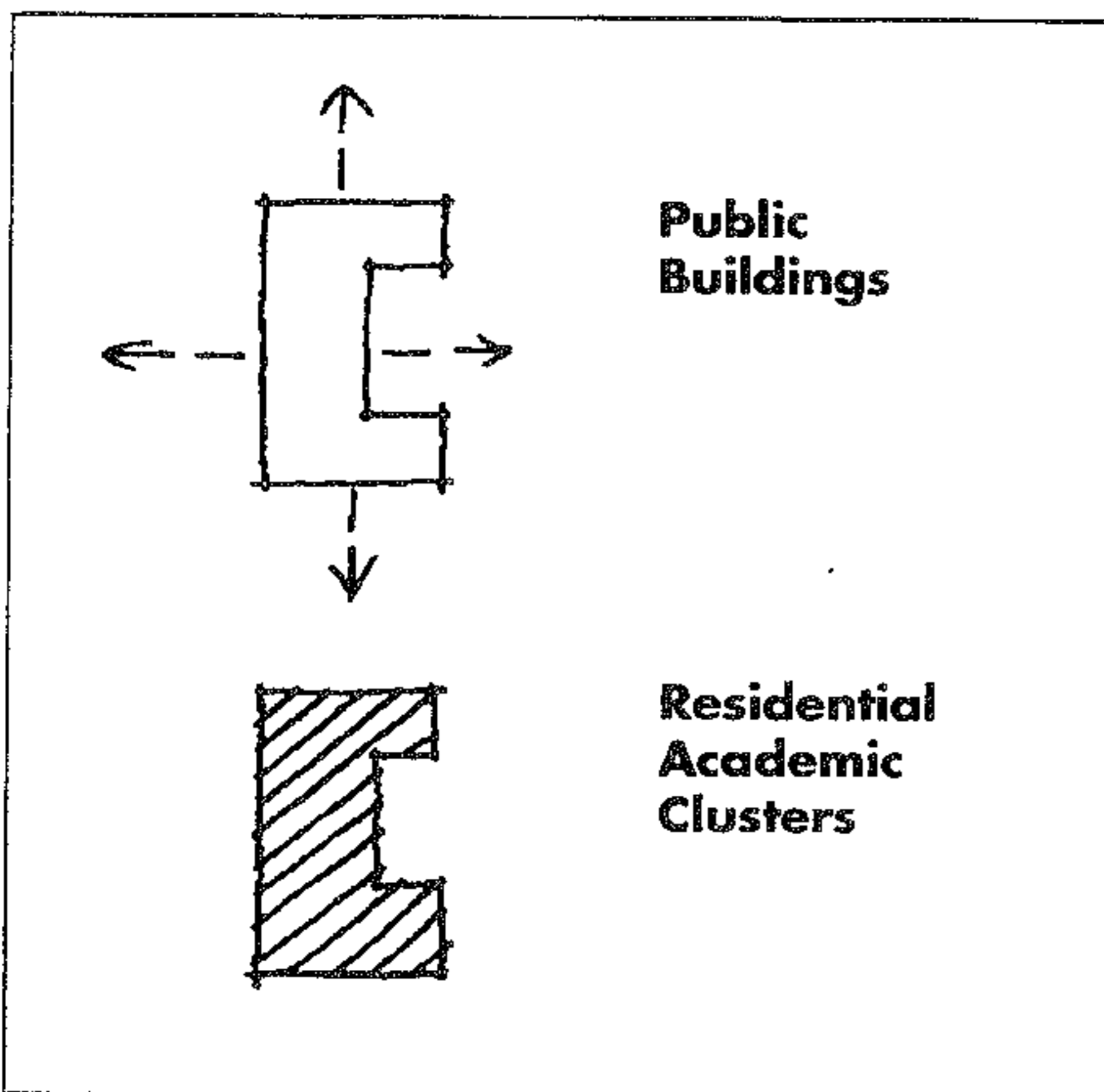
- Provide a minimum 15 ft. setback at 50 feet as a cornice line.
- Construct one or more building floors (as necessary) below the elevation of ridge walk.
- Arrange portions of the building over 50 feet so that they appear lighter in massing and treatment than lower parts of the building. 'Lightness' can include a narrow profile, thinner detailing, or use of 'atmospheric' colors which blend with the sky.

Each designer should develop a creative building composition that conforms to the intent stated herein, permitting the eucalyptus hedgerows to maintain their dominance of the ridge.

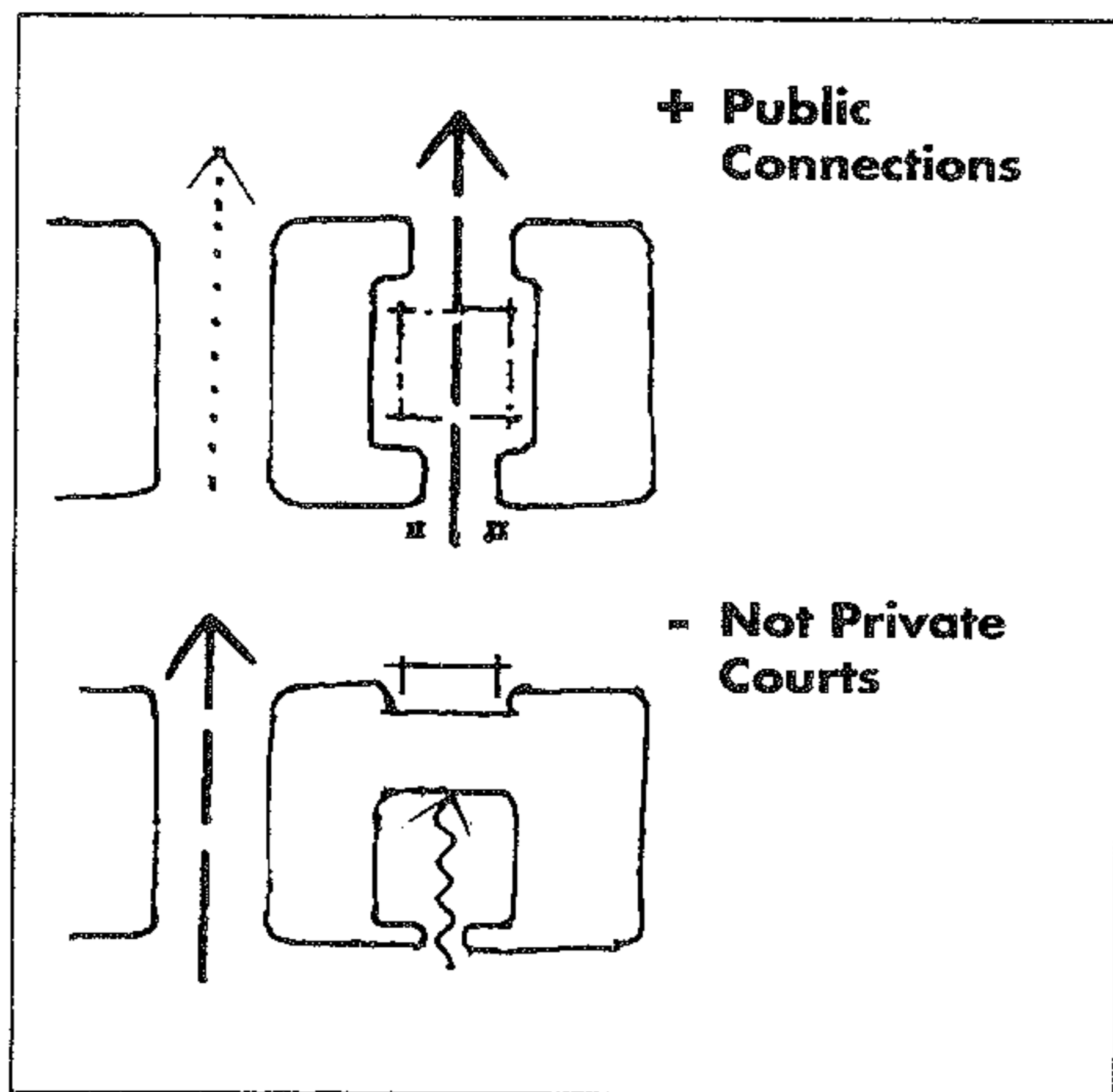
**SITE PLANNING GUIDELINES**  
Figure 24



**A Sun Exposure**



**B Access / Orientation**



**C Relationship to open space**

## SITE PLANNING GUIDELINES

It is open space and siting more than architectural design that will provide the sense of place in North Campus. The potential of the neighborhood must be realized by each facility which should reinforce the strength and character of the open-space framework. Designers should review recommendations for open space and landscape as an early part of the formulation of project design concepts. (see earlier Figure 20)

There are three major criteria for siting facilities: view orientation, solar exposure and location on the sloping topography. Priority should be given to protecting and framing views from ground-level public spaces. Designs should take advantage of views both east and west from private courtyards, windows and roof terraces. Figure 23, the site sections, indicate the idea of stepping buildings for view as well as maintaining view corridors for open space views.

### Sun Exposure

Providing the maximum amount of sun for use areas should be a key consideration for contained open spaces and major indoor spaces. When a building complex frames a court, higher elements should usually be on the north side of the complex, with lower elements on the south. Taller structures should be at higher elevations to dramatize the topography. Lower buildings should be at lower elevations. (Figure 24)

### Access / Orientation

Pedestrian access to buildings used by the public and visitors should be oriented to the rustic landscape and the major circulation connectors. These are defined in the Circulation section. Such public buildings are the commons complex, RIMAC, satellite bookstore, cafe and meeting and administrative facilities. Pedestrian access to residential and academic clusters can be oriented to discrete landscapes: quads, courts and secondary walkways.



## Relationship to Open Space

Gathering places should be created as part of most site developments and be protected from wind by buildings and screen walls. Entries and views should be inviting and fit with the larger rustic setting. The gathering places should provide much of the individuality and expression of complexes as opposed to the exterior elevations and facades. Meeting rooms, lobbies, lounges and entries should be oriented to outdoor space. Open space should frame landscape and ocean views.

## View Orientation

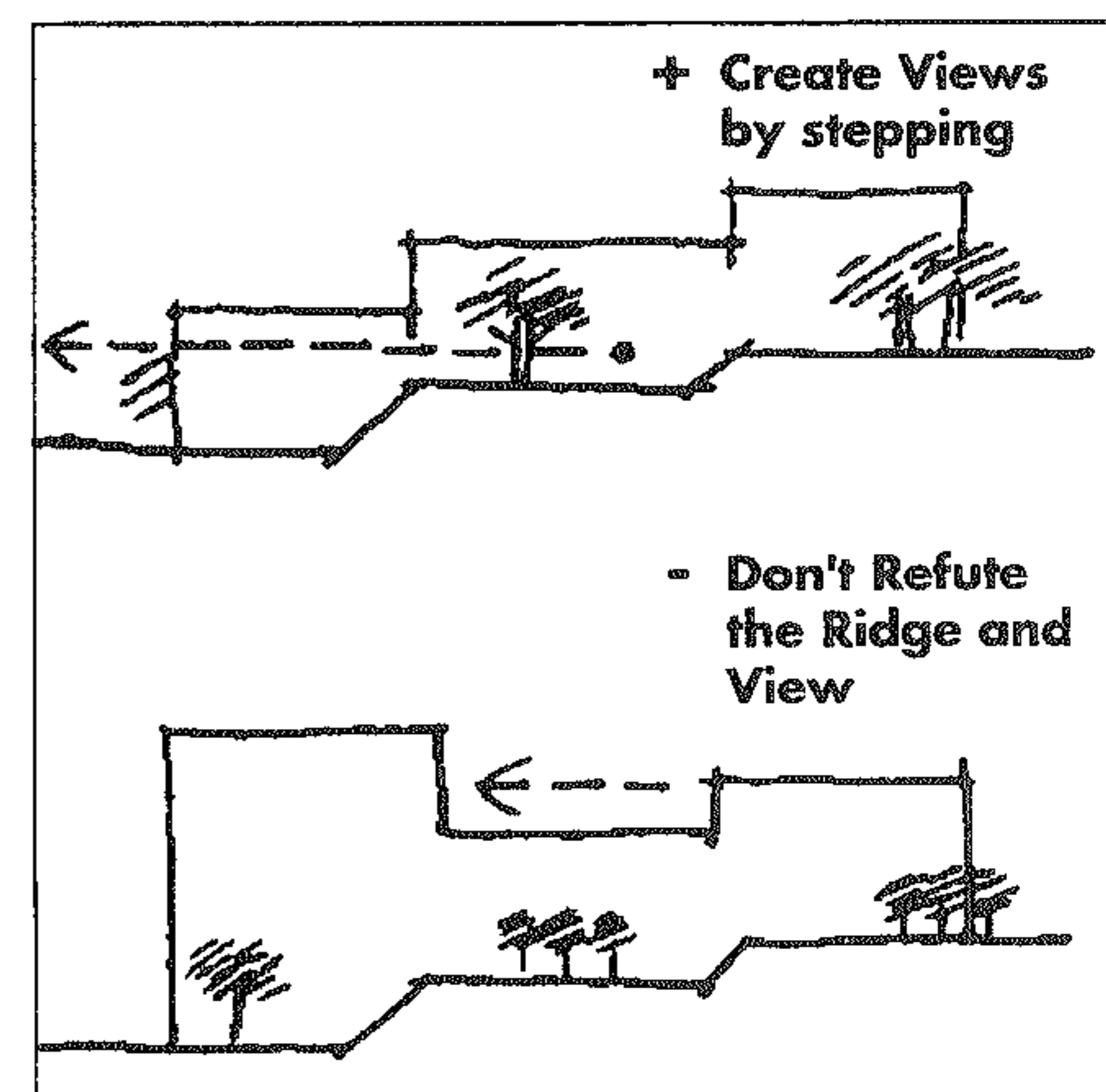
Primary consideration to views should be given in building siting and the arrangement of height and mass within sites. Roof lines should complement topography by stepping with the grade and generally reflecting the tree line. Building mass should create simple strong masses which step with the topography and frame space. Attention should be given to emergency and disabled access to all ground-level courtyards and entries. For instance, provide access at grade to all buildings or courtyards from ridge walk, Torrey Pines Terrace or Scholars Drive to simplify both disabled and emergency access.

## Grading

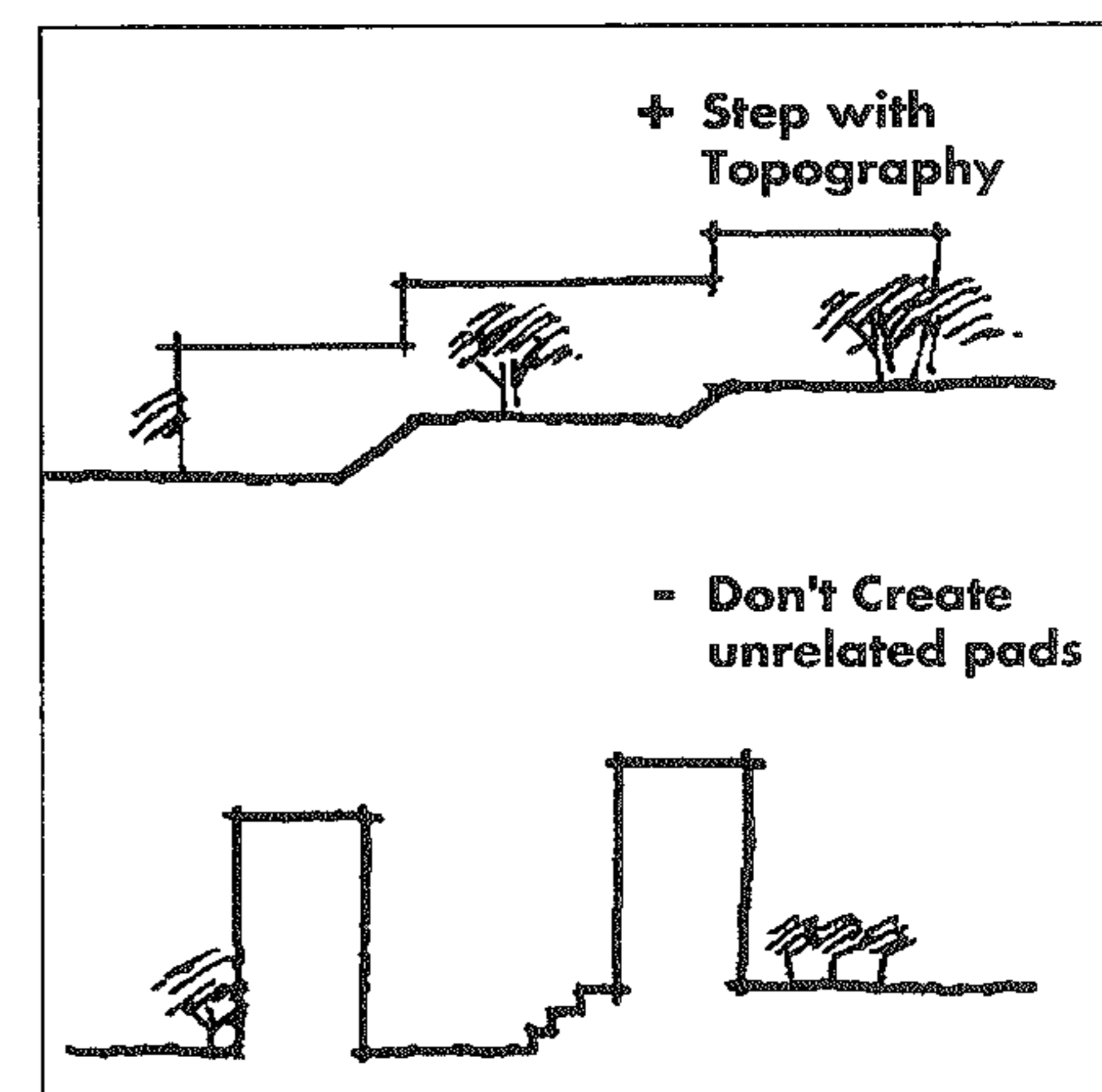
Sites should be terraced to step with the grade, but the step should occur between the major access levels rather than providing mid-level access which would provide barriers of steps and ramps between major north-south circulation routes and entries.

## Site Program

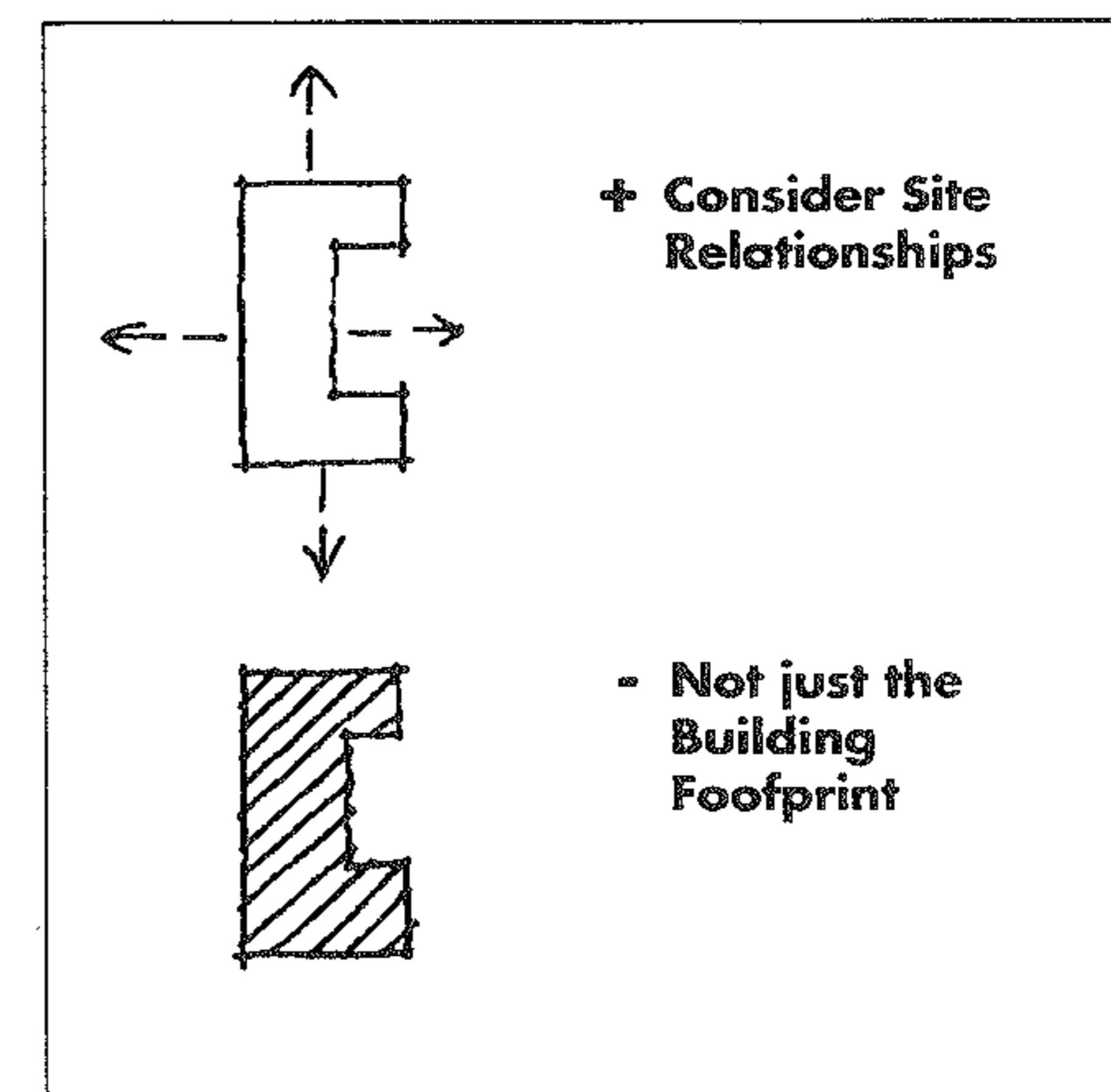
There should be a detailed analysis of each selected site as each project and budget is formulated. It should include activities, site development, off-site relationships and the compatibility of the development with the site. It should consider off-site costs, including possible assessment of a percentage of development cost for the North Campus open-space framework discussed in the Implementation chapter.



D View Orientation

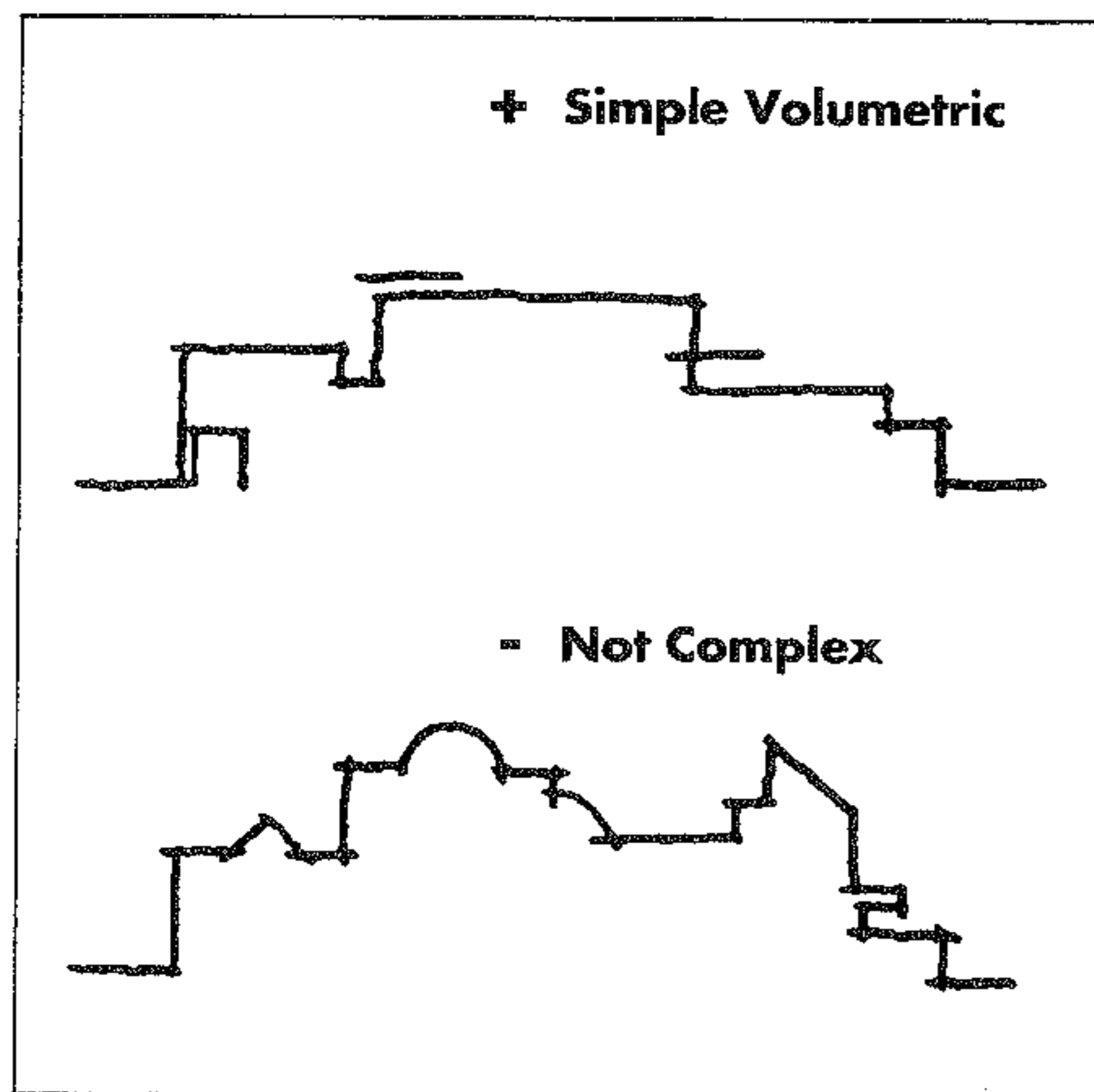


E Grading

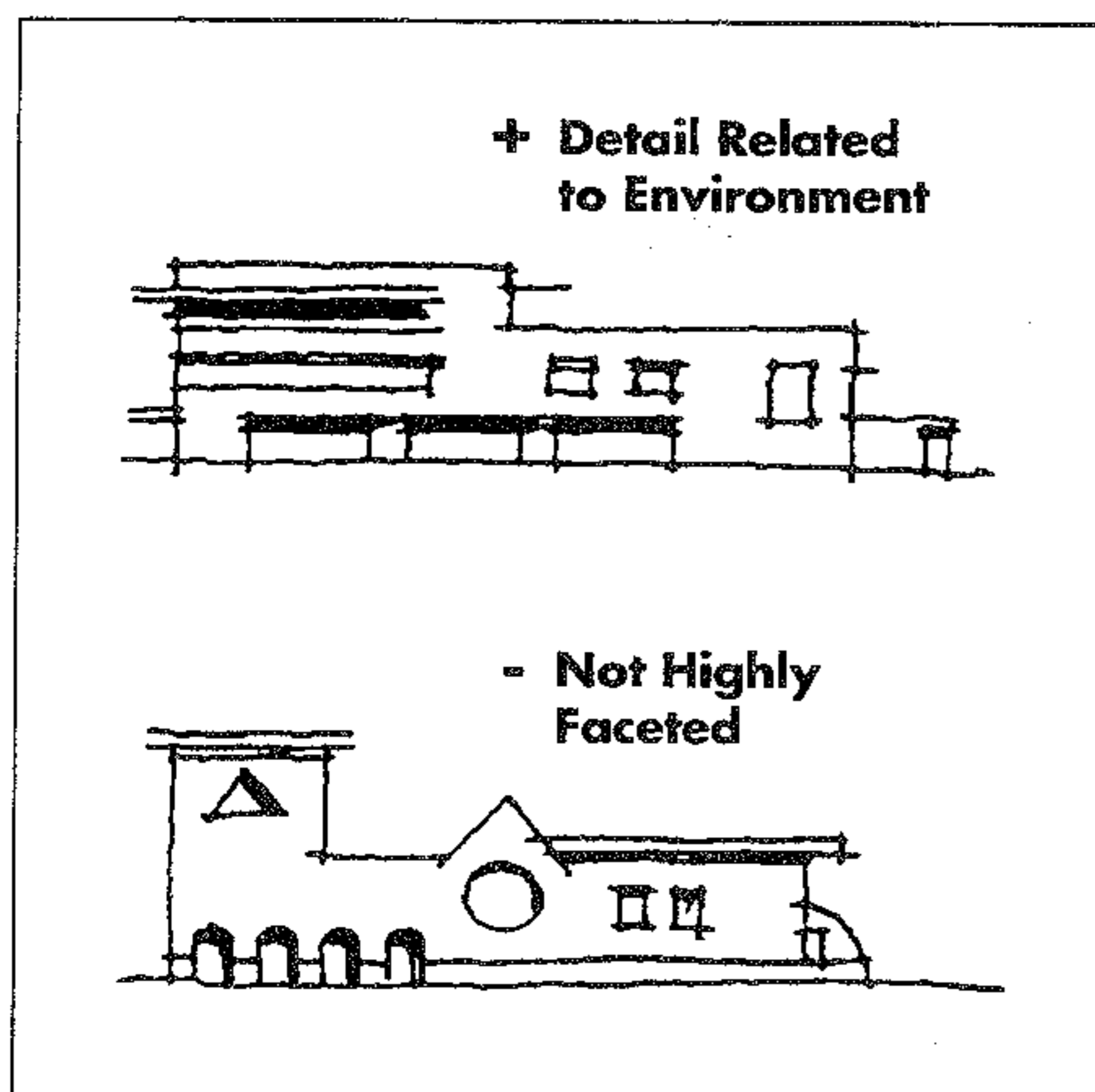


F Site Program

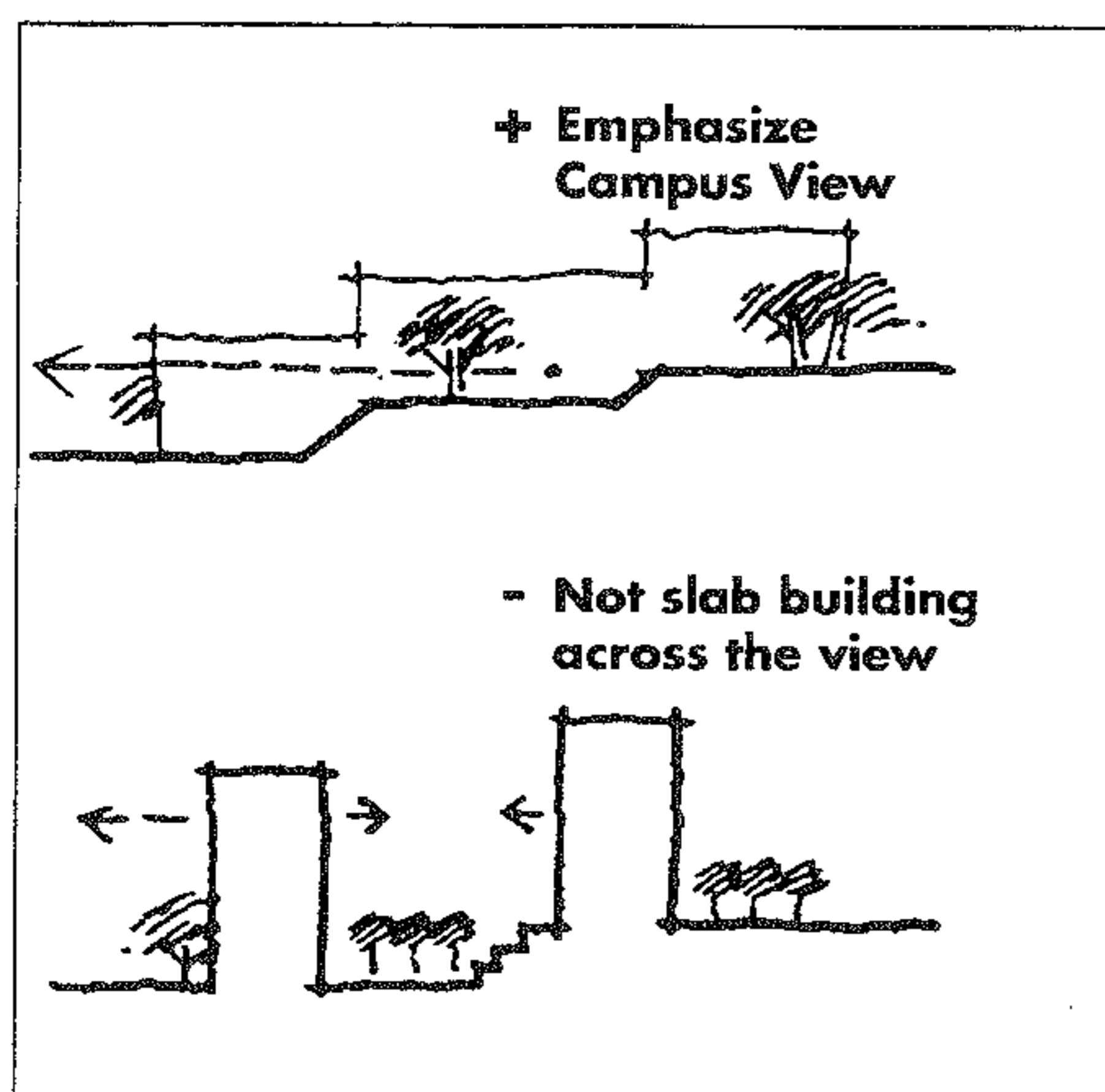
ARCHITECTURAL GUIDELINES  
Figure 25



A BUILDING FORM



B BUILDING FENESTRATION



C OPEN SPACE VIEWS

## ARCHITECTURE GUIDELINES

Open space and landscape are integral elements in the North Campus study. If the landscape defines the identity and character of the neighborhood, what should be the effect of the architecture? The building program is intense for the development sites with a floor area ratio up to 3.3 for residential and academic sites. Buildings will be an important part of the landscape, but they should interact with landscape, to frame, shape and define spaces and views rather than preside as objects in open settings. Building forms should be simple, roofs should be flat or gently sloping (Figure 25).

### Building Form

Facade expression should not be overly faceted or extremely detailed. Any detailed expression should be related to the treatment of openings, solar protection of windows and definition of entrances. This treatment may relate to the general theme of sun, shadow, breeze and view. Richness and detail in architecture should derive from environmental features such as shading devices, wind deflection screens, view terraces, or the play of light, shadow and the color variations of light from sunrise to sunset.

This concept of architecture may yield a range of building forms to serve particular sites as background and landmark buildings. The tradition of noted architects who have worked with the La Jolla landscape and the natural environment, should be upheld.

### Architectural Context

North Campus includes several existing buildings plus two under construction. The architecture of these buildings varies significantly. None of these buildings should necessarily be considered models to be emulated, but neither should they be perceived as incompatible with the philosophy of this plan - to some extent each emphasizes landscape and site values over elaborate architecture.

### Fenestration

Ground level fenestration and entrances should be as large and as open as possible to emphasize indoor/outdoor relationships and the connections to open space. Upper level fenestration should emphasize discrete and clearly articulated windows and bands of glazing, within the solid field of the facades.



---

## Roof Treatment

Carefully consider treatment of the roofs of buildings west of the ridge to avoid blocking views or presenting unattractive foreground views of mechanical equipment and flat gravel expanses. Strategic use of parapets, screens and taller elements can create interesting roofscapes.

## Materials

Exterior materials should emphasize simplicity and background character of the buildings. Mixing of exterior materials on a building is discouraged. Simple planar fields of concrete, stucco or masonry are the preferred exterior palettes. Attention should be given to how these planes will relate to exposure: for example, north facing buildings on the highpoint wedge will be read primarily in silhouette against the sky, while south facing buildings will be brightly lit and provide a canvas for the shadows of trees. Every effort should be made in all construction to use recycled products and those which minimize energy use in their production.

## Colors

Color of buildings is an important aspect of the overall UCSD campus image and offers opportunities for enhancing the concept for North Campus. UCSD is developing a campus-wide color palette and will review all colors of architectural features as part of the design process. The University's color consulting firm, Conover, prepared a specific color palette for North Campus which is provided in Appendix C. This section describes the approach to color.

The UCSD campus has a high degree of chromatic unity through the use of integrally colored materials such as natural concrete, wood, stone, glass and metal; set within the Eucalyptus Grove. However, the five existing and proposed buildings on North Campus diverge from the overall campus theme and from each other. In addition, the Ocean View Complex adjacent to North Campus is a cool, blue-gray with blue trim. Color should be used to relate North Campus to Central Campus and not to create the impression of an isolated complex as it is currently tending. North Campus should not feel completely distinct from Central Campus. Relationships should include, materials, natural earth and atmosphere colors and extensions of the tree canopy. The neighborhood can have a unique character in the way these elements and vocabulary are used.

The bodies of buildings should generally be light masonry colors in keeping with the palette of materials of the central campus as well as the Salk Institute and the work of San Diego modern architects such as Irving Gill. The color palette of these buildings tends to warm earth-gray and buff off-whites.

Detail or accent colors include wood, oxidized or bronzed metal, the mustard yellow and gold of San Diego earth and cobble, gray-green of Eucalyptus, red brown of native burnt adobe brick and occasionally white or the violet blue of light. Irving Gill had a particular theory that may apply to this site: That his palette of warm-gray masonry and "tree color" trim intensified the particular violet blue of San Diego light. The subtle use of color by Louis Kahn at Salk seems to confirm his observation

### **Special Sites**

Six building sites have special characteristics which should be reflected by signature architecture. Three sites (6, 7 and 11) frame the top of the highpoint wedge and can provide a visual anchor for the neighborhood. A fourth site is on North Point (site 8 or 10) which is a gateway location. The fifth site is RIMAC which anchors the athletic fields with a major public events facility. The sixth site is site 15 which is in the wedge. All remaining buildings should be simple, subdued background structures that recede into the landscape.

- *Highpoint Sites*

Emphasize pedestrian edges for wedge and the profile against the sky. Create a strong contrast between the edges and the buildings within the wedge in both scale and texture. (Note that the south edge of site 6 is adjacent to the Institute of the Americas and should be carefully designed to complement its one and two story scale.) Provide a mixed-use focus along the south edge of the wedge. It should include a sundry shop, food service facility perhaps a satellite bookstore and/or cafe, and open to a protected gathering space. These buildings should have the strongest presence on the wedge.

- *North Point Site*

North Point can provide an important sense of identity for the University as a whole from North Torrey Pines Road to the north and from the entry drive. Buildings on this site should have an image of dignity and restraint with magnificent materials (like Salk).

- *RIMAC Site*

The RIMAC facility has been designed and approved and includes features which are related to its landmark potential.

- *Wedge Site*

Because this site is in the wedge, it should have the character of terraced cottages set in a grove of Torrey pines.



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## **Parking Structures**

Parking structures should be simply designed in earth colored materials: deep gray and buff colors rather than light colors. Special care should be given to shielding lighting from the landscape to protect the character of the scenic drive on Torrey Pines Road and views of sunset from buildings and open spaces overlooking parking. Refer also to parking structure descriptions in the Open Space and Landscape and Edge Sections (see Figure 22).

## **ARCHITECTURAL PARADIGMS**

North Campus buildings should be reminiscent of the “classics” of southern California contemporary architecture - buildings which respond to the particular light of San Diego, and to the climate, colors and textures of the Southern California coastline. It should be noted that these buildings have achieved great distinction over time although they are restrained and not flashy. This area of campus offers a great opportunity for other architects and landscape architects to excel in a similar way.

### **Salk Institute: Louis Kahn**

The Salk Institute provides an example of a very quiet building with powerful presence in the way it defines the ocean view. It also demonstrates sensitive use of materials and colors for the seacoast sky and soil colors. The rough texture of the landscape setting complements the simple volumes of the building.

### **Scripps House and Women's Club, La Jolla: Irving Gill**

Irving Gill's architecture is overly imitated (or at least referenced as a source) but seldom equaled. Proportions are its key, but perhaps bear little relationship to the scale of buildings planned for North Campus. Rather note the rich yet subtle colors of concrete, stucco, gold stone, and dark brick. Colors complement not mimic natural earth material of La Jolla.

**Molecular Biology: Charles Moore**

This building is a recent example of a building which uses warm gray concrete and subtle gray green, gold and gray in a way which is effective with the Eucalyptus trees. The building looks best in fog.

**Beckman Institute, UCI: Skidmore Owings & Merrill**

Beckman Institute in Orange County is an example of a new building set in a newly planted Eucalyptus grove which has both the restrained form and rich detail of pedestrian courtyards that North Campus should have.

**Pueblo Ribera: Rudolf Schindler**

This building is still the best example in San Diego of the stepped picturesque mass that the guidelines describe for the residential sites.



# Open Space and Landscape

The key to establishing the identity of North Campus will be developing the open-space framework. It provides character for the neighborhoods while buildings and development provide the background. The idea is not creation of a uniform pattern of open space. Rather, creation of a rich sequence of different spaces, views and materials is envisioned.

Three sections describe the character and guidelines for open space. They are: the system for the open-space framework, guidelines for landscape development of projects, and specific design recommendations for the open space framework of each district. The open space framework's relationship to present and future buildings is illustrated in Figure 26.

## **SYSTEM: THE FRAMEWORK**

The open space framework consists of areas with defined boundaries established by the Site Dimensions plan. The concept however is not to reinforce these lines. The landscape should be a cohesive system that integrates with development.

The three types of campus landscape are rustic, transitional and discrete. They were established by the Master Plan study to define open space character. A slightly different interpretation is given to the Master Plan in North Campus. Transition landscapes will be minimized. Contrast rather than transition will be emphasized between rustic and discrete landscapes. Rustic landscape will predominate. Discrete landscapes will be limited to courtyards, terraces and other major activity areas.

The North Campus landscape concept involves the two major regional landscapes: Torrey Pine groves and Eucalyptus groves. These landscapes in a sense meet at the ridge at the highpoint. The blue-gray pines and gray-green Eucalyptus are part of the environment of ocean and fog. The denser and greener Eucalyptus will link North Campus to the Park to the south and east while the Torrey pines will relate North campus to the bluffs to the north and west. New plantings of Eucalyptus trees should not duplicate the 8-foot plantation grid of the historic grove. Planting patterns can provide subtle distinction between districts in the neighborhoods.

## Rustic Landscape

Rustic landscape elements form the basis for creating three districts in North Campus: Torrey Pines, Academic Grove and the Ridge districts. (Figure 27) In addition to the Torrey Pines mesa and the Eucalyptus groves in the Park discussed above, the Eucalyptus hedgerows along the ridge are a prominent visual feature of the neighborhood and a historic reminder of the character of old Highway 101 before it became ridge walk.

### *Connections and Edges*

The rustic landscape of North Campus is its *connecting* framework. Connections are defined in the Master Plan study as both view corridors and circulation corridors. View and circulation corridors often coincide.

### *View Connections*

Views on North Campus will primarily define axes of development sites from the ridge to the vistas of mountains or ocean. These are three-dimensional envelopes of space which overlay open space parcels and development sites (see earlier Figure 18).

- *Broad Views:* Special priority is given to views from the ground level along ridge walk. View cones have been established for the highpoint wedge and entry wedge. They provide wide views of the ocean and complement the more open view from the ridge north of RIMAC. This view is of fields, Park and mountains. Development within broad view corridors must enhance and protect vistas. The highpoint and entry wedges are described under the Torrey Pines district.
- *Narrow Views:* All narrow view corridors north of the highpoint wedge will connect to ridge walk. In addition, a new corridor is proposed between the Institute of the Americas and the Graduate School of International Relations and Pacific Studies.
- *Incidental Slots and Found Views:* This type of view is recommended as part of site design and not defined by corridors. There should be eccentric and unique view opportunities from individual sites, including porches, courtyards and upper level terraces. Views should be part of gathering areas. They should also be incorporated at the most intimate level of project landscape design.

### *Circulation Corridors*

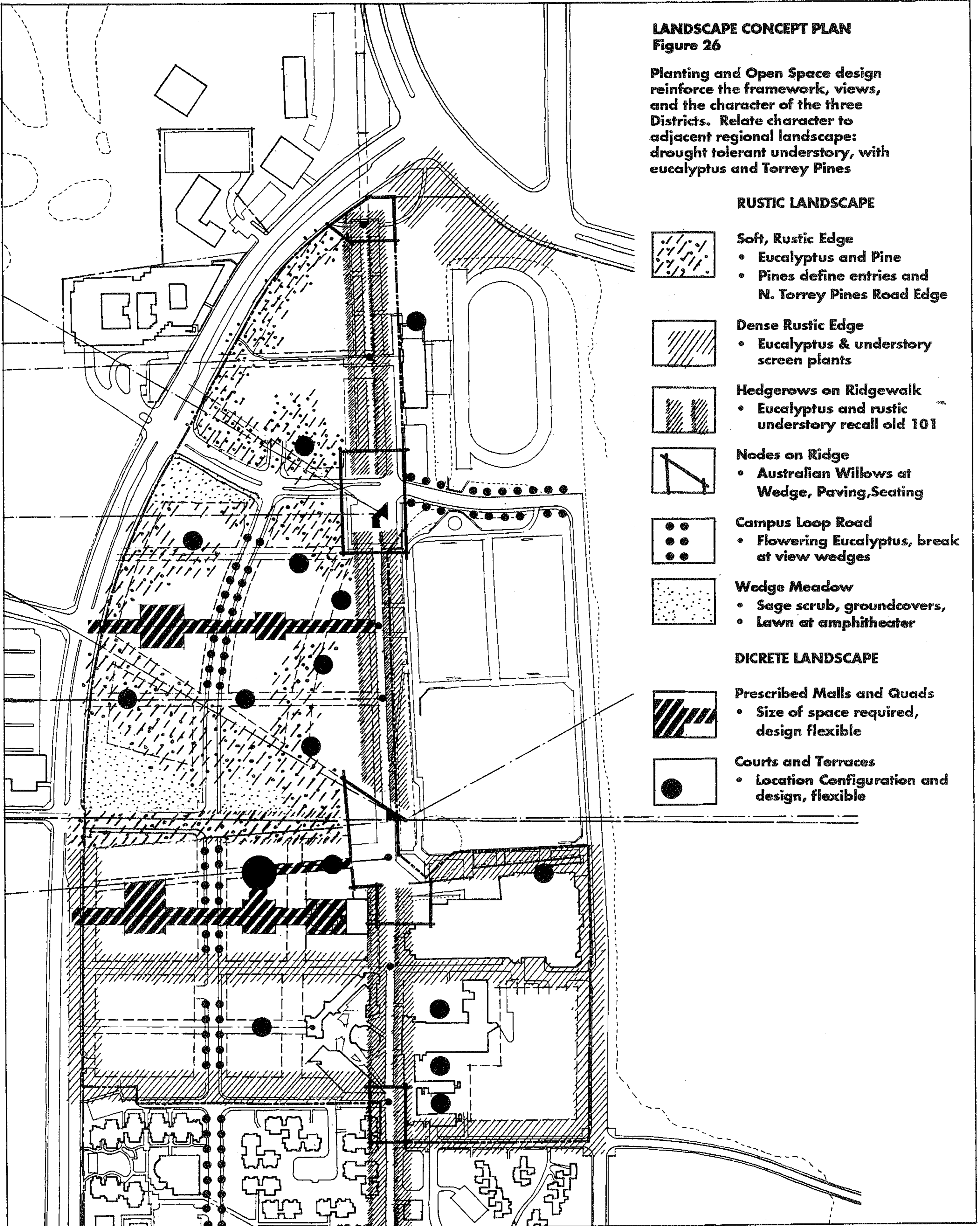
The circulation corridor system exists in both open space parcels and through development parcels. Within development parcels, it may be used to link discrete landscape spaces. The Site Dimensions plan (Figure 18) defines the physical limits of both view and circulation corridors.

- *Pedestrian Walkways:* Pedestrian walkways have a dual role in North Campus. They link various activities while at the same time allow the walker to enjoy the landscape and nature. Pedestrian walkways take on the character of the area through which they pass.

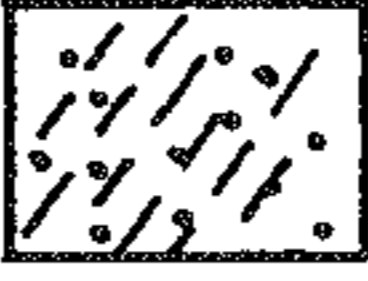



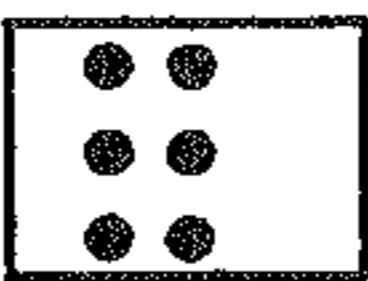



**LANDSCAPE CONCEPT PLAN**  
**Figure 26**

Planting and Open Space design reinforce the framework, views, and the character of the three Districts. Relate character to adjacent regional landscape: drought tolerant understory, with eucalyptus and Torrey Pines



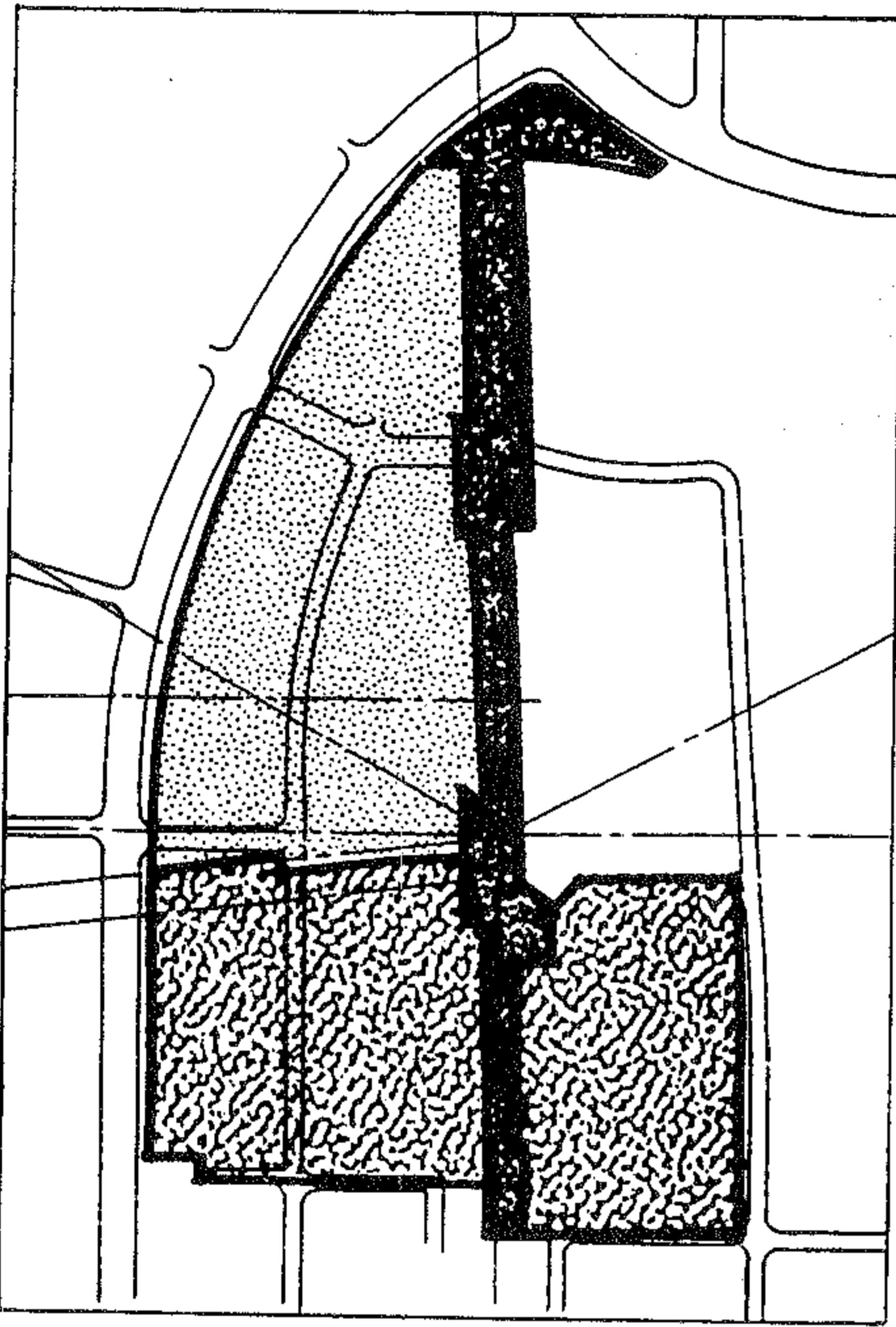
**RUSTIC LANDSCAPE**

-  **Soft, Rustic Edge**
  - Eucalyptus and Pine
  - Pines define entries and N. Torrey Pines Road Edge
-  **Dense Rustic Edge**
  - Eucalyptus & understory screen plants
-  **Hedgerows on Ridgeway**
  - Eucalyptus and rustic understory recall old 101
-  **Nodes on Ridge**
  - Australian Willows at Wedge, Paving, Seating
-  **Campus Loop Road**
  - Flowering Eucalyptus, break at view wedges
-  **Wedge Meadow**
  - Sage scrub, groundcovers,
  - Lawn at amphitheater

**DICRETE LANDSCAPE**

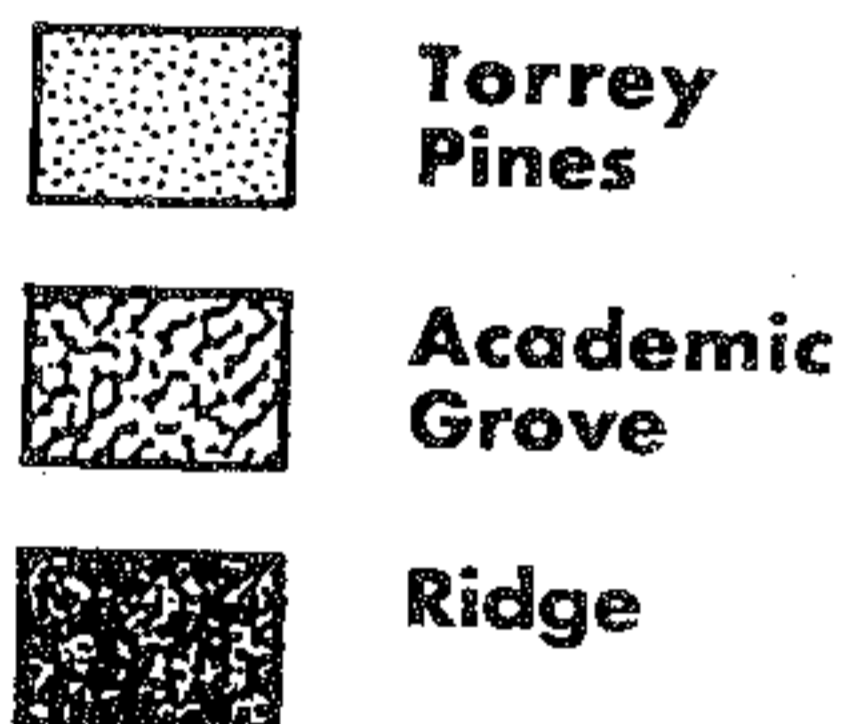
-  **Prescribed Malls and Quads**
  - Size of space required, design flexible
-  **Courts and Terraces**
  - Location Configuration and design, flexible





**NEIGHBORHOOD DISTRICTS**  
Figure 27

The neighborhoods have three districts defined by location, activity and character



- *Loop Road System:* The loop road is a campus circulation system. On North Campus, it includes Scholars and Hopkins Drives. London Plane trees have been planted on part of the system but are not doing well. The Design Review Board has recently recommended that flowering Eucalyptus substitute for the London Planes. There should be a break in the trees at the entry wedge and highpoint wedge. Planting under the trees should fit district landscapes. Sidewalks should be on the side of the road closest to the ridge and contiguous with the curb. They should be on both sides of the road where pedestrian traffic or drop-off requirements warrant.
- *North Torrey Pines Road:* The North Torrey Pines Road edge should provide continuity with the campus landscape concept, which delineates Eucalyptus south of Salk Institute Road and pine trees to the north. Torrey Pines will define entries at the new north entry drive and at Salk Institute Road. If sound walls are used at residences, they should be placed a minimum of 40 feet from the curb and fully screened with shrubs. Planting patterns for Eucalyptus and pines should reflect tree massing for adjoining districts. The proposal for broad, open meadows and masses of trees in the Torrey Pines District will require relandscaping Salk Institute Road and the edge of North Torrey Pines Road at the highpoint wedge. The new north entry drive should be landscaped when constructed.
- *Automobile Entries:* They serve both as an entry for vehicle traffic and in orienting visitors to the campus pedestrian system. All vehicle entries should incorporate Torrey pine groupings. Symmetrical tree or shrub plantings should not be used to frame these entries. Instead, masses of trees should heighten contrasts between sunny meadows and dense edges, as at the former south campus entrance. Signage should be incorporated into site walls related to pedestrian circulation. This would reinforce the emphasis placed on pedestrian rather than vehicle traffic. The major vehicle entry is at the visitor kiosk. A secondary but visually important entry follows Salk Institute Road along the south edge of the wedge.

### Nodes

Nodes are crossings of view and circulation corridors. They provide meeting places, orientation to the neighborhood and a sense of entry. Nodes are part of the rustic landscape and should have seating to take advantage of views and to allow for casual interchanges. They should be paved with modular concrete or stone in gray to buff colors and should be distinguished by spatial relationships of building and landscape and not by accent trees which would contrast with the gray-green character of the rustic landscape. Nodes are discussed in more detail in the Ridge District Section.

- *Major Nodes:* Major nodes occur at district intersections and are defined as specific open space areas. These intersections are along the ridge and provide entry, orientation, meeting and gathering places and views. Features of these nodes are described in the Ridge District Plan.



- *Secondary Nodes:* These are primarily functional pedestrian arrival points, such as bus stops, parking entry areas or cross walks. They are not defined as specific parcels but can be part of either open space parcels or development sites. Distraction from the continuity of rustic landscapes by use of framed spaces, accent trees or formality should be avoided.

## Discrete Landscape

This landscape type will create a system of intimate spaces that provide an internal focus for development sites and districts. These spaces can contrast with rustic landscape in form or in the use of plant materials. Discrete landscapes should be linked by the secondary circulation systems. Discrete landscape planting and paving may be peculiar to an individual building or complex. It need not be limited to the plants recommended in the Campus Landscape Study and can include small areas of lush, green planting. Design should emphasize sun and shadow patterns, view and a conscious relationship with the rustic landscape (either continuity or contrast). (Figure 28).

### *Major Quads and Courtyards*

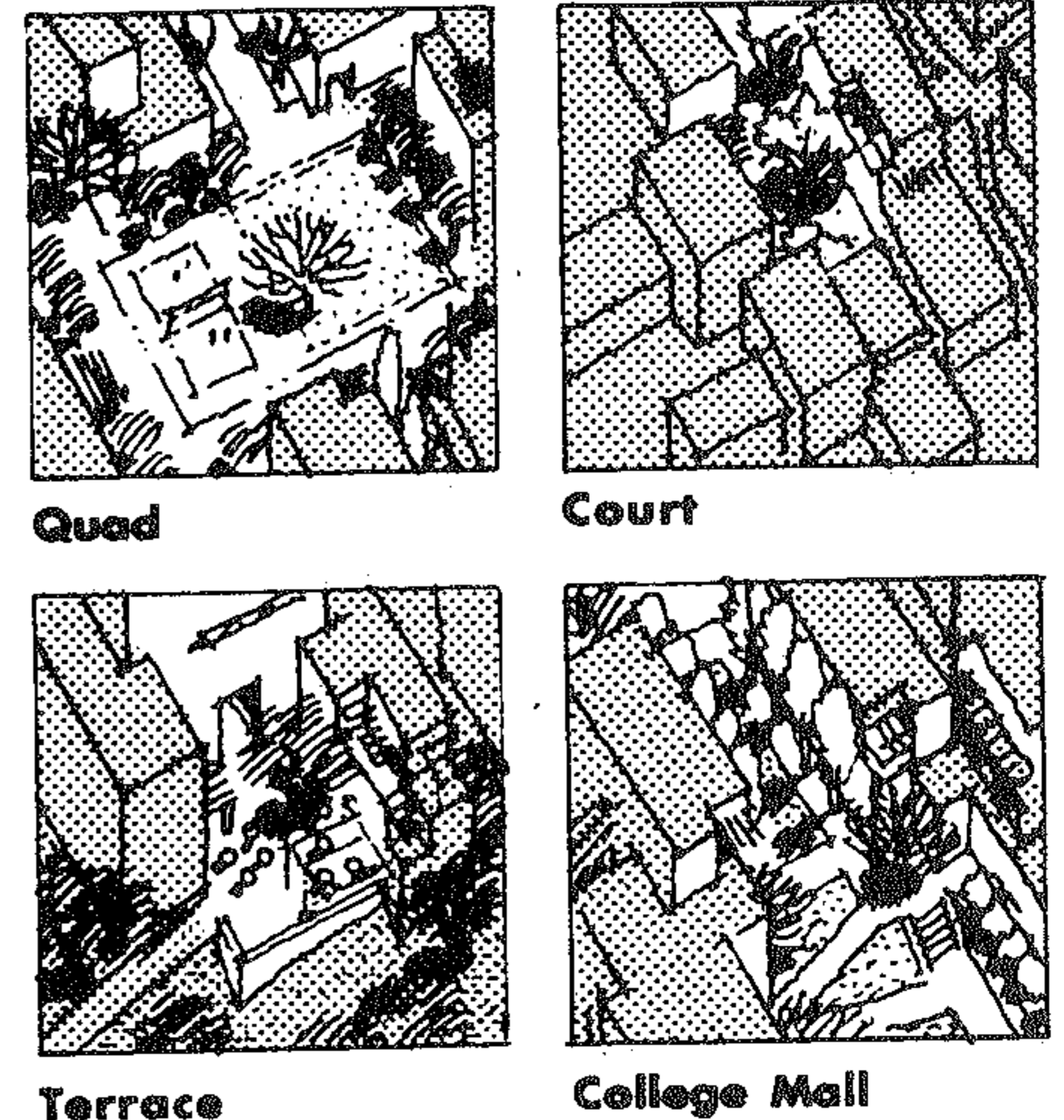
These serve neighborhood-wide roles although they may be part of individual projects. Within or linked to residential areas, they provide space for entertainment, casual sports (like volleyball), and semi-commercial uses such as the commons, satellite bookstore and cafe. They should be sheltered from wind and have connections to the ridge and the pedestrian spine system.

### *Academic Courts, Terraces and Porches*

These areas occur within academic development on the ridge and can include terraces, porches, or protected courts partially enclosed by buildings. Porches can project into the rustic landscape of the Torrey Pines Terrace (Open Space parcel O8). These can have both a view into the trees and glimpse of ocean. The trees provide a buffer between residential and academic uses. Casual encounters between faculty, students and visitors would be encouraged by courts open to ridge walk and the terrace. Access walks from residential areas along view corridors should connect with academic courts.

## Stuart Collection and Public Art

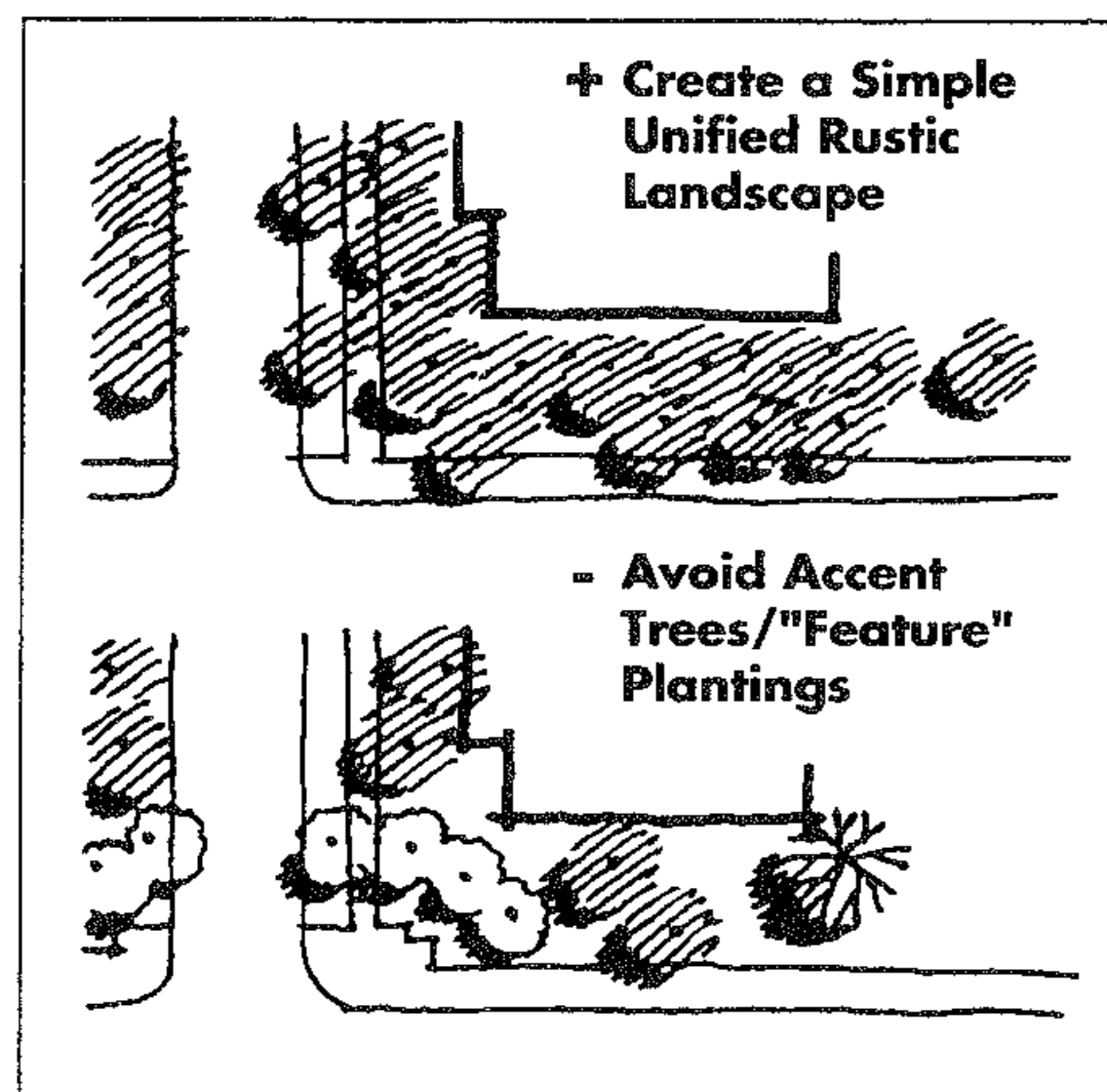
Involvement of artists in the design of facilities and open space in North Campus is encouraged. Artists who become involved should be interested in the natural environment and natural phenomena. Projects may involve the Stuart Foundation, in either artists' individual work or collaboration with design teams. Examples of potential project locations are the highpoint at the wedge, view corridors, tree groves, courtyards and terraces, the bridges to the colleges, or a belvedere at the north end of ridge walk.



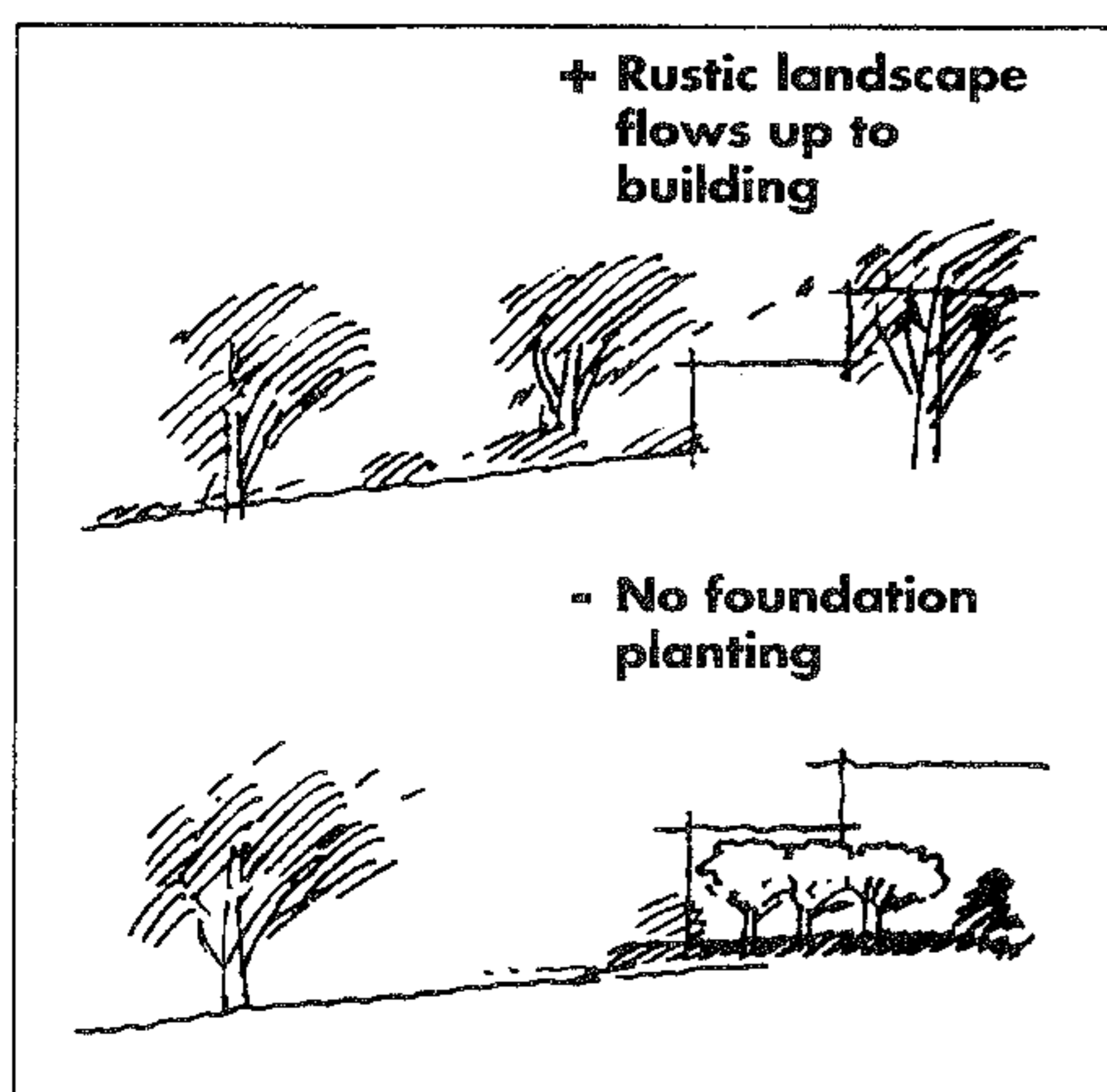
**DISCRETE LANDSCAPE**  
Figure 28



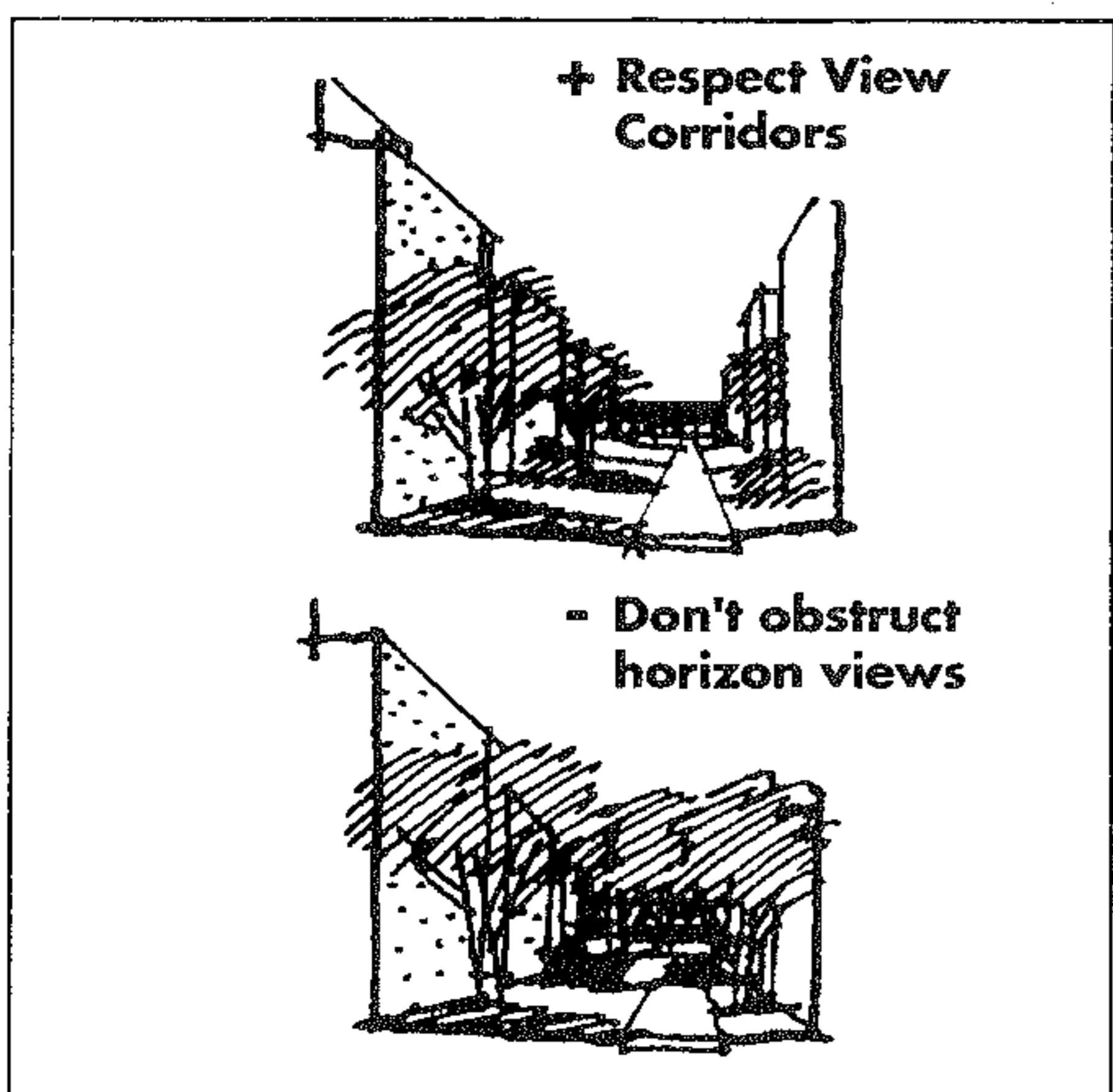
LANDSCAPE GUIDELINES  
Figure 29



A Rustic Character



B Rustic Edges



C View Corridors

LANDSCAPE GUIDELINES

Landscape guidelines deal more with site development landscapes for facilities than with the open-space framework. Designers should refer to related sections for an understanding of how their sites fit into the larger landscape. The guidelines are based on a broad definition of landscape, which includes site relationships, grading, outdoor spaces, circulation, paving, landscape structures and plantings. Contrast between rustic and discrete landscapes is encouraged and the use of transition "foundation" planting is discouraged. Site design and landscape of the outer edges of development should enhance the continuity of rustic landscape. (Figure 29)

Resource Conservation

Landscapes should use as few non-renewable resources as possible. Drought tolerant plants should be used along with efficient irrigation. Recycled building products and those requiring little energy in manufacture should be used when possible.

Environment

High winds and damp, cool air mark the climate of North Campus and can make outdoor activities uncomfortable. Wind protection from the west and solar exposure to the south should be provided.

Rustic Edges

Avoid ringing new buildings with something similar to foundation plantings. Rustic landscapes should flow directly up to building walls. Site edges facing rustic landscapes should be integrated into the district landscape.

Contrast not Transition

A discrete landscape such as a porch or terrace may adjoin a rustic landscape in some cases but should be separated by a clear grade change, wall, hedge or architectural gateway. When this occurs, the discrete landscape may change scale and character, but should maintain the gray-green color of adjacent rustic landscape.



## View Edges

Views over development sites are intended to include landscape in the foreground. Often views will be over or through trees, and buildings will appear to be set in groves of Torrey Pine or Eucalyptus trees.

## Circulation (Activity Edges)

Accent plantings or linear treatment should not be used to highlight circulation through rustic landscape. Ridge walk is an exception. Walks, terraces and stairs should appear to be following the landscape.

## Buffer Edges

Landscape buffering should appear as a seamless part of the rustic landscape. Buffering and screening can be achieved with integrated grading, walls, and dense plantings that fit into overall character of the district. This applies to screening of parking and residential areas and to the buffer of Eucalyptus trees between Marshall College and North Campus.

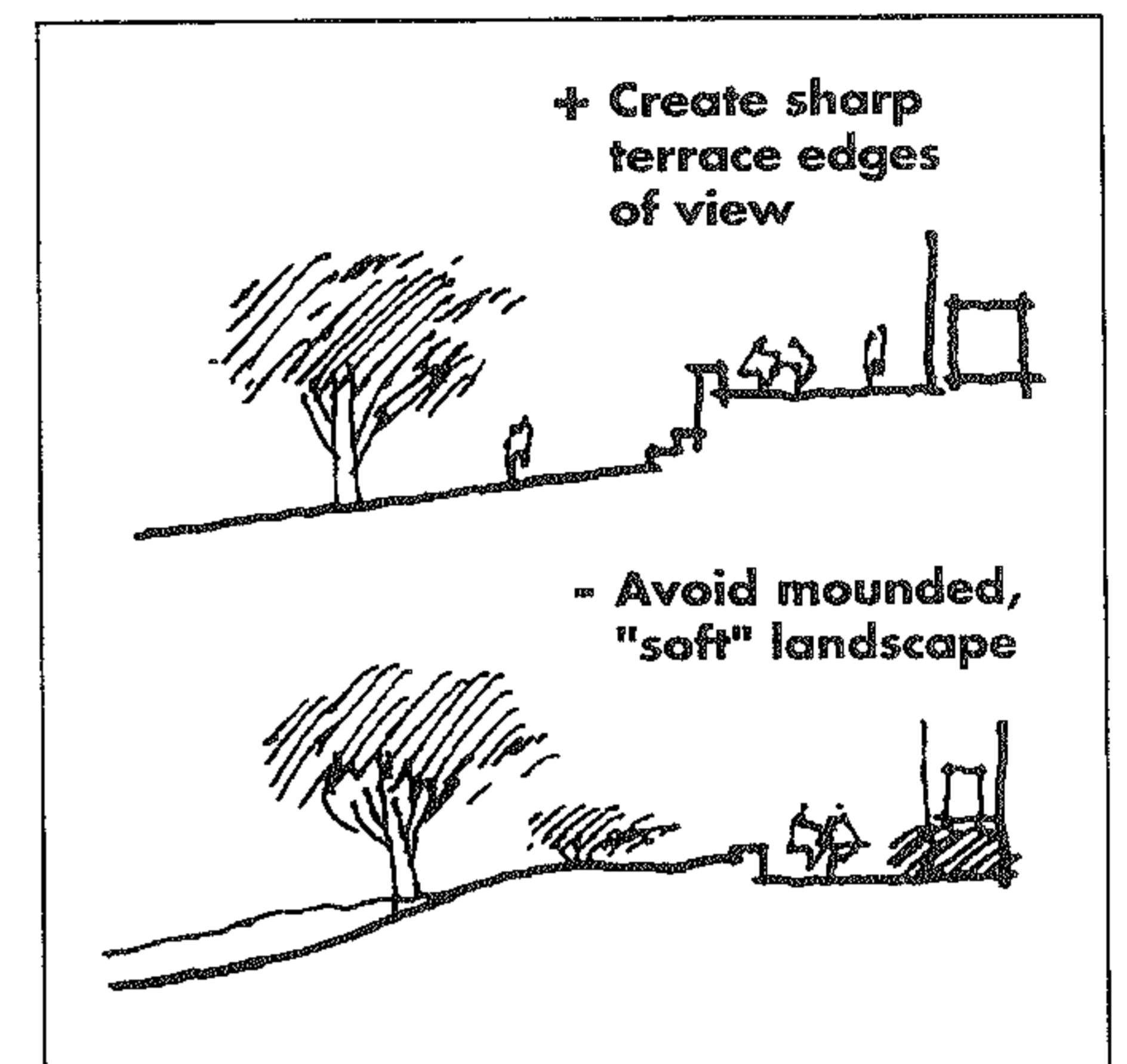
## Eccentricity

Surprise and discovery are welcome elements in discrete landscapes for revealing or framing views. A windswept tree in a blustery opening or a unique bench in a secluded spot are examples.

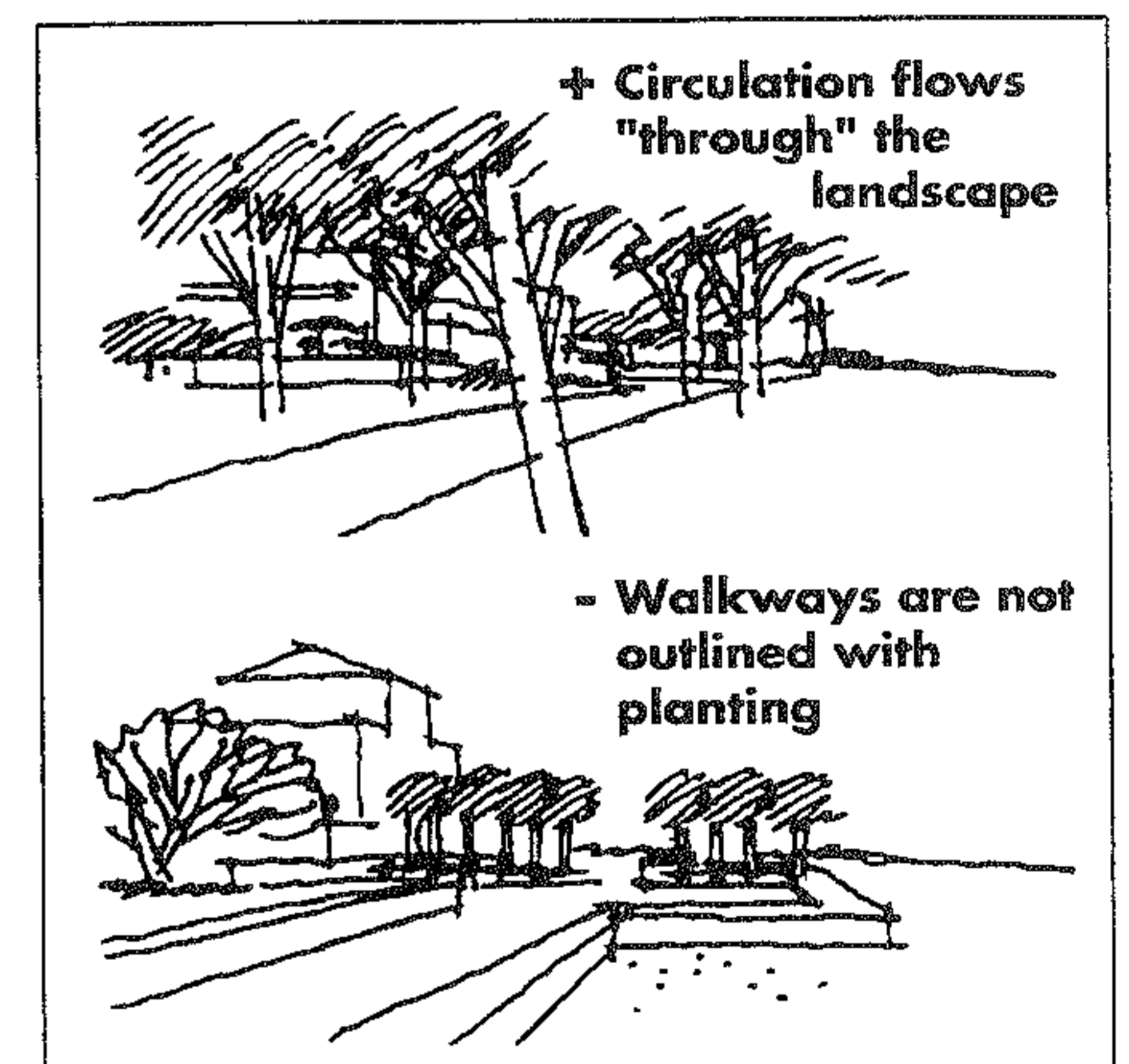
## Plant Materials

The description of landscape character which focuses on the discrete landscape is given in this section. Rustic landscape plant materials are described further by district and a list of representative rustic plant material from the Campus Landscape Study is provided in Appendix B.

There should be a greater richness and diversity of plant materials in discrete landscapes than rustic landscapes; however, all discrete landscapes should stay within the theme of the California courtyard rather than exotic variations. The California courtyard as used here, includes design which is sensitive to outdoor use, scarce but appreciated water, and a focus on natural phenomena of light, shadow, scent and color and texture. Consider use of broad canopy trees, small flowering orchard trees such as oranges and pears, and small gray-green canopy trees such as Australian willow or agonis. Broad leaf tropical plants which require extensive irrigation and high maintenance should be avoided as should generic bright green trees commonly associated with tract residential development (podocarpus and



D View Edges



E Walkways



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carrotwood). Examples of exotic theme landscapes which are considered inappropriate are English style brick and ivy courts, or Polynesian paradise gardens.

Discrete landscape ground plane planting may include cascading plants and vines in walled areas. Native or slow growing, low maintenance plants such as rhus and raphiolepis should be used for rustic hedges to minimize formal clipping. Groundcovers should be selected to minimize trimming around shrubs and walls, for instance favor white gazania over ivy. Additions to the Campus Landscape Study for discrete landscapes are also included in Appendix B.

### **Walls and Structures**

Stone or concrete with natural gray to gray-buff colors should be used for landscape walls and structures so they will relate to native soil colors and buildings.

### **Paving**

Paving should be simple, broad surfaces of natural and gray-buff colored concrete or aggregate finish asphalt. Texture for large areas can include broom finish, sand finish, and light-wash aggregate finish. Warmer gold to beige colors may be used for accent in either smaller scored modules of poured concrete, modular concrete pavers or stone. Accent areas should be focused at nodes, in discrete landscapes or small features in the rustic landscape rather than creating a patchwork throughout the neighborhood. Brown or red brick or tile pavers may be used within discrete landscapes but not in the rustic landscape.

### **Color of Landscape Elements**

Color for landscape elements should follow the guidelines described above. For a broader discussion of color, refer to Appendix C. In general, colors for landscape elements should complement the colors of architectural elements. Ground plane elements other than Discrete Landscape elements should be warmer, natural colors which relate to the surrounding natural environment. These could range from gray-buff and natural concrete colors to beige or warm gold accent colors. Colors for Discrete Landscape elements are specific to particular areas or buildings. They should contrast with the surrounding rustic elements, plantings for example may include more vivid greens, but should also be sensitive to neighboring elements. Tree colors should maintain the gray-green color of the surrounding rustic trees, except in Discrete landscape areas where the greens and flower colors of small orchard trees may be appropriate.



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## LANDSCAPE PARADIGMS

### Examples of Discrete Landscapes

The Women's Club Courtyard in La Jolla is an informal enclosed space with an appropriate level of detail for the most developed courtyards. A trellis and simple paving contrast with the strong planes in the building. Planting is rugged and yet offers interesting textures, blooming shrubs and vines.

The Price Center on campus offers an example for a major activity courtyard at the Commons. This space should offer a sense of partial enclosure and orientation to the sun, a mixture of uses and the opportunity for activities to overlook each other at different levels as well as to spill to the north into the wedge.

The older courtyards at Muir provide good examples for both the academic and residential courts. The planting and hardscape takes an alternative approach to the La Jolla Women's Club in using informal tree groves and shrub masses. They still provide interesting detail and change of scale to contrast with the rustic landscape on the outside of building clusters.

### Examples of Rustic Landscapes

UCSD Eucalyptus groves: The North Campus Academic Grove district should have a character similar to Revelle and Muir colleges where large scale buildings are set among the large trees.

Salk Institute grove: This was a powerful example of how a strong contrast can be established between rustic landscape and discrete courtyard landscape which once provided the juxtaposition of the small Eucalyptus grove and the entry to the open view plaza. The Torrey Pines Terrace could recall the feeling of the original Salk entry.

The Mediterranean: Many ridgeline parks and building complexes in the Mediterranean offer examples relevant to the Torrey Pines district of North Campus. Buildings on various levels open out to terraces with views of the sea which are in turn framed by picturesque pines.



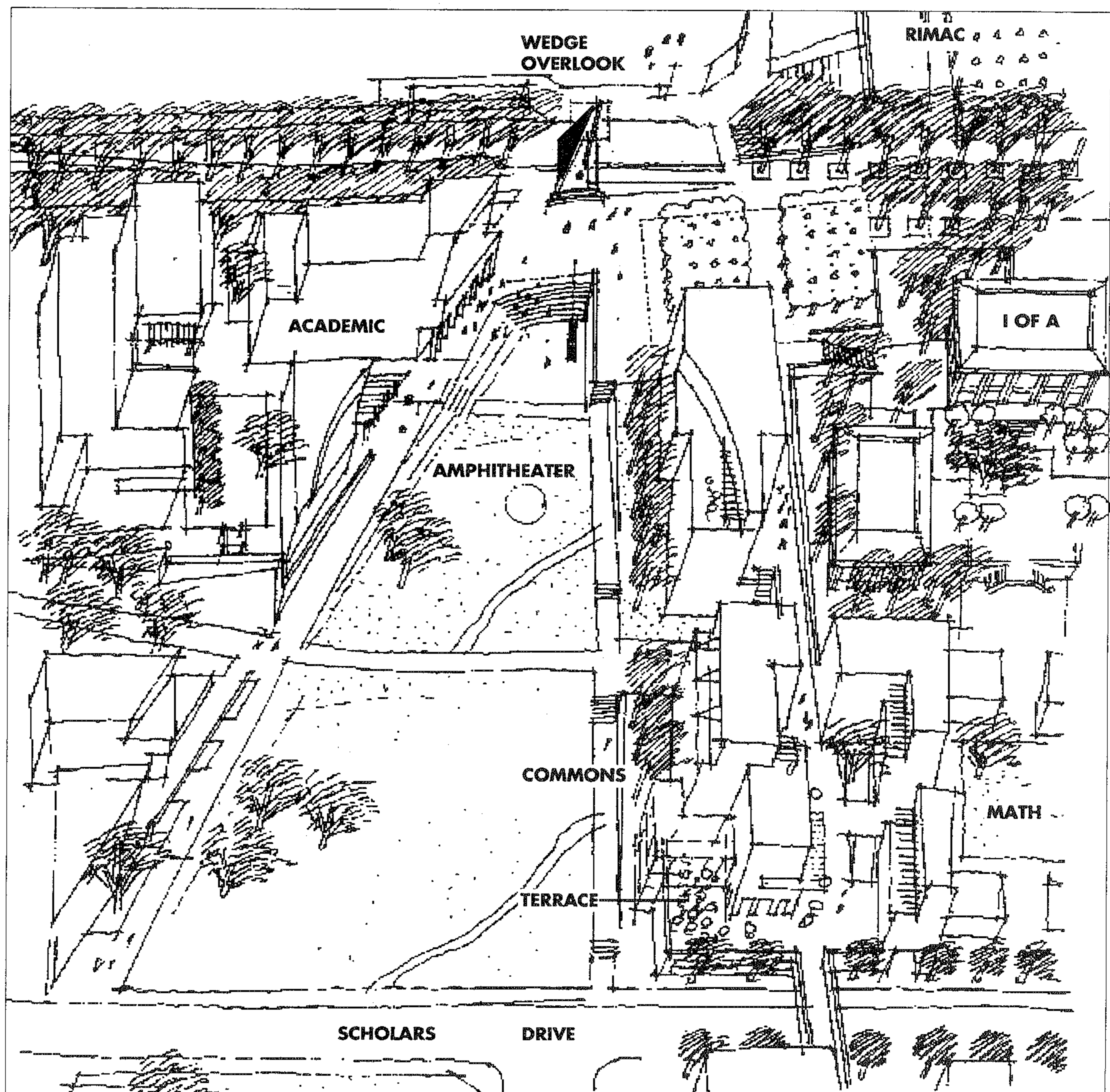
## LANDSCAPE DESIGN BY DISTRICT

### Torrey Pines District

This district will have the same density of program and building development as the Academic Grove district to the south but should have an image which is somewhat more open and informal. Academic development is located on the ridge to take advantage of the view. Residential use may include undergraduate College B, if it is developed, or a combination of unaffiliated graduate and undergraduate housing. Gray-green Eucalyptus trees and Torrey pines that dramatically interplay with the fog are a feature of the landscape. Backdrop trees such as Melaleuca and Metrosideros should be used to soften and screen development. Plantings at the edge of the neighborhood should fit in with the coastal sage scrub of Torrey Pines State Reserve (Figure 31).

#### HIGHPOINT WEDGE Figure 30

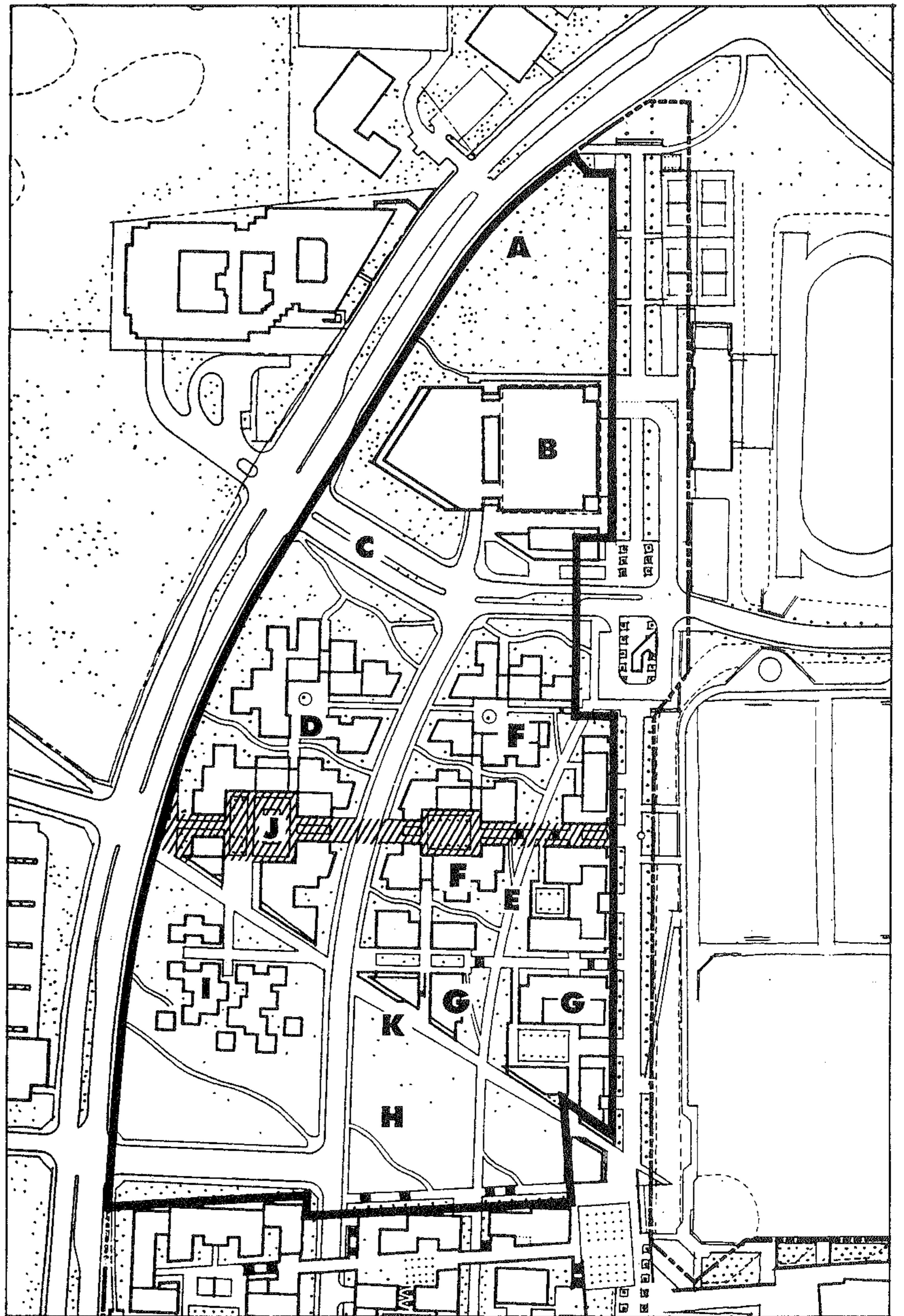
Major activities cluster around the view open space at the campus highpoint. Courts and plazas protected from wind complement the exposed overlook point.





**TORREY PINES DISTRICT**  
Figure 31

- A NORTH POINT**  
Tennis and a high-profile Institute are alternatives. The site is important to the image of the campus. Grade tennis into the slope to be hidden from view.
- B PARKING**  
Keep the upper level below Ridge walk, terrace levels, divide and soften from above with planting.
- C NORTH ENTRY**  
Create open, meadow-like approach to Entry Kiosk. Berm and plant to screen parking.
- D NORTH OF WEDGE RESIDENTIAL**  
This area may be College B or unaffiliated. Create an open, picturesque building profile and landscape.
- E TORREY PINES TERRACE**  
Develop as a park-like grove of trees to buffer residential and academic uses.
- F GRADUATE HOUSING**  
Create rustic informal hill town streets and courts that frame views. Provide a central "mall" to connect with undergraduate housing and the Ridge.
- G ACADEMIC CLUSTERS**  
Orient academic facilities around quads and terraces that overlook the Torrey Pines.
- H WEDGE MEADOW**  
Create a transition from rustic near North Torrey Pines Road to more manicured (turf play area) at the amphitheater.
- I WEDGE COTTAGES**  
Integrate the lower density housing in the Wedge into a picturesque Torrey Pine grove.
- J NORTH OF WEDGE MALL AND QUAD**  
Create an internal open space as a focus for this district that visually connects the major undergraduate quad with the ridge.
- K NORTH OF WEDGE SPINE**  
Create an activity link along the north side of the wedge between the highpoint, RIMAC, fields, and the Torrey Pines Park.



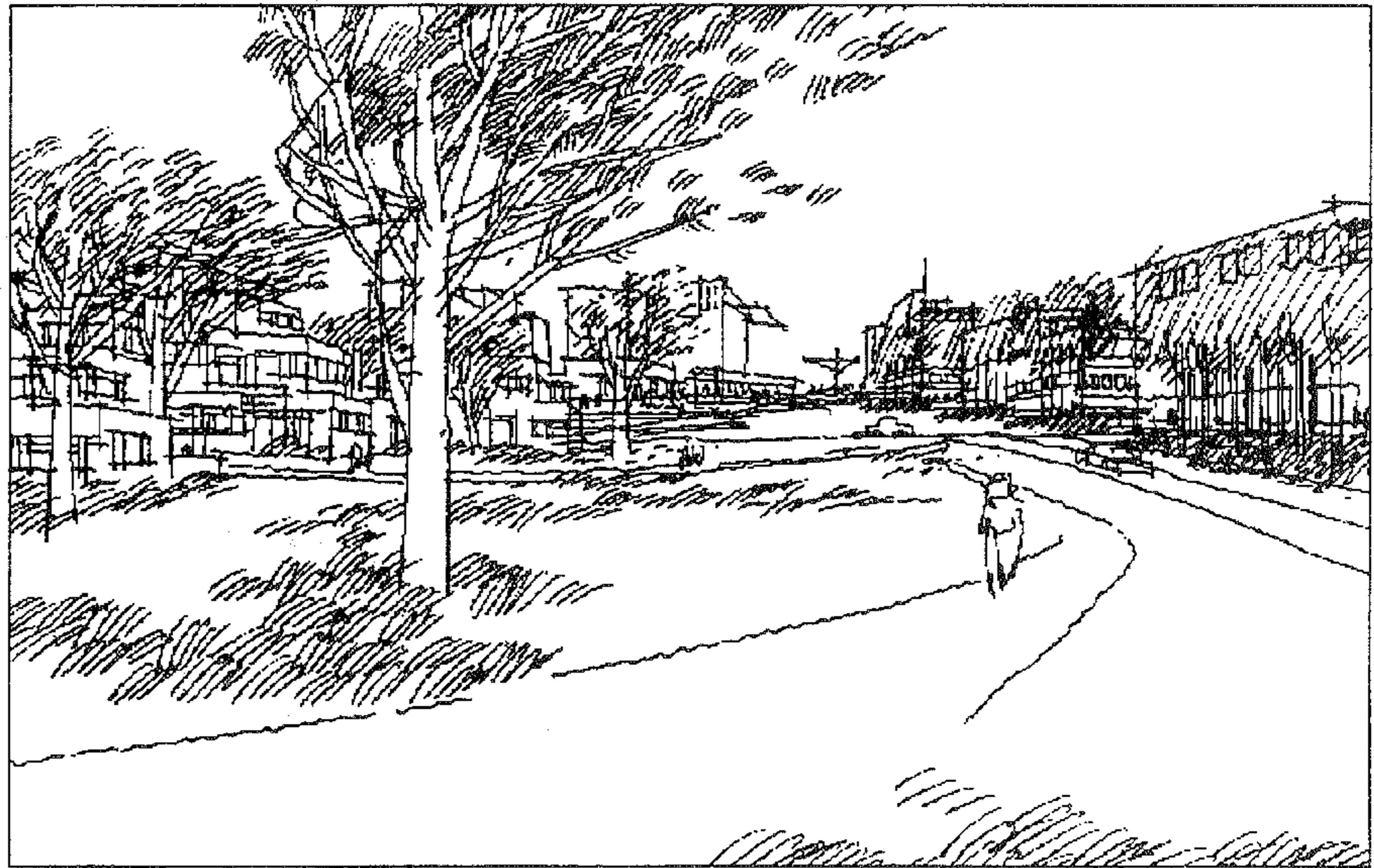
**TORREY PINES**  
Open  
Extroverted  
Soft Edges



*North Entry Wedge, Highpoint Wedge*

Views at these two scenic spots will be framed by open groves of pines and gray Eucalyptus trees. Signage will be provided by stone or concrete walls that are built into the sloping landform. A seasonally changing meadow of native grasses at both wedges near North Torrey Pines Road can provide a unique entry image. Plantings can include sage, buckwheat, drought tolerant grasses and prostrate acacia. The non-athletic open space areas should be graded and layered with permeable soils, characteristic of the Torrey Pine bluffs, to provide a suitable soil base for native and naturalized plantings as well as turf and meadow grasses.

There should be a recreational lawn and perhaps an amphitheater at the top of the highpoint wedge. (Figure 30) Treatment of this wedge would be more formal than the entry wedge. Terraces and circulation will define its north edge. Informal rows of Eucalyptus trees are placed along the south edge. A cluster of two and three story residential buildings create a picturesque cluster in the wedge west of Scholars Drive. This development can be screened from the highpoint by Torrey pine trees and should recall the scale and character of contemporary beach houses nestled in the pines. If College B is developed in the Torrey Pines district, the wedge should be directly connected to a central residential quad to the north of the wedge.

**HIGHPOINT WEDGE**

**The Wedge is a rustic meadow from  
North Torrey Pines Road**



*Residential Landscape Setting*

There should be a picturesque blending of housing and groves of Torrey pines and eucalyptus trees in the residential areas of the Torrey Pines District. Randomly spaced trees will frame views. Ground plane planting should have a naturalized character that includes native shrub masses like sage, ceanothus and limonium as well as meadow-like areas of groundcovers and small lawn areas.

*Academic Landscape Setting*

A more refined landscape is called for at the academic clusters along the ridge than along North Torrey Pines Road. There should be informally spaced groves of trees west of the buildings. Groundplane plantings should define edges of entry spaces and terraces. Use of large trees should be avoided between the buildings and hedgerows along ridge walk to maintain the historic character of the hedgerows.

*View and Circulation Corridors*

Development site view corridors should differ from the more public corridors defined in the Development Control Plan. Public corridors should be framed by random trees and yet be axial. Trees should frame the view and also screen out intrusive foreground features such as traffic signals and roof tops. Perspective drawings should be used to site buildings and trees in order to preserve views of the horizon and sunsets.

*Torrey Pines Terrace*

This area is a buffer between academic and residential uses which can have a unique woodland garden character. Tree plantings would create a canopy similar to the former tree grove at Salk Institute to soften foreground views from the academic buildings and terraces. Underplanting on slopes should be rustic and naturalized in character. The terraces and porches should have the feeling of projecting out into the trees.

*Parking Facility Plantings*

The parking facility on North Point should be screened from North Torrey Pines Road by a bermed slope and dense planting which blends with the rustic landscape. A large east/west planting area is indicated which follows the alignment of the north entry drive to provide light and ventilation as well as reduce the visual mass of the facility.

**TORREY PINES TERRACE**

**A linear park-like space separates academic and residential uses**







**ACADEMIC GROVE**  
Introverted  
Defined Edges

## Academic Grove District

This district will contain College A and a central gathering space near ridge walk. It is more introverted than the Torrey Pines district in terms of view, and connects the neighborhood to the rest of central campus more than the regional landscape.

Buildings and view corridors are set in a grove of mixed Eucalyptus trees which differ from those in the Park. A combination of Eucalyptus sideroxylon, rudis and citriodora in a 12 foot triangular spacing is an example. The light and dark trunks of these varieties would create a visual interplay against a background of building walls.

This district's character is a tightly knit network of framed views, quads, plazas, walkways and terraces. It's major features are contained spaces treated in a formal manner that reflects the existing buildings in the district. This formality and strongly defined edges of tree masses and building walls contrasts with the open and less formal character of Marshall College (Figure 32).

### *College A Landscape Setting*

There are several college development sites on either side of the ridge. They should be developed as a series of linked courtyards. Parts of the college away from the ridge may be set in dense groves of trees on their external edges. Internal courtyards, however, should be open and sunny. Site walls and terracing may provide stronger architectural definition of edges for housing than in the Torrey Pines district. Groundplane planting should be dark green to contrast with the light gray-green landscape in the Torrey Pines district.

### *College A Pedestrian Spine*

College A should be connected directly to ridge walk at the wedge with a pedestrian and activity link in addition to the more formal college mall related to I of A. This pedestrian spine connects a series of three spaces which should provide key activities and services for both College A and College B. These services include the commons, a satellite bookstore, administrative offices and gathering spaces. The commons is recommended to occur on site 11, and it should have views over the wedge as well as protected outdoor space facing to the south and west. The satellite bookstore and a cafe should occur near the wedge and ridge in a central location. A bridge over Scholar's Drive should be provided to connect the commons to the college quad on site 12. A second bridge could be considered between site 6 and site 11. Design of this spine should place an emphasis on ground floor entry and uses to maximize activity. It should have the character of a pedestrian street and incorporate rich paving materials, seating, seat walls and an appropriate scale of planting. For example, repeating the grove of willows proposed for RIMAC on the west side of ridge walk could provide a small scale entry plaza for the spine.



ACADEMIC GROVE DISTRICT  
Figure 32

**A COMMONS AND CENTRAL SQUARE**

The Commons, Bookstore, Deli/Cafe, should create a focus for the neighborhood around a plaza. Provide views over the wedge and a protected urban courtyard.

**B COLLEGE A MALL AND QUAD**

Create a formal visual mall from I of A to the residential quad west of Scholars Drive.

**C WEST PARKING**

Keep the upper level below Scholars Drive, provide a landscape swath on the upper level on the view axis from RIMAC, buffer from North Torrey Pines Road and Marshall College with grading and planting.

**D PRIMARY PARKING ACCESS WALK**

This walk will be highly used by visitors to access RIMAC and academic facilities along the Ridge. Provide an orienting plaza on Scholars Drive and a clear view to the Ridge.

**E COLLEGE A RESIDENTIAL**

Provide a formal and traditional quad as the focus for College A. Incorporate recreation.

**F MARSHALL COLLEGE/  
NORTH CAMPUS BUFFER**

Provide a deep setback and dense grove of eucalyptus as the neighborhood buffer on the south.

**G HOUSING**

Orient to an internal quad and away from IR/PS.

**H I-HOUSE**

An appropriate location for I-House would be near the Central Square.

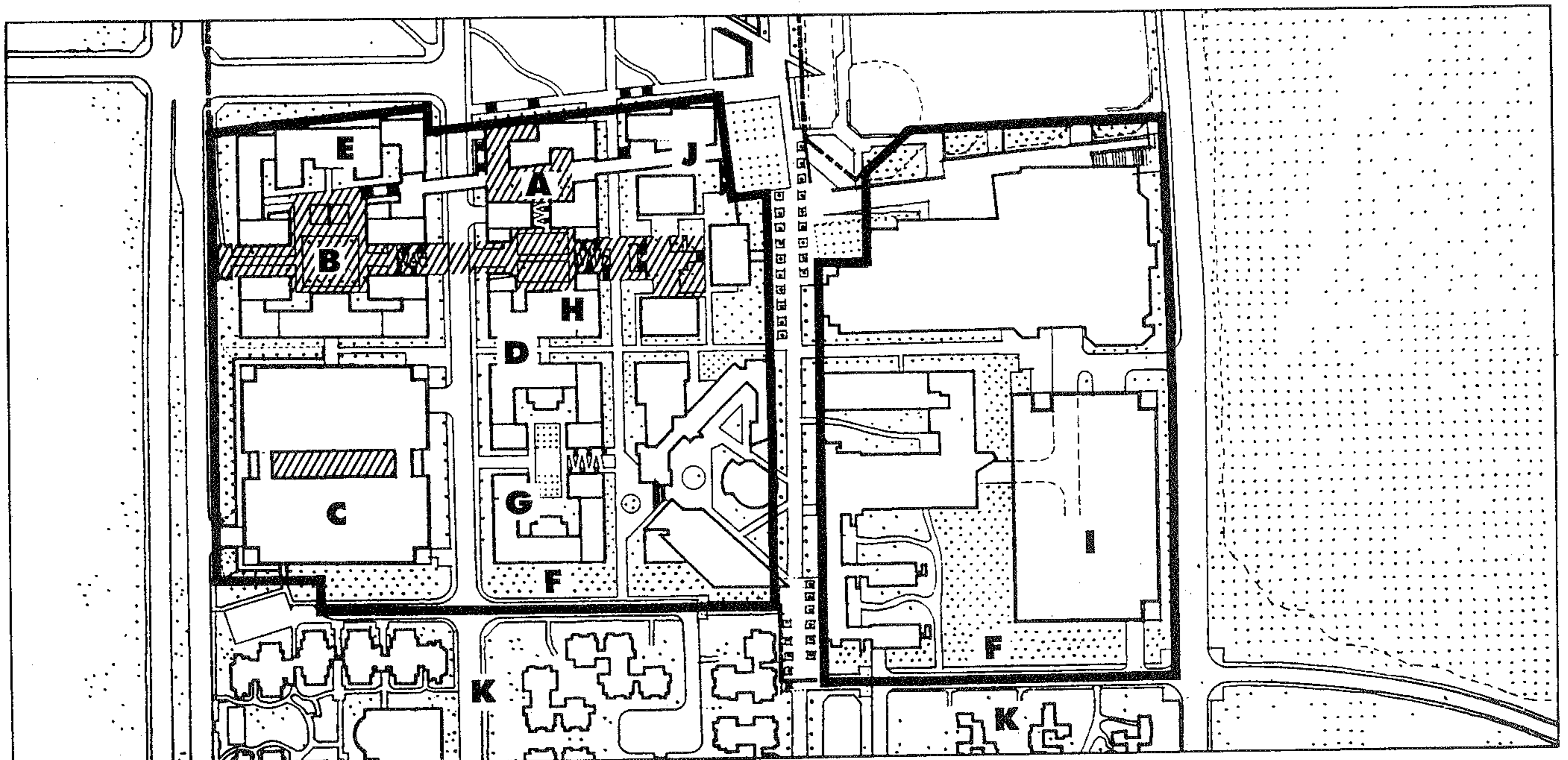
**I EAST PARKING**

Set the parking below the floor level of Social Sciences and screen views over the upper level with dense tree canopy. Screen from Hopkins and Voigt.

**J COLLEGE A PEDESTRIAN SPINE**

Provide an activity link from Undergraduate Residential and the Commons to the Ridge. Bridge Scholars Drive.

**K THURGOOD MARSHALL COLLEGE**



*College A Mall*

Because there are few ground-level views at the site of College A, an inward, traditional college quad will work well as the terminus for the existing I of A view axis. This axis would be developed as a formal mall with three courtyards on the three development sites. The college quad on parcel 12 should contain recreational uses and be framed by arcades, building entries, overlooking terraces, meeting rooms, and lounges. Paving details should be refined and plants classic and formal.

*Neighborhood Buffer/**North Campus/Marshall College Gateway at Ridge Walk*

The neighborhood buffer is a deep setback with a dense band of Eucalyptus trees which reinforce the buildings at ridge walk as a gateway into North Campus from Thurgood Marshall College. Concrete retaining walls along Voigt access way should further define these edge plantings. The planting of tristiana trees along the south side of the IR/PS School should be replaced with Eucalyptus trees. For treatment of the North Campus/Marshall College Gateway at ridge walk see the Ridge district section.

*Relation of New Development to Existing IR/PS: Site 13*

There may be inherent incompatibility in proposed housing on Site 13, west of the IR/PS Graduate School. Design should orient noisy areas of housing away from IR/PS, especially if it is used for undergraduate housing. Consider view over development on these sites.

*Vehicular Access to I of A*

As site 11 is to include a commons facility, vehicular access for drop-off to I of A should be retained. This access could be combined with the pedestrian access between sites 11 and 13, or with service access or parking beneath site 11 construction.

*North Torrey Pines Road Edge,*

The landscape along the road should slope up to development. Dense understory planting should buffer both residential use and parking from the road.

*Narrow View and Circulation Corridors*

The access corridors both east-west and north-south in the Academic Grove should be framed with Eucalyptus. Long views are less significant from the ridge in this area than in the Torrey Pines district.



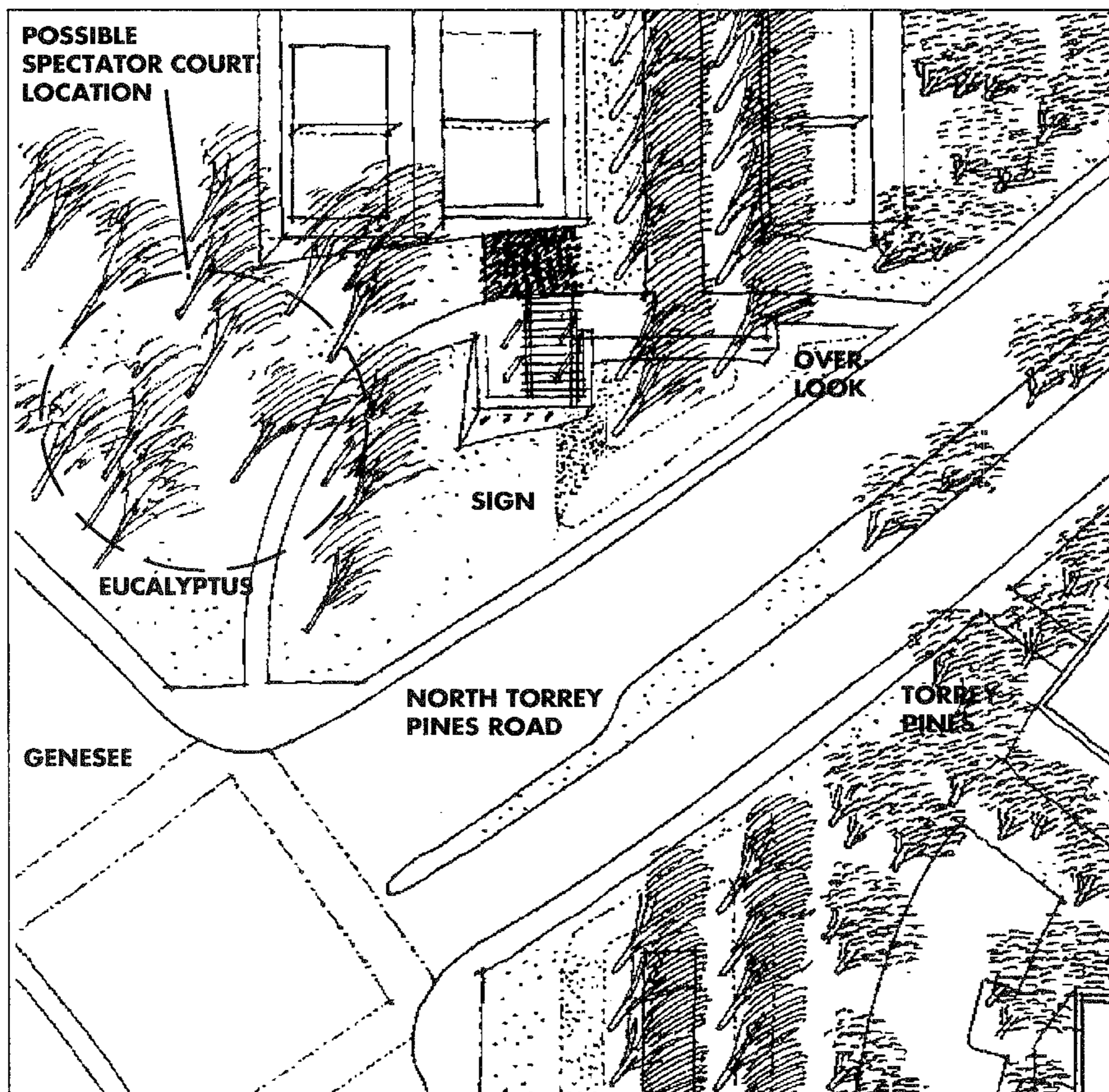
## Ridge District

This district is the backbone of North Campus and consists of its Academic Corridor, ridge walk, the edge of the athletic fields and the four neighborhood nodes. The Park and the recreation fields are not part of the neighborhood, however their edges and views are among the most important characteristics of North Campus. The approved drawings for ridge walk should be implemented as designed with the exception of future modifications of nodes.

Nodes are locations where the 20 foot square paving module of the current walk design should be changed over time as the nodes are implemented. The four nodes should have a paving and planting character which is cohesive with each other but with individual characteristics reflecting each site. For instance, at each location, a scored or modular paving grid of concrete or stone (2.5'-5') should unify the space to create a plaza. Ridge walk hedgerows should continue through these plazas in 10' square tree cutouts except as required for roads, or major view corridors. Furniture, seat walls, bicycle parking and signage should be placed to encourage casual gathering, provide clarity to circulation, and take advantage of views. (Figure 34)

### *Ridge Walk North Terminus Node*

This area should create an identity for the campus as a whole as well as North Campus when seen from the intersection of North Torrey Pines



**RIDGEWALK NORTH TERMINUS  
FIGURE 33**

Realignment of Genesee and North Torrey Pines Road creates an opportunity for a unique pedestrian entry image for North Campus. Restore the hedgerows and grade of the historic highway.



**RIDGE DISTRICT**  
Figure 34

**A RIDGEWALK NORTH TERMINUS**

Create an overlook to the north along the ridge, provide a strong edge for the Campus with the hedgerows, meadow, campus sign and Torrey pines backdrop.

**B NORTH ENTRY PLAZA**

Improve pedestrian linkage along Ridgewalk through the Entry Kiosk area by rearranging parking. Redesign paving and landscape as an arrival plaza. Maintain continuity of tree rows through plaza.

**C INTERSECTION REALIGNMENT**

Work with City to reinforce continuity of hedgerow landscape and maintain view corridor across new landscape area. Could accommodate a tennis spectator court.

**D NORTH CAMPUS/MARSHALL COLLEGE GATEWAY**

Create paved pedestrian plaza which connects IR/PS and Social Sciences to form a gate-like entry to North Campus.

**E RIDGEWALK LANDSCAPE**

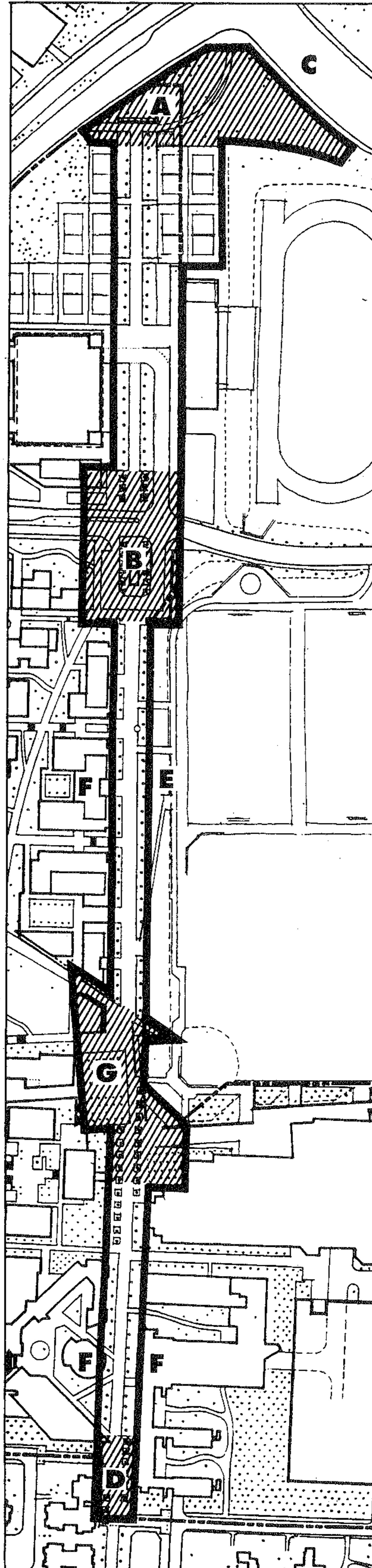
Reinforce rustic character of hedgerows with drought tolerant groundcover, simple plant palette.

**F ACADEMIC CORRIDOR ENTRIES**

Create framed or enclosed entries that view through building clusters, separate from Ridgewalk with low walls, avoid accent plantings.

**G HIGH-POINT PLAZA**

Celebrate the view with an informal terraced amphitheater facing west. Include seat walls and planted terraces. Create a visual focus with a sculptural overlook to the east and above the ridge. Provide entry and gathering areas for RIMAC and College A spine.





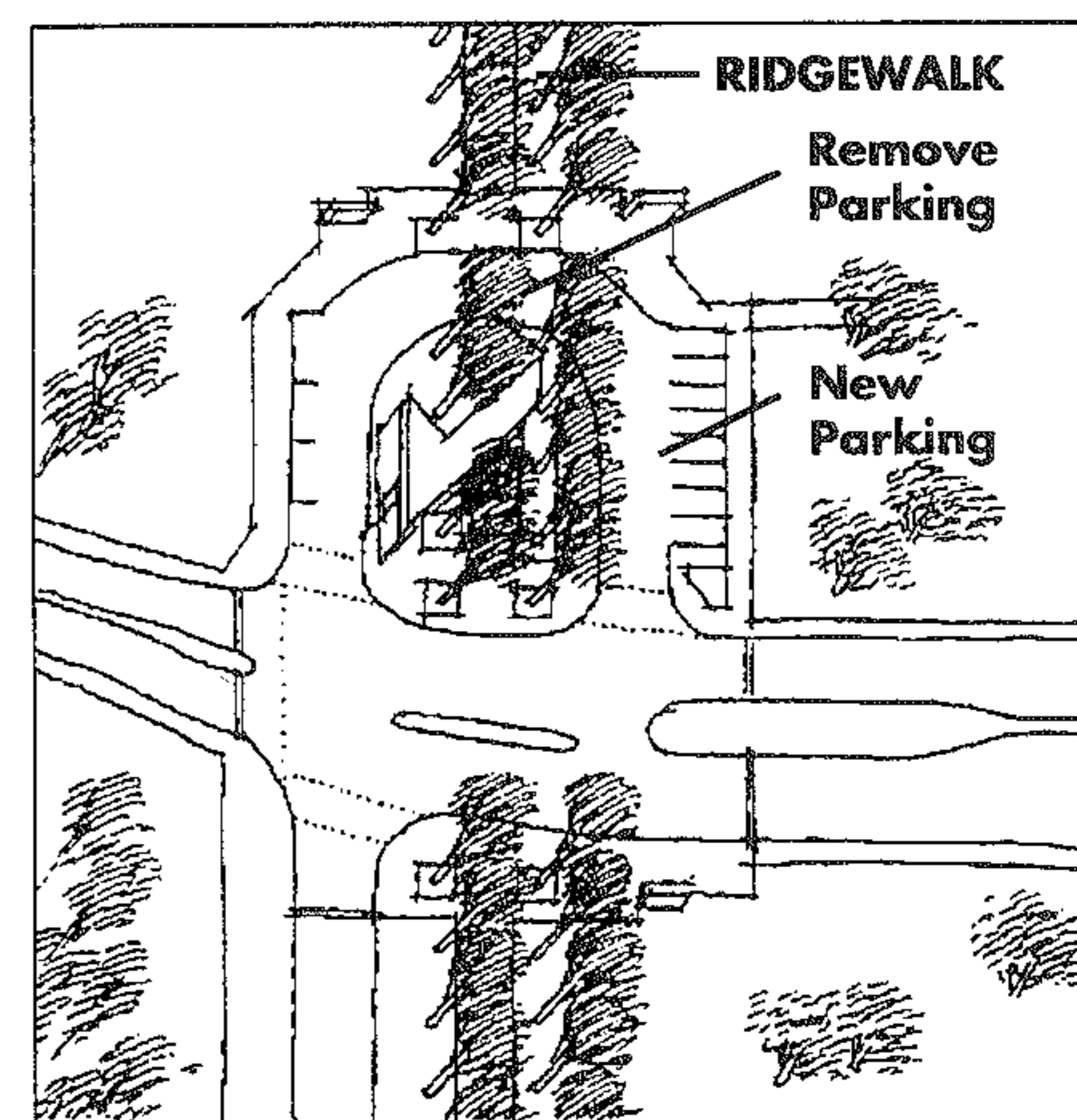
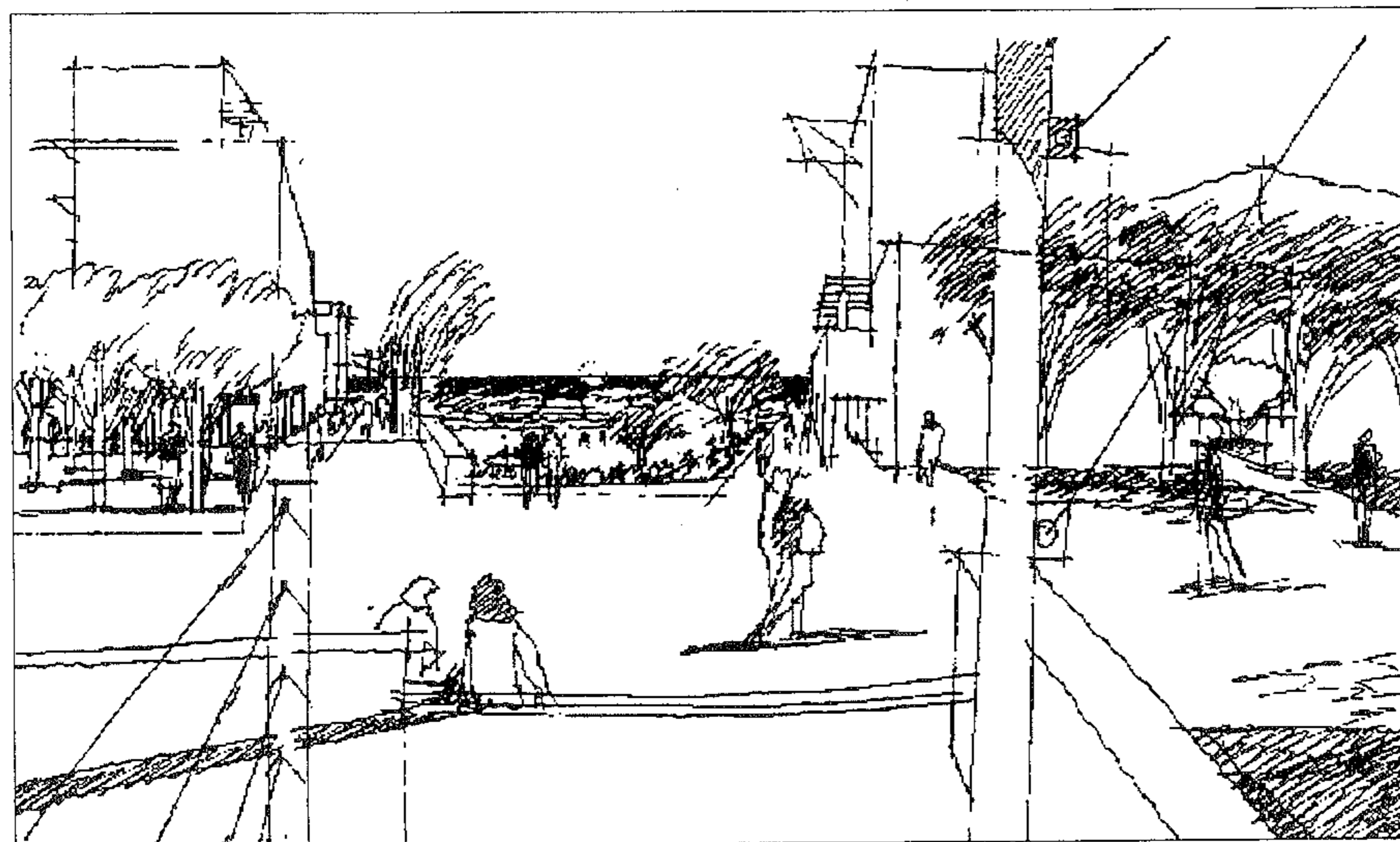
Road and Genesee Avenue. The intersection will be lowered 15 feet in its realignment so ridge walk can “end” with a site wall that provides a belvedere-like overlook to the ocean and the highway to the north. The wall and the hedgerows of ridge walk should provide the image of the campus. The walls could be cast concrete or stone and carry University signage. (Figure 33) If considered a desirable program for UCSD, and if the land can be acquired from the City of San Diego, a 2500 seat tennis spectator court could be accommodated at the northern most tip of this area.

#### *Entry Kiosk Node*

Automobile and pedestrian circulation at the North Campus entry kiosk should be redesigned. Both walking and driving surfaces around the kiosk should be paved with the Node paving. This will provide greater emphasis for pedestrian circulation along ridge walk, and create the feeling of entering a pedestrian oriented campus when approaching the kiosk. The continuity of Eucalyptus trees should be improved through the node by narrowing the road and planting trees across the kiosk island. A clear north-south pedestrian path should be provided along the west side of the kiosk. (Figure 35)

#### *Highpoint Wedge Node*

This node is the central and most symbolic point in the neighborhood. An artwork here might pay tribute to the view and the natural phenomena of the site. This space should provide informal gathering places such as seating built into the slopes of the wedge west of the ridge. Seating should be integrated with grading. Terraced walls can provide both an informal view garden and an amphitheater. The point of the wedge is illustrated as a raised platform with a shade canopy. The platform would be a few steps above ridge walk (the original height of the ridge), and project slightly over the slope to the athletic fields. It would provide both east and west views. The design of this area should be striking in its simplicity—like a classic amphitheater, but of contemporary forms and materials. (Figure 30)



#### **ENTRY KIOSK NODE**

**Figure 35**  
Emphasize the pedestrian character of North Campus by relocating parking which blocks view and access to Ridgewalk.

#### **VIEW FROM HIGHPOINT WEDGE NODE.**

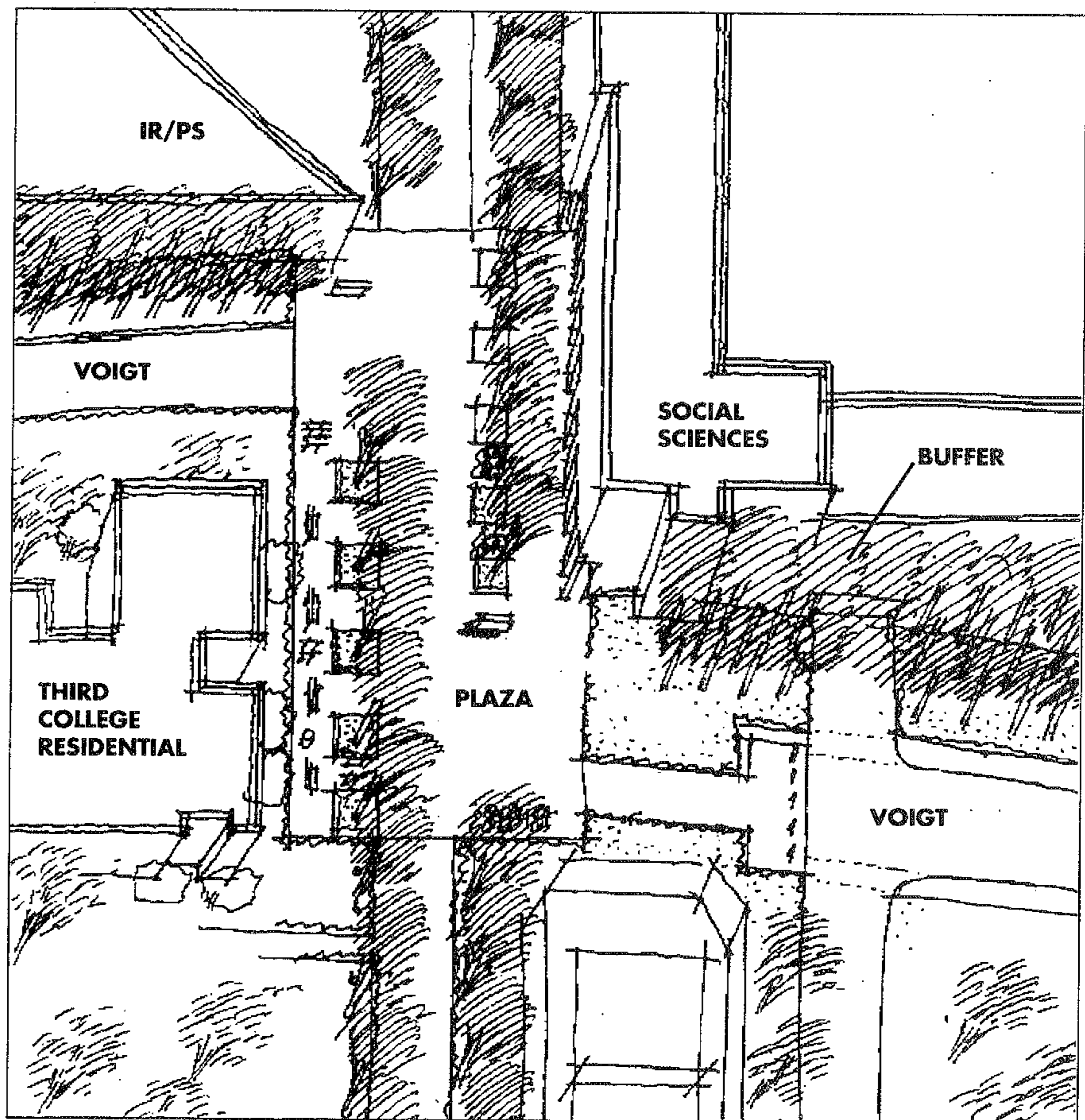


*North Campus / Marshall College Gateway Node*

A major pedestrian entry from Marshall College at ridge walk, as well as vehicle access from Scholars and Hopkins Drives converge at the south edge of North Campus. The two buildings at the ridge, as well as a landscape setback at the neighborhood boundary, will define the neighborhood edge. A plaza should be provided which unites the four directions of pedestrian and vehicular travel (Voigt alignments and ridge walk). This plaza should provide a sense of entry to North Campus in which the south facing edges of IR/PS and Social Sciences form a gate-like frame for the plaza. Paving, signage, artwork, seating and other furniture should reinforce the sense of entry. (Figure 36)

**NORTH CAMPUS / MARSHALL COLLEGE  
GATEWAY NODE  
Figure 36**

**The Old Hedgerows continue  
across the Plaza.**







**NORTH CAMPUS / MARSHALL COLLEGE  
GATEWAY**

**A plaza integrates Social Sciences and  
IR/PS to create a gateway to North  
Campus along the Ridgewalk**



## Ridge Academic Setting and Entries

The margins of the walk (approximately 20' on each side) can be paved or planted to provide entries to facilities, but entries should not stand out with accent plantings. Low walls and shrub masses should define entries from ridge walk to the academic courts and view corridors. These should not interrupt the hedgerow character of the ridge.

### *Ridge Walk Landscape*

The University has approved working drawings for a segment of ridge walk between the entry kiosk and I of A. That plan retains the eucalyptus hedgerows, provides irrigation and incorporates a rustic understory of groundcover, leaf litter or turf. The drawings call for paving ridge walk with sand finished concrete having expansion joints 20 feet on center. Ridge walk is a visual and historic feature and should retain the character of the historic highway and not be overly "improved". Groundcovers in the margins can include leaf litter, lantana, iceplant (other than lampranthus) and carprobrotus.

### RIDGEWALK LANDSCAPE

Retain the rustic character of the old highway



### Mountain Views

There should be view sites at the east-west corridor crossings at ridge walk. These should include seating, but not accent planting.

### Edge of Athletic Fields

The randomly placed eucalyptus trees on the slope between ridge walk and the athletic fields should be removed over time. They interfere with views from the ridge as well as detract from the visual strength of the Eucalyptus polyanthemus hedgerows on the ridge.



# Campus Life

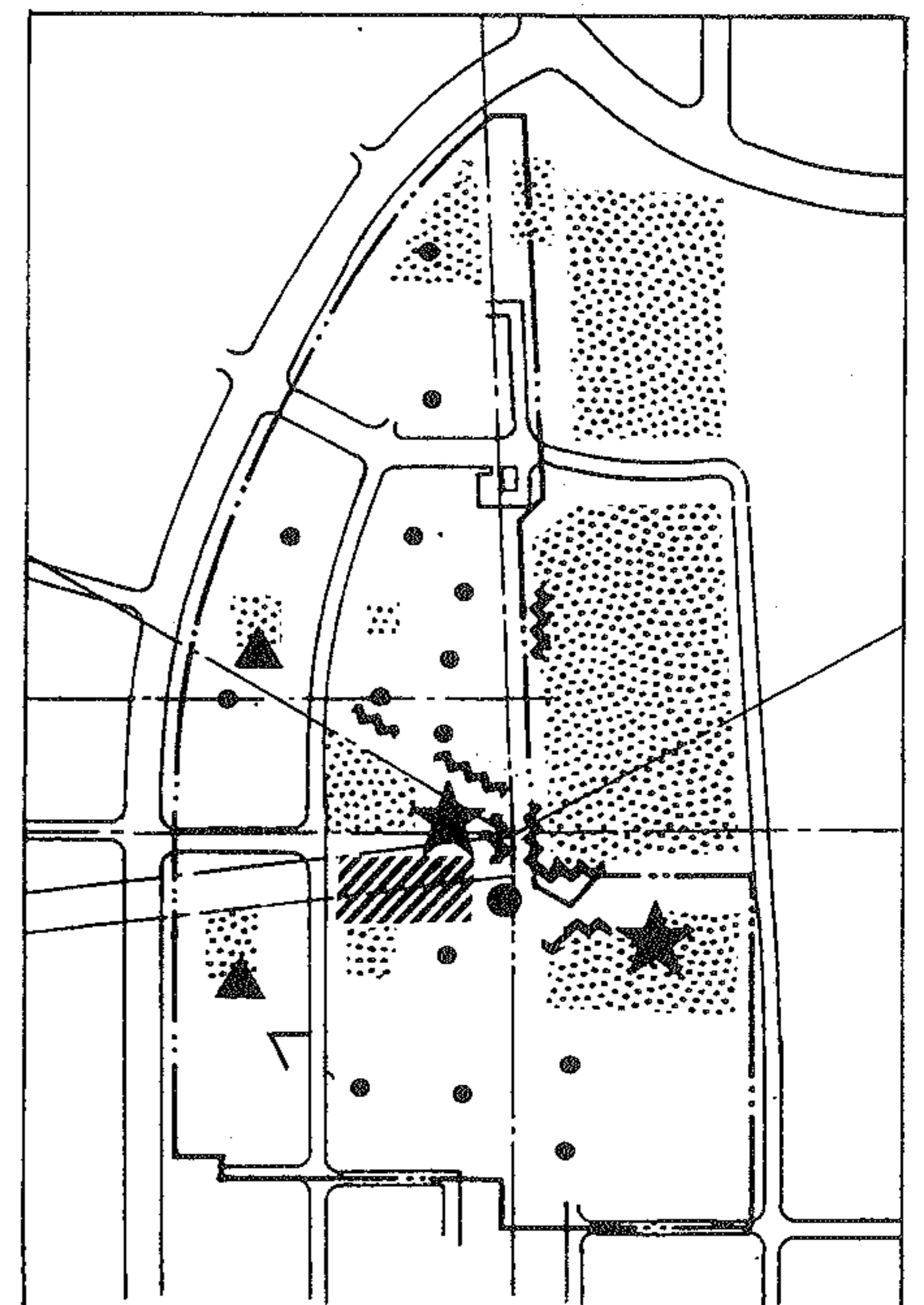
The intersection of the Academic Corridor with the social and recreational activities which converge at the high point wedge is an example of how the life of the campus may be influenced by design. North Campus should have physical spaces and symbolic aspects that integrate the site's natural elements, social and recreational life, and the academic mission of the University. (Figure 37).

## GATHERING SPACES







Major gathering spaces are intended for casual, unprogrammed activities such as meeting, sitting, conversation, eating outdoors, Frisbee, touch football, or other informal activities. Programmed activities should link strongly to this point and reinforce the identity of the neighborhood for visitors as well. Programmed gathering spaces include RIMAC, the athletic fields and bleachers, formal use of the wedge amphitheater for rallies or concerts, volleyball and half-court basketball in the college quads—also the network of uses in lobbies, meeting rooms, commons and cafe should be apparent. These activities are organized much like an urban, active park (the Prado in Balboa Park for example), but in a less urban street-like manner than that intended for University Center.

Gathering spaces within the colleges should have their own identities with each college having its own major quad as a focus away from but connected to the ridge. Activities within the residential areas of the colleges can include recreational courts, seating and eating areas, open lawn recreation, meeting and media rooms and the provost/administrative offices.

The activity of North Campus can also draw from its proximity to the future Torrey Pines City Park and the beach for events and activities, as well as its proximity to the high profile research institutions to the north of campus. North Campus can easily establish an image for outreach through public events in its International Relations program or other graduate schools, cooperative programs with off campus institutions, events at RIMAC, and the symbolic role of the highpoint overlooking the Pacific and the mountains.



**CAMPUS LIFE**  
Figure 37

-  **Campus-wide Gathering Places, Concerts, Events**
-  **College Quads, Local Gathering Places**
-  **Commons, Plaza, Shops, Administrative Offices**
-  **Recreation Places**
-  **Courtyards with Lounges, Lobbies, Seating**
-  **Viewing and Social Edges**

### **Informal Interaction**

The amphitheater and field bleachers can be used for informal events. Nodes along ridge walk, and courtyards will serve for casual gatherings.

### **Programmed Activity and Events**

RIMAC and the amphitheater may be used for major university-wide as well as neighborhood events. The office for the College provost should be located near the Central Square, the Commons, and the College Quad in College A and near the highpoint wedge open space in College B. College A may establish physical identity related to the traditional quad academic structure, the social sciences departments and Graduate School of International Relations and Pacific Studies on the ridge. College B may be more related to facilities along the highpoint wedge and in North Point.



# Circulation

Two very different goals must be met for circulation in North Campus: one is to provide clear, direct and efficient entry to the entire campus from the north entry, the other is to create an internal identity for the neighborhood that is pedestrian oriented. The general approach is to create a pedestrian (including bicycle) precinct between the ridge and the campus loop road, and to keep automobile parking and access to the outside edges of the neighborhood. The loop road (Scholars and Hopkins Drives) as well as the access drives at the north entry and Salk Institute Road will direct vehicles to parking or the center of campus. Pedestrian traffic is focused on the ridge, which provides a direct link with colleges to the south. University Center can also be reached by the ridge, or by a path through the housing east of the ridge to Hopkins Drive and along Library Canyon.

Alternative modes of transportation and the distances to be walked by pedestrians must be considered. The walking distance to University Center is one factor. Bicycles and campus transportation should be considered as alternatives. Parking and access must also be considered. Access for people with disabilities to all facilities is a planning challenge because of the sloping terrain, but provisions for integrated access must be established for each facility. Refer to Edge Condition Sections in the Site Planning and Architecture chapter for illustration of circulation cross-sections. (see earlier Figure 19)







## **PEDESTRIAN CIRCULATION**

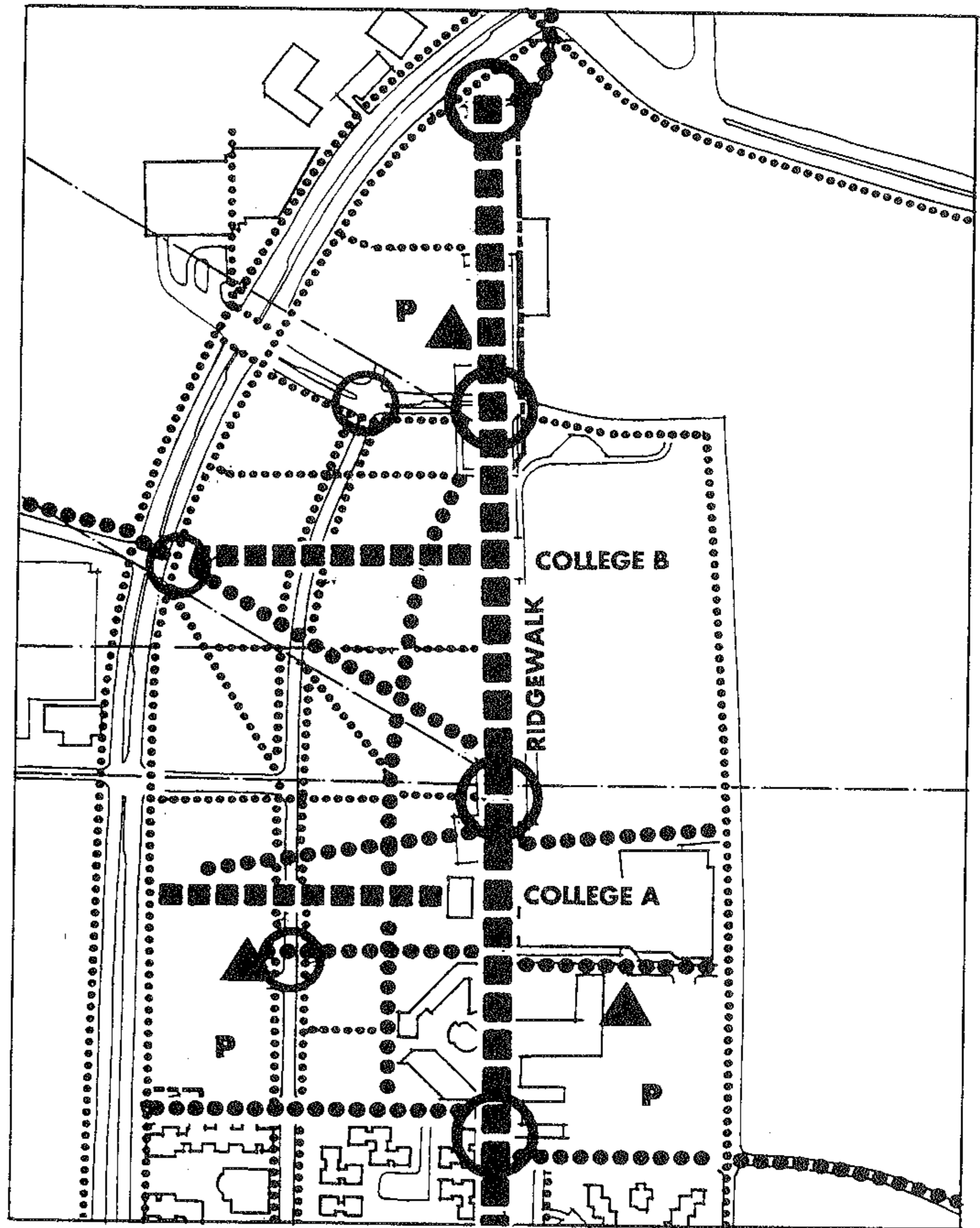
The pedestrian system follows the grid of view corridors and the highpoint wedge to give a clear structure to the access system for facilities. Walkways have a hierarchy which reflects the likely volumes of traffic from the residential areas and parking to the academic spine and the central campus. The hierarchy as illustrated in Figure 38 affects both width of walkways and design of the walk and its open space. Refer to the Landscape Guidelines, for landscape treatment of the circulation system (see earlier Figure 29).

**PEDESTRIAN CIRCULATION**

**Figure 38**

Pedestrian Circulation is focused on the Ridge. The area within the campus loop road is a pedestrian precinct.

-  Campus Level Mall
-  College Level Mall
-  Pedestrian Spine / Primary Walk
-  Secondary Walk/Pathway
-  Parking/Access Point
-  Orientation/Pedestrian Entry Point



*Ridge Walk*

Ridge walk has been designed as a 24' wide concrete campus level mall. It is the dominant walkway in north campus and also includes bicycle and emergency access. Bicycle parking areas should be provided near major building entries and at the nodes.

*College Malls*

The malls are intended to be visual connections as much as circulation links. Walkways and access should be subordinate to the visual character of the open space and landscape setting. No minimum pavement width is established--walks could be subordinate to gardens and landscape panels.

*Pedestrian Spines*

Two walkways are considered the major pedestrian links from the colleges to the ridge walk. They should be a minimum of 12' in width and provide hardscape paving for gathering along ground floor uses at development sites. These should not be thought of as either bikeways or emergency access ways.

- *College A:* A combined walkway and bridge system links the College A Quad with the Commons and ridge walk. This walkway must be provided as part of site development on sites 6, 11 and 12. The specific alignment of the walkway is intended to provide a view corridor from



the ridge to the College A Quad. This spine should have the most urban, street-like character of walkways in North Campus.

- *College B:* The location of the east - west walkway is fixed as part of the open-space framework whether or not a second college is built. In addition to providing access from residential areas to the ridge, it connects the neighborhood with the Torrey Pines gliderport and future park at Torrey Pines Scenic Drive. It could be developed as a terraced edge of the development sites to the north of the wedge (sites 7, 9, 14 and 15). Seat walls along the open space of the wedge and arcades or porches along the face of buildings at the first floor can take advantage of the south exposure and view.

### *Primary Walks*

A second level of connectors provides separation of uses, view and access. These walkways are a minimum of 10' and maximum of 20' wide where fire control access is required. They will provide direct access to features such as parking, the highpoint wedge, entry kiosk and so forth.

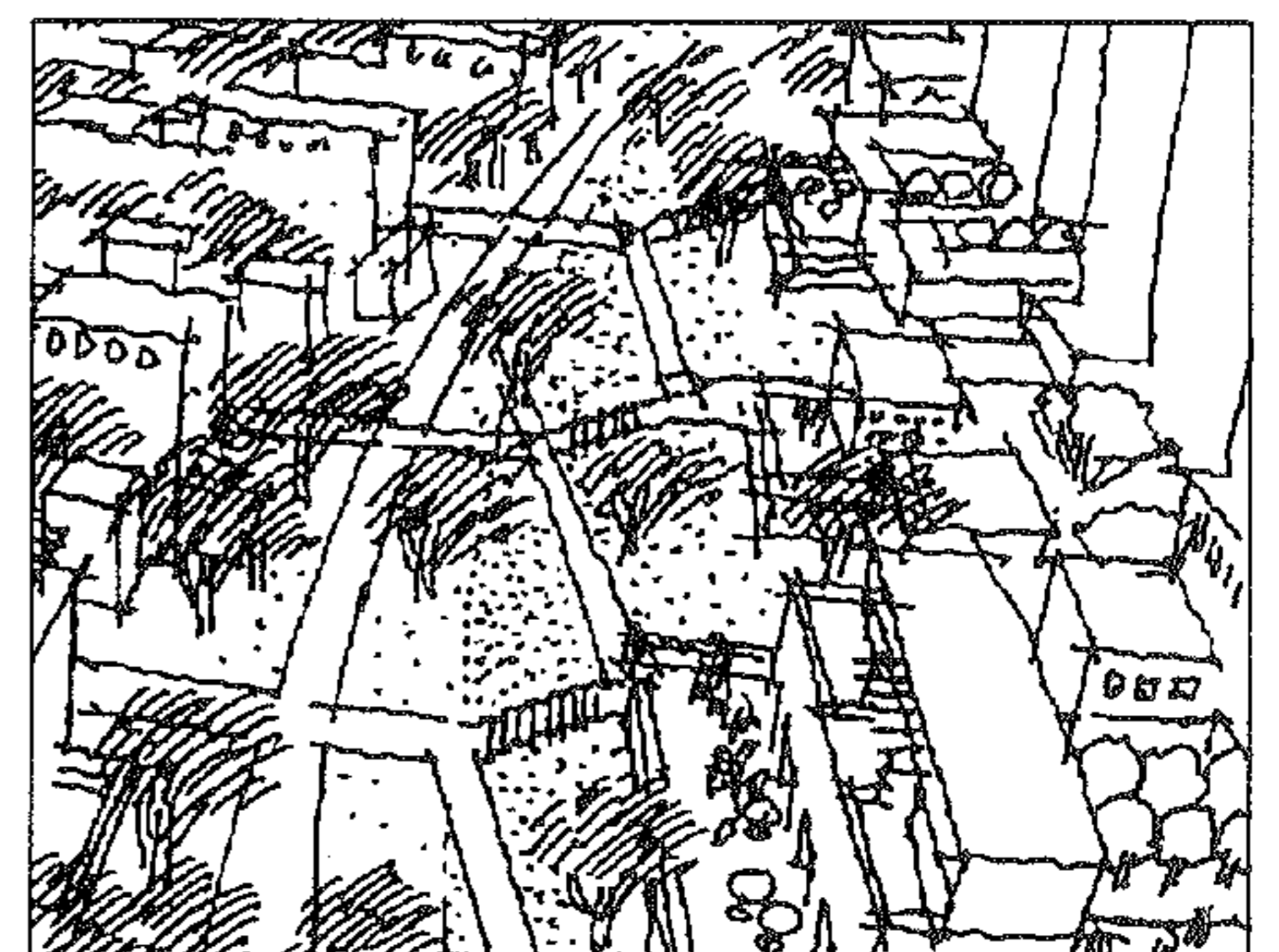
- *College A :* The dominant of these walks is an east/west connection between the two parking garages and the ridge. The garages should have important lighted pedestrian access points at the terminus of the walk.
- *College B Connector:* This is a walk on the Torrey Pines Terrace which separates and provides access to residential and academic areas.

### *Secondary Walks*

A third level of pedestrian circulation is proposed within development sites to provide access to entries and discrete landscapes framed by building complexes. These walks should be a minimum of 6' in width and provide a variety of experiences which relate to views, activities, and landscape.

## **DISABLED ACCESS**

Access for all, in accordance with state and federal regulations, is university policy. The site slopes from the ridge to both the east and west at from 7% to 12%. A system of switch back ramps and walks at a diagonal to the grade is proposed to provide access to all facilities. Walkways should be provided at a maximum of 5% slope wherever possible to limit the use of steps and "alternative" ramps which require railings or indirect routing. The concept of the neighborhood plan is to provide facility access at grade from Scholars Drive, the Torrey Pines Terrace level and ridge walk. All courtyards should be accessible without stairs from one of these levels. Access between levels is provided by elevator within buildings and ramps or walkways in open space.



**TORREY PINES TERRACE**

This area is a buffer between uses but also provides a linear view



## BICYCLE ACCESS

Designated bicycle access is provided on Hopkins Drive, Scholars Drive and the entry drives in accordance with the Campus Bicycle Circulation Study. It is expected pedestrians and bicyclists will share pedestrian walkways. Bicycle parking should be provided at the loop road system where it meets the Pedestrian Spines and Primary Walkways and near the entries to major facilities from the loop road system and ridge walk.

## TRANSIT ACCESS

University transportation is very important because of the size of the campus and the considerable distances between facilities. The current shuttle bus routes will probably be extended to serve future facilities and parking areas in North Campus. The University encourages carpooling. RIMAC and other high activity centers will be convenient bases for carpooling on North Campus. Regional bus stops on North Torrey Pines Road also serve the neighborhoods. (Figure 39)

## AUTOMOBILE CIRCULATION

Use of vehicles on North Campus will be concentrated outside the pedestrian area as defined by Scholars and Hopkins Drives and the entry road.

### *Scholars Drive and Hopkins Drive*

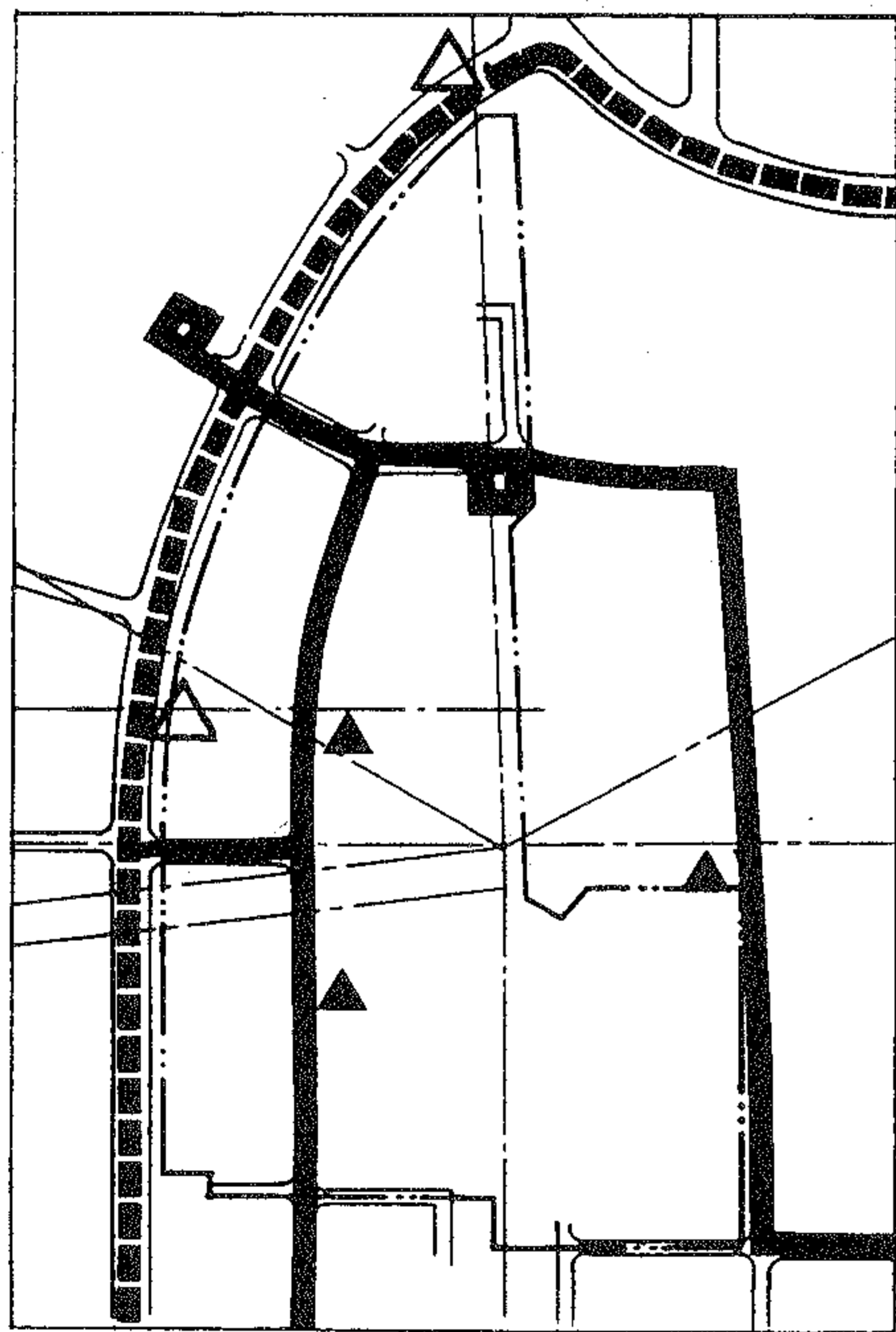
These roads are part of the campus-wide loop system. They are anticipated to remain 36 feet wide with two 12' travel lanes and a 6' combination bicycle, pull-out lane on both sides. No parking is permitted. Adjustments may be made for drop-off areas and turning lanes. The alignment of Scholars Drive will be changed by the north entry road re-alignment.

### *North Entry*



The new entry location is opposite a relocated entry to Torrey Pines Center South and will be signalized. It is aligned with the existing entry kiosk which will be retained. This road provides access to parking facility 3 on North Point as well as Hopkins and Scholars Drives.

### *Salk Institute Road*

The existing entry in this location includes a signalized intersection and provides access to Scholars Drive and parking facility 2 adjacent to Thurgood Marshall College.



TRANSIT  
Figure 39

-  University Shuttle
-  Regional Bus



### *North Torrey Pines Road*

This is a major collector in the Torrey Pines area as reflected by generous setbacks for adjacent uses. Issues for future consideration include protecting the rustic scenic character of the drive along the road, providing continuity of the campus landscape image from north to south and providing noise separation from traffic. No plans are currently underway to widen or improve this road. However, long range city plans call for widening to six lanes between Torrey Pines Scenic Drive and Genesee Avenue.

### *Genesee Avenue*

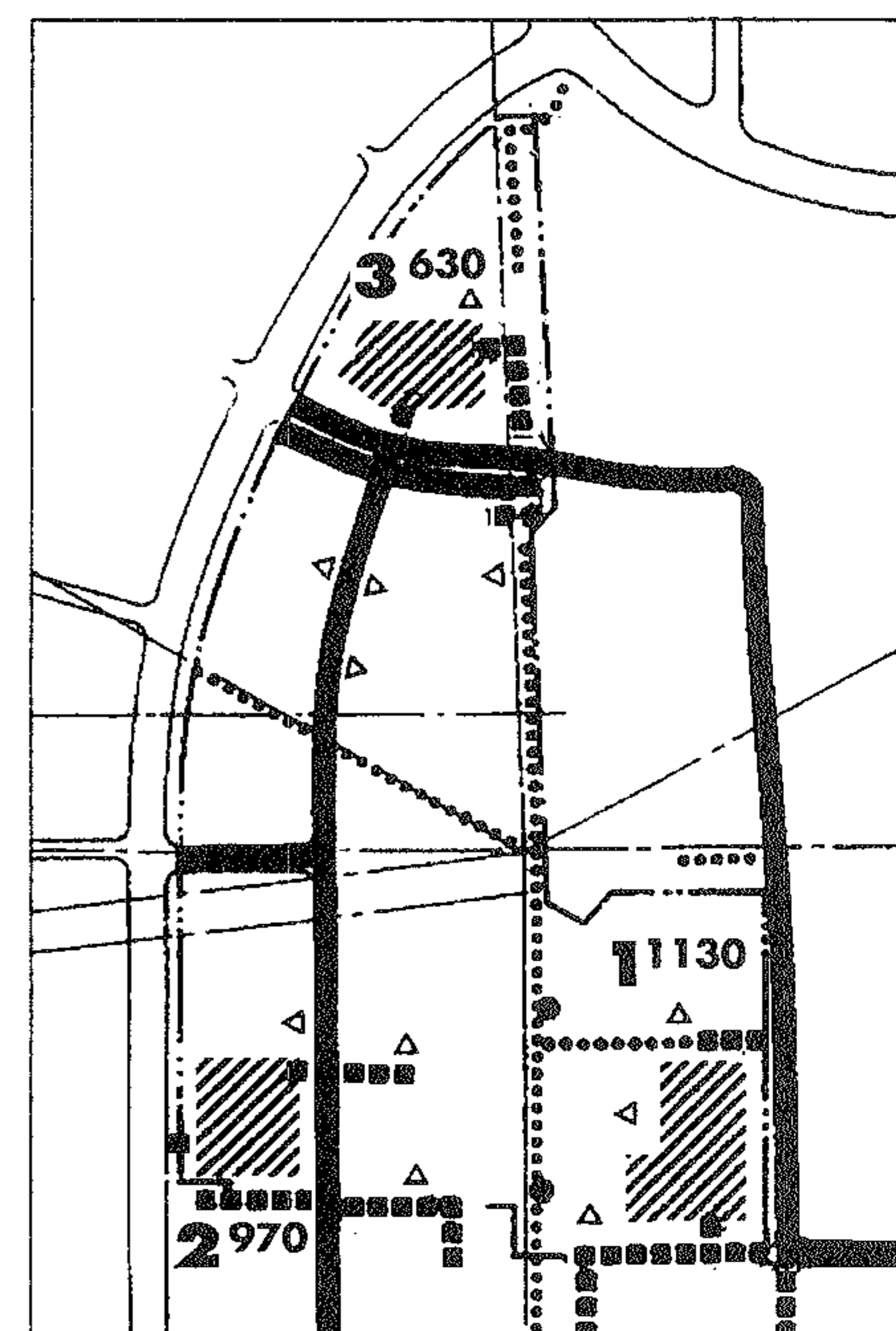
Genesee Avenue is proposed to be realigned where it currently intersects North Torrey Pines Road. This realignment will create a continuous curve with the portion of North Torrey Pines Road to the north of the intersection reflecting the higher volumes of traffic heading to the north to the research park area rather than west and south into the campus area. North Campus cannot be accessed from the proposed intersection which necessitates the relocation of the north entry.

## **AUTOMOBILE PARKING**

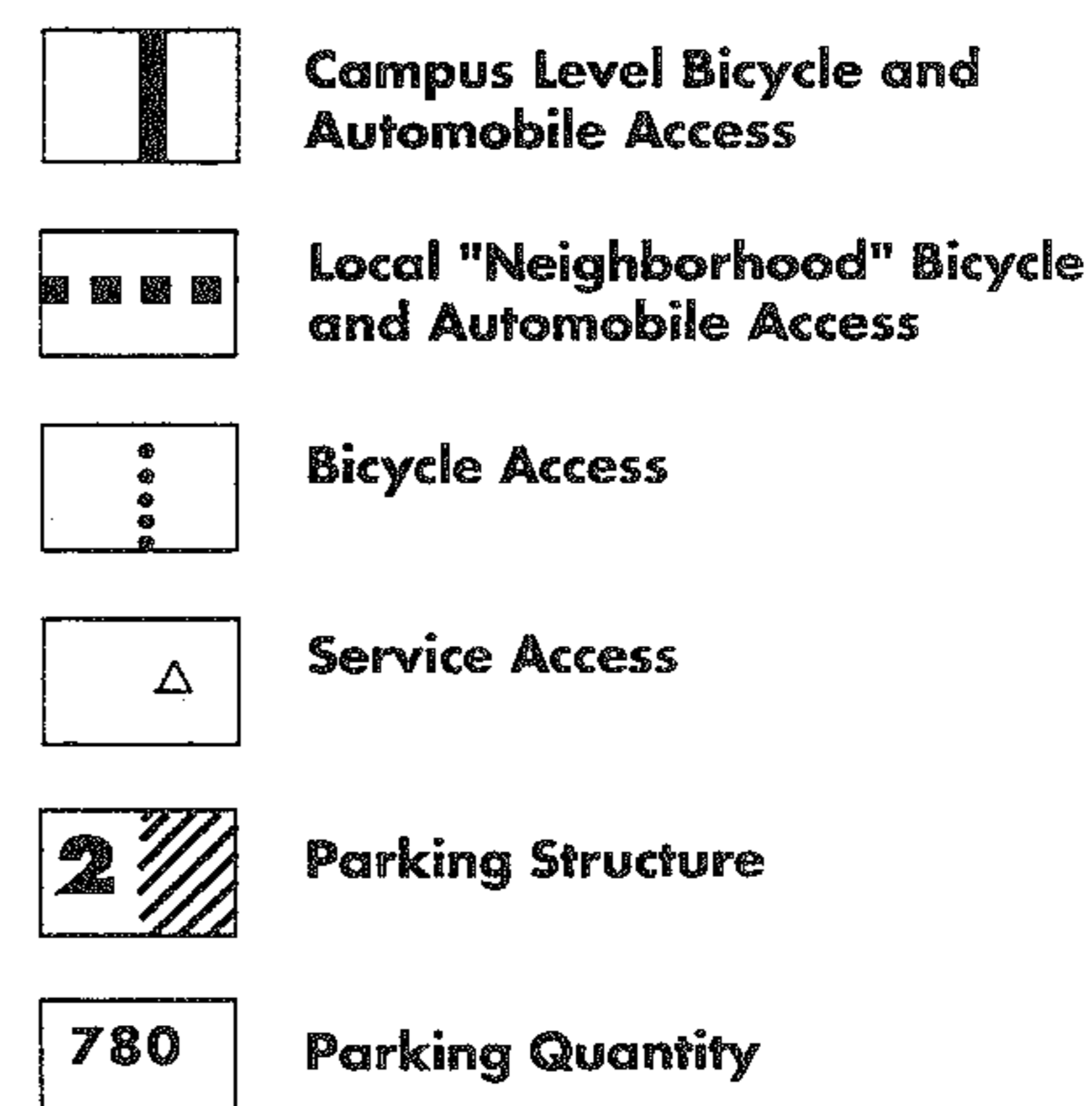
Three parking structures are proposed. Access, relationship to nearby uses and protection of views from the ridge were considered in selecting locations. Parking alternatives considered included incorporating parking underground and distributing parking in smaller facilities in more locations. Parking underneath facilities is not considered either strategically or financially feasible for the buildout of this plan, but could be used to reduce the size of the three proposed facilities whenever possible. Parking spaces in the three facilities are as well distributed as they would be in a larger number of smaller facilities, and concentration dramatically reduces the amount of buffering space required for "parking edge" impact on the neighborhood (Edge Sections, earlier Figure 22).

About the parking facilities:

- The three primary locations proposed each can be designed effectively to fit into grade and below views
- Orientation to parking facility entries is simple and direct
- The two structures to the south will effectively serve RIMAC events as well as buffer Thurgood Marshall College from North Campus



**VEHICULAR CIRCULATION AND PARKING**  
Figure 40





## Parking Facility Design

The design should be simple in all cases. Structures should be hidden from view by grading and landscape where possible. Design articulation should be confined to areas and edges used by pedestrians such as access elevators and stairs or facility entries where they meet pedestrian connections. The idea for grading along North Torrey Pines Road is to slope earth up against a crib wall which faces structures 2 and 3. This minimizes views into the structure from the road but will allow natural ventilation to all parking levels. The upper level of each of the three parking facilities is at or below grade or adjacent to uses on the upward (ridge) side. A crib wall "well" can be used to provide light and ventilation to the extent necessary to eliminate the need for mechanical ventilation (see earlier Figure 22). Development can be incorporated above parking if and when it is feasible.

### *Facility 1 at RIMAC*

*1130 Cars 4 levels*

Facility 1 will be entered from Hopkins Drive. Access can use the service drive for RIMAC and Supercomputer, and a secondary access (entry or exit) could be provided to the south to the extension of Voigt Drive. The top level of this structure is at the elevation of ridge walk and the ground floor of Social Sciences. Views over the top and of the sides should be screened with densely planted Eucalyptus trees and shrubs. This facility will not block views from the Social Sciences building to the west.

### *Facility 2 in College A*

*970 Cars 4 levels*

The primary entry to this structure is from Scholars Drive which is at the upper (fourth) level of the structure. A right-in/right-out access to North Torrey Pines Road from the first level should be explored with the City of San Diego. The upper level of the structure should incorporate a broad band of 10 to 15' high landscaping on the view axis from IR/PS. This landscaping will reduce the apparent size of the parking from above and provide a foreground for views from IR/PS and the residential site east of the facility.

### *Facility 3 at North Point*

*630 Cars 3 1/2 levels, stepped*

This structure will be entered from the entry drive at the information kiosk on the ridge and exited at the intersection of the entry drive and Scholars Drive. Stacking distance is inadequate for entry at the Scholars Drive intersection. A right-turn exit may be considered to North Torrey Pines Road. Access at the ridge should be by way of the east lane of the existing ridge entry drive. The top level of the structure is below ridge walk. It can be stepped down one level toward North Torrey Pines Road. This would maximize views over the facility from ridge walk while minimizing its height along the entry drive. The facility should be screened from North Torrey Pines Road and the entry drive.



# Services and Utilities

## **OUTDOOR LIGHTING**

The lighting system for North Campus must conform to the campus-wide Outdoor Lighting Policy and Outdoor Lighting Design Guidelines dated May, 1993. Lighting should integrate into building design wherever possible to minimize view obstruction. Lighting should be directed from edges of view corridors onto paving surfaces rather than placing fixtures or visible sources in the view.

### **Sunset Conditions**

The highpoint wedge and entry drive should be illuminated in a manner that does not obstruct the current sunset view. The center of the highpoint wedge should be un-lit except for event lighting.

### **Parking Facilities**

Internal lighting in parking garages should be fully shielded with louvered screens from North Torrey Pines Road. Top floor level lighting should be designed to minimize obstruction of views from west of the ridge.

### **Tennis Courts**

Tennis court lighting shall be full cutoff overhead fixtures carefully screened with tree planting.

## **Architectural Lighting**

In strict adherence to the Outdoor Lighting Policy and Design Guidelines, monument facades and landmark buildings may incorporate building lighting to support the theme of light and shadow, sunset and sunrise.

## **SIGNAGE**

North campus signage should be simple in character and consistent with campus-wide signage practices. Signage should be distinct from the monument signs at adjacent office parks which tend to combine a variety of materials, "current" typeface styles and elaborate lighting such as internally lit or back-lit letters.

### **North Gateway**

Incorporate a sign identifying the University in the site wall at the terminus of ridge walk. Provide a monument sign at the entry drive identifying the North Campus entry to the University.

### **Identification**

Signage should clearly identify the entry kiosk, ridge walk, the college(s), the commons, and RIMAC from Scholars Drive and Hopkins Drive. Provide building identification signs visible from the pedestrian spines and primary walks.

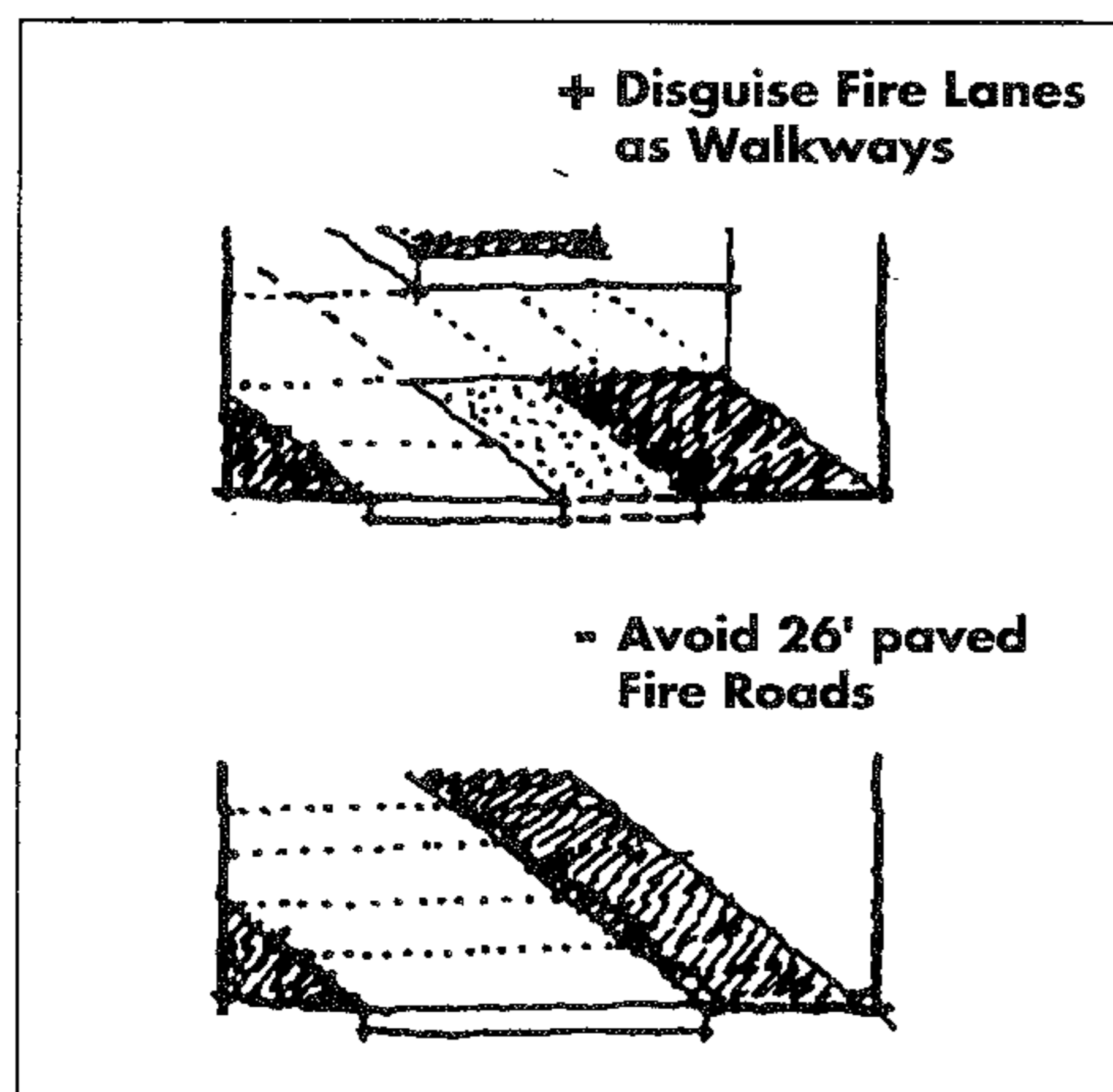
### **Orientation**

Directory signage at the south entry on ridge walk should be provided.

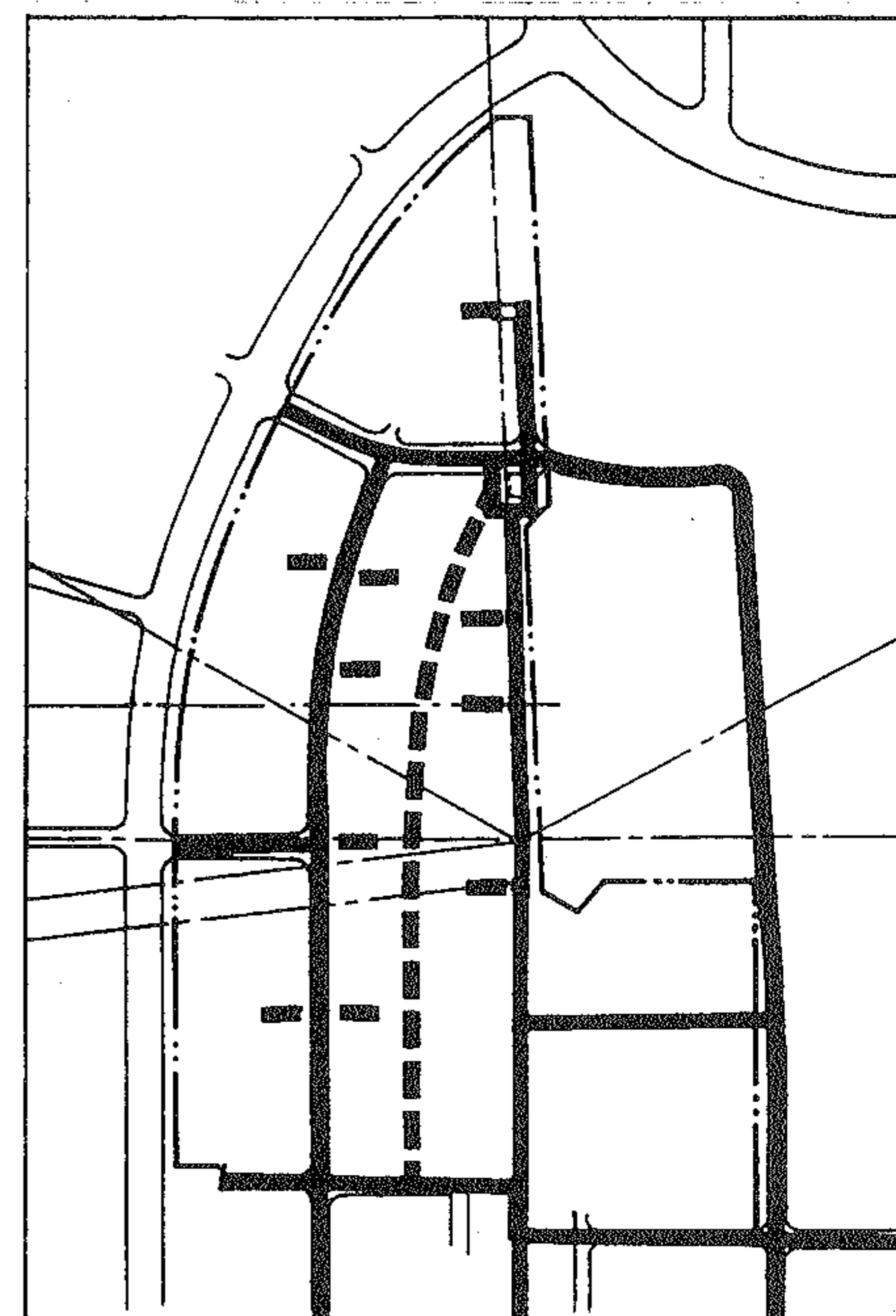


## EMERGENCY ACCESS

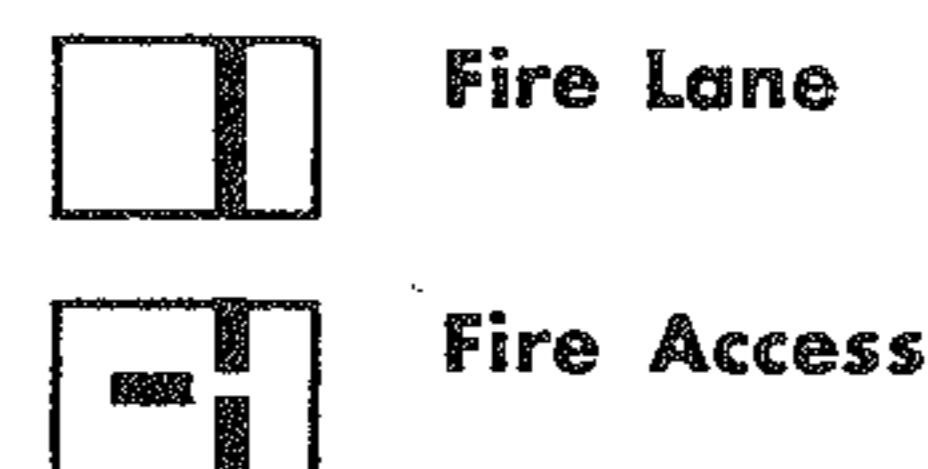
Emergency access is focused on major north-south circulation ways including ridge walk, Torrey Pines Terrace Walk, the loop road, and North Torrey Pines Road. Lateral access points must be provided at pedestrian corridors in some locations where site depth or building configuration requires additional access. Where building access is required from a fire lane, trees may be no closer than 40' on center unless they are shorter than 15' in mature height. (Figure 41)



Emergency Access



EMERGENCY ACCESS  
Figure 41



## DELIVERY AND TRASH

Access for all delivery, service and trash should occur from Scholars Drive and Hopkins Drive or the parking garages. Access to buildings and service areas off of the drives should be located between rather than adjacent to walkways and view corridors.

### Service Areas

Service areas should be screened from overhead as well as side views. Wherever possible, service and trash areas will be located inside buildings with “garage door” style access rather than in freestanding enclosures.

## **UTILITIES AND UTILITY PLANT**

Four locations for a satellite utility plant were evaluated and all four sites were deemed undesirable for this use. The area required and potential height of equipment in the facility pose significant conflicts with adjacent uses. The conflicts include the effect on the image of the north entry, the effect on views from buildings, and the potential effect of noise from the facility for adjacent uses. If after further study it is determined that a satellite plant must be located in North Campus, additional study should be undertaken. The least objectionable of the site alternatives considered is east of the Social Sciences building, where it would displace some programmed parking.

Utilities are proposed to follow major automobile and pedestrian circulation corridors and thereby provide a service grid to all parcels.

## **Heating / Cooling**

Design of site plans, buildings and mechanical systems should take advantage of environmental conditions of the site including the breezes, fog, and mild summer weather to minimize the need for mechanical interior climate control. This applies especially to summer air conditioning.

## **SANITARY AND DRAINAGE**

A sewage lift station may be required to connect the sanitary systems of North Campus. The two open space wedges are intended to serve as runoff percolation areas for storm runoff from the ridge. Since automobile circulation is excluded from the central area of the neighborhood, the water quality of runoff will be relatively high.



# Off-Site Relationships

Several areas adjacent to North Campus offer opportunities linked to goals of this plan. Included are areas shown in Figure 42 which are partly on the campus, partly on private land and partly on City of San Diego land and street right-of-way. This chapter is an inventory of the relationship issues and recommendations.

## New Intersection

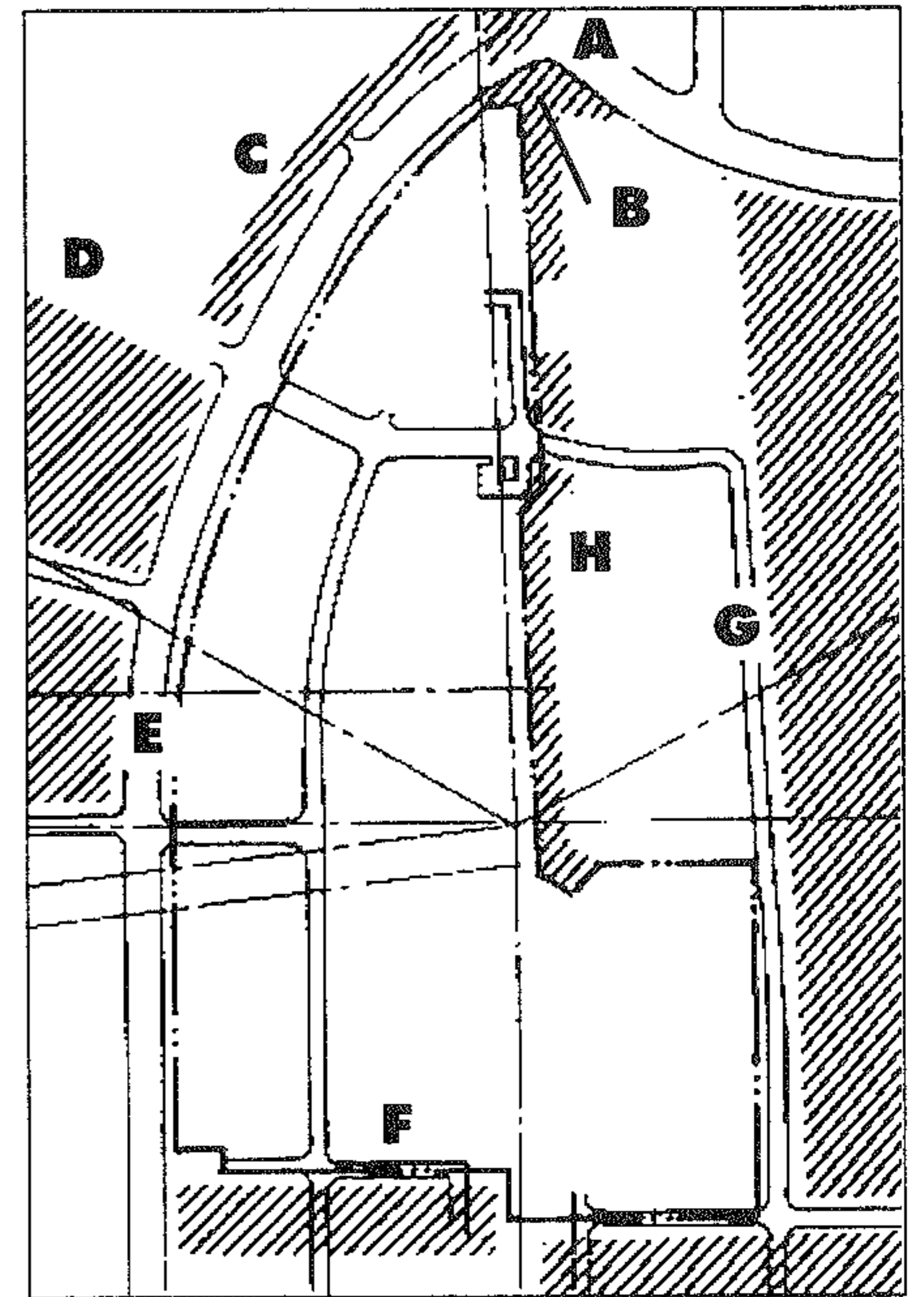
UCSD and the City of San Diego are currently coordinating the design of a new intersection for Genesee Avenue and North Torrey Pines Road. Two new landscape triangles, one on the tip of North Point and the other west of the intersection, should be designed together. This would preserve the visual integrity of the Ridgeline and the historic hedgerows along old Highway 101.

## North Point Extension

This area is currently road right-of-way and is one of the two "triangles" discussed above under New Intersection. The right-of-way will be presumably be abandoned when the new intersection is completed. The triangle may be available for use by agreement with the City of San Diego. In any case, it is in the interest of the University to see that it is landscaped and maintained because of its prominent location. It is also considered as a possible site for an open space use such as a spectator court associated with the tennis complex.

## Torrey Pines Center Landscape

The landscape character of the area adjacent to Torrey Pines Center North and South has been considered in defining the character of the North Campus Torrey Pines district. The rustic landscape of eucalyptus trees and Torrey pines should be improved to provide a visual link between the Center

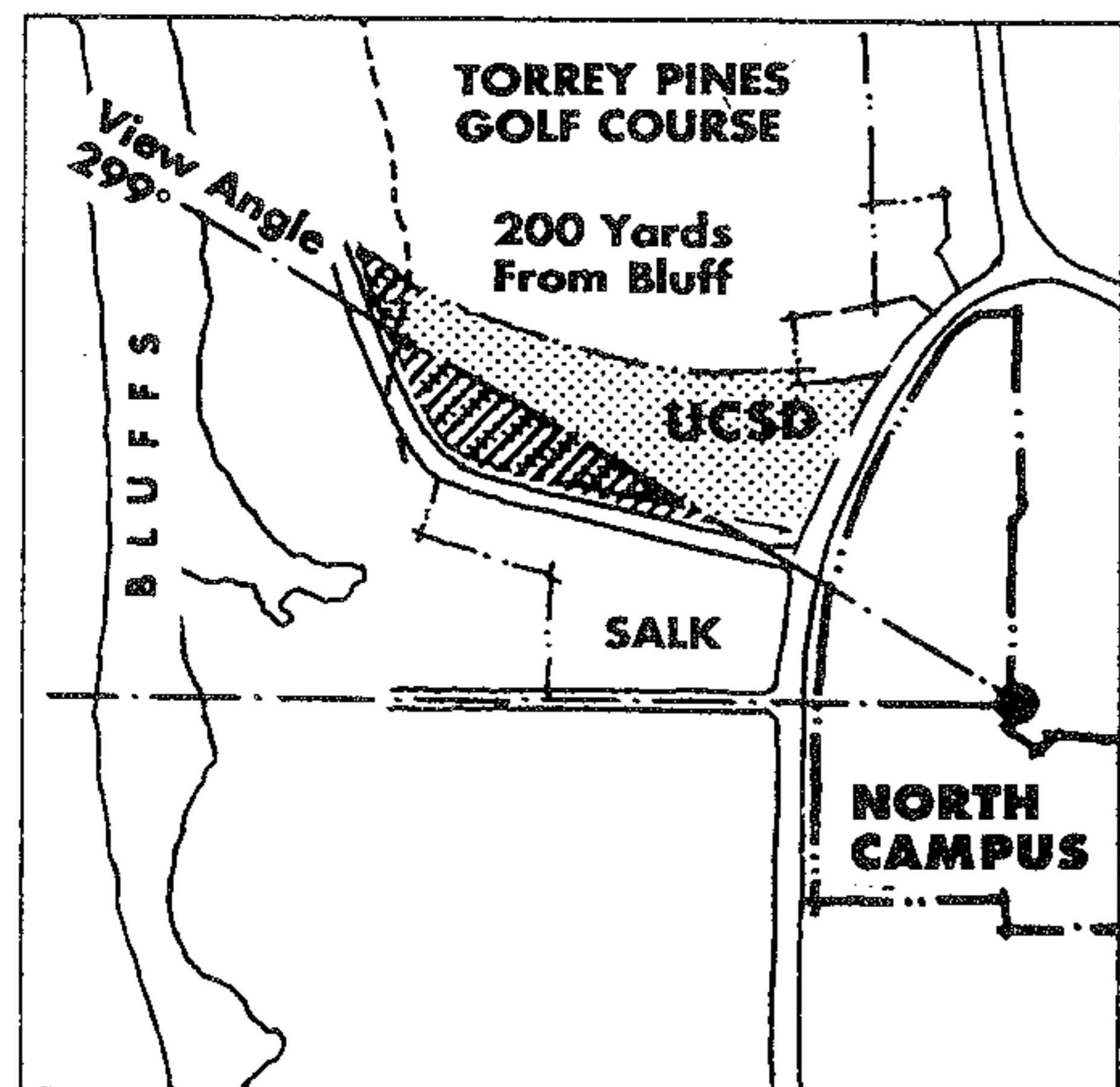


OFF-SITE RELATIONSHIPS  
Figure 42

- A** Intersection Realignment
- B** Northpoint Extension
- C** Torrey Pines Center Landscape
- D** Gliderport Development and City Park
- E** Salk Expansion
- F** Marshall College Edge
- G** The Park
- H** Athletic Fields Slopes and Stadium

and North Campus, rather than to adjoining office parks. Improvement should include planting more Torrey Pines and Eucalyptus to soften views of the Torrey Pines Center South, removal of palm trees and replacement of turf with drought tolerant groundcovers.

### **Gliderport, Torrey Pines City Park**



**VIEW CORRIDOR AT GLIDERPORT**  
Figure 43

**Protect ocean views from the campus High-point**

This area is composed of both University land and City of San Diego park lands. The University land is available for future development. There is a potential to link the highpoint wedge with the ocean both visually and physically. The potential will be enhanced as Torrey Pines City Park is developed. A view wedge to the ocean crossing both City Park and University land contributes greatly to the vista from the campus high point. Future development guidelines should consider this point. There can be development on the gliderport within the wedge if it is less than three stories in height and 200 yards from the bluff. Development higher than three stories should be north of the wedge. The landscape of this area should be similar to the character of the Torrey Pines district of North Campus which is intended to have a rustic naturalized character. It should have less green lawn and be less lush in character than the golf course and research park landscapes. (Figure 43)

### **Thurgood Marshall College Edge**

The concept of creating a separation between Thurgood Marshall College and North Campus neighborhoods is based on the Master Plan study concept of having a contrast between neighborhoods. North Campus will have a strongly defined edge of dense trees and building walls which create a gateway. This defined architectural edge contrasts with the more open character of Thurgood Marshall College. Future development or redevelopment of the edge site in Thurgood Marshall College should retain the open naturalized landscape edge of that college.

### **The Park**

The rustic character of the Park to the east and southeast of North Campus is critical to achieving the design ideas for the neighborhood. Preservation of the Park's character is addressed in the Master Plan study.



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## **Slope Landscape at Athletic Fields**

Athletic fields, bleachers and side slopes to the ridge are outside of the neighborhood but critical to its image. Expansion of the bleachers near the highpoint ridge is proposed. The design should be integrated with that of the highpoint wedge and node. The viewpoint at the wedge might extend over the slopes north of the bleachers to provide a vantage point to the mountains as well as athletic events. Development of athletic fields bleachers should be in keeping with the design guidelines for the Ridge district. These guidelines stress sensitivity to views and simple, refined design. A specific concern is that the bleacher expansion may include barriers such as chain link fencing used in a strictly utilitarian manner along ridge walk. The bleacher area should be visually integrated into the open plaza character of the highpoint wedge.

# Implementation

North Campus, perhaps more than other UCSD neighborhoods, will provide common open space, and protect “views”. The potential of the site is to create a “campus” and not simply enable development. However, funding constraints may allow only development of facilities; thus realization of a campus environment and its open space may be problematic.

The future of North Campus will depend upon the commitment of faculty, administration, staff, students and design professionals. The quality of the campus, as a physical and cultural place, will depend upon that commitment being sustained and nourished.

## **FUNDING OPEN SPACE**

Most funding which is currently available for projects is earmarked for usable building space. Alternative sources of funding are not readily available. The following are some of the possibilities. Options for contribution from facility development projects on development sites include assigning a percentage of construction cost, or assessing impact fees based on the development capacity of the site being developed. This could be accomplished by simply augmenting the landscape budget for each project as appropriate.

## **Individual Projects**

The facilities that will benefit most from development of an open-space framework are those that will be developed on sites directly adjacent to the larger spaces. UCSD should attempt to establish a method by which projects would contribute in a way similar to “developer impact fees” to an open-space development program.



## Campus Funds

Because open space projects enormously benefit the university as a whole, campus funds may also be considered to finance open space projects.

## Fund raising

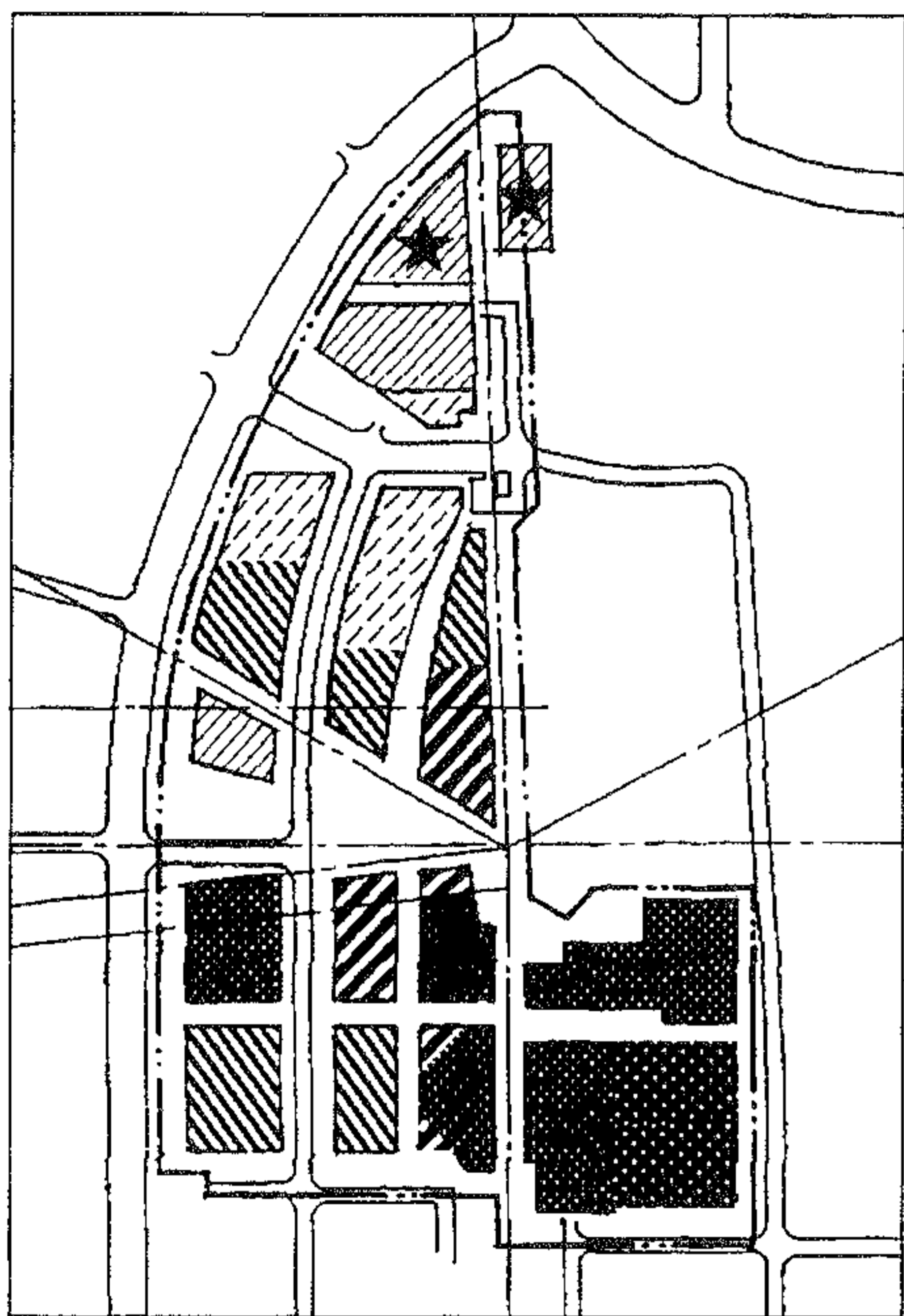
Proposed open-space projects might be supported by private fund raising. These projects could include artworks or landscape features that could be named after individual or organizational contributors.

## PHASING OF FACILITIES AND OPEN SPACE




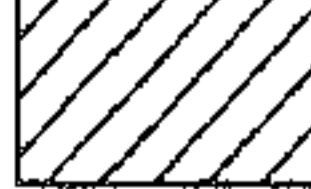
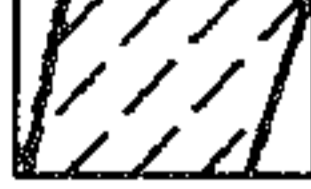

A phasing plan for North Campus is highly conjectural given uncertainties regarding future programmatic and financial circumstances. The academic program for North Campus is undefined; parking programmed for the area may possibly be reduced given increasing emphasis on alternative transportation modes; the housing program goal of developing 2800 beds is problematic given UCSD's relatively high housing fees and the projected cost; and the need for a satellite utility plant is questionable. Nevertheless, some general guidelines can be outlined.

North Campus should be developed primarily from south to north and open space parcels should be developed in a coordinated way with adjacent facilities. The general phasing concept is to initially create College A in the Academic Grove district (the south neighborhood) and then to later frame the Wedge open space with facilities immediately along its north edge. The entry drive relocation, improvements to ridge walk, implementation of the ridge walk terminus at northpoint and the tennis complex (if it is the selected alternative for northpoint) could occur independent of the schedule for other facilities. These ideas are shown for clarity in separate illustrations for Facilities (Figure 44) and Open Space (Figure 45). The phases indicated in the two diagrams should be concurrent.

Development of early phases should occur at planned densities even if they are reduced scope. It would be premature to assume that the eventual build-out will be reduced, and spreading out initial development at lower density could backfire. This approach may create a reserve of undeveloped land near the north entry which can be reassigned if the program does change. The reserve would logically occur primarily on land currently assigned to residential use because the residential component of the program is most likely to change in the future.



PHASING OF FACILITIES  
Figure 44

-  1 Existing or Underway plus start of College A
-  2 Complete College A and frame Wedge
-  3 Infill College A, Start College B
-  4 Complete College B
-  Reserve  
Provide option of adjusting housing program in this area
-  Tennis or Academic Alternative can occur independent of other facility phasing



## Academic Development

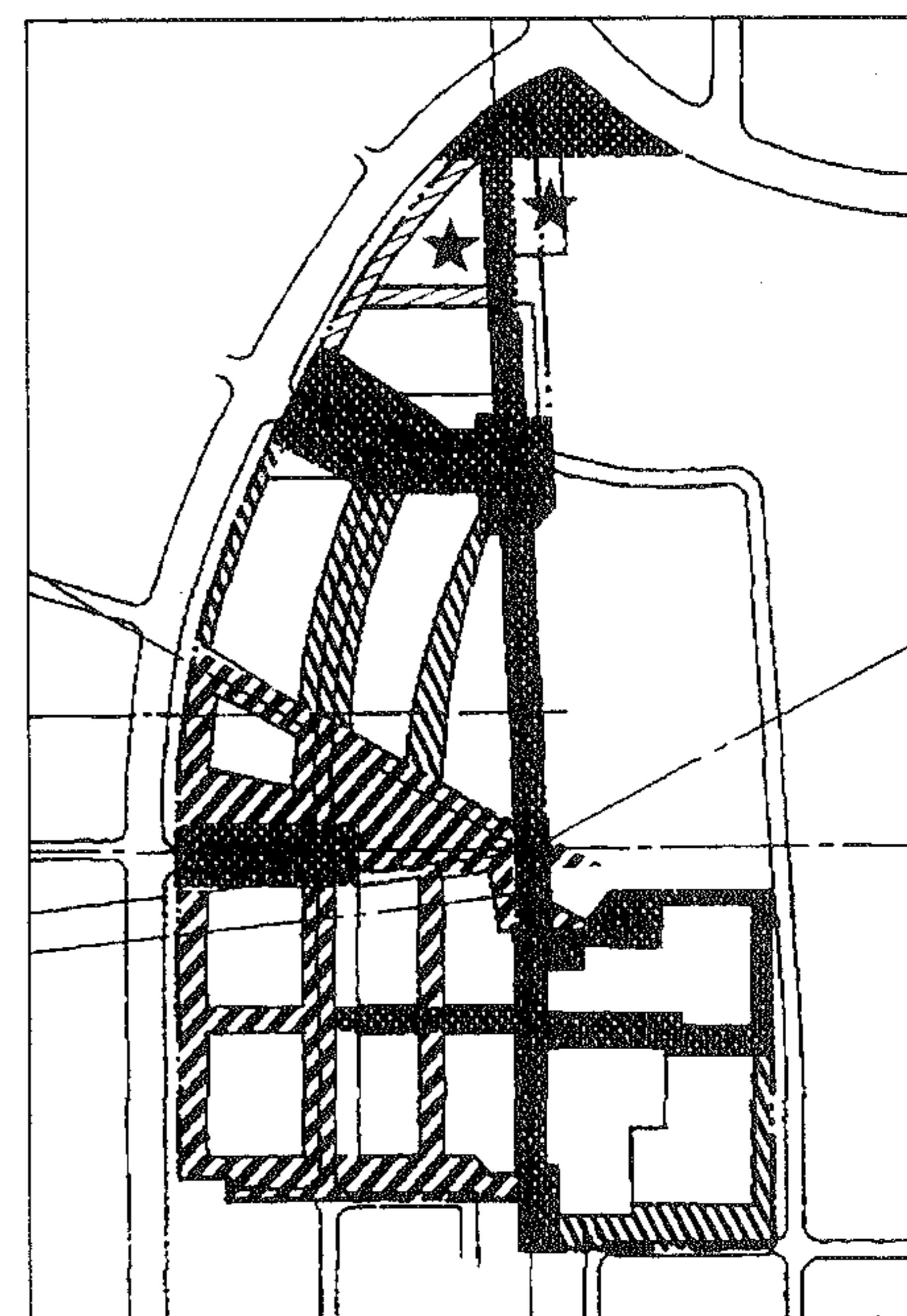
With the Social Sciences building and planned expansions to the I of A, Supercomputer and IRPS, no further academic development is envisioned in the Academic Grove district (College A). New academic development would occur north of the highpoint wedge, probably along ridge walk.

## Housing

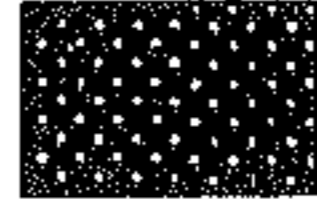


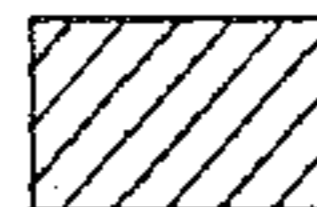

New undergraduate housing in North Campus would probably not occur until College A is established; then it should be located in the College A (Academic Grove) district. The initial increment of housing could include the quad on site 12, the Food Services on site 11 and pedestrian areas and connections to ridge walk. During design of (undergraduate) housing on site 13 (Figure 12), adjacent to IRPS, the impact of noise on IRPS should be carefully evaluated. If as a result of this evaluation it is determined that noise impacts from undergraduate housing may negatively impact IRPS, then the east side of this site should be reserved for graduate housing. If an International House (which includes 200 beds each of graduate and undergraduate apartments) is approved, this site is an excellent candidate for that facility. In this event the graduate apartments should be planned for the eastern portion of the site.

The North Campus program calls for 400 graduate housing beds. Options for siting this housing are: 1) In the Torrey Pines district on site 16 (Figure 12) or, 2) Partially in the Torrey Pines district and partially on site 13 west of IRPS. (In the latter scenario the capacity of College A to accommodate undergraduate housing is slightly diminished.) It is possible that graduate housing may be funded before new undergraduate housing in this area of campus.

Some regard the Master Plan study goal of housing 50% of the ultimate student population on campus as overly ambitious from a fiscal point-of-view and that a more realistic scenario would be for UCSD to seek to house approximately 35% of all students in campus facilities. This raises the issue of appropriate density at which to construct individual housing projects as they are funded. To preserve the option of achieving the Master Plan study housing goal, all housing should be constructed at the density recommended herein (average 2.8 FAR). However, housing development should be phased in a manner that permits the two neighborhoods to appear "finished" with only 35% of the planned housing (1680 instead of 2400 undergraduate beds; 280 instead of 400 graduate housing beds) constructed.



PHASING OF OPEN SPACE  
Figure 45

- |   |  |
|---|--|
|  | <b>1</b> Current and Proposed              |
|  | <b>2</b> College A                         |
|  | <b>3</b> College B -<br>Complete College A |
|  | <b>4</b> Institute -<br>Complete College B |
|  | Independent                                |



As discussed earlier, the strategy for handling the lower housing program of 1960 beds is to develop this housing to the south and near the wedge, leaving the north portions of sites 14 and 16 (Figure 12) undeveloped as reserve areas. This would achieve the goal of creating the image of two completed neighborhoods with a reduced housing program while also providing flexibility to expand the Academic program into site 16 or to use parts of the reserve for currently unprogrammed open space or support uses.

### **Parking**

Three major parking structures are planned for North Campus; it is likely that at least two and perhaps all three of these structures will not occur until after the turn of the century. The garage east of the future Social Sciences building should be the first constructed of these three, the garage between North Torrey Pines Road and Scholars Drive in the Academic Grove district should be next, with the North Point garage, if necessary, last of the three.

### **Temporary Uses**

As ultimate build-out of North Campus is likely to occur over a very long period of time - perhaps decades - use of North Campus lands for temporary, low cost facilities is not inappropriate. The UCSD Campus/Community Planning Committee recently approved a construction of a throwing field on North Point as a temporary facility. Other potential appropriate temporary uses include surface parking, tennis courts and other similar relatively inexpensive investments.

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**Reference Documents**

1989 Revised UCSD Long Range Development Plan  
(LRDP)

1989 UCSD Master Plan Study, SOM, UCSD

1990 "Planning the UCSD Environment: Implementation Process" Campus Planning Office, UCSD

Revised Campus Landscape Element, Draft, Campus Planning Office, UCSD, 1992.

UCSD Outdoor Lighting Policy and Outdoor Lighting Design Guidelines, May 1993

Campus Bicycle Plan

Sunset Walking Tours and Sunday Bus Tours, Pamphlet

UCSD Visitor's Program, Pamphlet

1991-1992 Campus and Medical Center Parking Maps and Shuttle Routes, UCSD



**North Campus Neighborhoods  
Recommended Plant List**

The following recommendations are based on the plant lists in the Campus Landscape Planning Study, November 1993, and the other neighborhood plans.

**North Campus Landscape Concept**

One of the key concepts for North Campus is that its landscape should be unified with the overall campus and its memorable tree groves. North Campus should be distinguishable from other neighborhoods in its greater contrast between rustic and discrete landscape areas and its large open areas framed against the backdrop of dense tree groves. In addition the concept recommends that the rustic landscape in North Campus should have an overall simplicity which uses large masses of shrubs and groundcovers and trees in unified groves rather than complex patterns and arrangements.

**District Concept**

The three districts in North Campus: Academic Grove, Torrey Pines and the Ridge each have a variation of the grove concept and an individual ground plane which is described in detail in the Landscape Guidelines text. The particular plant choices related to these concepts are keyed by district in the chart. *The other plants in the list can be used in any district throughout North Campus .\**

The planting palette is not limited to these species. Additional species should be chosen at the discretion of the designer and the campus with an emphasis on drought tolerance and compatibility with the surrounding character.

**NORTH CAMPUS RUSTIC LANDSCAPE**

The Rustic Landscape includes all open space areas (Figure 12) as well as the external edges of all facility sites

**District Key \***

AG	Academic Grove
TP	Torrey Pines
RI	Ridge

	<b>Botanical Name</b>	<b>Common Name</b>	<b>Notes</b>
<b>TREE CANOPY</b>	Eucalyptus citriodora	Lemon-scented Gum	
	Eucalyptus ficifolia	Red-flowering Gum	Scholars and Hopkins Drives
	Eucalyptus polyanthemos	Silver Dollar Gum	RI
	Eucalyptus sideroxylon	Red Ironbark	AG
	Pinus torreyana	Torrey Pine	TP
<b>SCREENING/ FILTERING</b>	Acacia spp.	Wattle	
	Heteromeles arbutifolia	California Holly	
	Leptospermum laevigatum	Australian Tea Tree	
	Melaleuca spp.	Paperbark Cajeput	
	Metrosideros excelsus	New Zealand Christmas Tree	
	Pittosporum undulatum	Victorian Box	

**North Campus Neighborhoods  
Recommended Plant List**
**NORTH CAMPUS RUSTIC LANDSCAPE**

(continued)

	<b>Botanical Name</b>	<b>Common Name</b>	<b>Notes</b>
<b>SHRUBS/ GROUNDCOVER</b>	Acacia redolens	Creeping Wattle	TP
	Achillea spp.	Yarrow	
	Artemisia spp.	Wormwood/Coastal Sage	
	Atriplex spp.	Saltbush	TP
	Baccharis pil. "Pigeon Point"	Coyote Brush	TP
	Carissa grandiflora	Natal Plum	AG
	Carpobrotus	Ice Plant	
	Ceanothus spp.	California Lilac	
	Cistus spp.	Rockrose	
	Cotoneaster spp.	NCN	AG
	Delosperma 'Alba'	White Trailing Iceplant	
	Encelia californica	California Encelia	
	Gazania spp.	NCN	White flowered varieties
	Juniperus spp.	Juniper	Prostrate varieties
	Lawn/Meadow	NCN	Drought tolerant varieties
	Malephora spp.	Iceplant	
	Mimulus spp.	Monkey Flower	
	Myoporum parvifolia	NCN	
	Pittosporum tobira	Mock-orange	AG
	Pittosporum t. "Variegata"	Variegated Mock-orange	TP
	Pyracantha	Firethorn	AG
	Rhamnus californica	Coffeeberry	
	Ribes spp.	Currant/Gooseberry	
	Rosmarinus spp.	Rosemary	TP
	Salvia spp.	Sage	
	Sollya heterophylla	Australian Bluebell Creeper	
Trichostema lanatum	Wooly Blue Curls		
Zauscheneria	California Fuschia		



**North Campus Neighborhoods  
Recommended Plant List**

**NORTH CAMPUS DISCRETE LANDSCAPE**

Plants recommended for the rustic landscape  
may be used in discrete landscapes.

Discrete Landscapes includes quads, courtyards, porches and  
terraces which are separated from the rustic landscape.

	<b>Botanical Name</b>	<b>Common Name</b>	<b>Notes</b>
<b>TREES</b>	Bauhinia blakeana	Hong Kong Orchid Tree	
	Geijera parviflora	Australian Willow/Wilga	
	Jacaranda mimosifolia	Jacaranda	
	Olea europaea	Olive	Sterile fruitless varieties
	Pyrus calleryana/kawakamii	Ornamental Pear	
	Tabebuia spp.	NCN	
<b>SHRUBS/ GROUNDCOVER</b>	Bougainvillea spp.	NCN	
	Calliandra spp.	Powder Puff	
	Coprosma repens	Mirror Plant	
	Distictus buccinatoria	Blood-red Trumpet Vine	
	Echium fastuosum	Pride of Madeira	
	Lantana montevidensis	Purple Lantana	
	Leptospermum spp.	Tea Tree	Shrub and groundcover varieties
	Limonium spp.	Sea Lavender	
	Mahonia spp.	NCN	
	Pennisetum spp.	Fountain Grass	AG Non-invasive varieties
	Raphiolepis indica.	India Hawthorne	
	Romneya coulteri	Matilija Poppy	
	Santolina spp.	Lavender Cotton	
	Ternstroemia gymnanthera	NCN	
	Trachelospermum spp.	Asiatic and Star Jasmine	

## **Color Palette**

All buildings, structures and major landscape design proposals (including plantings, walkways, pavers and benches of the North Campus Neighborhood) will have color chosen as an integral part of the design process. The implementation of color is intended to strengthen and accentuate the development concepts outlined in this planning study.

## **Building Body Color**

Existing buildings, including Social Sciences, the San Diego Supercomputer Center, RIMAC and IR/PS, can be considered to fall into the category of cool "atmospheric" color although they are nearly white. I of A and IR/PS both include terra cotta or russet in brick, tile, trim and marble tile. For buildings along the ridge, cooler atmospheric colors are appropriate both to link new and existing buildings and to engage the play of light against the sky. The massing of academic buildings along the ridge line should be the cool gray of natural concrete, or a lighter buff gray to pick up the gold light of sunrise and sunset and play against the blue and steel gray of the sky. Body colors on the ridge should avoid pure white and blue-gray in order to relate the buildings to the landscape, but these colors can be used on panels or details which dissolve into the atmosphere or relate to the existing buildings. Use of terra cotta roof tile or detail on major surfaces should not be continued - accent or detail color should emphasize the natural phenomena of the site, rather than associate the neighborhood strongly with Mediterranean or Spanish Colonial settings, or "pipe rail" architecture of the 1970's.

As buildings descend the natural slope of the land areas west of the ridge, it is appropriate that a warmer, deeper, earthen palette be introduced. This is not to suggest that colors within the context of one building scheme be varied from warm tones at the base to cool tones on the upper levels. Color should be used in a manner which enhances the architectural forms and does not create obtrusive facade banding or stripes.

The stepped use of color following the natural terrain encourages an extended warmer palette for the residential buildings, which will assist in providing an inviting, homelike quality.

## **Accent and Detail Color**

Accents should be pure forms of color found in the characteristic soil, foliage and vegetation of the campus. These are rich and deep in value, but tertiary in hue. Application of this type of color is appropriate on metal, wood, inset panels or other detail. Use of strong primary or secondary hues is inappropriate on North Campus.

In keeping with a philosophy of honest materials in simple planar fields, rich softer hues of accent colors (shades and tints of the colors of the soil and vegetation), can be used for larger areas such as masses of concrete, stucco and masonry.

Great care should be exercised in the use of white as a field color or accent. In a muted, heavily landscaped environment like the UCSD campus, white tends to stand out strongly and call attention to itself in contrast with, rather than emphasis of the setting.

## **Glazing**

For North Campus, clear glass or clear with Low-E coating is strongly recommended for glazing. Blue-green or green glass should only be used where budgets do not allow for clear with Low-E coating. Use of reflective glass is prohibited. Entries to buildings and common use areas should be inviting and transparent at ground level. Blue or dark green glass is not recommended for overall building glazing because it reads strongly as accent color. The use of glazing should help buildings visually recede into the landscape.



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**ACKNOWLEDGEMENTS**

**UCSD Community**

Campus / Community Planning Committee

Design Review Board

North Campus Neighborhoods Planning Advisory Committee

Campus Planning Office

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