SAN JOSÉ STATE UNIVERSITY
Campus Master Plan

Stakeholder Interview Summary
Fall 2020

Photo Credit: David Schmitz / San José State University

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Executive Summary

During 2020 San José State University initiated the preparation of a new master plan encompassing the Main and South Campuses and off-site locations. The first phase of the process included interviews with the leadership of campus stakeholder groups, along with involvement of a formal Campus Master Plan Advisory Committee and informal engagement of the campus and community through a website and virtual open house.

This Executive Summary captures the essence of more than 80 hours of interviews with the leadership of more than 20 campus stakeholder groups during Fall 2020.

The Campus Master Plan Team will draw from these ideas as well as input from the Advisory Committee, other university constituents, and campus and community members who participate in the Virtual Open House during Winter 2021.

The campus and community will have additional opportunities to share their thoughts about the Campus Master Plan as its framework emerges during Fall 2021 and the full plan is drafted in 2022.

Summary of Master Plan Opportunities from Stakeholder Leadership

In sum, the stakeholder leadership interviews suggest that the master plan process should take advantage of the following opportunities:

University Direction

- Anticipate and enable the changing nature of teaching, learning, work, and campus life in higher education and for SJSU in particular.

- Prepare a plan that supports student success and campus life at SJSU in the context of a range of learning environments:

  - Residential face-to-face learning for traditional undergraduates;

  - Technology-supported and hybrid modes of teaching, learning, and scholarship for many students and faculty;

  - Online or remote professional development and lifelong learning programs serving students around the U.S. and abroad.

Future Development Framework

- Design places and spaces to inspire, shape and support community, student success, and faculty and staff engagement.

- Reconceptualize the two campuses and their environs in the context of the City of San José and other public, private, and non-profit partners.

Master Plan Details

- Transform two largely-developed campuses to incorporate future aspirations.

- Take advantage of lessons learned from the pandemic.

Master Plan Implementation

- Encourage SJSU to structure internal decision-making to ensure continuity and follow through as well as adaptability in future years.
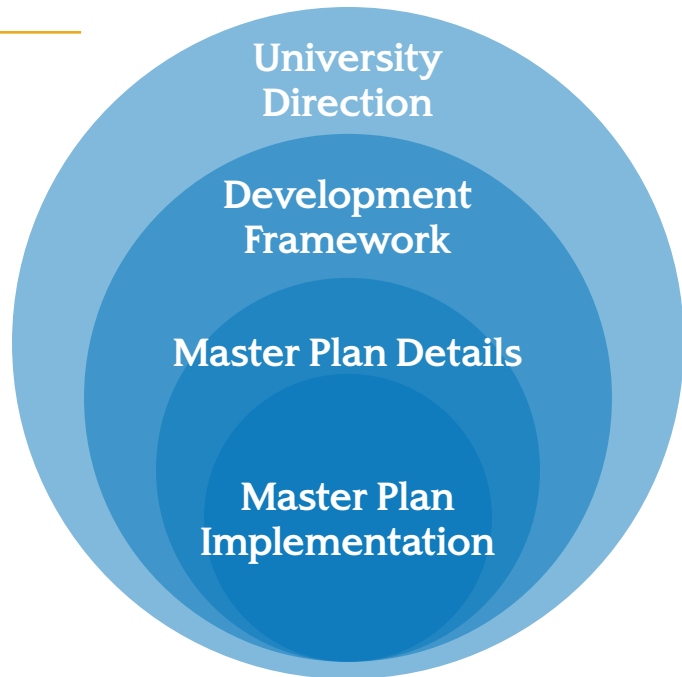
Figure 1. Stakeholder Input Layers

Layers of Topics

The consultant team arranged the stakeholder leadership comments in four layers, moving from the more general to the more specific, as shown in Figure 1.

For each layer, the team identified topics that stakeholders generally agreed that the master plan should address (in the center column in each table) and another set of topics (in the right hand column) where there was a range of opinion among the stakeholders and thus the topic merits further discussion. The term "recurring" here refers to topics raised independently by many participants.

University Direction

The first layer covers the broad direction for the university, derived from its mission and strategic plan. Some of these topics are not necessarily spatial in nature, but all represent critical assumptions, directions, and actions that stakeholders felt should shape the physical development of the University.

Master Plan Details

Master Plan details include many of the site planning, design, and infrastructure features that stakeholders felt the new master plan needs to address.

Theme	Recurring Topic
University Image	• Apply Transformation 2030 goals and outcomes to the master plan • Serve Silicon Valley
Teaching, Learning, Work, & Campus Life	• Recruit from new student markets • Expand multidisciplinary programs • Plan for 24 X 7 activity, on campus and virtual
Campus Role - Identity and Sense of Place	• Note that campus role changed by pandemic • Tell the SJSU story
Multiple Locations on and off Campus	
Interface with City of San José, the region, and the community	• Create more connections with surroundings
Site Plans - Open Space & Building Form	• Increase heights and density • Make campus face outward • Make ground floor activity visible
Facilities & Infrastructure (including Information Technology)	• Provide research as well as teaching space • Address facility obsolescence (age and condition) • Design flexible space, especially for teaching • Incorporate more collaboration and gathering space • Add more food and beverage locations and hours
Mobility & Wayfinding	• Improve access to/from campuses • Address internal pedestrian/vehicle circulation conflicts • Make Main Campus more legible to visitors as well as campus community • Design campuses to increase personal safety
Implementation	• Create a master plan that is adaptable to future changes • Pursue partnership opportunities for funding

- How to take advantage of opportunities for partnerships with City of San José and other public, private, and non-governmental entities

- Need more detail re: future enrollment - total and composition by student level and discipline
- How to balance student success needs along pedagogy continuum from face-to-face, to hybrid, to remote learning
- Which activities and services to provide on campus vs. remotely
- Housing - how much, where, for whom, affordability

- What makes a compelling physical campus that builds community
- Which landmarks and icons to emphasize
- Options for campus edges
- How to make campuses both safe and welcoming

- How to make South Campus feel closer
- How to make people at off campus sites feel connected to the campus

- Which off campus activities attract the SJSU community
- What can SJSU do to attract others to its campuses
- How to apply lessons from other urban campuses

- How to enhance cpen space as part of campus image
- Treatment of sections of Main campus that feel isolated
- How to balance college identity and multidisciplinary space
- Options for unifying the image of largely-developed campuses

- How to achieve a balanced approach to sustainability (broadly defined)
- Options for increasing resilience

- Reasonable modal split for Transportation Demand Management (TDM) plan
- Options for corridor and travel to/from South Campus
- Parking - how much, where
- Treatment of entrances to Main and South campuses

- Space inventory and management (policy and operations)
- Institutional decision-making structure for follow up and continuity
- Financial plan for implementation

Future Development Framework

The second layer focuses on stakeholder observations about campus identity and location, which provide the basic spatial framework for development of the new campus master plan.

Master Plan Implementation

Stakeholders stressed that the master plan process needs to address implementation from the start so as to insure that the University has the means to achieve the plan.

Introduction and Process

After initiating the master plan process for San José State University during 2020, the campus master plan consultants and staff from Facilities Development and Operations conducted over 80 hours of interviews with the leadership of more than 20 campus stakeholder groups. The purpose was to hear their aspirations as well as the issues they felt that the new master plan should address. Interviewees included the leadership of student and faculty organizations and campus auxiliary organizations as well as all of the colleges and administrative divisions of the University. (Appendix A lists the groups involved. Appendix B includes the standardized set of questions for the interviews.)

The interviews were very positive, with participants sharing many ideas, some strategic and some more detailed. The comments were generally consistent with earlier input from the Campus Master Plan Advisory Committee, although much more detailed.

The master plan consultant team made extensive notes of the responses to a series of standardized, yet open-ended questions. Participants were encouraged to review the notes and provide further comments following each interview.

The master plan team will draw ideas from the stakeholder leadership as well as input from the Advisory Committee, other university constituents, and campus and community members who participate in the virtual Open House during winter 2021 and subsequent opportunities for involvement as the framework is established in fall 2021 and the full plan is developed in 2022.
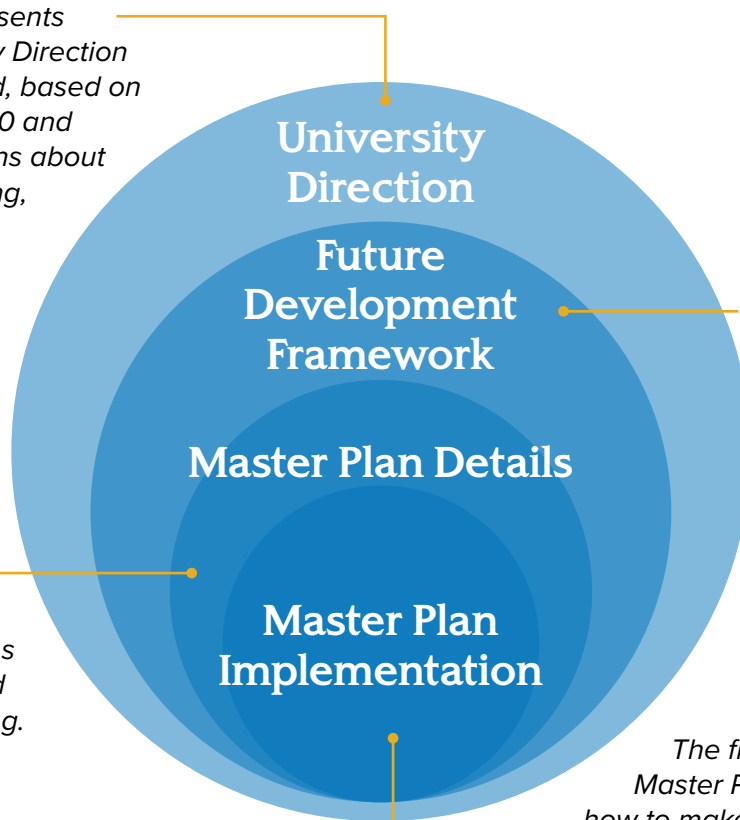
Layers of Topics

The consultant team arranged the stakeholder leadership comments in four layers, moving from the more general to the more specific, as shown in Figure 1 in the Executive Summary):

For each layer, the team identified topics that stakeholders generally agreed that the master plan should address and another set of topics where there was a range of opinion among the stakeholders and thus the topic merits further discussion.

The first layer represents the broad University Direction that SJSU is headed, based on Transformation 2030 and emerging discussions about the future of teaching, learning, work, and campus life.

University Direction

Future Development Framework

The second layer provides the Future Development Framework for the master plan - focusing on campus identity and the interface of SJSU with the City of San José.

Master Plan Details

The next layer drills into many potential Master Plan Details - including site plans, open space, facilities & infrastructure, and mobility & wayfinding.

Master Plan Implementation

The final layer addresses Master Plan Implementation - how to make the plan become a new reality for the university.

The term "recurring" here refers to topics raised independently by many participants. For example, the team heard from a number of stakeholders that the Main Campus should have more decentralized food and beverage service locations and options. The team also found that stakeholders generally agreed that the Main Campus should be more outward facing, yet others are concerned that it is too porous. As one stakeholder put it, how can we make the campus safe without building a wall? Clearly, the latter issue needs more deliberation.

Following review of input from stakeholder leadership and the broader campus and community, the master plan team will engage the University community in deeper discussions about the topics that have emerged. Some of the topics may become criteria or principles or even policies to guide the new plan and others will become components of the plan itself. For example, "flexibility" could become a principle for designing teaching space; or "decentralization" a principle for locating food and beverage service. A component of the plan could be "visible ground floor exhibit space."

University Direction

The first layer covers the broad direction for the university, derived from its mission and strategic plan. Some of these topics are not necessarily spatial in nature, but all represent critical assumptions, directions, and actions that stakeholders felt should shape the physical development of the University. The following discussion summarizes stakeholder input regarding University Image and Teaching, Learning, Work, and Campus Life.

University Image (Building on Transformation 2030)

Stakeholders emphasized many positive aspects of San José State University that the master plan can build on.

SJSU offers a high quality learning experience, in an inclusive, culturally-sustaining setting, and is moving away from its image as a commuter to school to one that provides holistic support for student success. Stakeholders see the master plan process as an opportunity to strengthen relationships across colleges, and to fully integrate teaching and research in collaborative settings.

San José State University as an integral part of the region, contributing to knowledge creation and transfer within Silicon Valley. The Main Campus, situated near downtown San José and City Hall, is a vibrant part of the community, culturally as well as economically. The University sees technology as one of its competitive advantages.

Stakeholders also see the new master plan as an opportunity for partnership with the City, and other public, private, and non-governmental organizations in the region. Housing came up numerous times - as an issue for faculty and staff as well as students. In addition, the University can build more relationships with school districts, community colleges, technology companies and labs for student learning and faculty research.

Teaching, Learning, Work, and Campus Life

Understanding the changing nature of teaching, learning, work, and campus life is critical to the development of the new master plan. This theme covers stakeholder comments regarding enrollment, academic programs, student success, the future of work, and community.

First, with respect to enrollment, stakeholders clearly understood that the demographics of higher education are changing nationally and in the region. They understand that there will be fewer high school graduates in California after about 2025 and that the State of California is increasing support for community colleges so SJSU should plan for proportionately fewer freshmen. Stakeholders see new markets in upper division transfer students, degree-completion programs, out-of-state students, online and Special Session programs. They also indicated that current space limits potential growth in some programs with high demand.

Stakeholders also see opportunities for expanding specialized graduate programs at the master's level. Some current programs are scalable and others may benefit from "4 plus 1" curricula that enable an undergraduate to make a smooth transition into a graduate program. The University is also looking at additional doctoral programs, particularly in the colleges of Science and Health and Human Sciences.

Some stakeholders are considering offering certificates and short modules, while others emphasized the importance of the four-year degree for undergraduates. Sceptics were also concerned about how SJSU could or should compete in this market with other providers, particularly technology companies.

The graphs in Figures 2 and 3 show recent enrollment trends and goals set by the University's Strategic Enrollment Management process. Stakeholders recognize that the master plan will need to refine and extend these aspirations out for twenty years, addressing further changes in the market for higher education.

Stakeholders speculated about whether or how the University might educate more students without adding capacity to the Main Campus. They also stressed that as the master plan accommodates enrollment growth in any form, the master plan needs to address the space implications for faculty as well as teaching and research venues.

Interviewees had a number of ideas about how academic programs will develop in the future. They stressed the value of multidisciplinary learning across colleges, with less growth in traditional disciplines. This orientation is consistent with an increasing interest in scholarship that bridges across colleges. Stakeholders stressed the need for appropriate collaborative space and technology.

Stakeholders emphasized academic programs with a professional orientation, and anticipated growth in the colleges of Business, Engineering, and Health and Human Sciences.

Specific emerging fields include these:
• Biotechnology
• Data and Information Sciences
• Disaster Planning
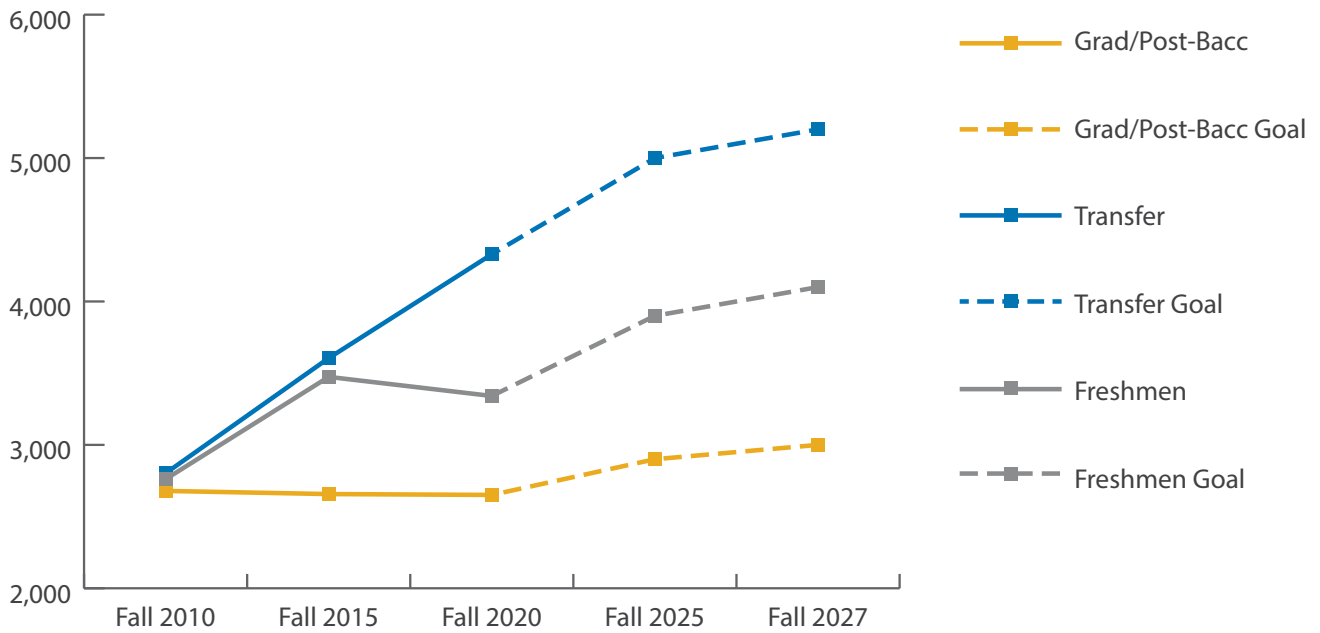• Wildfire Science
• Environment in general
• STEM in general
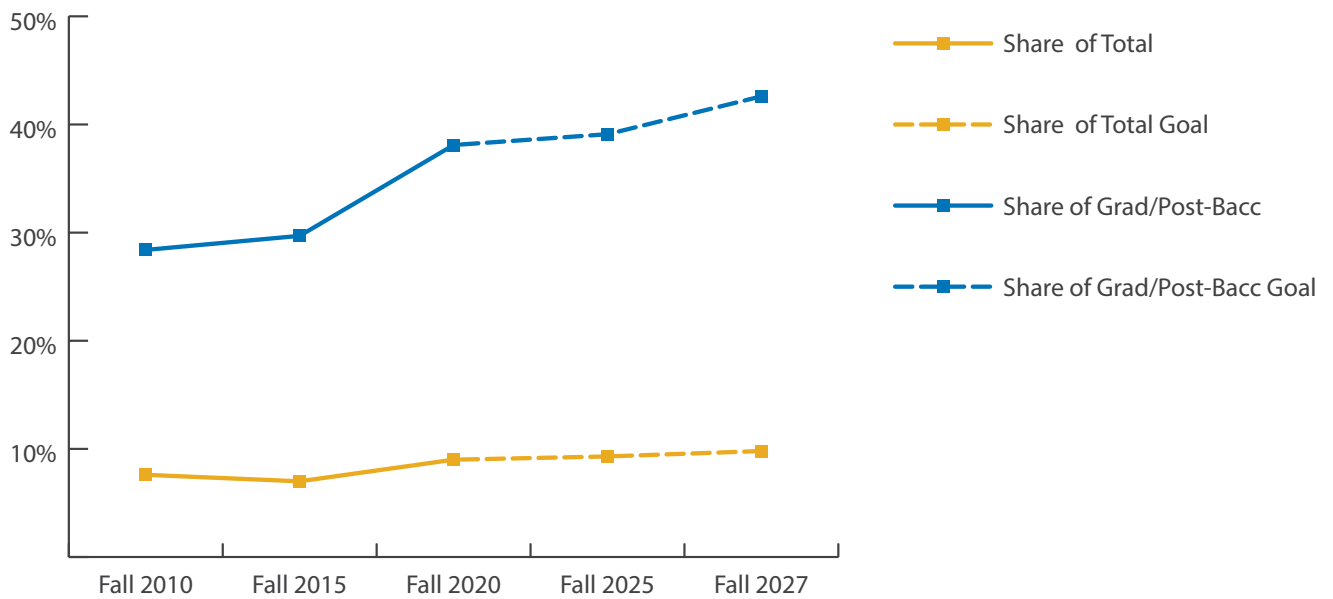
Figure 2. SJSU Fall New Student Enrollment by Level

Figure 3. Special Session as Share of Graduate/Post-Baccalaureate and Total Fall Headcount

Face to Face

- Experiential learning
- Labs
- Performance disciplines

Hybrid

- Flipped courses with lecture online and activity face to face
- Course with simultaneous face to face and remote students
- Innovative scheduling of face to face activities

Online

- Undergraduate degree completion
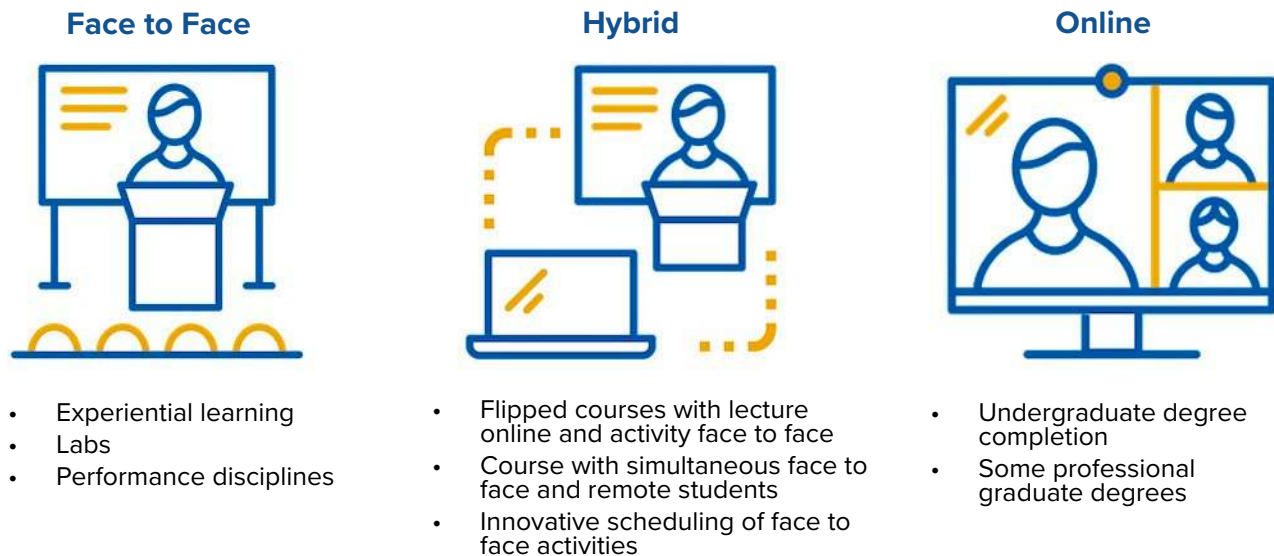- Some professional graduate degrees

Figure 4. Pedagogy Continuum: In-person, hybrid, or online.

During the past decade, San José State (like many other universities) has established student success initiatives, which are leading to better retention and graduation rates for undergraduates. "High impact" practices such as those listed below involve student involvement and face-to-face interaction.

- Living on campus
- First-year experience
- Active, experiential learning
- Service learning, community-based learning
- Involvement in research
- Athletics as a model

These activities clearly have direct spatial requirements. In addition, stakeholders commented that student success in general has space implications as more students are enrolled in upper division classes. Combined with an expected decrease in the proportion of freshmen, this means that the University needs to provide more teaching and learning space for students in their upper division major classes and labs.

Stakeholders expressed concern that the rapid shift to remote learning during the pandemic has left students feeling isolated rather than engaged and that online education is not appropriate for some students. They suggested that the effectiveness of online education should be assessed based on earlier experience because the context for students and faculty now is complicated by the pandemic itself. They identified a number of concerns about remote learning that need to be addressed systematically, including non-technical student support as well technical issues such as authentication and proctoring, along with access for students who may lack high-speed internet and/or computer capacity. Further, they would like to see more advanced technology than Zoom for both synchronous and asynchronous delivery, with the ability to include visualization and simulation applications. Most stakeholders were not aware that Information Technology has a "proof of concept" already available.

Overall, stakeholders would like the University to have a deeper discussion of how academic programs and courses can be designed to support student success along the pedagogy continuum from face-to-face to fully online, as suggested in Figure 4.

Discussions of student success led stakeholders to think about the future of work at the University more broadly. They speculated how teaching and work patterns might change, moving away from regular daily or weekly schedules to patterns that might involve more intermittent face-to-face activity. Further, they began to think about what kinds of activities and services really must be provided face-to-face and what other kinds of transactions can be conducted more effectively online or from an off-campus site.

This led to discussion about office needs. Stakeholders felt it is important to consider what functions and which groups of employees need private offices due to the nature of their work, privacy, confidentiality, and security - and what kinds of work is better suited to collaborative work space or shared arrangements (with appropriate scheduling software and sanitation protocols).

Further, stakeholders expressed concern about how to balance convenience and service - yes, working remotely reduces commuting and the carbon footprint, but it may result in sacrificing accessibility and service. In addition, not all home environments are appropriate for remote work and accountability can be a challenge. Perhaps most importantly, stakeholders asked

how the University can build community and a sense of belonging as the nature of work and its location changes.

The importance of community and campus life were recurring interview topics, with stakeholders stressing the importance of building and maintaining a sense of community with "24 X 7" activity on campus. They felt that the master plan should address physical and mental wellness for students, faculty, and staff - providing opportunities for recreation and fitness, social interaction, professional development, events, and (especially) food and beverage service. They suggested that the master plan offer a variety of settings, cuisines, and price ranges; including refrigeration and reheating facilities for those who prefer to provide their one meals, and food pantry service for needy members of the community.

Stakeholders also talked a lot about the need for access to affordable housing for faculty and staff as well as students. Some felt that the freshman residence halls need upgrading. Others saw the Alquist property as just a start for faculty and staff. Still others suggest that the master plan should also provide for emergency housing for students in particular, and short-term housing for guests.

Future Development Framework

The stakeholder interviews generated many ideas regarding the role of the campus, its identity and sense of place, especially for a university with two campuses and programs located at multiple other sites. These themes along with the University's interface with the surrounding community, the City of San José and the larger region will help inform the future development framework for the master plan.

Campus Role, Identity, and Sense of Place

Stakeholders pondered the role of the campus in a world where higher education was already moving toward more remote and asynchronous learning, and has now been changed at least temporarily by the pandemic. They began to think about this by asking what makes students, faculty, and staff want to be on campus rather than teaching, learning, or working remotely? The first answers included these:

- Feeling welcome and safe.

- Compelling in-person experiences for all members of the campus community, including visitors and fans.

- For undergraduate students, living and studying in an environment away from home is part of the learning experience.

- For commuter students, the role of the campus is very different than for residential students, especially freshmen.

Most stakeholders felt that the Main Campus has a physical identity - which was greatly enhanced when the internal streets were closed to traffic during the 1990s. They listed a number of features, including the following:

- Paseos on campus - e.g, César Chávez

- Entry Gates

- Tower Hall and lawn

- MLK Library

- Event Center

- Student Union

- Statues

- Landscaping, green space - well kept grounds

- Fountains

However, most stakeholders had trouble articulating what that sense of place really is. They suggested that the campus (or campuses) should "tell the SJSU story," incorporating exhibits and murals that highlight the University's history. They asked, rather than answered, what locations or backdrops are iconic - e.g., for recruitment or for graduation photos.

South Campus

The South Campus didn't figure into the campus image for most stakeholders interviewed. Rather, it was seen as the location for athletic, intramural, and recreational activity, and more recently parking. Those who use the South Campus were concerned about access to some of the fields and facilities, weather protection from both rain and sun, and - most of all - safety, security, and transportation to and from the Main Campus.

The compelling questions were these: what is the relationship between the South and Main Campus and how can the master plan make South Campus feel closer to the Main Campus - implying that the distance isn't just physical.

Stakeholders suggested a number of ideas:
- Create clear entrance
- Add vibrancy
- Improve fan experience
- More events
- Support services
- Retail opportunities
- Housing for athletes
- Make use of new parking structure more appealing - pricing, shuttle, etc.
- Potential partnerships with other universities or colleges for shared or reciprocal use
- Incorporate more academic programs - e.g., nutrition, sports medicine, health and wellness
- Large-scale labs, studios
- Research facilities
- Ropes course
- Storage
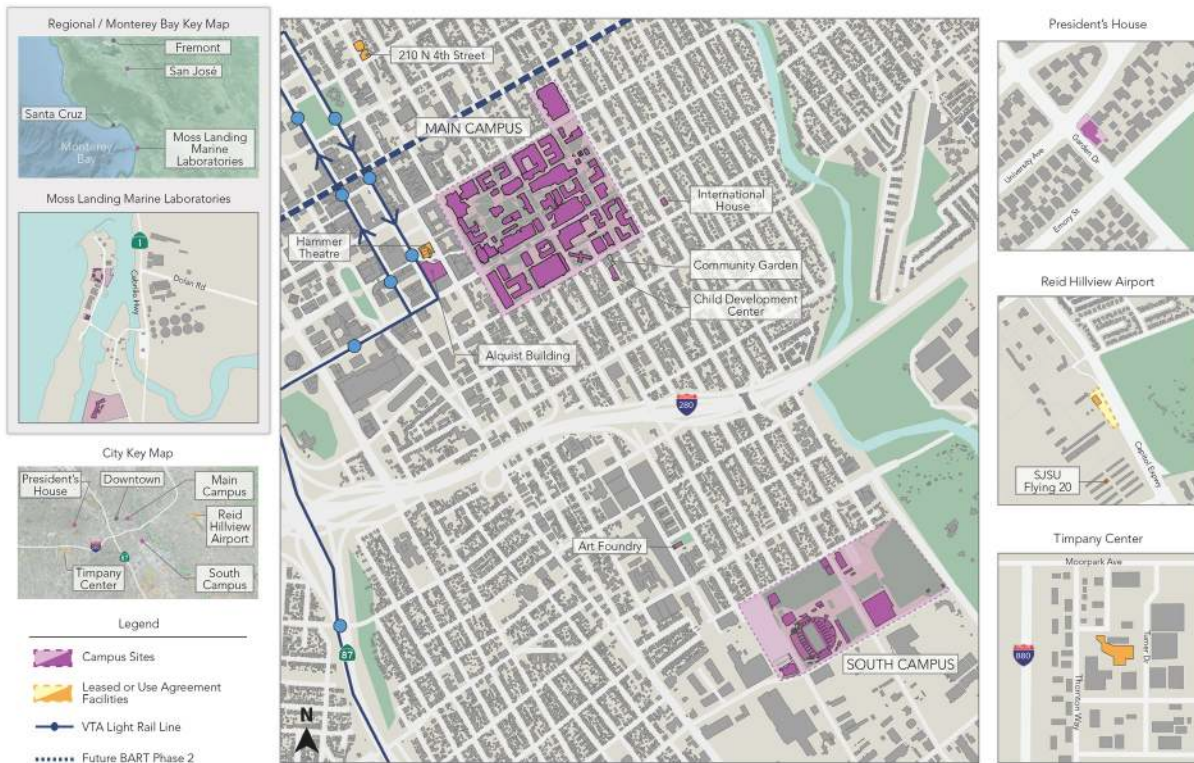
Off-Campus Sites

Stakeholders shared some ambivalence about off-campus locations - they offer specialized opportunities, like the Hammer Theater or Alquist site, but stakeholders who already work off-site such as the Research Foundation feel that they aren't close enough. (And the leadership of Professional and Global Education said that they had felt distant when their offices were off-campus.) Stakeholders also noted that off-campus leases can be expensive.

Moss Landing is the most distant campus site and stakeholders agreed that its role needs to be clearly aligned with the strategic direction of the University as a whole. Those involved referenced an earlier visioning process that suggested additional research opportunities as well as the potential for an academic village with housing. At the same time, some of the existing facilities need refurbishing.

Overall, those stakeholders from South Campus and those who were located off campus or visited other sites did not feel that they were well connected to the Main Campus. These observations indicate that the new master plan needs to help create a clearer identity for both campuses as well as off-campus sites.

The campus master plan team shared a working map for the master plan showing the Main, South and off-campus sites and suggested some additions for completeness.

Examples of nearby sites include these:
• Hammer Theater
• International House
• Timpany pool
• Alquist site
• Child Development Center
• Community Garden
• Research Foundation
• Finance group - 4th street
• Reid-Hillview Airport
• Moss Landing

Interface with City, Region and Community

Stakeholders discussed the University's interface with the City of San José at some length. Referring both to the formal relationship between the University, the City and other agencies as organizations, stakeholders observed that each appears to operate independently most of the time. This is most apparent in transportation and circulation decisions - for example, VTA routes, BART extension plans, bicycle routes, one-way street pairs, and wayfinding to and from the campuses in general.

The Main and South Campuses are surrounded by several different communities. Stakeholders felt that the most meaningful connections are west of the Main Campus, extending as far as the Diridon station. Some stakeholders saw great potential for more cultural connections - visual and performing arts - west of the Main Campus.

Some appreciate access to commercial and cultural activities, but many stakeholders don't regularly go off campus. Those who do felt there should be more services that would attract the campus community including grocery stores.

Generally, though, stakeholders were not clear about what might attract members of the campus community to go off campus nearby; nor what might attract people from the broader community to visit the Main or South Campus.

Stakeholders did not discuss specific connections with the residential neighborhoods near either campus at any length except in the context of students living in those neighborhoods.

A number of stakeholders suggested that it would be helpful to look at other urban campuses for ideas about how to connect the University with its surroundings.

Master Plan Details

The stakeholder leadership offered many ideas about the details that the new master plan should address. These include site planning, open space, building form, specific facilities and infrastructure (including information technology), mobility and wayfinding. Because most of the stakeholders are primarily associated with the Main Campus, they offered many more detailed suggestions for the Main than the South Campus.
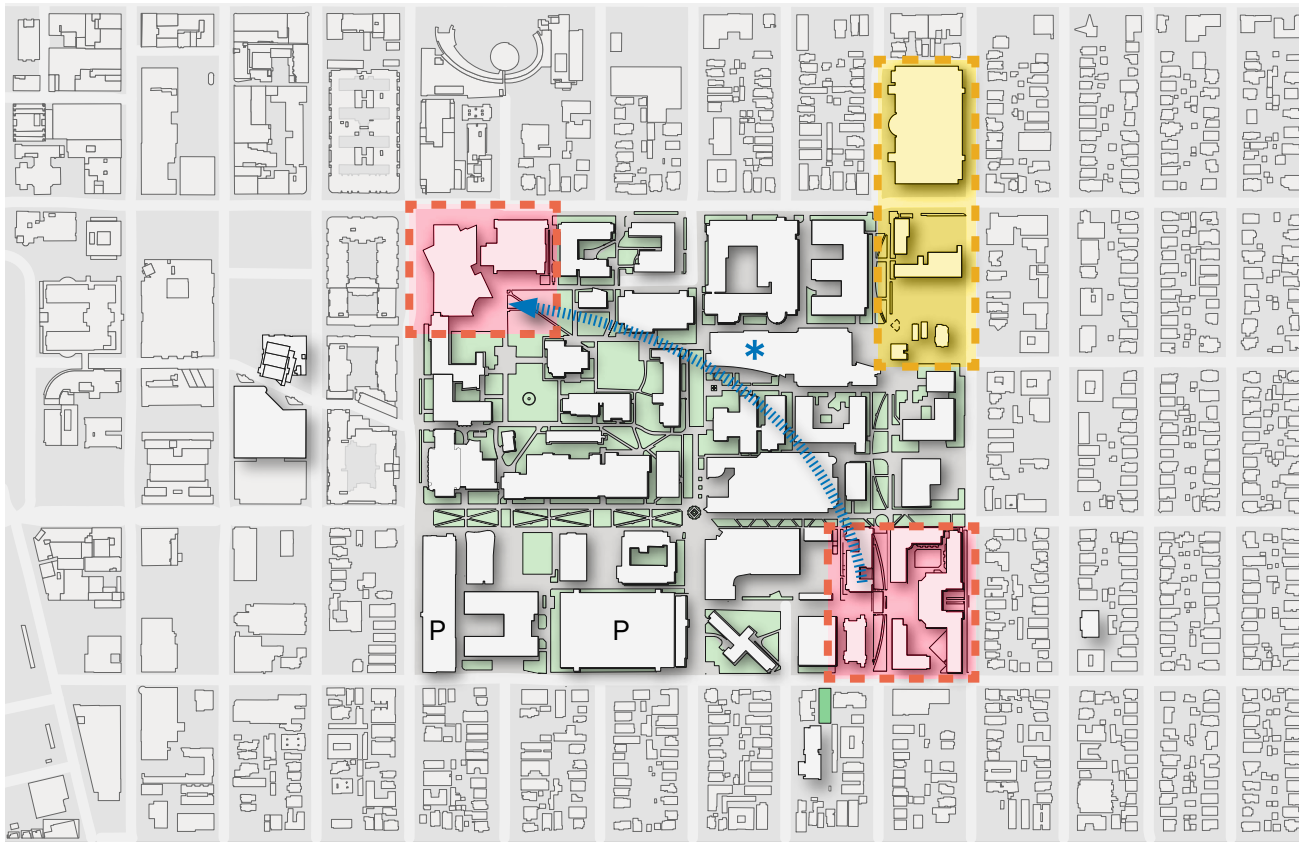
- Library and student residence halls on opposite corners of campus
- Northeast area - sense of isolation
- Southwest area dominated by parking structures

* Welcome Center lacks visibility
- Access to food and beverage service

Main Campus Site Plan

Stakeholders thought a lot about the Main Campus perimeter when they talked about the site plan. They suggested that the campus needs to face outward, with clear entry points, including a main entrance. They want the campus to be distinguishable as a university, with a community feel to the interior, attractive to visitors, and connected to its surroundings. They want to minimize negative images and safety concerns associated with political protests near the MLK Library and with nearby service centers.

When stakeholders talked about the interior of the Main Campus, they focused on several sections of the campus and their access to services or amenities. They would like to see the Welcome Center in a highly visible and accessible location. The MLK Library on the northwest corner feels distant from the residence halls on the southwest. The northeast corner seems isolated from other activities with student services in the 10th Street parking structure - not really on campus and separated from it by the Corporation Yards which are seen as on "prime real estate." Occupants of the Business Tower and Boccardo Business Center

feel isolated, with safety concerns especially at night, with limited access to food and beverage service. Stakeholders noted that parking structures dominate the southwest corner. College of Education stakeholders sought better access for clients to Sweeney Hall in the south center of the campus; and Engineering stakeholders felt their self-contained building is not welcoming to others.

Stakeholders felt that some colleges and other units were too spread out across campus for effective functioning. In particular, they mentioned that the division of Student Affairs, and the colleges of Health and Human Sciences, Humanities and the Arts, and Social Sciences sometimes have to establish duplicate services for their dispersed activities.

Open Space

Campus open space is a critical distinguishing aspect of San José State University, especially the Main Campus. Stakeholders stressed the value of these places for academic activities and outdoor exhibits, performances and events as well as for informal recreation, socializing, study and passive reflection. Patios, terraces, balconies, roofs, and indoor/outdoor spaces also provide opportunities for outdoor activity.

- Statue area
- Business Tower Quad
- Sweeney Courtyard
- Engineering Courtyard - project space
- Washington Square - sustainable outdoor garden
- Housing Quad
- Koret Plaza

At the same time, stakeholders bemoaned the loss of open space whenever a new building is added to a small dense campus. Instead, they would like to see a connected pattern of green space and informal recreation space. They called for improvements in outdoor

space scheduling and management, and usage consistent with the University's "time, place, and manner" policy. They stressed the importance of lighting, electrical service and Wi-Fi hotspots. They also highlighted the need for secure outdoor space for research projects and larger experiments and installations. They sought protection from weather for these spaces (especially on hot days), and suggested that the changing climate may call for updated landscaping using recycled water and/or a reduced need for irrigation.

Building Form

When stakeholders thought about Main Campus buildings, some were looking for a more unified image. Yet, they were unsure how to achieve it with the range of architectural styles of existing buildings that are likely to remain. Some would like to see more signature architecture, and they agreed that modular or temporary buildings should be eliminated. Stakeholders wanted to see taller buildings to add capacity without taking more open space. They also suggested opening up the ground floor of buildings for exhibits and to make activities visible from the outside.

Facilities

Stakeholders suggested that the new master plan should address age, condition (deferred maintenance), obsolescence, accessibility, adaptability and the need for sustainable and resilient campus facilities in general. They also called for more flexible space, more collaboration and gathering space (indoors and outdoors), and for more dispersed food and beverage service. They indicated that meeting and event space needs to be more attractive for visitors; that training venues need to be available; and that faculty and staff need access to recreation or fitness facilities. In the context of the pandemic, they also suggested that future facilities be designed to accommodate physical distancing when needed and to facilitate sanitation.

Generally, stakeholders emphasized that a number of services should be integral to campus facilities, including gender neutral restrooms, lactation rooms, and lobbies with

waiting areas near faculty and student services. They indicated a need for more student success center space and suggested that student services be located accessibly on the ground floor.

Some specific needs they identified include more space for student clubs, secure short-term storage (e.g., lockers), long-term storage, parking for research vehicles, and locations for safe storage disposal of chemicals and other potential contaminants

Stakeholders, particularly academic college leadership, provided additional detail regarding what they would like to see in future teaching, learning and research space, with a balance between flexible, multipurpose space and more specialized facilities for advanced work.. Some also suggested co-locating social, dining, retail, and gaming with learning spaces - e.g., in residence halls.

Here are more of their ideas and aspirations about facilities:

- Continuing need for speaker venues, but reduced need for large lecture space (no more fixed seating)

- Flexible, adaptable, dynamic with movable seating and furnishing

- Specialized labs, studios, clinics, sometimes requiring large &/or outdoor area
  - Especially, for activities and resources that must be shared or can't be provided at home or online, due to scale, cost, etc.

- Where students, faculty, and students and faculty can collaborate
  - Small group settings
  - Unstructured

- Cluster students around shared resources

- Study space integrated in all facilities, including housing
  - Quiet as well as group study areas

- Rotating rather than fixed space assignments

- Model the professional setting (e.g., education, health care)
  - Showcase for guests

- Technology support for all facilities, in addition
  - Consolidate high performance computing
  - Virtual computer labs

- Specialized and up-to-date space for cutting-edge research
  - Incubator, "maker" spaces
  - Flexible research space for easy re-assignment

Stakeholders devoted some special attention to the MLK Library, noting its continuing central function in higher education as it makes a transition to more technology-focused service for research, study, special collections, and collaboration. Library leadership indicated a high demand for its meeting rooms; and stressed the need for coordination with the City in this jointly-funded facility.

Sustainability

Sustainability was a cross-cutting topic during many discussions about facilities. Stakeholders were not always aware of efforts underway, listing aspects of sustainability with which they were familiar, particularly to reduce the University's carbon footprint, such as passive solar design and taking advantage of micro-climates and natural ventilation. They also expressed support for disaster preparedness, resilience, and local self-sufficiency, including consideration of a microgrid.

Information Technology

Information technology was another cross-cutting topic, with emphasis on taking a strategic approach using data analytics rather than just an operational perspective. Most stakeholders sought more complete coverage and support across the Main and South campuses and for off-campus sites. Information Technology leadership stressed making support "seamless" and "frictionless." They stressed the importance of cybersecurity and privacy protections as well.

Mobility

Discussion about mobility ranged from regional and local access to and from the Main and South campus, to consideration of alternative modes of transportation and the role of parking in the future, to internal circulation and legibility.

At the broader scale, stakeholders' primary concerns were with access, including signage and routes. They feel that it isn't easy for first-time visitors to find either campus from major highways, and that finding their way to and from transit stops is also challenging. They would like to see more coordination with the City of San José regarding bus, bicycle, and pedestrian routes. They would also like to see more coordination regarding street treatment, lighting, and crosswalks on surrounding and nearby streets.

Even stakeholders with limited familiarity with the South Campus stressed the need for better connections. Some ideas include reconsidering the one-way street pair; improving bike lanes; adding signage, banners, or other visual images to show the way; and improving shuttle service. Stakeholders did not feel that parking at the South Campus is realistic for evening classes, primarily due to concerns about safety and timing.

Stakeholders were aware that the University needs an operational Transportation Demand Management (TDM) plan to balance faculty, staff, and students use of different modes of transportation to access either campus. They hope the plan will address scheduling issues and the location of public transportation stops and stations as well as financial incentives to encourage use of public transportation. They would like to see the University facilitate carpools and vanpools. In addition, they would like the plan to include safe and convenient ways to encourage non-motorized modes and micro-mobility for shorter commutes, including bicycles, scooters, and even skateboards, as well as more pedestrian access. They also noted that more affordable housing closer to either campus would help reduce commuting by car.

Stakeholder leadership saw parking as a continuing challenge, despite TDM efforts. A number of stakeholders shared complaints about parking from students, faculty and staff beyond just the lack of accessible parking spaces when they come to the Main Campus. For example, access to and from the three parking structures is not always clear and routes in and out don't feel safe in the evenings. Finding parking for guests and for disabled visitors and clients can be difficult. Parking for events is a big challenge. Stakeholders who looked farther into the future saw the reuse of parking sites as an important opportunity.

Internal circulation on the Main Campus raised a number of other issues for the stakeholders, focusing on safety and accessibility. They would like to see the master plan address pedestrian/vehicle conflicts by keeping vehicles on the edges as much as possible and designating separate routes where they can't. Users of bicycles, scooters, and other forms of micro-mobility need secure storage while they are on campus. The master plan needs to identify vehicle drop-off and pick-up locations, including clients for SJSU programs. Stakeholders recognized that the plan also needs to provide for deliveries and loading docks, and emergency access, of course.

● ● ● ● Main Pedestrian
Path of Travel

▪ ▪ ▪ ▪ Secondary Pedestrian
Path of Travel
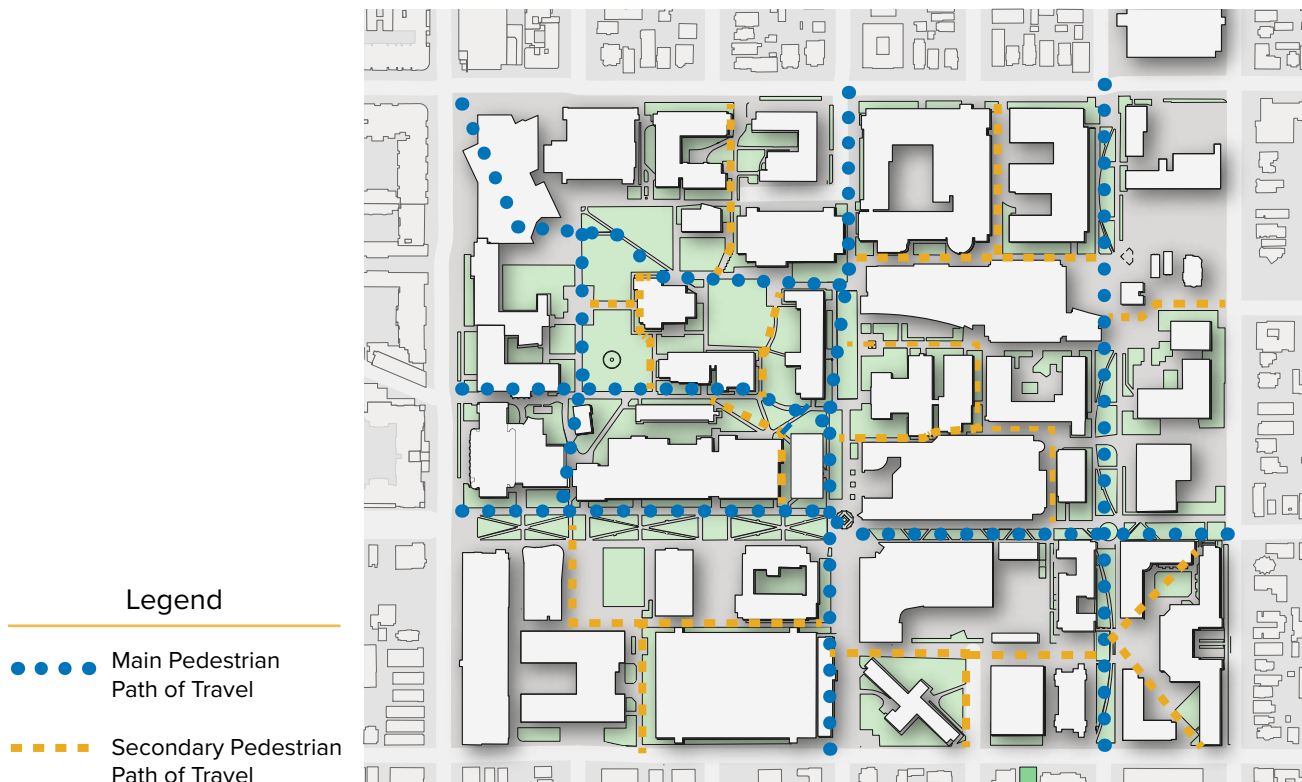
Wayfinding

When stakeholders talked about wayfinding, they commented that One Washington Square is the published street address for the University, but is not meaningful for finding your way to and around the Main Campus. There is no clear primary entrance to either campus, nor clear location for visitor reception. The Welcome Center lacks visibility. Library leadership indicated that the MLK Library has become a de facto information center for the Main Campus because it is highly visible at the northwest corner and is open seven days a week. Kiosks and GPS coordinates are helpful, but not all buildings are clearly labeled, so stakeholders find themselves directing visitors to their destinations and helping students find their classes during the first week of each semester.

Here are some of the stakeholders' suggestions for improving wayfinding:

- More landmarks and better campus iconography

- Interactive kiosks, some relocated to more key access points and intersections on campus

- Signage for routes and buildings without acronyms

- Directions to buildings that draw visitors - e.g., event center

- Directions to South Campus - e.g., for sports fans

- Technology -
  - Let visitors know they have Wi-Fi guest access;
  - Publicize apps and QR codes

Master Plan Implementation

Stakeholders who have been at the University for some time were very interested in how the new master plan would be implemented, urging University leadership to think now about how to make the plan become a reality. Important topics were flexibility, funding, and University decision-making.

Stakeholders understood that a master plan provides guidance but is not a precise blueprint to be followed literally. As a result, they suggested that the master plan include clear policies for future development that can be adapted to changing circumstances over the plan's twenty year time horizon.

In addition, they recognized the importance of linking capital budgeting with fundraising campaigns. They urged the University to think broadly about how to finance the improvements anticipated in the plan, including public-private partnerships and donors as well as public funding. They suggested that the University consider opportunities for sharing facilities with other organizations.

The need to improve indoor and outdoor space utilization and management arose during the interviews. Associated Students and auxiliaries manage some facilities with their own utilization priorities and financing constraints, based in part on California State University requirements. Stakeholders suggested that to implement the master plan, the University needs to clarify these responsibilities and help campus users navigate their way to access and schedule the facilities that meet their needs best regardless of which entity manages them.

Finally, stakeholders saw the master plan process as an opportunity to educate themselves, the campus, and the community about master planning. Stressing the role of the plan as long-term development guide, they suggested that University leadership think about how to put in place a decision-making structure that supports the plan and institutionalizes responsibility for its implementation.

Appendix A: Stakeholder Leadership Interview Participants

Participants in Leadership Interviews

- College or Unit Leadership
- Some Faculty and Staff with leadership roles in their College or Unit
- Facilities Development and Operations Staff
- Consultant Team

Organizations Interviewed

Administration and Auxiliaries

- President's Office
- Academic Affairs/Provost's Office
- Administration and Finance
- Advancement
    - Tower Foundation
- Athletics
- Information Technology
    - Research and Innovation
- Research Foundation
- Student Affairs
- University Library

Colleges

- Business
- Education
- Engineering
- Health and Human Sciences
- Humanities and the Arts
- Professional and Global Education
- Science
- Social Sciences

Faculty

- Academic Senate Leadership
- College interview participants

Students

- ASI Student Leadership
- ASI Administrators
- Student Union

Staff

- Staff Council

List of Interviewees

Campus Master Planning Team

Ashraf Fouad, Senior Director of Planning, Design & Construction (PDC)

Chia Tsai, Associate Director of Planning, PDC

Ayano Hattori, Senior Project Manager PDC

JoAnn Hansen, Facility Space Planner, PDC

Campus Master Consultant Team

Jane Lin, Urban Field Studio, Urban Designer and Project Manager

Christen Soares, Field Paoli Architects, Principal in Charge

Linda Dalton, Dalton Education Associates, Campus Planning

Campus Master Plan Advisory Committee

Vincent Del Casino, Jr. - Provost and SVP, Academic Affairs, Co-Chair*

Charlie Faas - Vice President, Administration and Finance/CFO, Co-Chair*

Sonja Daniels - Associate Vice President, Campus Life*

Traci Ferdolage - Senior Associate Vice President, Facilities Development & Operations*

Michelle Frey - Creative Director, Strategic Communications and Marketing*

Miri Van Hoven - Associate Dean for Research, College of Science*

*Steering Committee Members

Thalia Anagnos, Vice Provost, Undergraduate Education

Michael Bowling, Program Director, Clinical Laboratory Scientist (CLS) and Clinical Genetic

Molecular Biologist Scientist (CGMBS) Training Programs and Chair of Staff Council

Michael Brilliot, City of San José, Department of Planning, Building and Code Enforcement

Beth Colbert, AVP, University Advancement and Campaign Operations

Eric Cross, Parking Manager

Katherine Cushing, Executive Director, CommUniverCity and Professor of Environmental Studies

Jason Dillon, Interim AVP, Information Technology Infrastructure and Operations

Jocelyn Jones-Trammell, Director of Sustainability, Campus Sustainability & Associated Students

Bob Lim, Vice President, Information and Technology

Hong Lin, University Planner, CSU Chancellor's Office, Capital Planning, Design & Construction

Cindy Marota, Director of Accessible Education Center

Alison McKee, Vice Chair of the Academic Senate, Professor, Film and Theatre

Hilary Nixon, Deputy Executive Director, Mineta Transportation Institute

Laxmi Ramasubramanian, Department Chair & Professor, Urban and Regional Planning

Tiffany Rodriguez, Department Manager of Transportation Solutions

Ron Rogers, Associate Dean for Academic Programs, College of Social Sciences

Winifred Schultz-Krohn, Professor, Occupational Therapy

Edwin Tan, Office of the President, Director of Advocacy and Community Relations

Mike Waller, Senior Associate Athletics Director for Business Operations

Stakeholder Interviewees

Office of the President Senior Administrators:

Mary Papazian, President

Lisa Millora, Vice President for Strategy and Chief of Staff

Edwin Tan, Director of Advocacy and Government Relations

Office of Provost and Academic Affairs Administrators:

Vin Del Casino, Provost & Senior Vice President for Academic Affairs

Sami Monsur, Senior Director, Academic Budgets & Administration

Marc d'Alarcao, Dean, College of Graduate Studies

Thalia Anagnos, Vice Provost, Undergraduate Education

Magdalena Barrera, Interim Vice Provost, Faculty Success

Lilian Zheng, Director, Institutional Research

University Advancement Administrators and Tower Foundation:

Theresa Davis, Vice President, University Advancement

Brian Bates, AVP, Alumni and Community Engagement

Beth Colbert, Assoc. Vice President of Advancement and Campaign Operations

Sabra Diridon, Interim AVP, Development

Daniele LeCesne, COO, Tower Foundation

Research and Innovation Administrators:

Mohamed Abousalem, Vice President

Pamela Stacks, AVP

Student Affairs Administrators:

Patrick Day, Vice President Student Affairs

Catherine Voss Plaxton, Interim AVP, Health Wellness & Student Services

Coleetta Mcelroy, Interim AVP Enrollment Management, Director of Financial Aid and Scholarships

Gregory Wolcott, AVP for Student Transfer and Retention Services

Robb Drury, Senior Director for Resources Management

Sonja Daniels, AVP Campus Life

Teri Tanner, Executive Assistant to Vice President of Student Affairs

Administration and Finance - Maintenance, Planning, Finance:

Charlie Faas, Vice President of Administration and Finance

Marna Genes, Senior AVP of Finance

Kathleen Prunty, AVP of Business Services

Danielle Ortuno, Director of Administrative Services, FD&O

Ninh Pham-Hi, Director of Internal Control

Raymond Luu, Associate Director of Commercial Services

Administration and Finance - Maintenance, Planning, Finance (Continued):

Traci Ferdolage, Senior Associate Vice President, Facilities Development & Operations (FD&O)

John Skyberg, Senior Director of Facilities Services, FD&O

Matt Nymeyer, Director of Environmental Health and Safety, FD&O

Gina Di Napoli, Chief of Police, University Police Department (UPD)

Ashraf Fouad, Senior Director of Planning, Design and Construction, FD&O (PDC)

Eric Cross, Parking Manager, UPD

Finance

Admin and Finance-

Adam Salvadalena, Associate Director of Energy

Debbie Andres, Senior Sustainability Analyst

Nathan Vasquez, Associate Director of Maintenance and Operations

Brian Bagley, Senior Landscape Manager

Calvin Brown, Associate Director of Custodial and Moving Services

Athletics Administrators:

Marie Tuite, Director or Athletics

Jeff Pritsker, Associate Athletics Director

Garrett Ton, Director of Athletics Faculty and Events

Mike Waller, Senior Associate Director of Business Operations

Blake Sasaki, Senior Associate Athletics Director for External Relations

Rob Clark, Deputy Director of Athletics

Eileen Daley, Deputy Director of Internal Operations/ SWA

IT Administrators:

Bob Lim, Vice President of Information Technology & CIO

Kara Li, Associate Vice President, Strategic Planning and Portfolio Management

Willie Simon, Employee Engagement Specialist

Jason Dillon, Interim AVP, Infra & Ops

Atul Pala, Sr. Director Computing Services

Academic Senate Leadership:

Ravisha Mathur, Academic Senate, Chair

Silke Higgins, Academic Senate, Senator. Campus Planning Board, Chair

Alison McKee, Academic Senate, Vice Chair

ASI Administrators:

Carole Dowell, Executive Director, Associated Students

Zobeida Delgadillo, President, A.S. Board

Floriberta Sario, Controller, A.S. Board

Kylee Kim, Director of Business Affairs, A.S. Board

Student Union:

Tamsen Burke, Executive Director of Student Union Inc.

Emily Wughalter, Professor of Kinesiology

Sonja Daniels, Campus Life

Cynthia Fernandez-Rios, Chair

David Alves, Student Union - Associate Director for Finance and Accounting

Jerry Darrell, Director of Facilities and IT

ASI Student Leadership:

Jocelyn Jones-Trammell, Director of Sustainability Affairs

Nina Chuang, A.S. Director of Student Resource Affairs

Anoop Kaur, Director of Academic Affairs

Rebecca Carmick, Student Assistant

Soozy Zerbe, Student Assistant

Lucas College and Graduate School of Business:

Meghna Virick, Associate Dean, Undergraduate Programs

Marisela Villarreal, Undergraduate Program Support Specialist

Connie L Lurie College of Education:

Heather Lattimer, Dean

Marcos Pizarro, Associate Dean

Brian Cheung Dooley, Strategic Communication and Signature Experiences Coordinator

Sarah Arreola, Academic Resource Manager

College of Engineering:

Sheryl Ehrman, Dean

Xiao Su, Associate Dean, Graduate Studies & Research

Jinny Rhee, Associate Dean, Undergraduate Programs & Student Success

College of Health and Human Sciences:

Audrey Shillington, Dean

Matthew Masucci, Interim Associate Dean

Ramon Perez, College Resource Analyst

Mike Vitolo, Lab/Facility Support Tech

Laurie Drabble, Interim Associate Dean of Research

College of Humanities and the Arts:

Shannon Miller, Dean

Roula Svorou, Associate Dean SSAP

Jason Aleksander, Associate Dean of Faculty Success

Jim LeFever, Director of Technology

College of Professional and Global Education:

Ruth Huard, Dean

Namrata Shukla, Associate Dean

Sandy Hirsh, Associate Dean of Academics

Scott Broberg, Director of Operations and Finance

College of Science:

Michael Kaufman, Dean

Elaine Collins, Associate Dean of Science

Miri VanHoven, Associate Dean of Research

Randy Kirchner, Facilities & Safety Manager

Craig Clements, Director, Fire Weather Research Laboratory

Ivano Aiello, Chair, Moss Landing Marine Labs

Jim Harvey, Director, Moss Landing Marine Labs

College of Social Sciences:

Walt Jacobs, Dean

Ron Rogers, Associate Dean, Academic Programs

Camille Johnson, Associate Dean, Research & Faculty Success

University Library:

Ann Agee, Interim Dean

Emily Chan, Associate Dean, Research & Scholarship

Christina Mune, Associate Dean, Innovation & Resource Management

Wendy Dunn, Director, Operations & Administrative Services

Appendix B: Stakeholder Interview Questions

Below is a sample of the interview invitation and format for stakeholder leadership. Some questions were adjusted to fit the particular unit, and the colleges were asked to comment at greater depth on Academic and Enrollment Trends than the administrative units and other organizations.

Meeting Time: [as scheduled]

Attendees: [As appropriate to the unit being interviewed]

FD&O CMP Team
Traci Ferdolage, Senior Associate Vice President, Facilities Development & Operations
Ashraf Fouad, Senior Director of Planning, Design and Construction (PDC)
Chia Tsai, Associate Director of Planning, PDC
Ayano Hattori, Senior Project Manager PDC
JoAnn Hansen, Facility Space Planner, PDC

CMP Consultants
Linda Dalton, Dalton Education Associates, Campus Planning
Jane Lin, Urban Field Studio, Urban Designer and Project Manager
Christen Soares, Field Paoli Architects, Principal in Charge

Invitation Text

SJSU is initiating a new campus master plan to implement Transformation 2030. The Campus Master Plan Consultant team is led by Facilities, Development & Operations (FD&O), together with the consulting team, Field Paoli, Urban Field, and Dalton Education Associates. This is a three year process, starting with an information gathering phase this year. As part of the process, we are scheduling an interview with you and the leadership in your college or unit as one of the key stakeholders on campus. The agenda will include the following topics, and we will send a more detailed set of questions just prior to the interview.

1. Introductions
2. Overview of master plan process
3. Summary of findings from 2017 Facilities Development Plan interviews
4. Discussion of the following topics from the stakeholder's perspective:
   a. Vision for the future of the campus (Main, South, and environs) and your college, unit or services
   b. Academic and enrollment trends
   c. Facilities and campus design, including outdoor space
   d. Other issues and suggestions

Please feel free to contact Chia Tsai from Planning, Design and Construction with any questions about the interview. She can be reached at chia.tsai@sjsu.edu. Thank you in advance for sharing your enrollment planning efforts with the master plan team.
Chia Tsai, Associate Director

Agenda for the Interview

Introduction
Description of the master plan process
SJSU is initiating a new campus master plan
to implement Transformation 2030. This plan
will address the main and south campuses as
well as the University's off-campus properties
and connections with the City of San José. The
Campus Master Planning Team is conducting
about twenty stakeholder interviews with the
campus and community over the Fall 2020
Semester. The Campus Master Plan process is
expected to take several years as it involves
thoroughly updating information about all
aspects of the campus and creating a vision for
the future physical development of the campus,
followed by formal environmental review and
approval by the CSU Board of Trustees. The
current Stakeholder Interviews will be part of
the Preliminary Background Report about the
Campus. We will also interview stakeholders
again for your feedback on the draft master
plan.

Summary of 2017 interview findings
In 2017 the leadership in your unit was
interviewed regarding trends and facilities
needs for a Facilities Development Plan. These
new interviews for the campus master plan
are meant to build upon and update those
interviews, reflecting the university's strategic
plan, Transformation 2030, and new leadership
insights regarding your unit's vision for the
future of the campus and how the master plan
can best meet your program goals.   Please see
the attached summaries of the 2017 interview
findings for the University along with the more

detailed notes from your unit for your reference.
We will be asking a similar set of questions for
the master plan and will be very interested in
how you see your college changing over the
next couple of decades.

Detailed questions designed to update and
expand on the 2017 findings in the broader
master plan context.

Follow Up
Written comments are welcome within a week
after the interview.

Interview Questions

Vision

1. Vision. At this point we are looking for your overall sense of direction for the university and your unit and we will follow up with more detail and information later in the process.
    a. If you think of 2040, what would you like to be the primary achievements for your unit over the next 20 years?
    b. How would you describe the long-term implications of COVID for your unit or its services and the university?
    c. What do you think are the most important issues for the master plan to address?
    d. What would you like to see a new master plan accomplish for SJSU?

Academic and Enrollment Trends
 [Note: Administrative units are being asked to comment on how changes in enrollment might affect their services or operations.]

2. Trends in the academic programs and enrollment in your college or in the university.
    a. What general trends in enrollment do you anticipate at SJSU?
    b. How would your unit and the services you provide be affected by any changes in enrollment?
    c. What general trends in academic programs do you anticipate at SJSU?
    d. How would your unit and the services you provide be affected by any changes in academic offerings?
    e. Currently, SJSU is enrolling slightly more new upper division transfer students than new freshmen each fall. Would any significant change in this balance affect your unit?

    f. The CSU and SJSU are placing a lot of emphasis on increasing student success - particularly increasing retention and improving graduation rates. Do you see an impact to your unit, in terms of service you provide?

Colleges were asked also:
    a. Starting with state-funded programs, what trends do you see in the undergraduate academic programs in your college? Which programs are stable? Which have the most growth potential (and why)? Would you like to rework any current programs?
    b. Similarly, what trends do you see for state-funded (regular session) post-baccalaureate and graduate programs?
    c. What potential do you see for including out-of-state and international students?
    d. What about self-support (special session) programs? Do you offer them in the same or different formats and schedules from your state-support programs?
    e. What program changes in other colleges would affect the general education and/or service courses your college provides?

3. Pedagogy in the disciplines at SJSU. [For Colleges] How do you see pedagogy in the disciplines in your college changing over the next 20 years? As the COVID-19 crisis eases, what aspects of teaching in your college will return to face-to-face instruction, and what aspects of remote teaching do you expect to continue? Do you anticipate more hybrid instructional formats?

[For other units] How might any changes in pedagogy over the next 20 years affect the services your unit provides?

4. Faculty research and professional development.   [For Colleges] What changes do you expect in faculty scholarship over the next two decades? What about professional development for faculty and staff?

   [For other units]What impact does faculty research have on your unit? How does your unit address professional development for staff and what changes do you anticipate over the next 20 years?

Facilities and Campus Design

5. Status of current facilities for your college/ unit. Are your current facilities adequate for your staff and the services you provide? Broadly, what would you change?
   a. If your primary location is on the Main Campus, what interaction do you have with the South Campus?
   b. Is your unit involved with any off-campus properties?
   c. Do your activities or services involve any outdoor spaces around campus?
   d. Are you using any off-campus city or community resources in your programs? If so, how does this affect your space needs?

6. Anticipated changes in facilities needed for your college/unit in the future.
   a. What changes do you anticipate for staff offices, and meeting and collaboration space?
   b. How might changes in enrollment or academic offerings affect your space requirements?
   c. Do you see student success initiatives at SJSU affecting your unit, in terms of space requirements?

Colleges were asked also:
   a. Are you considering any expansion or reduction in some course or research areas that would change your facility needs?
   b. Does your college have particular space requirements for graduate education [that differ from teaching undergraduates]?
   c. How about for faculty and staff offices, and research and collaboration space?
   d. How do you see new developments in pedagogy and course delivery affecting the kinds of teaching spaces you need?

7. Other aspects of the campus and its facilities that are important to the success of your college/unit.
   a. How does the location of your facilities affect your unit?   If your facilities are spread across campus, does this have a positive or negative impact on the services you offer?
   b. What other kinds of facilities and activities on campus contribute to the success of your unit? What kinds of issues do you have with any other facilities on campus?
   c. What additions to the campus facilities would make a positive impact on your work here?
   d. How does transportation to/from and around the campus impact your unit's work? What, if any, transportation issues does your unit face?
   e. How do campus pedestrian linkages impact your unit's work? Does the signage/wayfinding on campus need to be addressed?
   f. Do you think the campus has a sense of place?