

SAN JOSÉ STATE UNIVERSITY
Campus Master Plan
Framework Report



Spring 2022

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Muwekma Ohlone Tribe
of the
San Francisco Bay Area

Muwekma Ohlone SJSU Area Land Acknowledgement

www.sjsu.edu/diversity/land-acknowledgement

The San José State University community recognizes that the present-day Muwekma Ohlone Tribe, with an enrolled Bureau of Indian Affairs documented membership of over 550, is comprised of all of the known surviving American Indian lineages aboriginal to the San Francisco Bay region who trace their ancestry through the Missions Santa Clara, San José, and Dolores, during the advent of the Hispano-European empire into Alta California; and who are the successors and living members of the sovereign, historic, previously Federally Recognized Verona Band of Alameda County.

Furthermore, the San José State University community recognizes that the university is established within the Thámien Ohlone-speaking tribal ethnohistoric territory, which based upon the unratified federal treaties of 1851-1852, includes the unceded ancestral lands of the Muwekma Ohlone Tribe of the San Francisco Bay Area. Some of the enrolled Muwekma lineages are descended from direct ancestors from the Thámien Ohlone tribal territory whose ancestors had affiliation with Mission Santa Clara.

The San José State University community also recognizes the importance of this land to the indigenous Muwekma Ohlone people of this region, and consistent with our principles of community and diversity strives to be good stewards on behalf of the Muwekma Ohlone Tribe whose land we occupy.

We are grateful for Charlene Nijme and Monica V. Arellano of the Muwekma Ohlone Tribal Council for providing SJSU with a Land Acknowledgement and Greeting.



Indigenous People of Moss Landing Land Acknowledgement

The Moss Landing Marine Laboratories are located on the unceded land of Hueñeren and Guacharron peoples. This area was home to a settlement called Locuyusta in the region of Calendaruc, which means “ocean homeplace.” The Native peoples of this area were taken to Mission San Juan Bautista and Mission San Carlos Borromeo de Carmelo. Native people taken to Mission San Juan Bautista are represented today by the Amah Mutsun Tribal Band.

CHAPTER

1



1. Introduction, Process and Participation, and Executive Summary

The Campus Master Plan (CMP) will set out a vision for San José State University based on SJSU’s strategic plan, [Transformation 2030](#), and anticipates the future spatial needs of the University by developing strategies for future growth. The Campus Master Plan will address the physical spaces on each SJSU campus including land use, site design, open space, circulation, and buildings. It will encompass the public realm, how people reach the University, and the infrastructure that makes the campuses operate. The Campus Master Plan will guide capital funding proposals.

The Campus Master Plan process addresses all sites where the University has programming. This includes the Main Campus, South Campus, Moss Landing Marine Laboratories (MLML), and other locations. SJSU comprises a network of locations throughout Santa Clara County, along with MLML in Monterey County. The University is an essential part of Silicon Valley and an international attraction for the San Francisco Bay Area.

Developing a Campus Master Plan is an iterative process—gathering background information, setting goals and direction, presenting preliminary ideas, receiving feedback, making adjustments, and seeking more feedback before consolidating all the work into a “preferred plan” that can be refined into the final Campus Master Plan for the University. The SJSU CMP is now in the middle of that process, building on the background from Phase One, and heading toward a “preferred plan” in 2022.

Here are the steps of the three-phase Campus Master Plan process.



The Campus Master Plan process includes three phases; the Framework Report is part of Phase 2. The Project will be completed when the Board of Trustees approves the Campus Master Plan, which is anticipated in 2023.

PHASE ONE: BACKGROUND INFORMATION

The Campus Master Plan Preliminary Background Report explains the scope and process of the SJSU Campus Master Plan, summarizes the overall campus context and direction, outlines existing issues and opportunities, and synthesizes this information into preliminary goals. Phase One of the Campus Master Plan process was completed in June 2021.

PHASE TWO: CAMPUS MASTER PLAN FRAMEWORK

Phase Two began during the summer of 2021 when the Campus Master Plan team worked with the SJSU Cabinet to formulate a draft vision and direction for the campus. The campus and community had an opportunity to review and comment on preliminary ideas for the Campus Master Plan Framework during Fall 2021. This Campus Master Plan Framework Report is essentially a progress report midway through Phase Two. It provides the basis for further review by campus stakeholders and development of the “preferred plan” to be expanded in more detail in the full draft Campus Master Plan. Phase Two will conclude with sufficient information to prepare a Project Description for analysis as required by the California Environmental Quality Act (CEQA).

PHASE THREE: DRAFT AND FINAL CAMPUS MASTER PLAN

The final phase of the process will include a Draft and Final Campus Master Plan and Draft and Final Environmental Impact Report (EIR). Following public review, these documents will be forwarded for approval by the California State University Board of Trustees.

PROJECT WEBSITE: SJSU.EDU/CAMPUSMASTERPLAN

The project website is a central resource for the Campus Master Plan and the best place to follow its development and become involved. The website includes the work prepared to date and the most up-to-date information about future activities related to the Campus Master Plan.



The project website can be found at sjsu.edu/campusmasterplan. The website provides an overview of the SJSU Campus Master Plan, which is updated on a regular basis with the latest information and opportunities to participate.

Phase Two Process and Framework Report Outline

Phase Two of the Campus Master Plan process engaged the same general groups of participants as Phase One: University leadership, the CMP Advisory Committee, the University community, and the broader public—all guided by the SJSU Facilities Development and Operations staff and the consultant team.

Phase Two began during Summer 2021 with University leadership providing direction on four major topics: academic programs and research, enrollment, housing, and the future of work. *Chapter 2 summarizes the assumptions, aspirations and reasoning about these topics.*

Next, the CMP built on the goals developed at the end of Phase One and leadership direction to prepare a set of preliminary ideas for the Campus Master Plan Framework. The CMP Advisory Committee (consisting of student, faculty, staff, and community representatives) provided the first level of feedback. *Chapter 3 contains the preliminary vision and design principles for the preliminary CMP Framework, and a more detailed analysis and summary of the CMP outreach efforts for Phase Two during Fall 2021.*

Then, the preliminary Framework ideas were posted for campus and community feedback during Fall 2021 through a virtual Open House—the same technique that was successful during Phase One for public input. In addition, the CMP team held three virtual Open House meetings, one tabling session, and one Open House in person at the Main Campus. CMP team members also met virtually with several SJSU groups, administrators from the City of San José, elected officials from the City and Santa Clara County, and representatives from the Valley Transportation Authority. *Chapter 4 provides a synthesis of the public comments into themes that shape refined ideas for the Campus Master Plan.*

After the public review ended, the CMP team held two charrettes with University leadership to share findings and obtain additional direction. The team also visited the Moss Landing Marine Labs to learn more about the potential for this site. *Chapter 5 incorporates campus and community feedback and further direction from University leadership into a more refined Framework for the Campus Master Plan.*

Chapter 6 provides an outline for the Draft Campus Master Plan and lays out the next steps in the Campus Master Plan process, which includes focus groups to review and discuss the ideas described in this Framework Report.



The CMP team engaging with students at the tabling session on September 28, 2021.

Executive Summary

This Framework Report builds on the Campus Goals developed in Phase One and refined by the Advisory Committee and University leadership. The President's Cabinet provided direction regarding future academic programs and research, enrollment, housing, and the future of work. The Campus Master Plan team then built on the goals and direction to suggest a preliminary future vision for the University at all its locations. After public review during Fall 2021, the Campus Master Plan team refined the vision as part of this Framework Report.

In sum, University leadership indicated that the Campus Master Plan (CMP) should provide facilities for a comprehensive range of academic programs at the undergraduate level and more specialized interdisciplinary study at the graduate level. More collaborative research and an increase in tenure-track faculty will require more physical space as well. Further, the CMP needs to address the University's existing space deficit for instruction and support services and provide for a shift toward more hybrid and online teaching and learning. Overall enrollment could increase by nearly 8,000 to a total of 44,000 students in twenty years, with nearly half of the growth in hybrid and online instruction. SJSU leadership also called for the CMP to provide additional student housing on campus and to identify off campus opportunities for faculty and staff in addition to the Alquist site. Leadership anticipates that working at SJSU will be very different in twenty years, involving longer business hours on campus as well as more off campus and remote work for services that do not involve face-to-face transactions. Leadership stressed the importance of building a supportive campus community committed to diversity, equity and inclusion.

The Framework for the Campus Master Plan began with a preliminary vision that includes the transformation of the Main Campus edges, particularly along San Fernando Street

where existing buildings are replaced with new tall buildings. The Preliminary Vision also included opening up the view to Tower Hall from 4th Street and San Fernando, redefining the Central Plaza by the Student Union, integrating the disciplines around hubs on campus to mix colleges, support services, and share resources. The vision includes an improved connection between the Main and South campuses and better utilization of the South Campus property. A stronger connection to Moss Landing Marine Laboratories was also proposed. The Campus Master Plan team refined this vision Framework based on feedback from the campus and community.

The Framework Plan ideas are based on organizing themes of People, Spaces, and Programming. After assessing different user experiences at SJSU campuses, the team focused first on the Main Campus as the most impacted location. The CMP devotes a lot of attention to this campus because it has the potential to be transformed in its urban context. The South Campus and Moss Landing Marine Laboratories are located in different, lower-density settings, particularly the coastal and marine environments in Monterey County.

The Campus Master Plan's approach to the organization of space on Main Campus stems from the clustering of academics around interdisciplinary themes and practical needs required to phase implementation. The design of Main Campus takes into account the future connections to campus to locate campus entries and provide for safety, security, and public access. Main Campus space planning also moves away from the University's past image as a commuter school by providing more on-campus housing, open spaces, third places, and amenities for student life, wellness, and community.

The South Campus site plan includes the potential to expand beyond athletics to include public access, clinic space, surge space, maker spaces, and housing. Some programming could be consolidated with the expansion of the Koret Training Center, the creation of a Fan Zone in the middle of South Campus, construction on the surface parking lot on 7th Street, and potentially building next to the stadium.

Improvements shown for MLML can ensure the long-term success of research facilities, such as the repair of the Del Mar Wharf, a new research vessel, the replacement and expansion of the Sea Water Pump, the enhancement of the Aquaculture Center, expansion of the fisheries complex, utilization of the Sandholdt property, provision of short and long-term housing and transit with partners, and the expansion of outdoor classrooms.

The next steps for the Campus Master Plan include review of the Framework Report and the development of the Draft Campus Master Plan. The Campus Master Plan is also starting its CEQA process which will accompany the Draft Campus Master Plan. A preliminary outline of the Campus Master Plan is provided at the end of the report.

Focus Groups to be held during the Spring 2022 semester will include representative stakeholders from all colleges, faculty, staff, and students. The Campus Master Plan team is seeking feedback on the principles, goals, and conceptual layout of the Campus Master Plan—particularly as described in *Chapter 4: Organizing Themes*, and *Chapter 5: Refined Design Framework* in this report.



This illustrates the potential buildout of the Main Campus by the end of the Campus Master Plan on a general level for the purposes of discussion. The illustrated massing shows the general concept of how the building can grow, but does not represent any committed projects. The detailed design of individual buildings will be part of future University projects.

CHAPTER 2



2. Campus Goals and Direction

The framework for the new Campus Master Plan for San José State University continues to build on the University's strategic plan, *Transformation 2030*. The first section of this chapter reviews the goals for the Campus Master Plan as they apply the concepts in the strategic plan to the physical environment of the University at all its locations. Following the development of the Campus Master Plan Goals, the SJSU leadership provided further direction regarding academic programs and research, enrollment, housing, and the future of work, as discussed in the second section of this chapter.

Campus Master Plan Goals

The Preliminary Background Report published in Spring 2021 culminated in a set of goals for the new SJSU Campus Master Plan that were reviewed, edited, and expanded by the Advisory Committee and the President's Cabinet. These goals, repeated in this chapter, have guided the emerging framework in this report, and will continue to serve as a way to stay on course as the process continues.

The goals for San José State University's new Campus Master Plan are derived from the *Strategic Plan: Transformation 2030* and based on the premise that the University's fundamental role is education broadly defined to encompass campus life, cultural context, and environmental setting, along with traditional teaching, learning, and research activities.

Overall SJSU Campus Master Plan Goals

1. Create a dynamic sense of place for San José State University that is welcoming, accessible, inclusive, equitable, safe, and sustainable; that celebrates all of its locations; that supports its educational community; and that symbolizes its leadership as an innovative and creative public university in Silicon Valley.
2. Re-envision two largely-developed campuses and other San José State University sites to inspire, shape and support the educational community, student success, and faculty and staff engagement.
3. Sustain a vibrant campus atmosphere with enhanced open space, outdoor activity areas, a strong pedestrian orientation, and strategic redevelopment with taller buildings.
4. Ensure that the South Campus and Moss Landing Marine Laboratories are connected as integral parts of the University, not afterthoughts.
5. Identify where and how capacity can be added to accommodate future academic and research aspirations, anticipated enrollment growth, student housing, and supporting programs in both physical and digital places.
6. Re-imagine space design and management to support collaboration, emphasize flexibility and adaptability, and incorporate advanced technology to improve space utilization and enhance the experience of being at the University.
7. Create a traditional and smart university that actively leverages technology features that anticipate and personalize the needs of the individual's campus experience, improves safety and security, enhances collaboration, and builds an outdoor/indoor connected environment.
8. Improve connections and permeability between the campuses and their surroundings to better integrate the

University with the City of San José and the community.

9. Provide direction, funding strategies and phasing for future capital investments to implement the plan, including infrastructure.

University-Wide Facility Programming Goals

Academic and Research Facilities

1. Replace or renovate aging academic facilities to provide more suitable and inspiring space for teaching, learning, research and creative activity in the 21st century:
 - a. Plan for resilience and renewal before building conditions become critical.
 - b. Encourage innovative and state-of-the-art design for new and renovated academic and research facilities.
2. Evaluate and adjust academic space planning and management:
 - a. Develop a culture of sharing space and facilities.
 - b. Improve utilization of space for classrooms, labs, research facilities, academic support spaces, and the library.
 - c. Reassign space to achieve synergy and support collaboration and actively encourage interdisciplinary connections.
 - d. Incorporate informal collaboration and study space in academic buildings.
3. Recognize and provide facilities for disciplines that need space tailored to their needs (such as labs and studios with specialized equipment) as well as flexible space that can be shared by multiple disciplines:
 - a. Anticipate and provide the facilities needed for increasing research and scholarly activity.
 - b. Include designated space for

- individual and group research projects.
 - c. Include designated space for innovation and entrepreneurship support programs for students, faculty, staff, and the community.
4. Design and build flexible teaching spaces to better meet changing modes of instruction, including digital and engaged learning.
 5. Recognize and provide facilities for SJSU auxiliaries to improve the student and faculty experience when receiving services from these organizations.

Campus Community and Student Life Facilities

1. Design all SJSU sites as vibrant places to teach, learn, work, live, and visit;
2. Enhance the entire student experience to make the campuses more livable and memorable:
 - a. Foster a sense of belonging for students.
 - b. Consolidate student services so that they are more visible and easily accessed.
 - c. Improve access to the campuses, to technical resources and to services so that students can focus on learning rather than the logistics of attending class.
 - d. Create space for commuter students where they feel at home between classes.
 - e. Recognize the importance of informal outdoor and indoor space for impromptu recreation and gatherings.
 - f. Provide more meeting space for formal and informal student clubs, organizations, and other groups.
3. Strengthen the sense of community for all those affiliated with the University (students, faculty, and staff):
 - a. Design facilities with space to accommodate a wide range of food, beverage and retail options that are healthy, accessible, and inclusive.

- b. Make sports, recreation and wellness facilities more accessible and inviting to the campus community.
 - c. Right-size and relocate community and cultural event spaces to be more publicly accessible.
 - d. Include space for additional support services such as affordable child care.
4. Increase housing availability and affordability on or near campuses:
 - a. Provide for additional student housing based on University policy.
 - b. Offer a variety of housing types and price ranges, including family housing.
 - c. Identify opportunities for faculty and staff housing.
 - d. Take advantage of partnership opportunities for expanding housing choices.

Information Technology

1. Incorporate future-enabled technology to support teaching, learning, research, scholarship, student support and administrative functions on the campuses and for work anywhere, anytime, for the adaptability and flexibility to meet the demands of our changing workforce and community.
2. Prepare campus for tomorrow by designing new and renovated buildings, facilities, spaces and physical infrastructure from the start with technology and systems that create an interconnected campus.
3. Emphasize safety, cybersecurity and privacy to empower the ubiquitous adoption of seamless, personalized digital services.

University-wide Campus Environment Goals

Placemaking

1. Strive to be visionary and cutting edge with new campus design:
 - a. Improve the impression of the University's campuses through innovative design around the experience and usability of space by the entire campus community.
2. Invite and showcase the campus community's work and values:
 - a. Strengthen the role and importance of public art with strategic placement.
 - b. Showcase student activity and the work of the University in more visible ways.
3. Acknowledge both the cultural significance of the past and the University's future aspirations with new campus design.
4. Utilize the virtual world to enhance the experience and identity of campuses.
5. Design all campuses to be open, welcoming, inclusive, attractive, accessible, and connected with the neighborhoods that surround them:
 - a. Strengthen and integrate the Main Campus within its urban context.
 - b. Design shared outdoor spaces to be safe and also inviting.
 - c. Integrate building signage and wayfinding as standard design elements.
6. Revise campus-wide design standards for campus facilities and support systems to have consistent visible elements University-wide, while allowing iconic features to stand out.
7. Update Landscape Master Plan that applies University-wide:
 - a. Design paseos, campus edges, and gathering spaces on all campuses to be engaging, activated, and connected to the buildings and facilities that are adjacent to them.
 - b. Establish a variety of outdoor

spaces for different activities from large gatherings to individual contemplation.

- c. Design for flexible use of all open spaces to adapt to change.

Environmental Comfort

1. Design all campuses to prioritize Universal Design and remove barriers to accessibility, and make the campus more equitable and intuitive to use.
2. Emphasize pedestrian access and orientation within each campus to promote safety and wellness through active design.
3. Program and design outdoor spaces to support studying, socializing and campus life:
 - a. Support learning outside through design of existing and new public spaces.
 - b. Design outdoor spaces to have internet connectivity and power to allow work to move seamlessly from place to place.
4. Promote a sense of belonging and inclusion for all visitors and members of the campus community:
 - a. Design public spaces, both indoors and outdoors, for flexible use as gathering areas for SJSU's diverse communities.
 - b. Build supportive inclusive spaces for amenities throughout campus buildings that are responsive to the needs of a diverse population who may spend long or varied hours on campus. These can include: prayer spaces and ablution stations, gender inclusive bathrooms, and lactation spaces beyond the regulated minimum availability. Design these to be accessible without gatekeeping personnel or embedded in offices that are only open during business hours. Locate these in safe accessible places that are not isolated in buildings.

5. Provide an attractive, accessible, safe, clean, thermally comfortable, walkable, and sittable campus environment:
 - a. Design landscaped areas with climate appropriate planting and materials for environmental comfort.
 - b. Design or renovate buildings to enhance ventilation, indoor air quality, and thermal comfort.
6. Create inclusive wayfinding systems to include all sites, both online and in physical spaces.
7. Develop open and welcoming design solutions that also provide for personal safety and property security.

University-wide Sustainability Goals

Campus Infrastructure

1. Minimize all resource use, including the carbon footprint of all campuses with a Strategic Climate Action Plan, including the embodied carbon impact of new construction:
 - a. Establish clearly-defined and quantified carbon goals.
2. Assess and support utility and operational capacity, maintaining existing facilities at highest level of value and utilization:
 - a. When needed, design and renovate facilities (both buildings and landscape) to be sustainable, automated, and more resilient to climate change, and to retain their value at the end of life.
3. Protect occupant and community health by phasing out the use of building materials containing toxic substances and eliminating gas combustion appliances.
4. Minimize the visible impact of infrastructure on campus overall with Campus Design Standards for utilities, information technology and other infrastructure systems.
5. Anticipate resilience needs of the campus with a University Resilience Plan (review the size of backup and reserve power, gas, and steam for emergencies, consider the needs of more frequent wildfires on indoor air quality, enhance water conservation and reuse in the face of future droughts, sheltering and efficient evacuation from wildfires, etc.):
 - a. Use “smart” infrastructure, reduce the need for disruptive activities like trenching to make infrastructure resilient and easy to maintain/upgrade.
6. Leverage technology and data to make better informed process decisions that reduce waste and redundancy.

Sustainable Transportation

1. Ensure access to campus is affordable, accessible, equitable, safe, and sustainable:
 - a. Create a Transportation Demand Management Plan that prioritizes sustainable transportation options, including public transportation, micromobility, and other alternatives to driving as well as support for electric vehicles.
 - b. Revisit the policy on micro-mobility to provide more options for mobility, including supportive infrastructure tied-in to city infrastructure (e.g., bike/scooter parking and maintenance, connections to existing routes and lanes), while respecting safety for people with limited hearing, vision, and mobility.
 - c. Provide universal access and wayfinding.
2. Strengthen the safety, experience, and connectivity between the South and Main campuses:
 - a. Improve University-provided transportation between campuses.
 - b. Work with the City of San José to make streetscape improvements to streets adjacent to campuses.
 - c. Make University identity more visible;
 - d. Improve lighting, pedestrian amenities, and safety features.
 - e. Add both campuses to physical and digital maps.

Site Specific Goals

Main Campus

1. Rebuild/replace outdated buildings and infrastructure with more current and flexible design and future-enabled technology solutions.
2. Consolidate programming into taller buildings to provide more open space, considering and taking care to match the scale of future downtown buildings on the west as well as the character of surrounding neighborhoods on the north, east and south.
3. Redesign the edges of Main Campus with more welcoming and inviting street frontage.
4. Create a sense of arrival at Main Campus with a series of landmark entry points that consider hierarchy and the fact that there are many ways to approach the campus.
5. Provide more visibility of Tower Hall from downtown San José and City Hall.
6. Prioritize outdoor space to improve open, green spaces for flexible activities.
7. Replace parking garages and parking lots as the need for parking changes over time with new buildings or open spaces.
8. Design spaces and surfaces for cultural expression for mural art, wall projections, and performance spaces with accessible electrical power sources visible not only on campus but from other parts of the city.
9. Implement technology solutions that interconnect the Main Campus, South Campus, and Moss Landing Marine Labs, including indoor and outdoor spaces into a seamless experience and environment.

South Campus

1. Strengthen South Campus as a safe and welcoming destination for students, faculty, staff and the community.
2. Bring additional activities to South Campus to complement athletics including gathering spaces throughout the campus.
3. Establish a robust internal pedestrian network, increase permeability, and reduce vehicle circulation.

4. Design South Campus to have a more clear identity overall and especially from the edges of the campus.
5. Improve lighting, security and infrastructure.

Moss Landing Marine Laboratories

1. Integrate the Moss Landing Strategic Plan and the new Campus Master Plan.
2. Brand Moss Landing Marine Laboratories so that it is identified with SJSU and improve SJSU branding in and around it.
3. Consider additional activities such as housing or a conference center to complement the Marine Laboratory.

Other Sites

1. Brand other University sites so that they are identified with SJSU and establish direct connections to the Main or South campus where feasible.
2. Consider building new affordable housing off the Main Campus.
3. Consider how innovative research can be extended to other locations.

Implementation and Phasing Goals

1. Strategically consider options for acquisition, ownership, leasing, or sharing future University sites.
2. Target and grow the public, non-profit and private sector partnerships for housing, research, innovation, technology, and shared facilities.
3. Develop a phasing plan, considering campus infrastructure, with priorities and sequencing for funding and implementation.

Cabinet Direction

During the summer of 2021, the President's Cabinet met several times with the Campus Master Plan team to discuss key concepts that set the direction for the new Campus Master Plan, consistent with Transformation 2030.

The direction from the Cabinet helps to determine:

- How much physical space SJSU will need to accommodate future academic programs, research, campus life, and support activities
- The locations of these activities

Cabinet direction includes assumptions, expectations, aspirations, underlying reasoning, and/or criteria for the following topics:

- Academic Programs and Research
- Enrollment
- Housing
- The Future of Work

For each topic, this document summarizes the context for the topic, Cabinet direction and related implications for the new Campus Master Plan.



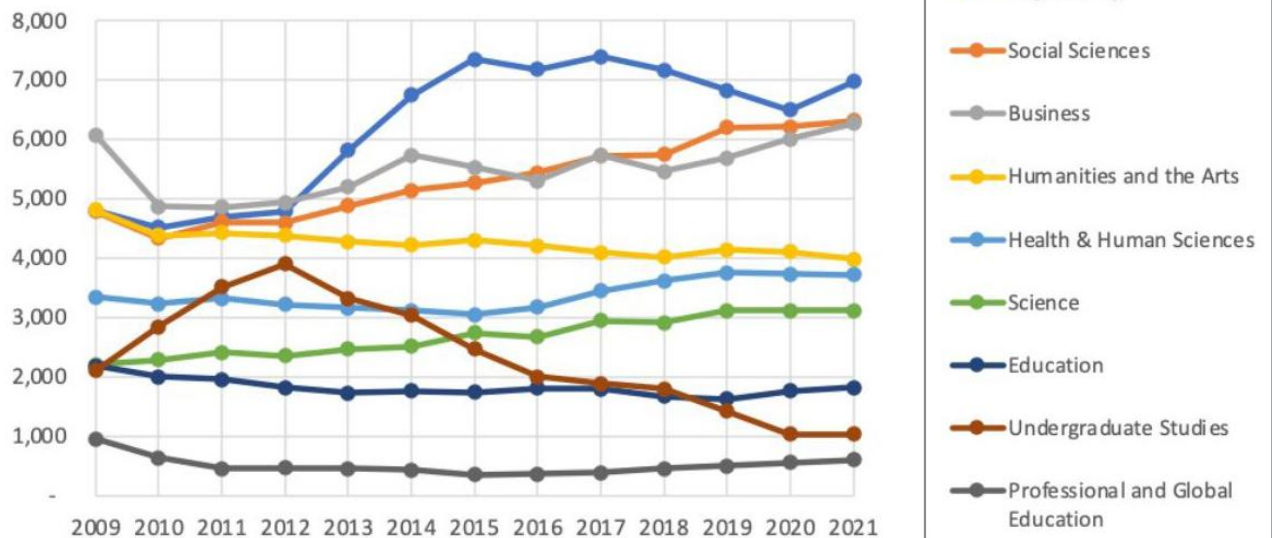
Academic Programs and Research

CONTEXT

During the past decade, the number of students majoring in the following colleges has increased, as shown in the accompanying figure:

- Business
- Engineering
- Health and Human Sciences
- Science
- Social Sciences

SJSU FALL ENROLLMENT TRENDS BY COLLEGE (REGULAR SESSION)



This graph shows the SJSU Fall Enrollment Trends by College during regular session over the span of 2009 to 2021.

LEADERSHIP DIRECTION

Based on their review of recent data and their sense of future needs, SJSU leadership emphasized that SJSU will continue to offer a comprehensive range of programs at the undergraduate level. At the same time, they see opportunities for more focused or specialized programs at the graduate level, including new doctoral programs. A major initiative stemming from Transformation 2030 is the expansion of collaborative research which is integrated with teaching so that students can see how emerging scholarship informs their fields. This emphasis also means that SJSU will increase the number of tenure-track faculty involved in teaching and research to at least 850.

The implications for the Campus Master Plan are that the University needs more flexible space as well as space that sustains research and teaching in emerging fields. In particular, the Campus Master Plan needs to ensure that spaces designed for face-to-face, hybrid and online learning have future-focused technical support. In addition, emerging fields in Engineering, the Sciences including Health Science, and Humanities and Arts need different kinds of large spaces to simulate work and performance settings.



Continuing comprehensive education for undergraduates.



Growth in graduate programs and research in emerging fields.



Collaborative research integrated with teaching with an interdisciplinary emphasis.



Increase in tenure-track faculty to at least 850 along with more full-time lecturers.

Other Campus Master Plan implications for academic programs and research include the following:

- Showcase space for research and teaching that exhibit and demonstrate programming
- Innovation space for community engagement with research and scholarship
- Disciplinary space for emerging fields
- Thematic organization for spaces desired around interdisciplinary crossovers
- Location of teaching space proximate to research space (no single purpose buildings)
- Large flat classrooms for active learning
- More shared offices, labs, and resources for collaboration
- Growth in the number of lab spaces requiring fumes, biohazard, and animal care facilities



Flexible space and technical support for face-to-face, hybrid and online teaching and learning.



Disciplinary space for emerging fields. Growth in Engineering, Science and Health Science, Humanities and Arts.



Innovation space for research and community engagement.



Showcase for research and teaching that exhibit and demonstrate programming.

Enrollment

CONTEXT

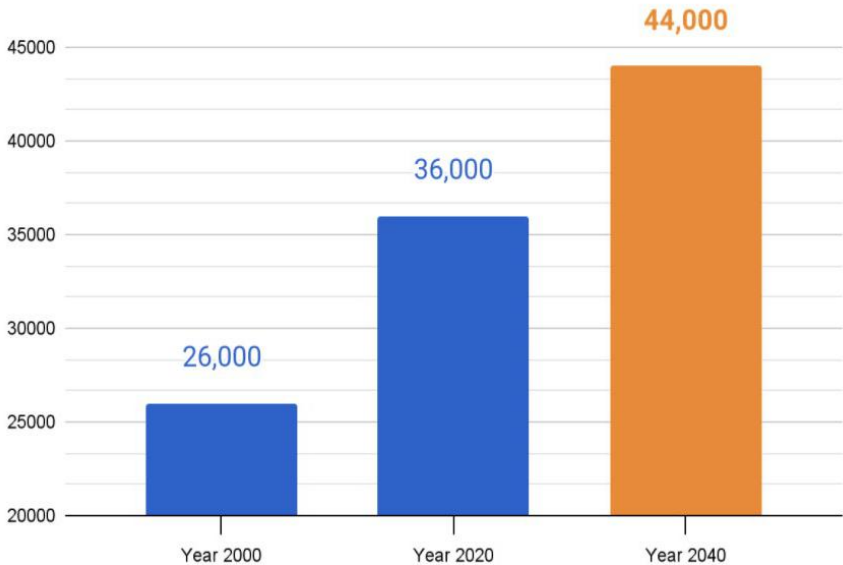
San José State University enrollment has grown faster than the design capacity of the University’s facilities to support instruction and student services. In Fall 2019 (pre-pandemic), SJSU taught about 2,500 more Full-time Equivalent Students (FTES) on campus than the design capacity of its buildings. As a result labs are over-scheduled, and some classes are taught in spaces not designated for instruction.

Further, SJSU is considered “impacted” because it receives more qualified applicants than the University can accommodate at the undergraduate level. California resident enrollment has exceeded the target set by the CSU for the past decade.

LEADERSHIP DIRECTION

In the future, University leadership anticipates moderate growth, with a major shift in the student profile toward more transfer and graduate students, as the annual number of high school graduates tapers off, and with a modest increase in out-of-state and international students. The majority of courses will continue to be taught face-to-face. At the same time, hybrid and online instruction will increase significantly. Overall enrollment could increase by nearly 8,000 students by 2040 with more than half of that growth in Special Session and online enrollment. In other words, while total Fall headcount would grow from just over 36,000 before the pandemic to 44,000 in the future, students being taught regularly on campus would only increase from 33,000 to 37,500.

FALL STUDENT HEADCOUNT



This graph shows the growth of Fall Student Headcount in 2000, 2020, and what is anticipated for 2040. The growth is steady, adding around 8,000 by 2040 to be 44,000 students. Students being taught regularly on campus would only increase from 33,000 to 37,500.

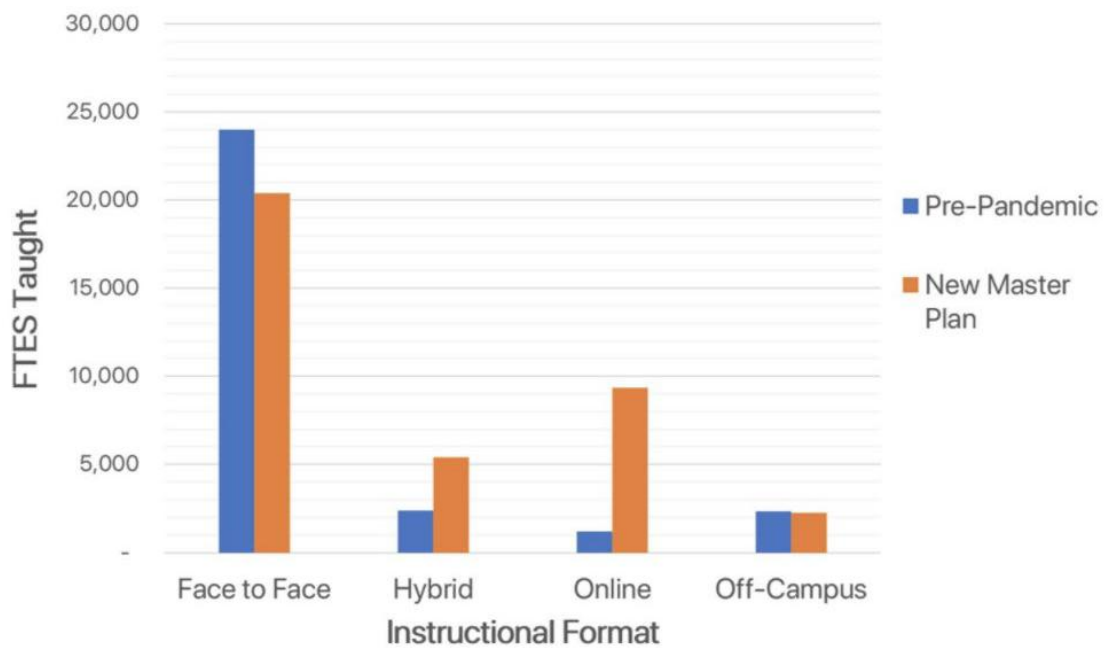
SJSU’s future enrollment management strategy emphasizes student success and shaping the student profile at the undergraduate level. The University expects to reduce the rate of enrollment growth in Regular Session to gradually converge with the CSU target set for SJSU.

SJSU taught a total of 30,207 Fall FTES in 2020, of which about 24,000 FTES were face-to-face. Enrollment growth to 2040 would mean teaching a potential total Fall FTES of 37,500 including online and Special Session. However, the proportion of instruction taught on the Main Campus would drop as more classes are taught online or in a hybrid format. Thus, the anticipated future instructional capacity is projected to be 27,500 FTES on campus.

- Face-to-face courses on campus would drop from 80 percent to 55 percent of total instruction.
- Hybrid courses would increase to about 15 percent.
- Online courses, including Special Session, would increase to 25 percent.
- Face-to-face courses offered off-campus would account for about 5 percent of total instruction.

Note that both face-to-face and hybrid courses may include lab, activity, and/or lecture/discussion configurations, and that technical support requirements vary by instructional format.

TOTAL FALL FULL-TIME EQUIVALENT STUDENTS (FTES) TAUGHT



This chart shows the instructional format direction provided for the Campus Master Plan in comparison to the instructional format provided pre-pandemic. The majority of courses will still be taught face to face with growth in Hybrid and Online formats.

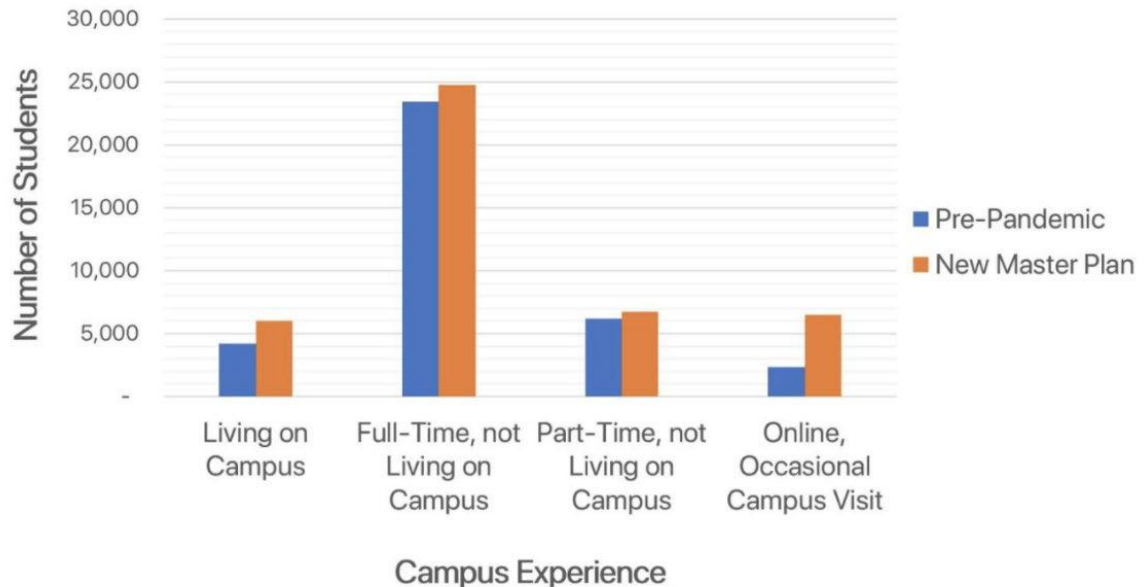
The new Campus Master Plan needs to provide sufficient new space to overcome the existing space deficit and add new space to support instruction and campus life for SJSU's diverse students whether they live on campus, enroll full or part-time, or learn remotely. In addition, new and renovated space needs to focus on emerging modes of instruction and effective space management.

As the number and proportion of students shift both toward more students living on or near campus and toward online and hybrid instruction, the new Campus Master Plan needs to accommodate different student experiences:

- Undergraduates living on campus need 24 x 7 services and support.
- Full-time students not living on campus need daily services and support, including evenings.
- Part-time students not living on campus need services and support on the days and hours when their classes meet.
- Students enrolled in academic programs offered entirely online or entirely off-campus may be interested in occasional campus activities or events.

Note that full-time and part-time students may enroll in different combinations of face-to-face, hybrid and/or online classes.

FUTURE STUDENT CLUSTERS AND CAMPUS EXPERIENCE



This graph illustrates the Campus Master Plan direction and pre-pandemic numbers of student that fit the campus experience categories of living on campus, full-time not living on campus, part-time not living on campus, and online with occasional campus visits. The biggest change will be with online with occasional campus visits.

Housing

CONTEXT

Stakeholder interviews during the 2020-21 academic year revealed a pervasive concern about housing for the SJSU community. San José is a particularly challenging housing market, even in the Bay Area. The accompanying map combines recent data on where students live with commuting patterns for students, faculty, and staff, implicitly emphasizing the relationship between access to affordable housing and access to the University. One important finding is that about half of the students and over one-third of the faculty live more than a 30-minute commute from the SJSU Main Campus.

Where the SJSU Population Lives Today

Off-campus commuting by transit (36% of students; 17% of employees)

New near-campus housing (Alquist)

SJSU is similar to other urban public downtown campuses in providing housing for about 11% of its students (15% of undergraduates).



On campus (about 15% of undergraduates)

Off campus within walking distance (11% of students; 3% of employees walked)

Off campus commuting by car (41% of students; 72% of employees drove alone)

About 50% of students and 37% of faculty live more than 30 minutes away.

Fully remote (4% of instruction; 6.5% of students)

This map provides an overview of where the SJSU population lives today. 41% of students and 72% of employees drive alone when commuting to campus. 36% of students and 17% of employees commute by transit to campus. About 15% of undergraduates live on campus and an additional 11% of students and 3% of employees live close enough to walk to campus. About 50% of students and 37% of faculty live more than 30 minutes away. 4% of instruction is conducted in a fully remote format, which equates to 6.5% of students.

LEADERSHIP DIRECTION

SJSU leadership stressed that housing is essential to the University’s enrollment goals and student success. SJSU aspires to provide more housing for students, faculty, and staff so that they can live on the Main Campus, nearby, or in a place well-connected by transit. Housing is envisioned as part of new mixed-use development on SJSU campuses.

The University encourages, supports, and advocates for more affordable housing near the campus. The University seeks to partner with student-serving organizations or institutions to provide more affordable housing. SJSU can manage rents and provide programming for student success in housing on campus. However, there is limited space on the Main Campus to add housing.

A top priority for the new Campus Master Plan is to build Campus Village 3 to replace Washburn Hall and the existing Dining Commons with a new mixed-use housing project. The net increase could be about 1,000 additional student beds in that location. For faculty and staff, redevelopment of the Alquist property will provide some housing, and the University is exploring other potential partnerships.



Design the Alquist building to be faculty and staff housing in the near-term.



CV3 Project: Replace Washburn, Joe West and Dining Commons for a net addition of 1,000 beds and new dining facility over phases.



Potentially partner with student-serving housing organizations to provide the housing needed.

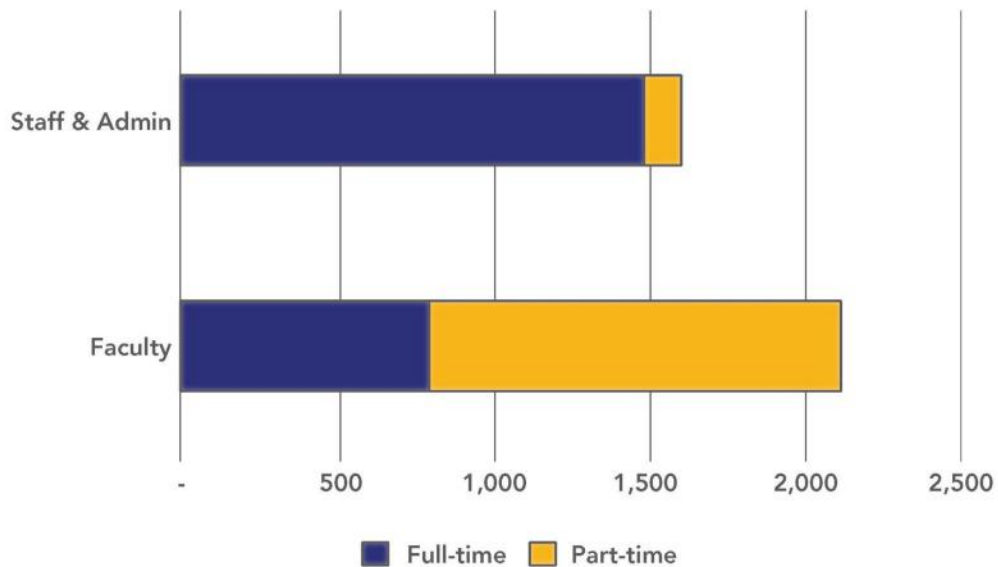


Consider building housing at other SJSU locations in the long-term.

The Future of Work

CONTEXT

Before the pandemic, about 40 percent of the SJSU faculty were employed full-time (primarily tenured or tenure-track), and over 90 percent of the staff worked full-time.



The proportion of faculty, staff and admin working full-time and part-time is illustrated in the graph above. The majority (90%) of Staff and Admin work full-time while the majority of Faculty (60%) work on a part-time basis. Leadership direction will change this proportion and total number of University employees.

LEADERSHIP DIRECTION

SJSU expects that work at the University will look very different in 20 years, with a more diverse employee and student population. The leadership wants to increase the proportion and number of tenured and tenure-track faculty and full-time lecturers, consistent with SJSU's academic direction. The University would like to extend campus business hours beyond weekdays, 8am to 5pm, to serve students more effectively. University employees, like the workforce in general, are expected to have more interest in less traditional work arrangements with shorter work weeks, flexible schedules, or gig work. The pandemic has provided an unexpected opportunity to assess what student-facing services should remain on campus and what activities can, and perhaps even should, be conducted at an off-campus site or remotely.

- On-campus activities will expand face-to-face services and support, research collaboration, in-service training, social functions, events, and production spaces for online experiences.
- Off-Campus activities may include services that have no routine face-to-face service and online activities and that do not require specialized support or supervision.

As the University rethinks the work environment, leadership stressed the importance of a supportive campus community that reflects SJSU's commitment to diversity, equity and inclusion. The campus experience needs to be meaningful for faculty and staff as well as for students.

The Campus Master Plan needs to incorporate flexibility to accommodate how face-to-face, blended/ hybrid, and remote work continue to evolve. Hybrid and remote work require different kinds of staff support, production space, and infrastructure than services provided in person. There will be an increasing need for production spaces for online experiences. New criteria will need to be developed to determine what functions require permanent or dedicated space, where collaboration space should be provided, and how flexible spaces can be managed to support temporary or less frequent activities.

Some additional implications for the Campus Master Plan that would support the University community and accommodate employees, as well as students, include these:

- Outdoor spaces that serve as functional spaces for working, teaching, and learning as well as for socializing, relaxation, and recreation
- Rearrangement and reassignment of space currently devoted to vehicle circulation and parking
- Satellite or off-site space that is efficiently accessible to public transportation
- Potential partnerships with other colleges and universities that permit SJSU affiliates to use them
- Employee wellness space
- Accessibility to services on or off-campus, such as childcare/adult day care
- Spaces to accommodate special needs such as lactation, meditation, and ablution
- Gender neutral restrooms and locker rooms
- Architecture and art installations that share SJSU's history and values



A space utilization strategy needs to evolve as work patterns change.



More new, flexible, non-dedicated spaces will be needed to accommodate different modes of work, sharing, and collaboration.



Campus community spaces will be needed to support work while on campus.



Outdoor spaces will play a bigger role as functional spaces for working, teaching, and learning.

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CHAPTER 3



ROBOTICS LAB

SJSU DANCE

ART STUDIO

INNOVATION GALLERY
10TH ANNIVERSARY
SHOW

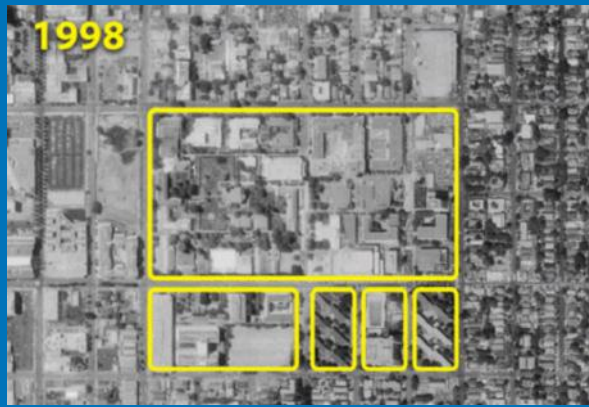
3. Preliminary Vision for Campus Master Plan Framework, with Campus and Community Review

The Master Plan team developed a set of preliminary ideas regarding the CMP Framework to share with the campus and community during Fall 2021 through virtual and in-person Open Houses and meetings with constituent groups. The design ideas are based on background data and input from Phase One, the goals established at the end of Phase One, and direction provided by SJSU leadership. These ideas represent a starting point—they are preliminary and not definitive about what can be accomplished in the long-term. The ideas set forward a vision of what is possible in the long-term so that the work in the short-term can support that vision.

Background research suggested several core themes for future campus design. From Transformation 2030, SJSU needs to Rebuild and Renew in a way that creates memorable, welcoming, and interdisciplinary places. All locations need to be **memorable** destinations with clear SJSU identity and special landmarks, showcasing SJSU's leadership in Silicon

Valley as well as its historic role in California's higher education. For the campuses to be **welcoming and safe**, they also must be **accessible and inclusive**, so the design focuses on entry points, the public realm outside and inside, and wayfinding. Further, campus design emphasizes creating places that facilitate **interdisciplinary activity and collaboration**, bridging traditional college and unit boundaries. These themes underscore the importance of designing SJSU campuses with the experience of multiple users in mind. Campus activities need to be visible and inviting to visitors and the broader community as well as to the students, faculty, and staff who comprise the campus community. Finally, the new Campus Master Plan will enable SJSU to be more **sustainable and smart**, incorporating future-oriented technology.

Following a summary of the preliminary vision, this chapter summarizes campus and community comments.



Twenty years ago, SJSU's Main Campus included San Carlos Street as a vehicular street. The context of downtown San José was less developed in comparison to 2020. Student housing at the southern part of campus was still configured as it was in the 1960s. Main Campus served about 26,600 students.



By 2020, downtown San José had densified and become more vibrant; the pedestrianization of San Carlos changed the dynamic of campus; and the MLK Jr Library, the expanded Student Union, the Campus Village student housing, and the SRAC added new facilities to the Main Campus—and the ISB facilities was under construction. While significant, the level of investment over the past two decades has not been enough to serve current enrollment of over 36,000 students, and many of the buildings on campus are aging.

Preliminary Vision

A central part of the Fall 2021 outreach was a narrative video about how SJSU might look and feel in twenty years as seen through the eyes of alumni. For individuals not accustomed to reading two-dimensional plans, illustrations brought the Campus Master Plan effort to life in a two-minute video about a campus visit in 2040. The outreach for Phase Two asked the SJSU community for comments on this preliminary vision.

It's spring 2040 and graduates from the class of 2020 gather enthusiastically for their twentieth reunion. They walk toward the Main Campus from the San José Downtown BART Station and see how much the Campus has transformed.



Compared to 2020, a new series of new buildings line San Fernando and Fourth streets. The Interdisciplinary Science Building, which was under construction when they were last on campus, is among other new buildings that match the growth of Downtown San José.



Some members of the group are dropped off at the campus on Fourth Street. They look past the MLK Library to see a new ceremonial entrance that makes Tower Hall and Tower Lawn more visible. This is where their festivities begin.



Past Tower Hall, they meet their classmates at the Central Plaza by the Student Union, which is now surrounded by all the student-centered services, good food, a new Innovation Center, and the renovated Event Center. Here, they reunite with classmates they haven't seen for years.



The group is joined by friends that had just visited the South Campus and had taken an autonomous shuttle back to the Main Campus. They talk about how much the South Campus area has changed to become San José’s biggest destination for sports and entertainment.



They ride an elevator to the top floor of the Innovation Center, and are thrilled to see how neighborhoods surrounding the Main Campus have grown into a livable urban village.



Several alumni comment on the successful transformation of the Main Campus, replacing aging academic buildings from their era with facilities that look to the future, and making the campus more welcoming while enhancing open space and retaining memorable landmarks.



Back in the lobby, they walk past exhibits, projects, new classrooms, a makerspace, and a hub. They see some students working at the hub in small groups, and a few who are taking an online class in between in-person classes. A live feed from Moss Landing Marine Laboratories catches their eye. They run into a favorite professor when another professor also passes by. There's a quick hello and a moment to share what everyone has been doing, and they realize they have a project in common!



It's time to head back out to the Central Plaza for some sun, music, good food, and to celebrate the transformation of SJSU!

Campus and Community Review of Preliminary Vision for CMP Framework

The remainder of this chapter summarizes the feedback provided by the University and broader community so far during Phase Two. The comments are organized around the ideas as presented graphically in the virtual Open House and related presentation documents.

Most comments focused on adding more amenities and flexible spaces for events, meetings, collaboration, and hybrid learning. The comments also showed that people want to see more sustainable strategies reflected in the design of the new buildings while maintaining a mix of architectural styles.

Preliminary Vision for Main Campus

Generally, Open House participants supported creating taller buildings and having more open space for recreation, gatherings, and student activities. They would like to see more amenities including cafes, restaurants, food vendors, and entertainment on campus. The feedback also suggests that collaborative spaces and student hubs for interdisciplinary learning are needed and highly desired.

Many participants support adding more grand entrances to the campus, and some suggested adding gates or fences at the new entrances for safety and security, and as a marker of arrival and a way to separate the campus from the city. Furthermore, the idea of adding a ceremonial entrance at 4th Street and the expanded Tower Lawn generally received positive feedback, although there are large concerns about safety/security, maintenance, and noise that need to be addressed.



Participants of the Open House provided feedback on the Campus Master Plan by leaving notes with many ideas.



Participants reviewed information about the Campus Master Plan at the Open House and had a chance to meet the Campus Master Planning Team.



The participants at all Open Houses were presented Campus Master Plan ideas for feedback. The in-person Open House shown here was accompanied by an online open house at the project website to provide as many opportunities as possible for learning about the Plan.

There is a lot of support around creating a central landmark building and surrounding it with a central place for student services. Because student services are currently dispersed throughout the campus, many expressed interest in creating a central location for student services, and embedding more career/internship and wellness programs within these buildings.

Furthermore, there are many concerns over which specific buildings are going to be replaced, especially the music and art building, so more details are needed in the future.

Recommendations for the Main Campus focused on site layout and design, parking and transportation, sustainability, technology, amenities and accommodations, and safety and security.

Many comments supported more open space and efforts to create a more sustainable and green campus. The comments also suggest that student services in particular should be more accessible, and all buildings should be more technologically-advanced and designed to be ADA compliant. In addition, they should include accommodations, such as gender-neutral bathrooms, lactation rooms, and childcare facilities.

The comments also show that people are very apprehensive about the idea of removing parking structures as they feel parking is a necessity for commuters, suggesting that the community engagement in the future can include more information about the alternatives. However, there are also advocates for encouraging public transportation over cars as a way of commuting.



Comments gathered from the in-person Open House.

San Fernando Street - taller buildings and new entrance making Tower Hall more visible and transforming the character of the street frontage

Open House participants embraced newer, taller buildings and an inviting entryway into campus from San Fernando Street.

View of Tower Hall and Lawn from 4th Street - a new ceremonial entrance

Many responded positively to opening up the entrance along 4th Street by expanding Tower Lawn and creating a more visible window into Tower Hall.



Comments gathered from the virtual Open House.

However, some thought the opening would be too wide, and expressed concerns about noise and safety. Many endorse the larger lawn as a space for community-focused programming and events, as well as making the entrance more welcoming and easier to navigate for visitors. The comments also encouraged adding more plants that are eco-friendly and that could help mitigate noise. Some questioned whether this is the best place for a major entrance with other routes also coming in from the west.

Visible Ground Floors - to showcase University activities

Most comments support the idea of a bustling ground floor space that offers modern amenities and a common area for commuters, faculty dining/lounging space, and the capacity for various activities, programs, and entrepreneurship.



Comments gathered about activating ground floors.

New Iconic Buildings

Most comments focused on adding more amenities and flexible spaces for events, meetings, collaboration, and hybrid learning. The comments also show that participants want to see more sustainable strategies reflected in the design of the new buildings while maintaining a mix of architectural styles.



Comments gathered about the potential new iconic buildings.

Central Plaza - a focal gathering place

Perhaps because this panoramic illustration contains many ideas, the comments were less focused. Some suggested creating better amenities in the plaza, utilizing opportunities for cultural inclusion/representation, natural elements, and mindful design.



Comments on ideas for the Central Plaza.

Specific Buildings

Open House contributors expressed concerns and recommendations for specific buildings in the plan to rebuild and renew buildings. Common topics that arose were the accessibility of student services, and the need for more spaces to hold activities, events, and cultural programming.

- Administration Building – rebuild
- Dwight Bentel Hall – preserve as complement to Tower Hall
- Engineering – needs new building
- Music and Dance – show replacement locations
- North Parking Structure – relocate student services
- SRAC – expand
- Student Union – relocate administrative uses
- Tower Hall – important for alumni relations

Preliminary Vision for South Campus

The preliminary vision for the South Campus transforms the entire area into San José’s biggest destination for sports and entertainment. Autonomous shuttles connect this campus back to the Main Campus.

The recurring sentiment in the comments demonstrate that the community feels that South Campus is currently inaccessible, so the idea of transforming the campus into a welcoming sports and entertainment area for all students (not just athletes), the community, and faculty and staff was well received. People would like to see South Campus expand its facilities to include a multipurpose field and track, new fitness and wellness centers, and a dedicated fan zone with stores and food courts.

There is interest in increasing parking for events, University housing, and pedestrian and bike-friendly connections to and from South Campus.

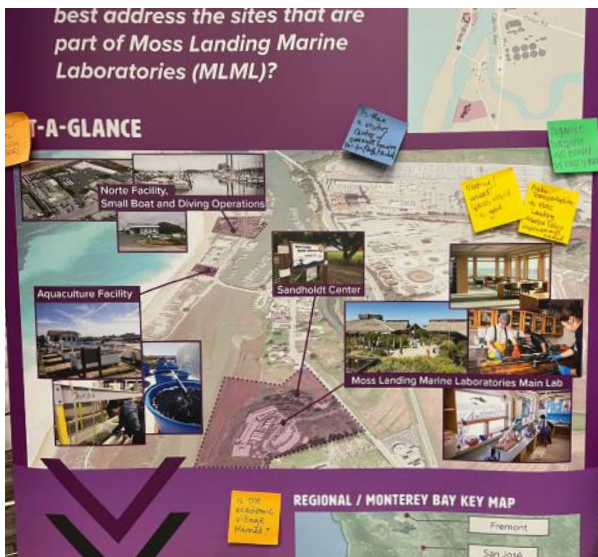
Many comments about the South Campus approved the idea of transforming 7th Street into a corridor that connects the Main and South Campuses, is lined with trees, and has branded SJSU signage and banners. Adding mixed-use buildings and parking to replace the parking lot west of 7th St. was a popular idea. Comments expressed concern over sustaining the large fields and some would like to see renewable energy and recycled water incorporated into future plans for South Campus. Finally, there was a strong interest in expanding sports facilities and making South Campus more of a destination for both the SJSU community and the larger surrounding community.



The potential connections between SJSU Main and South Campuses is shown in this map that spans the two campuses. The City of San José is proposing several new initiatives in its future Downtown Transportation Plan that will be considered in the Campus Master Plan. These include a Major Transit Corridor on 10th Street, the potential for streets surrounding campus to be two-way streets, and the potential for freeway ramp closures on I-280. Some of these changes would likely take place after the time horizon of the Campus Master Plan, including the future BART Station opening in Downtown San José.

Preliminary Vision for Moss Landing Marine Laboratories

Because the CMP team is still working on ideas for Moss Landing Marine Laboratories (MLML), many of the comments captured during Fall 2021 were questions rather than responses, demonstrating that perhaps not enough information about MLML is available to the community. Other comments express interest in providing transportation to MLML as well as housing and meeting spaces for faculty, staff, and students.



The preliminary vision for Moss Landing captured a few ideas at the Open House. This Framework Plan shows many more ideas in Chapter 5 that followed a tour of facilities.

University-wide Topics

In addition to site-specific comments, some Open House participants stressed other aspects of the Campus Master Plan that apply to all SJSU locations.

ENVIRONMENTAL SUSTAINABILITY

Open House participants wanted to see a more environmentally-friendly campus that focuses on sustainability, landscaping, recycled water, renewable energy, and green building design, as well as more community gardens, trees, green space, and connections to nature.

WAYFINDING AND SIGNAGE

People like adding branded signage and banners along 7th Street to connect the Main and South Campuses. There is also a general feeling that the campuses need more signage and directories overall.

CULTURAL REPRESENTATION

The campus community would like to utilize opportunities for cultural and historical representation of various communities that are a part of SJSU by creating cultural centers and through art opportunities.

PARKING AND TRANSPORTATION

Many expressed concerns about needing more parking for commuters and favored multi-story parking in buildings. Others encouraged energy-efficient and sustainable public transportation options as alternatives to cars for getting around.

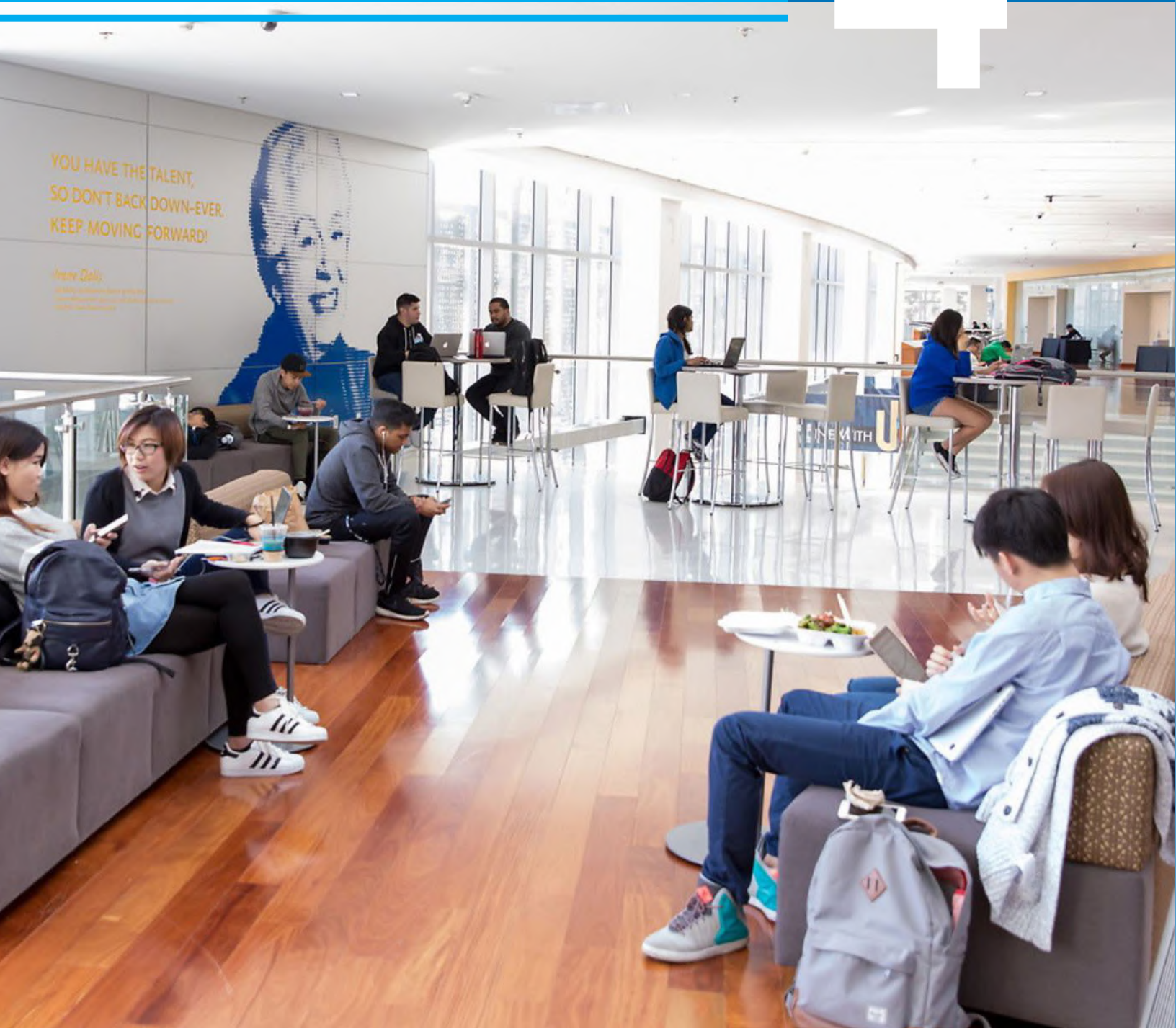
HOUSING

A number of people emphasized that more faculty and student housing is needed near Main and South Campuses, which could mitigate the need for on-campus parking for commuters. More housing opportunities for students, faculty, and researchers near Moss Landing should also be explored.

SAFETY

The issue of safety came up often in the comments, so future engagement should address this topic.

CHAPTER 4



4. Organizing Themes

Campus leadership met in November to discuss campus programming following the close of the public comments on the preliminary vision for the CMP. The discussion used a charrette format to encourage a free flow of ideas focused on the experience of the primary campus users and core programming for academic activities, student life, staff support, and visitor services. The group tested alternative ideas for organizing and locating university activities at all campuses and sites including other potential locations at the charrette. Leadership met again in early December to narrow the ideas from the November charrette. The organizing themes presented in this chapter are based on the input gathered from the community and leadership, which shape the refined ideas presented in Chapter 5.



On November 18, 2021, the CMP team partook in a programmatic charrette to discuss student learning experience and the campus experience for others.

People, Spaces, and Programming

People, spaces, and programming serve as the basic components of the Campus Master Plan that underlie the big moves for the Campus Master Plan.

People

The focus of the layout and organization of the Campus Master Plan is based on the user experience of the different groups of people that San José State University serves. Discussion focused on these four primary experiences:

- **Academic experience:** The academic experience involves faculty (tenure-track and lecturers), the students they educate, the research they conduct, and the staff who support the academic enterprise.
- **Student experience:** The student experience is based on students' academic goals, where students live, their background, their interests and obligations, and the staff at the University who support their experience.
- **Visitor experience:** SJSU visitors include prospective students and parents, alumni, general community members who attend cultural, intellectual, and athletic events, and those receiving clinical services, and the staff who support these activities.
- **Staff experience:** Staff are essential to the experiences of the other users, and also important in their own right as members of the University community who keep the campuses operating.

PRIMARY USERS

This table summarizes user group types to help identify the different contexts that shape the campus experience. The groups overlap because some users have multiple needs and roles in the University.

|  |  |  |  |
|--|--|---|--|
| <p>Students</p> <ul style="list-style-type: none">• New freshmen• New transfer students• Continuing undergraduates• Graduate students• Campus residents• Commuter students• Transfer students• International students• Students with families | <p>Faculty</p> <ul style="list-style-type: none">• Tenure-track faculty• Part-time faculty/lecturers• Researchers | <p>Visitors</p> <ul style="list-style-type: none">• Student families• Athletes, visiting athletes, and fans• Alumni• Performers, speakers, and visitors of cultural events• Conference attendees• Visitors to public-facing services, such as clinics | <p>Staff</p> <ul style="list-style-type: none">• Administration• Student-facing staff• Support for online and hybrid learning• Operations• Event staff• Visiting support (consultants)• Medical/Security• Food/Concessions |

As an academic institution, SJSU serves students as the primary users of its facilities, so the Campus Master Plan emphasizes academic activities and the student learning experience. Teaching and research are essential aspects of that learning experience, so faculty and support staff are integral to it. SJSU's several campuses also serve the general public, neighbors, and visitors, and parents and alumni who remain connected to the University. In discussing the Campus Master Plan, University leadership and the CMP team looked at these experiences, recognizing that each group has important sub-groups depending on their goals and circumstances.

Spaces

Physical spaces shape the campus user experience. From a regional scale, the spaces considered in the Campus Master Plan include all three campuses (Main, South, and Moss Landing Marine Labs) and potential off-site locations. At the campus scale, each has unique circumstances. The Main Campus is the most impacted of the three campuses where space is at a premium in its urban setting. The South Campus has more space, but feels remote and is currently specialized for sports in a lower density, mixed-use and industrial neighborhood. Moss Landing Marine Labs is even farther away in Monterey County, in a coastal and marine environment.

The relatively small size and density of the Main Campus has focused attention on ways to increase the capacity on-site. Here is a summary of the potential to build out, up, or off Main Campus:

- **Increase the footprint (out):** While this would be convenient, there aren't many opportunities on Main Campus to replace open areas with buildings because of the importance and priority of maintaining open space.
- **Build taller (up):** Building taller, especially along San Fernando Street, would enable SJSU to increase the capacity of the Main Campus without increasing building footprints and potentially even reducing them.
- **Build at South Campus (off):** SJSU already owns this property and it could be a potential location for programming that can be moved off of the Main Campus.
- **Lease off-site (off):** SJSU could potentially relocate some existing programming to areas nearby, closer to transit, or in different parts of the region.
- **Remote Work (off):** Where appropriate, some University functions can be conducted remotely to make space for other programming.

MAIN CAMPUS CAPACITY

A study of the frontage on San Fernando found that the maximum building envelope is only limited by the FAA's limit of 390 feet in downtown San José. The tallest buildings in San José are typically shorter than 300 feet due to the cost of construction so it is possible to imagine that SJSU could potentially have 18-20 story buildings on San Fernando Street. The upper range of this potential is 2.5 million gross square feet (GSF) of capacity on San Fernando Street alone. Subtracting the approximately 750,000 GSF already there, taller buildings could add 1.75 million GSF of space to the campus. While this additional capacity is physically feasible, the Campus Master Plan process has not yet determined whether it is needed or financially viable.









OPTIMIZATION OF MAIN CAMPUS

The Campus Master Plan will take into account the SJSU space inventory detailing existing spaces, their use, and the efficiency of their utilization. The potential to move some of the programming off-site can leverage more of what exists today. The process includes:

1. Consideration of the primary or secondary use of spaces.
2. Optimizing the utilization of existing spaces through reorganization and refurbishment:
 - Sharing spaces
 - Finding new locations for spaces that don't need to be at the Main Campus
 - Reorganizing spaces to better fit programming objectives
3. Adaptation of existing spaces through renovation.
4. Investment in new buildings.

TYPES OF SPACES

The following table lists the types of spaces that the University anticipates needing across three campuses and off-site locations. More types of spaces will be added as the user experience is considered in finer detail.

| | | | |
|--|--|---|--|
|  |  |  |  |
| <p>Classrooms (size and configuration, including technical support)</p> <ul style="list-style-type: none"> • Small • Medium • Large • Very large | <p>Laboratory (size and configuration, including technical support)</p> <ul style="list-style-type: none"> • Teaching lab • Research lab • Open lab (self-instruction) • Special facilities (for making things) | <p>General Use</p> <ul style="list-style-type: none"> • Library • Collection/Stacks • Study facilities • Food/Dining • Lockers • Daycare • Lactation rooms • Lounges/Lunch rooms • Retail • Restrooms • Showers • Sleeping pods • Outdoor social spaces | <p>Special Use</p> <ul style="list-style-type: none"> • Music • Performance • Exhibits, museum, galleries • Physical education • Athletics • Field areas • Indoor and outdoor recreation spaces • Health clinic • Military science • Animal quarters • Greenhouse • Gardens |
|  |  |  |  |
| <p>Offices (including potential for flexible, shared space)</p> <ul style="list-style-type: none"> • Executive • Administrative/Support • Faculty • Staff • Students | <p>Support Spaces</p> <ul style="list-style-type: none"> • Student organizations and club spaces • Grad student and postdoc work spaces • Conference rooms • Meeting rooms • Collaboration spaces • Spaces for audio privacy • Spaces for back-of-house staff to meet • Outdoor work spaces | <p>Operational Support</p> <ul style="list-style-type: none"> • Parking • Storage for University vehicles • Central Plant • Hazardous Materials • Waste • General storage • Backup • Technical support spaces • Backroom space • Maintenance facilities | <p>Residential</p> <ul style="list-style-type: none"> • Beds • Units • Houses • Food/Dining |

Programming

SJSU aspires to more efficient and interdisciplinary space management in the future. A higher utilization of space requires a rethinking of traditional timing, sharing, and ways of working.

TIMING

SJSU is currently open for business during the traditional 8am-5pm work week, with a concentrated “prime time” for classes during the middle of the day and lighter scheduling on Fridays. Of course, some other uses occur outside this timeframe, such as special session courses, seasonal or episodic events including athletic competitions, performances, and commencement. Generally, however, the Main Campus in particular is heavily impacted during peak times and underutilized during off-peak times.

SHARING

To date, space planning and management on SJSU campuses has followed the traditional CSU practice of developing facilities based on their funding source (California General Fund, housing, parking, associated students, foundation, etc.). However, this approach leads to administrative complexity, user confusion, duplication of facilities, and poor space utilization.

The Campus Master Plan calls for an integrated approach to space planning and management to accommodate increasing enrollment, additional faculty and staff, expanding research, and advancements in technology. This will entail both a space governance process and the use of space management tools that enable SJSU to design, develop, allocate, and maintain space based on the values and priorities in Transformation 2030.

HYBRID MODES OF TEACHING, LEARNING, AND WORKING

Accommodating hybrid teaching, learning, and working will be a significant change in the way spaces are programmed and used. An increasing number of faculty, students, and staff are likely to use the campuses less than full-time. Currently, a hybrid work mode is defined for faculty and staff who work on the Main Campus fewer than three days a week. Space can be designed for such hybrid spatial needs. “Landing pads” or unassigned work areas can be easily accessed and booked, and a welcoming environment can make part-time faculty, students, and staff feel part of the SJSU community.

The new and modified spaces that are anticipated for the hybrid mode include:

- Hybrid teaching and learning—classroom technology and configuration of the room for hybrid teaching and learning are anticipated to make this model effective
- Group meeting spaces and rooms
- Temporary, unassigned office spaces or individual, acoustically acceptable places to work or have an online meeting or call
- Places to store items when on campus
- Places to eat and socialize

Some kinds of work might be moved off-site, particularly for some staff functions. Student-facing, front-of-house services need to be on the Main Campus and back-of-house functions could be located elsewhere. Back-of-house functions can be separated into those that need proximity to each other, data security, and technology support as compared with those that can be conducted by students independently with staff at a remote location or home office.

Here are some examples for further consideration:



Front-of-House Functions Needing to be on the Main Campus

- Student services
- Personal counseling
- Food and beverage
- Public safety
- Building maintenance
- Janitorial services



Back-of-House Functions that Could be Moved Away

- Administrative support for online transactions such as registration and fee payment
- Admissions, Registrar, and Financial Aid processing
- Some aspects of IT support
- FD&O
- Fundraising



Fully Remote Campus Services

- Academic advising
- Institutional research

Organizing the Campuses around Hubs and Resources

The Campus Master Plan includes a number of potential new buildings and spaces that have yet to be programmed. The organization of programming begins at the campus-wide level, considering the things that are fixed, shared, and hard-to-move, and the things that can adapt and fit into different spaces.

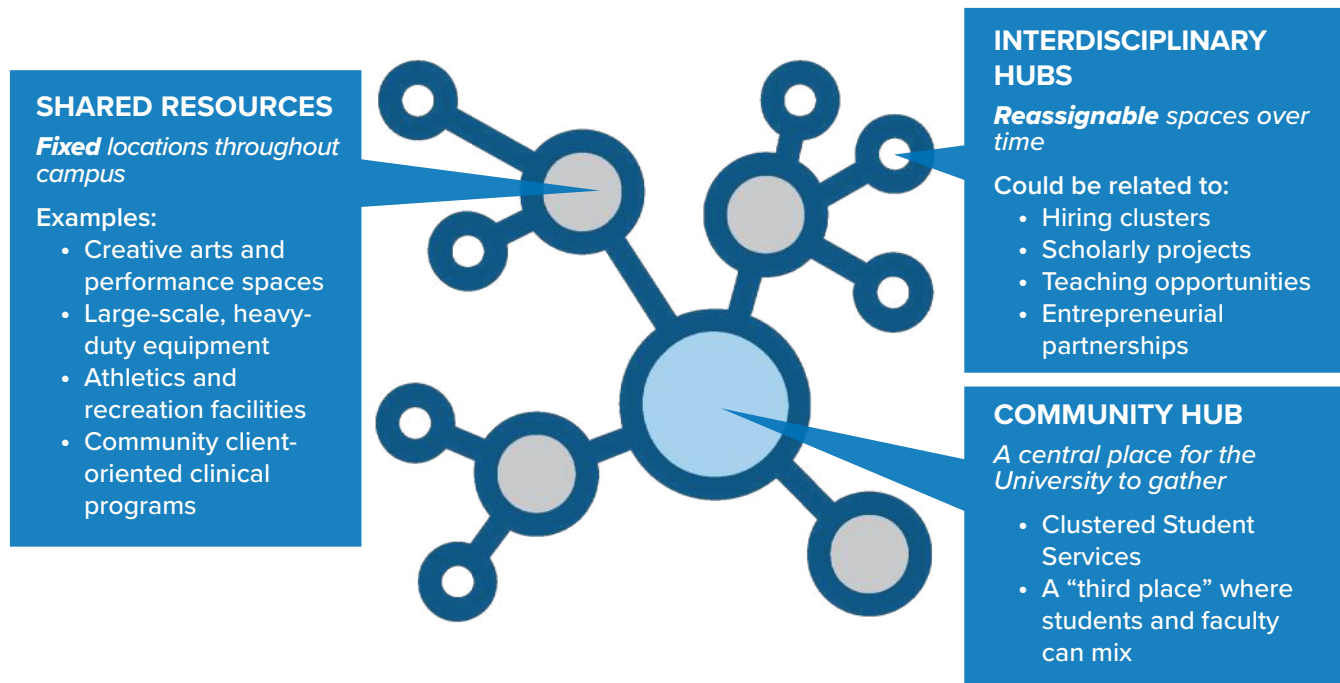
“FIXED” CAMPUS RESOURCES

Several larger campus resources serve as anchors for the Main Campus. These include the Event Center, creative arts and performance spaces, and recreation venues like the SRAC. Some facilities also provide space for large-scale, specialized, heavy-duty equipment that is difficult to move.

“Fixed” spaces include uses that are location-dependent, like community-oriented spaces for clinical programs, or visitor centers, which should be located near access points at the edges of campus. In the center of the Main Campus, a community hub would provide a node that serves as a central place for the University community to gather.

“REASSIGNABLE” CAMPUS SPACES

The programming for new buildings has not been set and will continually evolve as buildings are planned, designed, constructed, and occupied. SJSU stakeholders have expressed a strong interest in interdisciplinary collaboration, which can serve as an organizing theme. Consistent with Campus Master Plan goals, new or renovated academic buildings can become hubs of interdisciplinary activity that integrate teaching, research, and student support around areas of interest that may draw from more than one college or department. The interdisciplinary themes can be identified through hiring clusters, or reflect scholarly projects, programs like the Special Course Sequence Honors program (Honors X), problem-based learning related to Centers and Institutes, teaching opportunities, or entrepreneurial partnerships. Such topics are likely to change and evolve over time, as hiring clusters, scholarly projects, teaching opportunities, and entrepreneurial partnerships develop. Thus, they can be accommodated in flexible, reassignable space.



Thematic grouping would mean that specialized facilities and equipment for both teaching and research could be shared effectively. Discussions to date have suggested the following potential interdisciplinary themes as working examples:

- Health infrastructure and equity
- High-performance computing, data analytics and design
- Mobility and transportation
- Sustainable futures

Transformation 2030 stresses that “teaching, research and laboratory spaces should facilitate interdisciplinary projects, connecting faculty members and students across diverse areas of study, and fostering industry partnerships.” Campus Master Plan goals for academic and research facilities call for “space to achieve synergy and support collaboration and actively encourage interdisciplinary connections.” Further, during Campus Master Plan stakeholder interviews in Fall 2021, the leadership of six of the eight academic colleges explicitly emphasized the importance of interdisciplinary collaboration. These goals can be met by developing interdisciplinary hubs that integrate teaching, research, and student support around areas of interest that may draw from more than one college or department.

The taller buildings serve as the venue to contain both academic and campus life programming in hubs.

Common features in Academic Hubs could include:

- Private and shared offices for full-time faculty
- Shared offices for part-time faculty
- Research offices and lab spaces
- Project spaces
- Classrooms
- Small group meeting rooms for “itinerant collective work”
- Acoustically private meeting rooms for advising
- Unassigned individual spaces for video conferencing
- Shared technical support in staff pods with IT, face-to-face administrative support
- Administrative services
- Shared specialized equipment
- Student services
- Social spaces
- Lockers
- Exhibits
- Larger spaces to host events
- Quiet spaces to read and think
- Gathering spaces for larger groups
- Retail food and beverage
- Food storage, locker rooms, lactation rooms, and gender-neutral restrooms

The same concepts could also apply to campus life programming. A central Community Hub placed as an anchor at the heart of the Main Campus would make it as accessible as possible to students, faculty, and staff. The idea of the Community Hub expands on the Student Union and the offerings associated with the Event Center to broadly serve faculty and staff as well. Some of the spaces in the Community Hub could be unassigned or assigned on a rotating basis.

Resources and Services that could part of the Community Hub:

- Student and faculty organizations and leadership groups
- Student and employee support services (e.g., counseling)
- Orientation programs for students and employees

- Student athletic services
- Club and committee meeting spaces, booked on a rotating basis
- Lounges, lunch rooms, and places to hang out open to faculty, students, and staff
- Sleeping pods, storage lockers, and food storage
- Study and collaboration rooms
- Tutoring and test preparation resources
- IT service desk
- A sit-down, full service restaurant that serves the general public
- Connection to the Event Center, providing space for catering and concessions
- Divisible meeting and conference spaces with state-of-the-art technology



Using a Phase-Driven Approach to Implementation

The long-term approach to the Campus Master Plan depends on some short-term changes to make the vision a reality. The entire Main Campus will not change all at once, but in steps and phases. The first steps are critical to implementing the vision for interdisciplinary hubs and transforming the Main Campus.

PHASING AND DECANTING

Staging is an essential part of the puzzle of the Campus Master Plan. Campus operations will be disrupted for some time while new facilities are constructed. Planning for change involves decanting or temporarily relocating the people and programming associated with those buildings to another location, either on site or elsewhere.

AVAILABLE FUNDING

Financial resources need to be available to fulfill the vision for SJSU's campuses. The opportunity to fund new construction is based on what is available from the State through the CSU system, fundraising, and partnerships with related organizations.

OPPORTUNITIES TO STRENGTHEN CAMPUS INFRASTRUCTURE

The Campus Master Plan provides an opportunity to consider the infrastructure serving University facilities. Upgrades to the next generation utility system would help the campus be more resource efficient, free up space, and make infrastructure less visible. Facilities such as the Central Plant and Data Center are two components of campus infrastructure that can be incorporated into new construction, in phases, to make operations more efficient, resilient, and flexible.

Anticipating Future Connections to Campuses

The future of mobility over the next twenty years will include more options than there are today, with transit-priority corridor improvements (along Santa Clara Street and 10th Street) possibly including service lanes and transit priority signals within the next few years. The BART extension and new stop at Santa Clara and 1st Streets is also projected to be completed toward the end of the Campus Master Plan time horizon as well as many new transit connections at Diridon Station (a future California High Speed Rail stop).

As the mobility in and around the City of San José evolves, SJSU will need to adapt physically and operationally to accommodate new ways of getting to, from, and around the University. The land use, infrastructure, and character of Downtown San José and the Diridon area are anticipated to change significantly in the near term and beyond. However, outside the City of San José, the rest of Santa Clara County and similar areas around the region are unlikely to realize similar transformations. So, today's reality of a dispersed university population with generally limited access to high-quality transit and minimal first-last mile coverage between transit and campus requires continued reliance on access by car—either driving and parking or being dropped off by friends, family, or transportation network companies (TNCs) like Lyft or Uber.

The mobility vision for SJSU is an equitable, intuitive, accessible, and sustainable campus that supports students, staff, and faculty making more environmentally-friendly travel decisions without sacrificing user experience. Identifying a path between today's vehicle-dependent reality and a future with far less dedicated space for cars will require user-focused operational strategies combined with a flexible and phased approach to the physical

environment that will catalyze behavior change: building new infrastructure, adapting existing old infrastructure, and re-integrating the university with the city fabric.

TRANSPORTATION/MOBILITY HIERARCHY

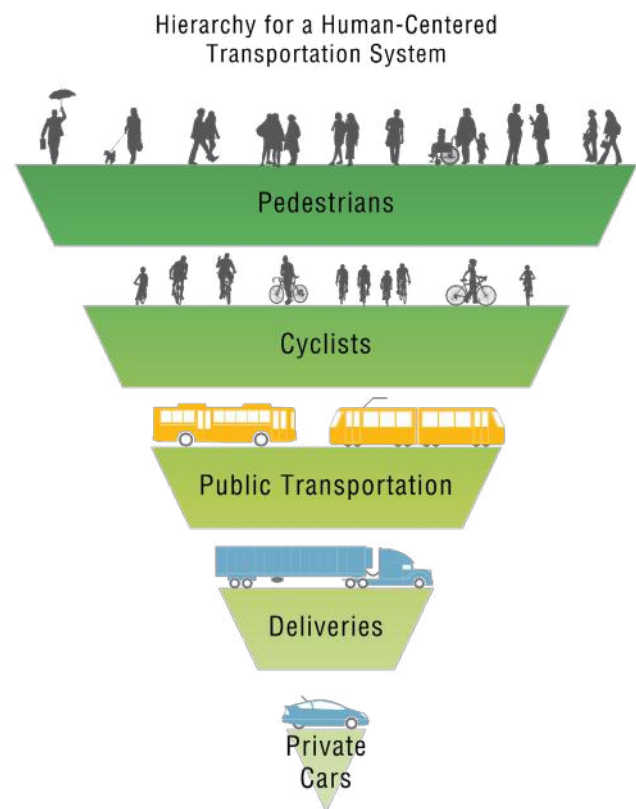
The Campus Master Plan recognizes that most people will continue to connect to campus through the use of private vehicles in the short term. However, the shift to other modes of transportation is a priority based on this mobility hierarchy:

- Pedestrians
- Bicyclists and micromobility (using scooters, etc..)
- Transit/Shuttle/Busses
- Transportation network companies (Lyft, Uber)
- Freight/Deliveries
- Emergencies
- Private auto Drop-Off
- Private auto parking (disabled, motorcycle, short-term auto, car-share, carpool, electric, standard)

Pedestrian amenity and safety must come first in any plan, and wherever possible conflicts between pedestrians and other users will be eliminated, controlled, or mitigated to demonstrate clear pedestrian priority. The enhancement of the pedestrian experience will be an integrated part of the design guidelines for campus facilities that are part of the Campus Master Plan.

Bikes and other wheeled vehicles are currently prohibited on Main Campus. However, this rule is not strictly enforced, and bikes, skateboards, hoverboards, and scooters are frequently seen on campus. Main Campus is bordered to the north by San Fernando Street, a major bike corridor for the city, and San Carlos which cuts through campus is also recognized as a primary bike corridor. Reconsidering bikes and micromobility options as legitimate ways to get around campus is part of the future thinking of the Campus Master Plan.

The CMP will still accommodate a continued need for parking, especially for visitors who are less likely to convert to public transportation than other campus users. However, parking is at the bottom of the hierarchy because it is expensive to build, takes a lot of space, and also hinders the transition to other modes of transportation. A change in the price structure of parking could reflect the demand on the space and its scarcity at peak times. This revenue could help fund the Transportation Demand Management needed to help shift to other modes. In the long-term, it could be possible to retire parking garages to make way for University mission-driven uses. However, the elimination of parking will depend on the regional provision of transit and options that arise over the next twenty years.



The Hierarchy for a Human Centered Transportation System places pedestrians and cyclists at the top, then public transportation and deliveries, and private cars at the bottom.

FIRST/LAST MILE

Convenience, reliability, and safety are both critical to the experience of connecting between the University and transit options in the area. In conjunction with, and before the transit network has been completed, the Campus Master Plan calls for improvements to the first/last mile connections to transit that include:

- More dedicated drop-off locations at each of the perimeter streets around Main Campus and at South Campus
- Shuttle connections between Main and South Campus and to Diridon Station/ CalTrain, Hwy 17 Bus, and Berryessa BART Station (prior to other BART Stations opening up)
- Rideshare, bikeshare, and micromobility sharing
- Exploring additional remote parking options in partnership with the City of San José, or other parking providers

CAMPUS ENTRIES

Campuses should be designed to be inviting. SJSU welcomes many kinds of visitors as a destination for the community. The visitor's experience, and first impression, begins at the entry points along the edges of campuses when they arrive. There are a great number of campus entry points, some serving pedestrians that are connecting via transit, some conveniently located near parking garages, and some ceremonial.

The urban design intent for campus edges is that new buildings frame entryways and views of landmark features on campus (to provide a sense of direction) and activate the street edges. Instead of using so many SJSU logos and symbols, the design of new facilities and a comprehensive public art program could convey identity, history, and a sense of place. The entries should imbue a sense of SJSU without having to have a logo.



Each edge of the Main Campus perimeter will serve multiple modes with pedestrian entries, transit drop off points, and vehicle drop-off points. Proposed changes to freeway access and street patterns from one-way to two-way in the long-term will mean that the streetscape and features at campus edges would need to be designed in an adaptable manner.

To improve the design of SJSU campuses to be more walkable, the design of the landscape including hardscape and softscape in pedestrian-only areas will be addressed with design guidelines to provide a seamless, pedestrian dominated environment where vehicles are “guests.” This can be achieved by designing pathways in a way so they do not have the same character as a roadway.

Arrival points and destinations also need to be connected with both physical and digital wayfinding resources including signage and information centers. Information centers could be integrated into buildings at major entry points.

A visitor center is needed on Main Campus to better greet prospective students, employees, faculty, and visitors. This function can be integrated into a new building but must be designed to be highly attractive and instill pride. This is where the sense of place for SJSU begins.

DESIGNING FOR SAFETY, SECURITY, AND PUBLIC ACCESS

While the future design of SJSU campuses strives to be welcoming to the general community, there are also real and perceived security and safety issues to address. The feeling of safety or insecurity can sometimes be “baked into” the design of the campus creating a hostile or unattractive environment. Walls, fences, and physical barriers designed for security are not the only way to achieve security goals. Other options for incorporating less visible defensive safety features through design and architecture include the design for “eyes on the street” with natural surveillance and activated ground floor uses, as well as the use of technology for access. The design goals for the Campus Master Plan strive for visual openness and invisible security. The idea is to design for the daily experience and minimize hostile design in the design for safety and security. Operational measures, such as patrols, can then be supplementary rather than the primary means of ensuring that students, faculty, staff, and visitors feel safe and welcome.

In consideration of the groups that the campus serves, there are many types of public access that the Campus Master Plan must consider, illustrated in this table below.

| LOCATION AND FUNCTION | ACCESS | TIMING | MEASURES |
|--|--|-------------------|---|
| Outdoor pathways and open spaces | Publicly Accessible | All the time | “Eyes on the street” and regular patrol |
| Public indoor places such as ground floor lobbies with exhibits | Publicly Accessible | Work Week Hours | No card key needed, unstaffed |
| Outdoor and indoor event spaces | Limited to University groups and/or public access with clearance (tickets) | Special Occasions | Temporarily fenced or controlled spaces that are staffed |
| Indoor public spaces like shops, dining, the library, and clinics | Publicly Accessible | Work Week Hours | No card key needed, staffed |
| Indoor, administrative and student serving spaces | Open to University-related groups allowing for privacy | Work Week Hours | By card key, or staffed for some or all of the time |
| Indoors spaces such as classrooms, shared meeting rooms | Open to groups with clearance allowing for privacy | Anytime | By card key, unstaffed, managed through online booking |
| Indoors places like shared lunch rooms | Open to University-related groups | Anytime | By card key, unstaffed |
| Indoor places like research spaces or storage spaces that are not shared | Open to individuals, preserving privacy | Anytime | By card key, unstaffed |
| Indoor places like dormitories | Open to individuals, preserving privacy and allowing for guests with clearance | Anytime | By card key and staffed during early hours through late night |

Moving Away from the Commuter School Image

SJSU has grown a lot through its history, from being a commuter school with little student housing on campus to including residential towers in a more urban environment. SJSU leadership aspires to house a larger share of the undergraduate population, increasing the percentage served to about 20 percent (up from the current 15 percent). Providing student housing helps the University support student success, especially for young students, in an inclusive environment. Further, competition for housing with additional employees coming to the area is likely to increase housing prices and rents, making it more difficult for students to afford housing close to the Main Campus.

Affordable housing nearby is as serious an issue for staff as it is for students. Leadership also recognized non-traditional students, such as student parents, need more flexible housing than is typically provided on campus. In addition, some staff as well as faculty may be attracted to living “in residence” among students so that they can mentor students. In the near-term, new development at the former Alquist building site for staff and faculty housing will increase the supply of underserved residential needs.

MORE OPTIONS FOR HOUSING

Leadership discussed the potential for new housing along 10th street on upper floors above academic programming, as well as Campus Village 3 along the south edge. The International House may also be an opportunity but will need renovation. Balancing the portfolio of housing is important, because building new housing will incur debt service, and phasing could spare Joe West which has no debt service.

SJSU is only one of several providers of housing in the area beyond the Main Campus. The University can work with other development partners to expand housing offerings through Master Leasing agreements. Other innovative ideas included a “University Hall” where housing could serve SJSU and other academic institutions, such as community colleges.

MORE THIRD PLACES

Moving away from a commuter school image means improving the on-campus experience. More “third places” are needed for community building. Third places refer to the places where people spend time between home (first place) and work/school (second place). So far these are provided at the Student Union, SRAC, and YUH, but there should be more of them integrated into newer buildings either at the ground floor or upper levels of new buildings, as well as in open spaces. Third places can be used for socializing or for individual activity that is not at home or at work. These indoor and outdoor spaces would serve all, not only students but also faculty and staff.

Here are a few signature open spaces that are key gathering spaces for the University:

- All of the existing paseos
- The historic quad and its two entrances off 4th and Paseo de San Carlos
- The central student gathering space along the 7th Street Paseo
- The open space near the 9th Street Paseo and Associated Students (A.S.) House
- The future residential hall open space at CV3 and next to SRAC
- The fan zone at South Campus
- The courtyards at the MLML main building
- Spaces for outdoor gathering and learning at MLML

More open spaces, where people can gather and linger need to be added to support the campus experience. These spaces should be designed to accommodate a variety of gatherings, including a range of group sizes and activities. These spaces should enhance the feeling of the campus park and include many more large species trees, nature groves, and native plants.

DESIGNED TO BE 24x7

There are many parts of student life that happen outside of business hours. A suite of amenities to support non-resident students when they are on campus would make campus life more comfortable. At a basic level, lockers, food storage, showers, and places to sleep for one night would make it easier to visit campus. Conveniences for daily life, like more retail, food and beverage, social hangout spaces and lounges available late at night and on weekends would make life on campus more livable.

DESIGNED FOR WELLNESS

Campuses should enrich people's lives and well-being. An important core feature of the Campus Master Plan is the addition of spaces on campus that complete a network of amenities that support health, stimulate the senses, encourage social activity, and include physical activity and play. The framework has begun to incorporate some of the recreation, outdoor spaces, third places, and flexible places for the campus community to gather, relax, and recharge by mapping the network and identifying areas that are lacking for long-term improvements for well-being.

Campus Master Plan Level Thinking

This Campus Master Plan takes a big picture view of the organization of the Campus. There are other principles of design that are part of the Campus Master Plan that do not easily show up at this high-level view with the organizing themes presented in this chapter. The team acknowledges that there are many goals for the Campus Master Plan that are not explicitly detailed in this Framework Report, but wants to assure that they are not being left out. Design related to diversity, equity, and inclusion, and sustainability are inferred at this level, but will emerge in the Draft Plan in greater detail through design principles for campus facilities. While the Campus Master Plan does not provide detailed programming placement, building design, or open space design, it will fulfill the purpose of setting priorities in the bigger moves on campus. There is more detail to come in the next iteration, which is the Draft Plan.

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CHAPTER 5



5. Refined Design Framework for Each SJSU Campus

This chapter presents design ideas for the Campus Master Plan following public comment and campus leadership discussions during Fall 2021. Refined ideas cover each of the three existing SJSU Campuses—Main Campus, South Campus, and Moss Landing Marine Laboratories—and off-campus locations.

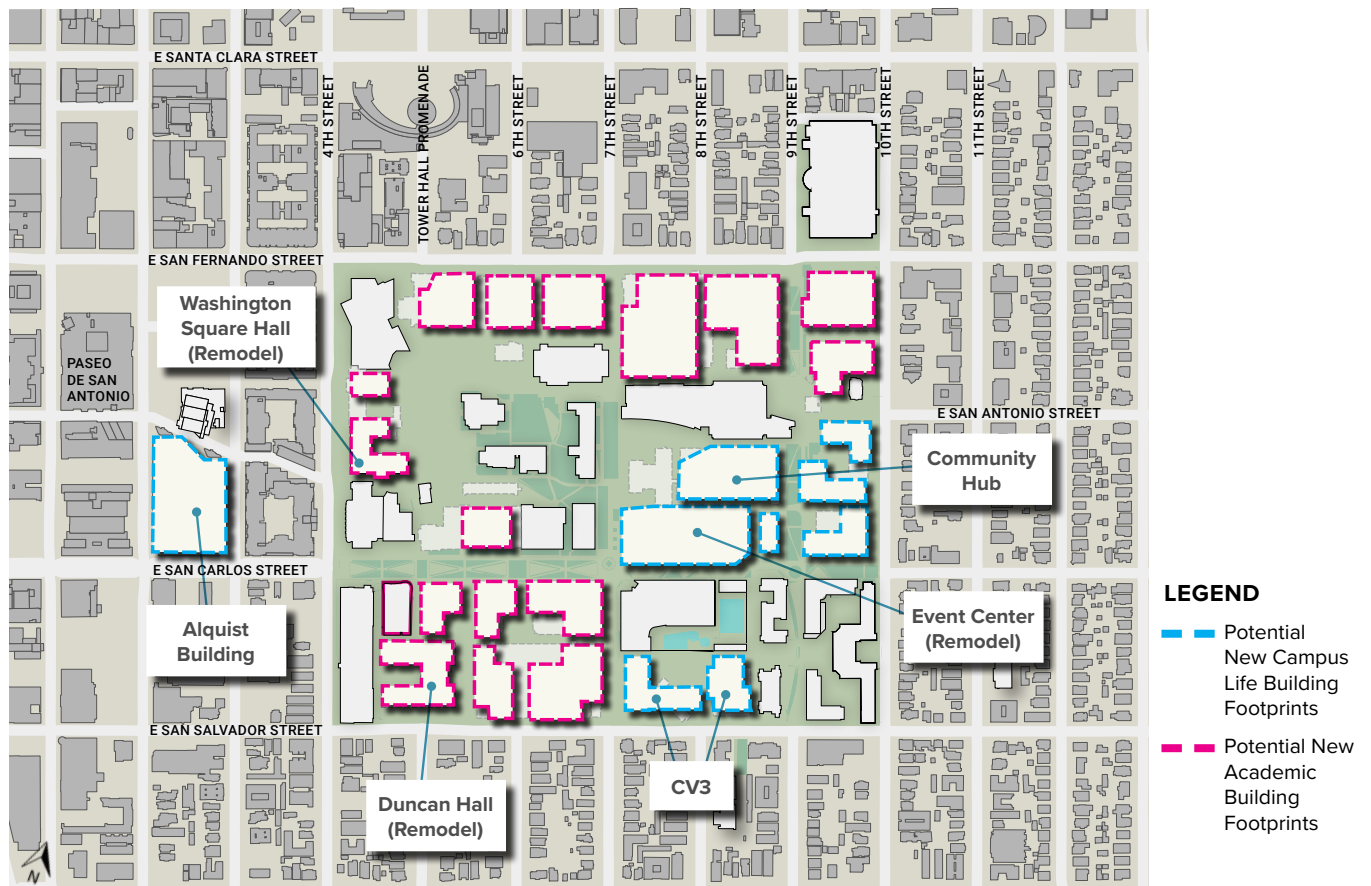
REGIONAL / MONTEREY BAY KEY MAP



SJSU properties are located in San José in Santa Clara County and at Moss Landing in Monterey County.



Refined Ideas for the Main Campus



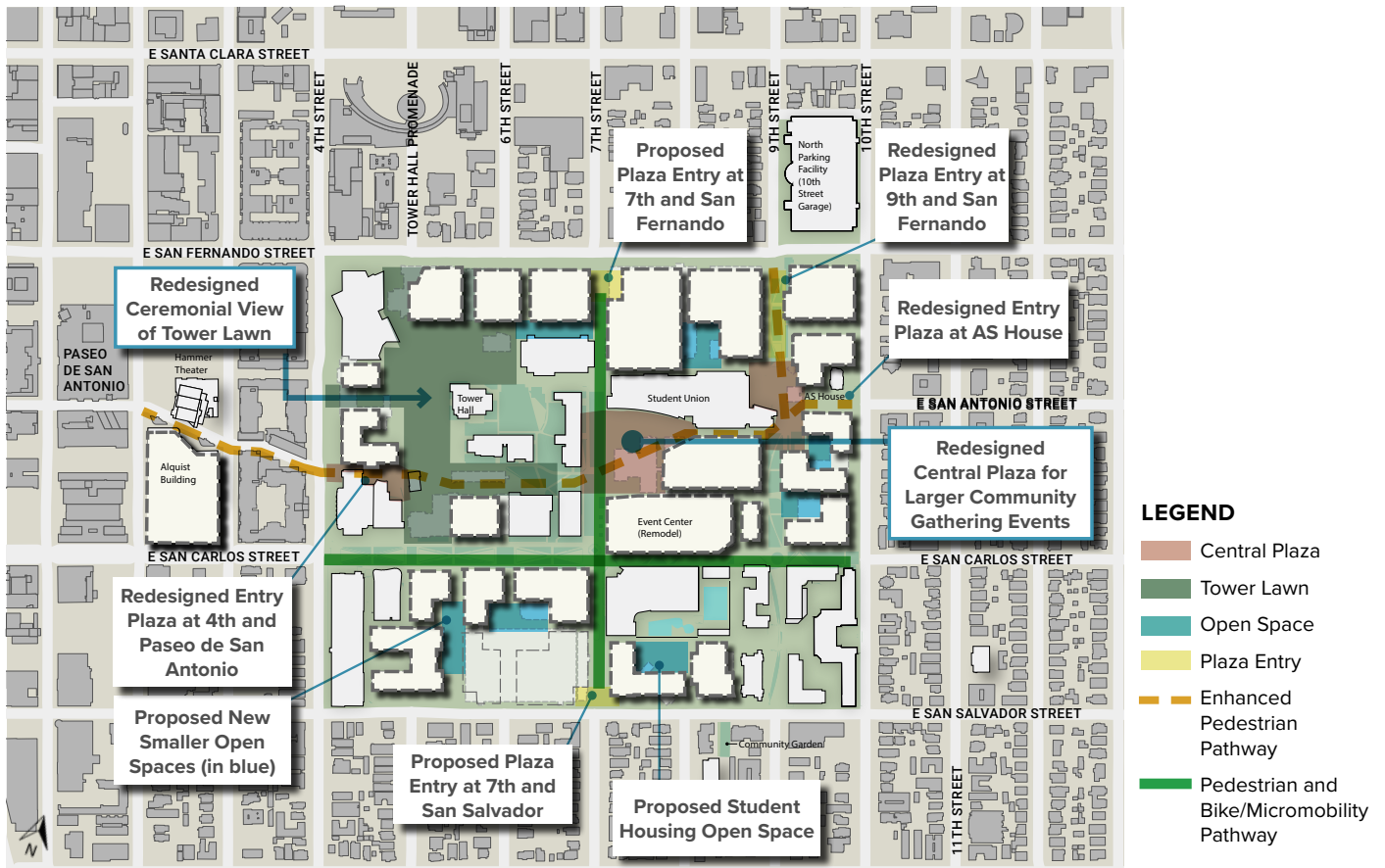
The Campus Master Plan provides an opportunity for the Main Campus to include several interdisciplinary hubs located in tall buildings along San Fernando Street, clustered near the new ISB building along Paseo de San Carlos, and in existing and new buildings along 4th Street. Programming clustered into potential interdisciplinary themes can be located in any of the new or renovated buildings. New buildings that enhance campus life include new housing and dining along San Salvador, the Alquist building near the Main Campus and a campus community hub at the center of campus between the Student Union and Event Center.

POTENTIAL LOCATIONS FOR PROGRAMMING BASED ON INTERDISCIPLINARY THEMES

Buildings can be designed to be flexibly re-programmed, to some extent, though some aspects of programming will require fixed relationships and specialized facilities. The intent of clustering by academic theme is to forge new relationships, improve the academic experience of all, and increase the utilization of University resources.

The investment in STEM at SJSU will be important to the mission of the CSU to educate students in high demand fields. Engineering is not just a building but a complex with multiple buildings and locations with many different foci. Beginning with computing and information sciences which have less laboratory space is a less costly way to start.

POTENTIAL CHANGES BASED ON PHYSICAL LOCATION



The Main Campus is defined by open spaces with buildings that frame them. The experience of being on campus can be strengthened by adding to the network of open spaces and designing them in conjunction with new and renovated buildings to better integrate, activate, and define outdoor spaces. The potential for consolidating space on campus into new tall buildings is an opportunity to design for more open space. The opportunity to extend existing open spaces and provide new smaller open spaces can make the campus feel more intuitive to navigate and more aesthetic.

There is a range of open spaces (from large to small) and experiences within them (for social gathering to quiet contemplation). The general design of open spaces on Main Campus tends to serve two purposes: places that move people along and places where people linger.

The underlying grid and network of paseos provide continuity with Downtown San José, and Main Campus improvements on linear paseos provide an environment that is attractive for people walking between destinations on campus.

Two types of circulation pathways, formal linear paseos and service pathways, already exist on campus. However, the greatest focus for future improvements should be on improving the open spaces where people linger for social interaction or quiet study or contemplation. Feedback from community outreach emphasized that there are not enough places to pause for a break outside. The trees and landscaping on Main Campus provide a respite from the urban hardscape that surrounds it. More enjoyable places to pause need to be added to Main Campus as it transforms.

At Main Campus, the historic Tower Hall and Lawn and Central Plaza were identified early on as important open space features within the organization of outdoor spaces on Main Campus. The original Main Campus began as an urban park, which is now Tower Lawn. This historic setting is an important one to enhance by editing the buildings that surround it so Tower Hall and Tower Lawn are visible from the perimeter streets, and so that the Tower Lawn area is more connected internally with the Paseo de San Carlos and ISB. The landscape can continue to evoke its park origins with more trees along the streets and in groves, and a hierarchy of lawns and other climate-appropriate planting.

Design guidelines that follow the Campus Master Plan will provide further direction for a common palette for planting, hardscape, seating and signature features, such as lighting to provide a sense of place and identity for Main Campus. All open spaces should be designed with opportunities to sit, with visibility for natural surveillance, and with landscaping features that enhance well-being. The landscape design is integral to campus sustainability and also an opportunity for student learning. Students can see how stormwater retention and treatment are designed into planting areas that feature native plants and how the selection and placement of trees provide shade and protection from wind and reduce heat from paved areas.

The design of buildings is important to open space design because the two are integrated. To enhance social interaction and provide a sense of activity, the placement of entrances, the visibility of the ground floor, and the orientation of the building architecture towards the open spaces on campus will help to activate them. Main Campus will feel more seamless and inviting by addressing both architecture and landscape architecture in the design of the ground plane. Also, building design can provide for open space access to sun, shade, and protection from wind and noise.

The places with the highest potential for transformation include sites along the perimeter streets and paseos internal to the Main Campus. Many buildings on campus will not be updated. These include newer buildings like MLK Jr. Library, the Student Wellness Center, Student Union, SRAC, and Campus Village. Some of the older buildings to remain include Tower Hall, the older Dwight Bentel Hall and Central Classroom Building as well as SPX and AS House (recently moved). The new buildings provide a shell for the programming that could occur within each. The programming of those buildings is discussed further in *Chapter 4*.

These key frontages are being considered in the twenty year time frame of the Campus Master Plan:

- **San Fernando Street** can be fully transformed with new tall buildings all along the campus edge, replacing Hugh Gillis Hall, Dudley Moorhead Hall, the Instructional Resource Center, Administration, Engineering, Industrial Studies, and the Corporation Yard.
- The edge of campus along **San Salvador Street** also has the potential for a transformed streetscape and a reimagined gateway at 7th Street, replacing Washburn Hall and the Dinings Commons with new residential towers at Campus Village 3. Duncan Hall would be renovated, and the South Garage could be replaced with academic buildings.
- Key improvements along **4th Street** could enhance the entrance and identity of the campus with a front door by opening up the view to Tower Hall. A new building flanking the MLK Library and the renovation of Washington Hall would better frame the view and become the ceremonial entrance to campus. The approach to the campus along the Paseo de San Antonio can also be improved with renovations to Washington Square Hall and Yoshihiro Uchida Hall.

- **Paseo de San Carlos'** transformation started with ISB and could continue with new buildings that replace Macquarrie Hall and Sweeney Hall. There may be long-term potential for renovating or replacing SPX Central and the Faculty Office Building to open the connection to Tower Lawn.
- The central buildings along **El Paseo de César Chávez** that frame the Central Plaza and the face of the Event Center could also be renewed to create a stronger identity for the campus. A potential new Community Hub could serve as a central landmark building in this community-oriented place. The Music and Art Building programming would be relocated to new buildings for more prominent visibility.
- Along the **9th Street Plaza**, transformation could include the stretch from San Fernando Street to Campus Village. The Central Plant would be relocated early, and the Business Tower and Classroom Building and Health Building are being considered in the long-term.

These open spaces are being considered to strengthen the network of places that accompany major changes at Main Campus:

- The edges of **Tower Lawn** should be carefully framed by new tall buildings on San Fernando Street, with the extension of the lawn to 4th Street, and by the buildings along Paseo de San Antonio. The character of the Tower Lawn area would be retained and possibly edited to enhance the clarity of the formal design.
- The expansion and renovation of the **Central Plaza** off the 7th Street Promenade could make this central space the most activated and largest community gathering space on Main Campus.
- Along the **9th Street Promenade**, the open space at the corner of the Student Union could be redefined by new buildings on San Fernando and expand towards the Associated Student House

and the 10th Street/San Antonio entrance. This would be another active area on Main Campus.

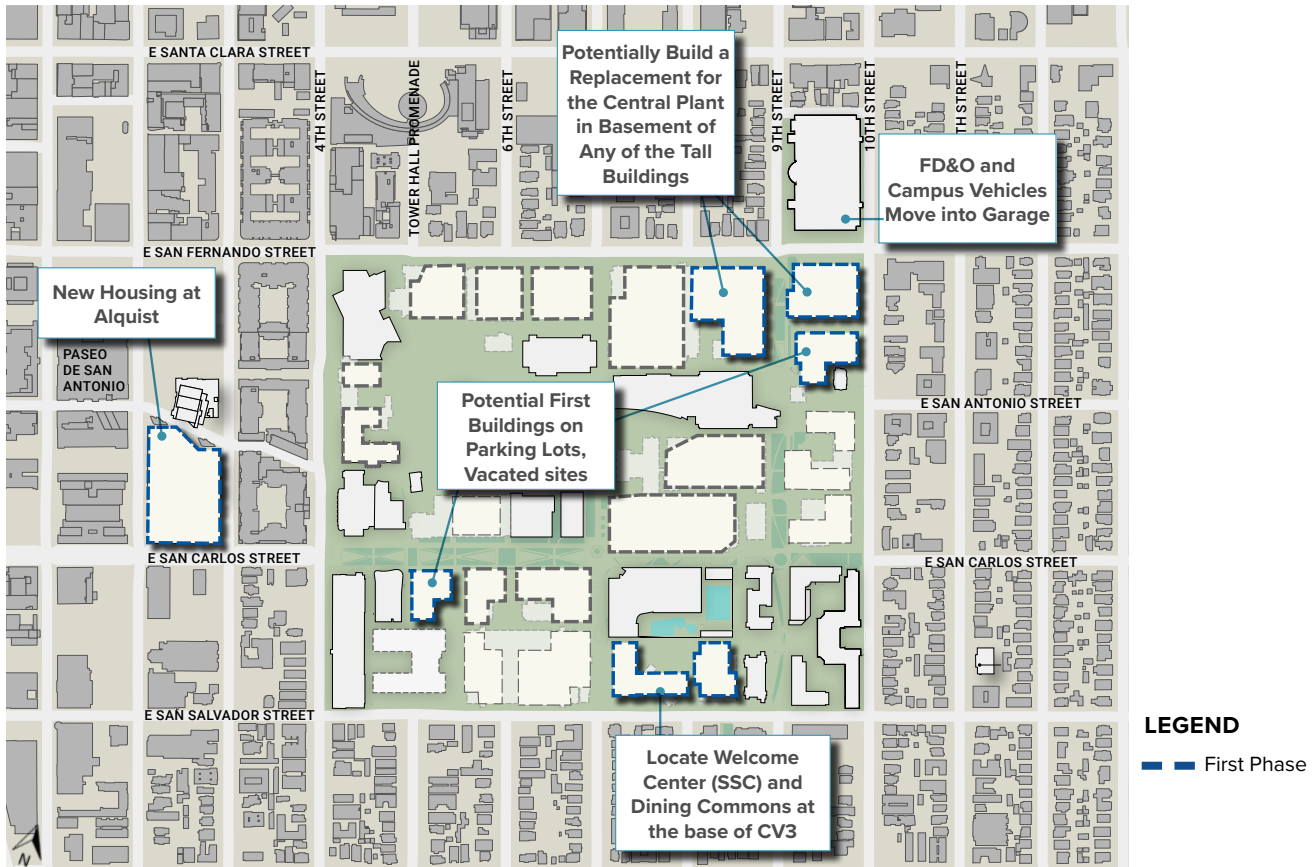
- The **Paseo de San Antonio** pathway should continue to curve and wind through the campus as a contrast to the formal and linear Paseo de San Carlos that is parallel. This pathway connects 4th Street with Tower Lawn, the Central Plaza and the 10th Street/San Antonio entrance. The compression and expansion of open spaces along this pathway is a rich pedestrian experience that could be enhanced with landscaping and wherever the renovation or design of new buildings can activate it.
- Further pedestrianizing the **7th Street Promenade** from San Fernando Street to San Salvador Street by removing parking and driveways, or by providing a pedestrian prominent design, could enhance this paseo as a major north-south connector. This central pathway would be redesigned to allow more active modes, like bicycling and scooters with a dismount zone that is formally captured in landscaping around the Central Plaza.
- **New open spaces** can be integrated among new tall buildings throughout Main Campus between buildings and on top of building podiums.
- **Paseo de San Carlos** could be further enhanced with new or renovated buildings orienting towards it and providing interest along the ground level from 4th Street to 10th Street. Wherever possible, new visible connections to additional smaller interior open spaces amongst new or renovated buildings should draw people to quieter spaces to hang out or study.
- **New open space at Campus Village 3** could provide a place for students to recreate near the SRAC. This space should be carefully designed to provide a sense of security, solar exposure to its grounds and the pool, and multi-purpose use.

TODAY



New buildings on San Fernando transform the entrance at 9th Street from the Parking Garage into Campus. Where there was once the FD&O Corporation Yard is now a state-of-the-art interdisciplinary hub. The Industrial Studies building is replaced with a new academic building that increases the amount of space with additional floors.

POTENTIAL PHASING



All programming in existing buildings will need to be moved to other locations before demolition, either as an interim step or a permanent step. Minimizing movement involves solving a logistical puzzle for each academic facility. While this sequence is subject to change, some of the first moves for implementing the Campus Master Plan could include:

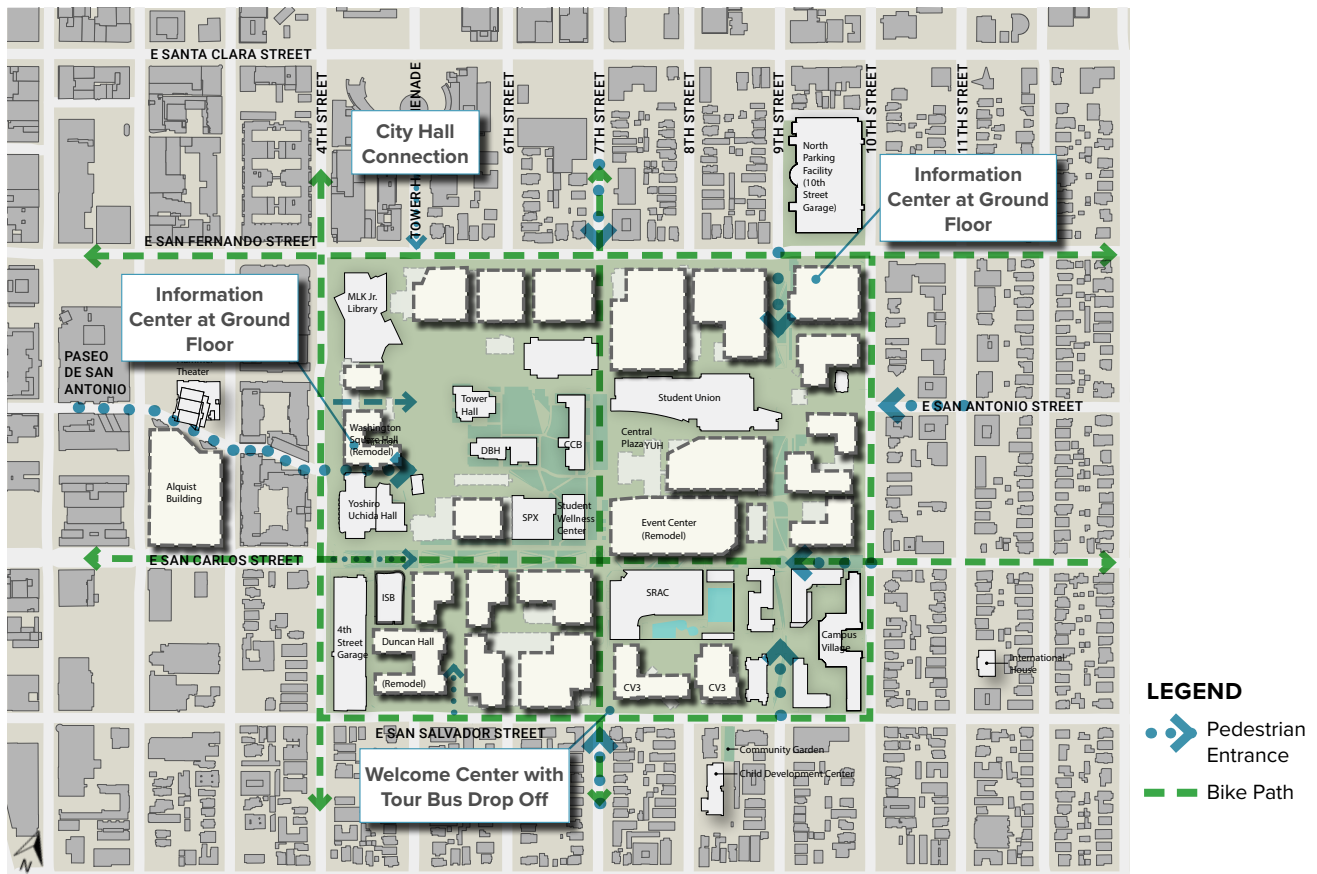
1. Building on parking lots and vacated sites.
2. Building new housing at CV3 and locating a Welcome Center at the base to relocate some of the existing programming associated with the Student Services Center. The programming that does not relocate here will either be relocated off of the Main Campus or managed remotely online.
3. Once SSC is out of the first floor of the 10th Street Garage, FD&O can relocate some operations to the ground floor of the garage and others off of the Main Campus.
4. The northeast corner of campus, on San Fernando Street between Eighth and Tenth Streets can then be cleared for new buildings. Some of the Industrial Studies programming will move to other temporary or permanent locations on Main Campus or at South Campus.

TODAY



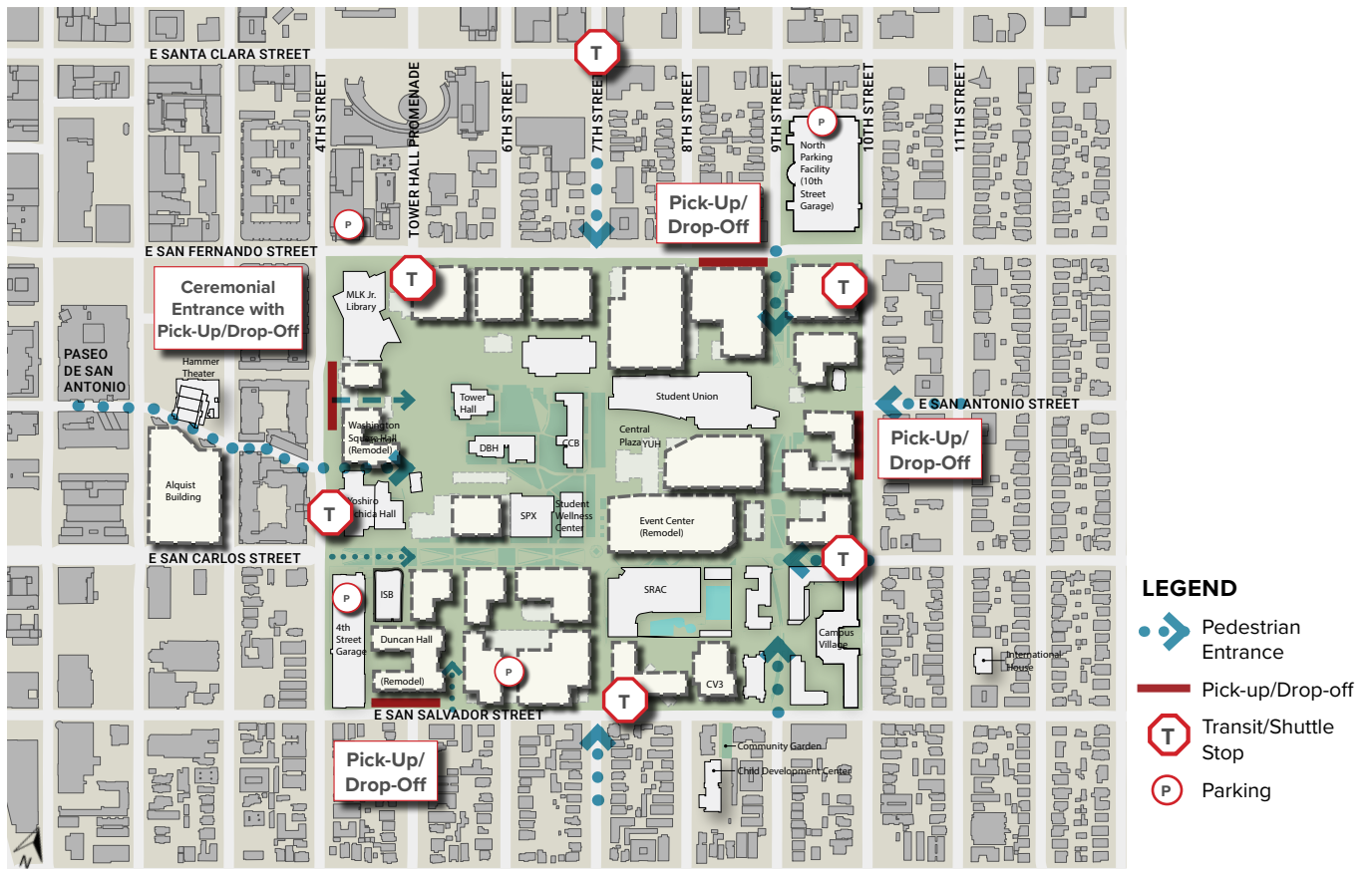
San Salvador Street will transform into a street that greets new students with a new Welcome Center, Dining Commons, and Housing. The entrance onto 7th Street will be improved into a plaza that serves as a gateway to the SJSU Main Campus.

ENTRY POINTS



The diagram above shows potential locations for pedestrian entrances (blue arrows) and bike paths (dashed green lines) along the four perimeter streets around Main Campus. Streetscape improvements on all four frontage streets would include landscaping and redesigned building frontages that activate the experience of walking onto (and off of) campus.

ACCESS POINTS



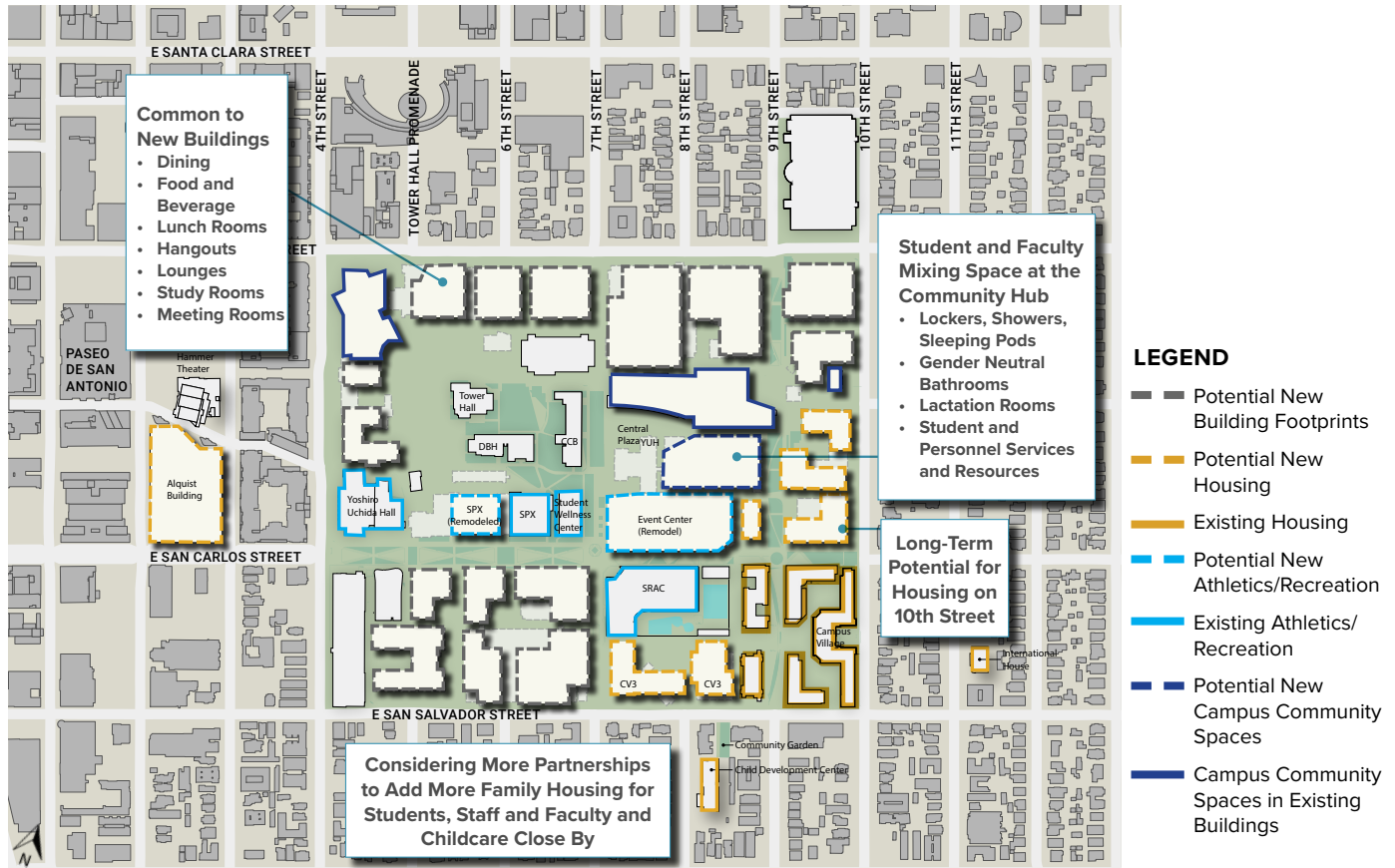
In the diagram above, potential access points around Main Campus are shown, including transit/shuttle stops (octagonal T), pick-up/drop-off locations (red lines), and parking access (circle P).

TODAY



The view on Tower Lawn is framed with new buildings next to the MLK Jr. Library and a remodeled Washington Square Hall to serve as the ceremonial entrance to SJSU.

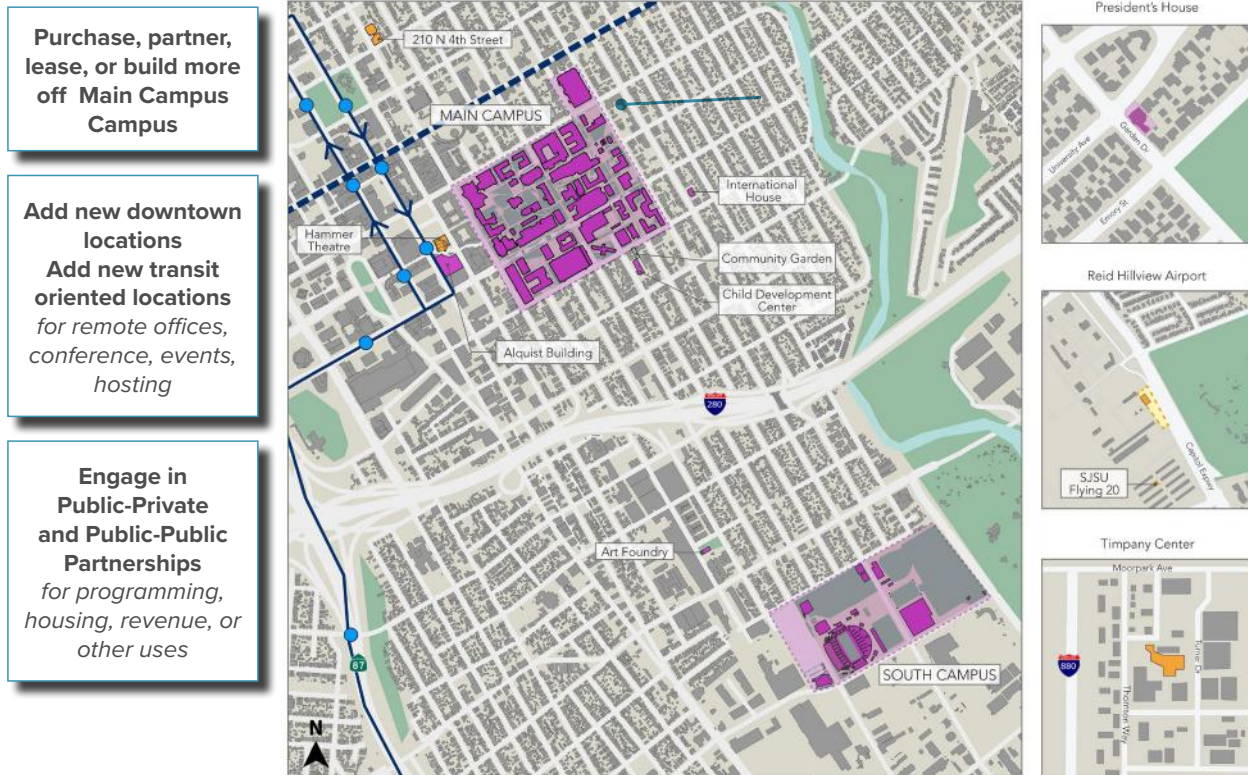
POTENTIAL IMPROVEMENTS FOR CAMPUS LIFE



The Main Campus includes many facilities that enhance the quality of the campus experience at the University. The ideas shown on the map above include:

- Student Services for the campus could be located at the heart of the campus, with classrooms, offices, and services all in one building.
- Increased dining options could be added with each new building, ranging from lunch rooms with microwaves to heat up leftovers to full service restaurants for special guests and occasions. The presence of food and beverage helps to activate the areas that are adjacent to them. Ideally, food and beverage options are available throughout campus, preferably at the ground floor of new buildings.
- Amenities such as sleeping pods, lockers and showers for non-resident students, faculty, and staff to make short-term stays at the campus more convenient and pleasant.
- Hangouts and lounges could be located on ground floors and upper floors of buildings, especially in interdisciplinary and community hubs. These places are for recreation, gathering, and community building.
- The addition of a network of bookable, non-assigned meeting rooms and acoustically secure work places, distributed across campus will help remote work and learning for those moments in between class and home.
- Additional club spaces, reservable on a rotating basis, could be added and made available to students, faculty, or staff as needed.
- A new Native American Student Success and Tribal Relations Center could be located at the Spartan Memorial Chapel.

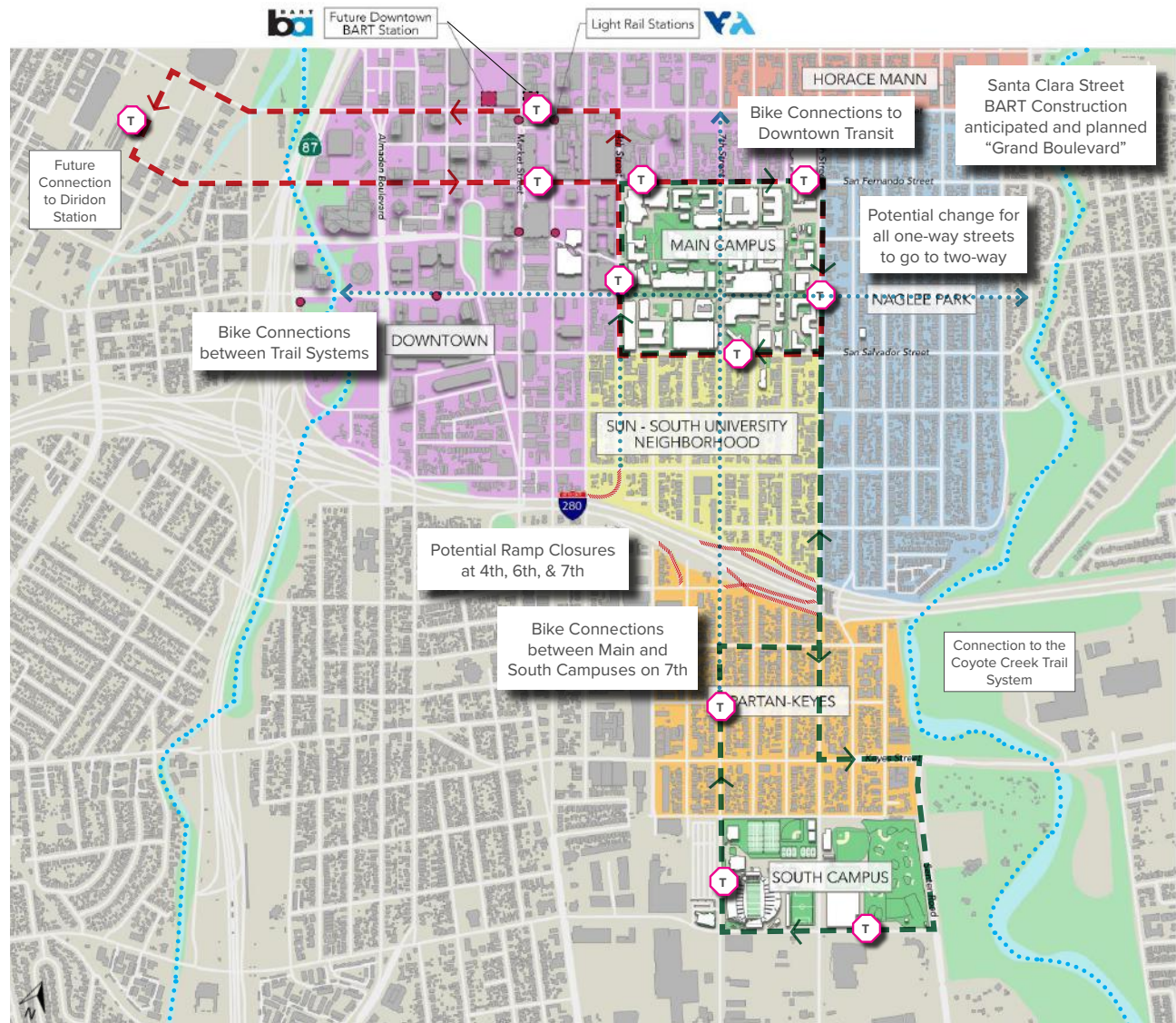
Refined Ideas for Off-Campus Locations









The footprint of Main Campus has grown to include sites nearby for specialized uses. More off-site locations could accommodate additional off-site functions, housing, conferencing, events, and other specialized resources. The University is considering some new locations:

- Aviation needs an alternative off-campus location with the impending closure of Reid-Hillview Airport. San Martín Airport is one possibility although no formal discussion has begun yet. The San Martín Airport site at the southern part of Santa Clara County could become a satellite campus with aviation and technology, maker spaces, and classrooms. It could also include some of the programs currently within the engineering building.
- Leasing off-campus space near transit could complement remote work, study, and learning. The return-on-investment may be higher for office locations outside of downtown San José and possibly closer to where some employees or students live.
- Housing for undergraduate students, graduate students, faculty, and staff is needed to help shift the University away from its reputation as a commuter campus. Increasing the portion of housing could mean:
 - Building more housing at CV3 on Main Campus
 - Building more housing at the Alquist site
 - Renovating the I-House
 - Building more housing on 10th Street in the long-term
 - Partnering with other institutions, such as community colleges, to create university halls for multiple institutions
 - Partnering with private housing developers through master leasing agreements
- Partnering for conferencing, child care, some aspects of security, operations, and food and beverage.

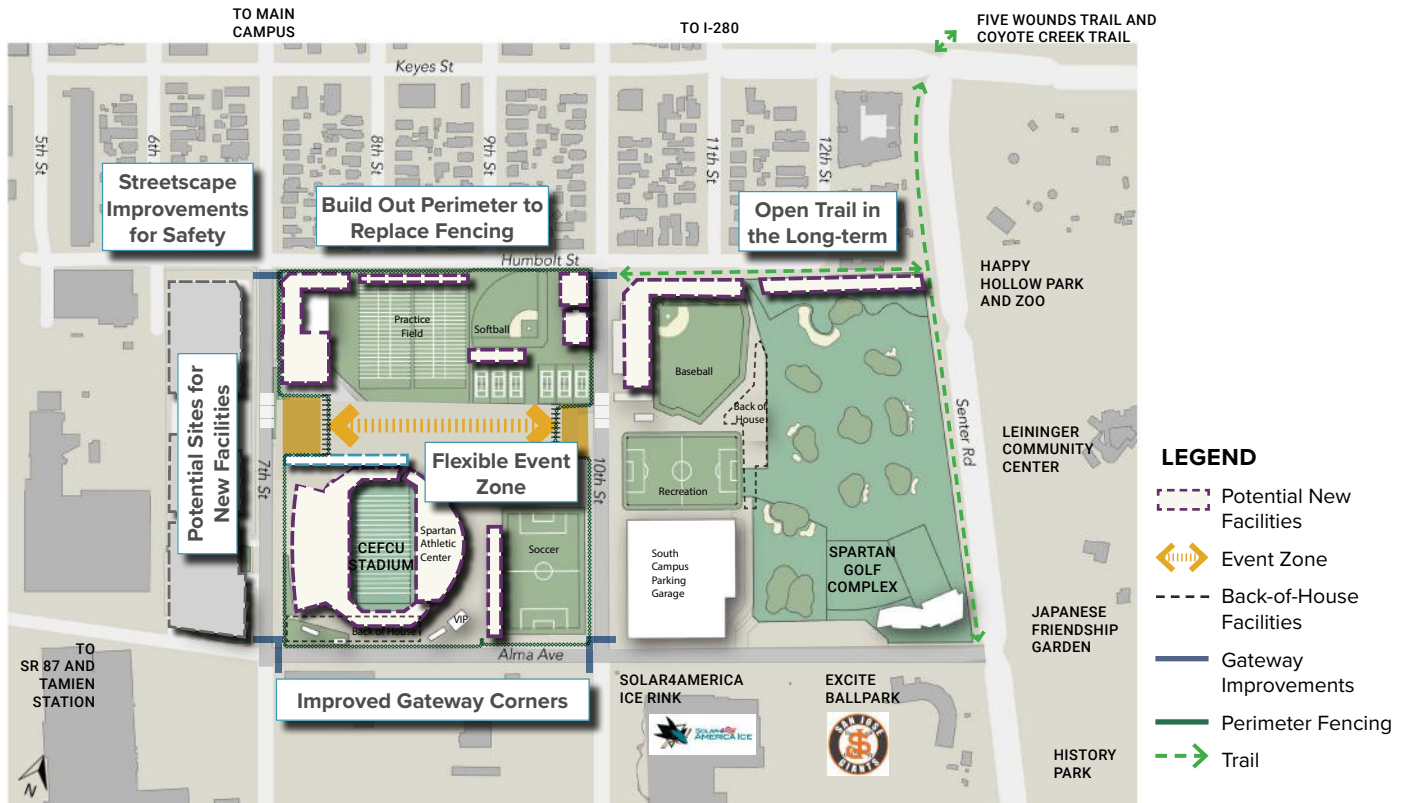
Future connections between the Main and South campuses could include expanded shuttle routes that stop at Diridon Station, VTA Light Rail Stations, future BART Stations, and possibly also the San José Airport to better connect both campuses with the region.



LEGEND

-  Transit/Shuttle Stop
-  Shuttle Route
-  Shuttle Route
-  Bike Connections
-  Trail
-  VTA Transit Stops

Refined Ideas for South Campus



South Campus has athletics programming with the potential for more functions. The University-related programming beyond athletics that could occur at South Campus might include clinic spaces, maker spaces, and potentially housing. There is also potential to partner with neighboring sports teams and sites to improve the synergy at South Campus. Public access to and around South Campus is limited for security purposes, but could be improved with design.

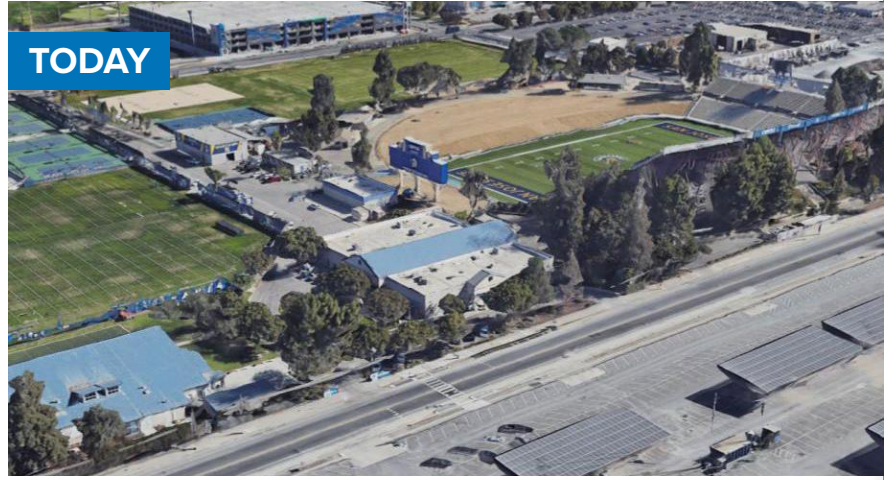
- The parking lot on 7th Street, currently used as a satellite parking facility for the Main Campus, could be a location for surge space in the short term or permanent new buildings with University programming in the long-term.
- The fencing along the edges of South Campus (required for security and safety) could be replaced with a built out edge, landmark gateway features, and

landscaping to make it more attractive and reduce athletics-related noise impacts on the neighborhood to the north. The Koret Center could be renovated and expanded to better utilize the corner of 7th and East Humboldt Streets and accommodate the programming in the Simpkins Stadium Center and Athletics Building.

- The potential for paid public access to the Golf Complex, Club, and Gymnasiums could also add opportunities for public use on a more regular basis.
- For special event days, a central, flexible Event Zone could be created with the removal of the Simpkins Stadium Center and back-of-house facilities, tennis stadium court, and beach volleyball court along Spartan Way. This expanded area can be reconfigured as needed for event day experiences, including bringing back the Tennis Court and Beach Volleyball

facilities as needed. A bigger, more visible and welcoming entrance along 7th and 10th would make this zone more practical for many uses.

- In the long-term, more connections can be made to local amenities near the campus, especially along Senter Road and connections to the nearby trails.
- In the short term, parking is critical and episodic, and partnerships with neighboring sites could add more capacity as required.



South Campus will continue to improve as a Athletics Destination with renovations of CEFCU Stadium, a fan zone that is designed to be flexibly used for different events, and consolidated training facilities that could be made available for paid access by the community. The streetscape improvements to the perimeter streets on South Campus will include new landscaping, an improved pedestrian environment, and a more activated street edge.

Refined Ideas for Moss Landing Marine Laboratories



Moss Landing Marine Laboratories is an important field research center for the marine sciences located at the mouth of the Monterey Submarine Canyon, the deepest submarine canyon on the west coast of the United States. The facility is remote from the Main and South Campus, but perfectly positioned as the closest scientific research facility to the canyon, while also being a place for innovation and interdisciplinary collaboration.

The greatest strengths of Moss Landing Marine Laboratories are the ability for observers on land to quickly get to boats, the sea water pump that serves the various research uses, and the partnership with Monterey Bay Aquarium Research Institute (MBARI), other CSU's, local universities, and national science agencies (NOAA, NPS, USGS, Naval Post-Graduate School, among others).

The challenges for MLML include aging facilities, the corrosive nature of the marine environment, the remoteness of the labs from the SJSU Main Campus, and the inaccessibility of local housing and services. The development of the coastal environment is sensitive and requires oversight from the California Coastal Commission.

The main parts of the MLML campus include: The Main Building, Sandholdt Center, the Aquaculture and Shorelab, Marine Operations, the Del Mar boating and diving operations as well as the Norte facility. MLML facilities are spread out about a mile from end to end on a relatively flat topography with the Main Building as the outlier being on higher ground. The facilities include a library, shop, aquarium, laboratories, offices, classrooms, diving facilities, seawater system, aquaculture tanks, dive lockers, sea lion tank, docks, and three boats. While the boats are technically research vessels, they are an important part of the facilities, because without boats there would be no access to the ocean for marine research and they are analogous to buildings on land.

The facilities at MLML have multiple ownership. Some of the facilities are State-owned, but other facilities are held and managed by the San José State University Research Foundation (SJSURF). There are also some facilities that are shared with other institutions, such as the Library with the Monterey Bay Aquarium Research Institute (MBARI). Beyond State funding, there is also additional grant funding and donor funding that can help implement improvements.



Some of the buildings are in good condition, like the Main Building which was built in 2000. However, the marine environment is hard on the facilities. A study should be conducted that documents the assets that need rehabilitation or replacement as deferred maintenance is an essential item that needs to be addressed. It was easily observed that the most immediate need for investment and repair is the Del Mar wharf, which is dilapidated; part has collapsed into the harbor. This could be addressed in a shorter time frame than the Campus Master Plan.

The Campus Master Plan sets a longer-view of what MLML could become over the next two decades. It was observed that the academic future of MLML greatly depends on the capacity of the sea water pump, a usable dock and vessels, and room to grow the aquaculture facilities. There are many opportunity sites at MLML, with the Sandholt lot, Norte Site, and potential redesign of the Del Mar Site.

The biggest opportunity for growth over the next two decades is the aquaculture facility which is an exemplary element of MLML and (by extension) SJSU. The aquaculture facility is developing cutting-edge sustainable food technologies and sharing these with private companies in a way that rewards SJSU (e.g., through equity and licensing arrangements) and meets the State's broader policy and environmental goals (many grants it receives are from the California Ocean Protection Council). For example, it is developing commercially feasible varieties of seaweed, abalone, and native oysters that can be aquacultured in a sustainable manner in on-land tanks and that require far less energy and other inputs than current species and techniques.

The aquaculture facility (and the aquarium tanks in other buildings, including the partner facility at MBARI) require access to pumped seawater as a primary resource. The seawater pump uses older technology that relies on a specific skill set for maintenance.



Given its age, it may need replacement in the near future, but is currently functional and has a solid contingency plan for system failure or disruption. It is recommended that an assessment of the seawater pump be completed to identify a process for phased replacement with cost benefit. The seawater pump is a regional asset and not only important to research, but also a potential source of revenue for SJSU in partnership with affiliated private aquaculture industries.

The current location for the aquaculture laboratory, where the proof of concepts are explored for new ways to farm seafood, is limited and has the potential to be much bigger than it is and to introduce more purpose-built education facilities to support the study of aquaculture. The limit for this type of research is the pump, if more space was given to improving the pump, or building a more state of the art facility, the potential for the rest of the sites—at Del Mar, Norte, or Sandholt—could be realized as research in this burgeoning field expands. The expansion could also include engineering, incubation, and entrepreneurship resources for the Aquaculture Center.

Affordable housing was also identified as an immediate need. The type of housing desired would serve graduate students for the span of their research term, typically three to four years, and possibly also visiting faculty. There could also be short term visitor housing needs for special programs during the year or the summer when groups come to visit MLML on field trips. It was previously proposed that new housing be added to the Sandholdt lot (in a plan referred to as the “Academic Village”). There are some existing options for housing that could be explored with partners at CSU Monterey Bay and with local hotels and housing providers that could be leased. The potential to build housing on site is more challenging, given the oversight of the California Coastal Commission.

The connection between the Main Campus, MLML, and its neighbors to the north and south by shared transportation is limited. The opportunity to improve public transportation, or for the University to provide a shuttle between campuses in the region operated by MST was discussed. With the upcoming introduction (opening date TBD) of a commuter rail connection from Gilroy to Salinas, connectivity with this station will help fill an existing gap in public transit access to the region assuming high-quality bus connections to other population centers in the area are possible. Although the nearby towns of Pajaro (south of Watsonville) and Castroville are along this route and were proposed as station locations for the Monterey County Rail Extension project it is uncertain if or when this will happen as funding needs to be secured for final design and construction.

In terms of local connectivity, the main building’s proximity (15 minute walk) to an active boat launch area is a strong asset for this facility. There are opportunities to improve this access via new paths that would separate

pedestrians and bikes from vehicles on the MLML driveway, or by providing electric bikes that could be used to quickly get between the buildings, which would supplement the limited number of golf carts currently used by facilities staff. The roads in Moss Landing are very low-volume and low-speed and although there are narrow or missing sidewalks, the de facto shared nature of these local streets means that walking and biking are relatively safe for able-bodied people, but continuous wheelchair access is limited.

MLML also faces a very significant challenge due to sea level rise. While the Main Building is located on a hill well above sea level, the other facilities are at low elevation that is at the level of the highest high tides today, not including wave surges. Some adjacent facilities (e.g. the Harbor Master’s office) are already being moved inland, but other high-value facilities (e.g. the MBARI office and research complex) seem poised to remain. Long-term resilience for MLML must be studied—not only for its facilities (which should be designed for sea-level rise and flood resilience), but for the shared infrastructure that serves it as well such as roads, water and sewer lines, and electricity and gas. There is little value to protecting MLML’s buildings if they cannot be accessed, powered or served.



The priorities for MLML still need to be established for these major items, which are listed in no particular order:

- Addressing deferred maintenance especially for repair of the Del Mar Wharf back to functionality
- Planning for the components identified in the vision for the Academic Village
 - Finding or providing short-term housing on-site, possibly with tents for field trips, or summer use
 - Finding or providing long-term housing on-site for graduate students during their 3+ years, or for visiting researchers while they are here for terms less than five years
 - Improving diving facilities with a pool for training
 - Providing a setting for an outdoor classroom
- Exploring long-term housing with partners, such as CSU Monterey Bay
- Exploring the use of conference facilities at the Inn At Moss Landing Point
- Purchasing a new big research boat to improve access to the Monterey Submarine Canyon
- Enhancing or expanding the Center for Aquaculture, a field with great potential and impact on the planet
 - Developing a plan to replace the Sea Water Pump to expand the potential for research and commercial use
 - Increasing space for programming that has to do with engineering and business related to Aquaculture and other Marine projects
- Expanding the integrated fisheries complex with new facilities, perhaps at the Norte site
- Establishing a regular shuttle with MLML and SJSU, UCSC, CSU Monterey Bay, possibly in partnership with regional transit providers
- Adding EV charging in parking lots
- Providing electric bikes/scooters for university use between properties (TDM measure, owned by SJSU)
- More frequent bus connections to Salinas when commuter rail opens
- If housing can be provided by CSU Monterey Bay, expanding transit service in partnership with area transit companies



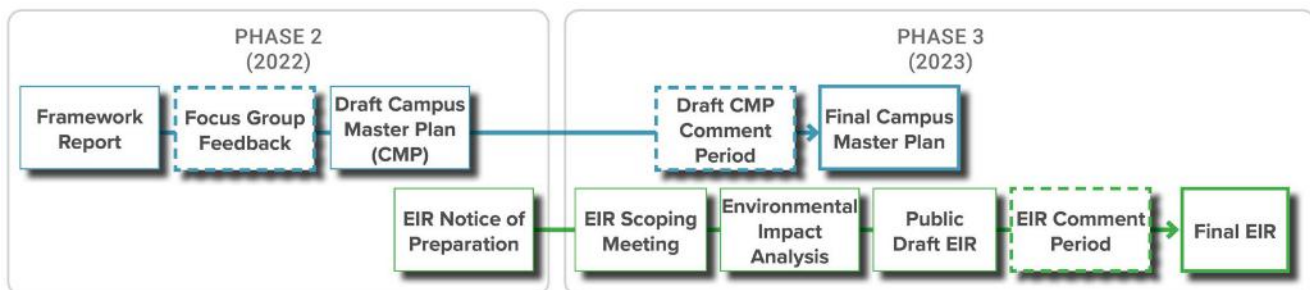
CHAPTER 6



6. Next Steps and Draft Campus Master Plan Outline

This Framework Report will serve as a reference for feedback and discussion with SJSU leadership, stakeholders, and campus constituents in focus groups during Spring 2022.

The next step in the Campus Master Plan process will be to prepare a full internal draft, or “Preferred Plan,” incorporating feedback to proposed ideas contained in this Framework Report. The full draft Campus Master Plan will include sufficient detail for the environmental consultants to prepare a formal Project Description for the Notice of Preparation (NOP) of the Environmental Impact Report (EIR) as required by the California Environmental Quality Act (CEQA). These deliverables will conclude Phase Two of the SJSU Campus Master Plan, anticipated to occur by the end of Fall 2022.



Phase Three of the Campus Master Plan process will commence in early 2023 with an opportunity for the campus community to review the Draft Campus Master Plan and Draft Environmental Impact Report (EIR). Feedback from the Draft review will be addressed in the final Campus Master Plan and Final EIR. Phase Three will conclude with the presentation of the Campus Master Plan and Final EIR to the California State University Board of Trustees for approval and certification.

Stakeholder Review of Framework Report

The review of the Framework Report will include focus groups with representative stakeholders and five community meetings including Town Halls for students, faculty, staff, and two general campus community meetings on campus life and sustainability. The opportunities to review the Framework Report will be kept up to date at the project website: sjsu.edu/campusmasterplan.

Focus Groups will include:

- Advancement
- Art
- Security
- South Campus
- Moss Landing Marine Labs

Special meetings will be held to share about the Campus Master Plan with:

- The Associated Students
- The Academic Senate
- Staff Council
- Campus Planning Board
- The City of San Jose
- SPUR

There will also be an online component of the outreach posted at the project website (sjsu.edu/campusmasterplan) and through social media. A physical display of the Campus Master Plan Framework will be displayed in the Library.

The Campus Master Plan team is seeking feedback about the principles, goals, ideas, and conceptual layout of the CMP with an emphasis on proposed physical improvements presented in Chapters 4 and 5 of this Framework Report. Participants will be asked to review the Framework Report in preparation for focus meetings. Discussions at each session will address how the ideas presented in the Framework Report would affect the group or topic and seek participants' advice on how the CMP can be strengthened.

The Scope of the SJSU Campus Master Plan

The SJSU Campus Master Plan will address the physical design of SJSU campuses and set long-term goals for development over the timeframe of the next two decades. The Campus Master Plan will provide guidance for campus design, which applies to new buildings, renovations, and remodels as well as public realm improvements. While the Campus Master Plan will identify some imminent projects, the expectations are not static. The Campus Master Plan will provide a long-term vision, goals, and direction for future development of the physical campus as a whole, including all built facilities, infrastructure and the spaces in between but does not prescribe where things go.

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Following completion of the Campus Master Plan, other related plans may require revision or development of plans to address components of the campus in greater detail. These future plans may include:

- University-wide Design Guidelines
- University-wide Space Management Plan
- University-wide Strategic Housing Plan
- Facility Development Plans for each Campus
- Landscape Master Plans for each Campus
- Utilities Master Plans for each Campus

