

An aerial photograph of a university campus. In the center is a prominent, ornate tower with a clock face. To the left is a modern building with a curved facade. To the right is another modern building with a flat roof. The foreground shows a paved walkway with trees, people walking, and a person with a bicycle. A sign in the foreground reads "SJSU SAN JOSÉ STATE UNIVERSITY". The sky is blue with some clouds, and there are tree leaves in the top right corner.

# SAN JOSÉ STATE UNIVERSITY Campus Master Plan

for Santa Clara County Properties

August 26, 2024

# Acknowledgements

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The Advisory Committee for the Campus Master Plan includes a diverse range of individuals from across the campus, alumni and community representation. This group of 27 individuals served a valuable role by providing their institutional knowledge, information about current programs and efforts underway, and invaluable feedback, insight, and advice in the Plan's development. We thank all members of the Advisory Committee for their ongoing engagement in the Plan and the process which led to its development.

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# Executive Summary

## Campus Master Plan for Santa Clara County Properties

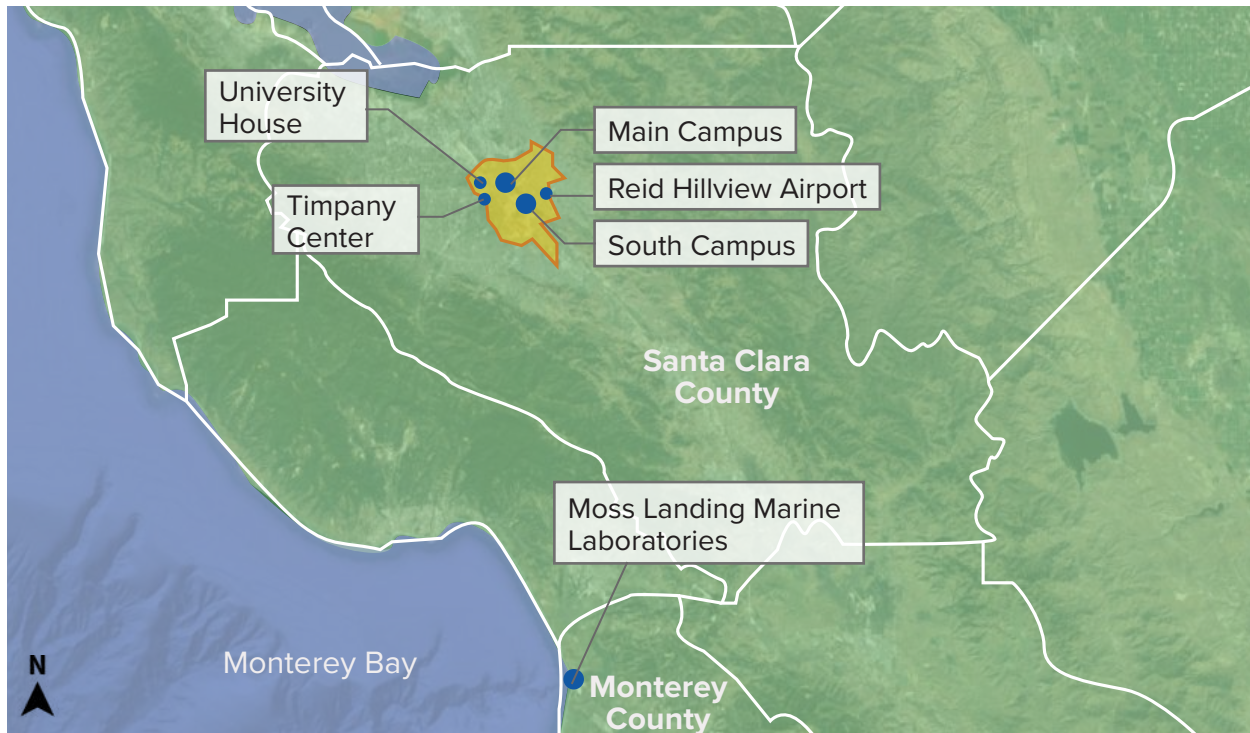
San José State University (SJSU) has developed a new Campus Master Plan (CMP) for its locations in Santa Clara County — the Main and South campuses and various separate sites nearby. Based on the values expressed in the University’s strategic plan, the Campus Master Plan is designed to guide the physical development of the University’s Santa Clara County locations over the next two decades.

The Campus Master Plan process began in 2020 with baseline research and a series of stakeholder interviews to identify the issues that the Campus Master Plan should address. The Campus Master Plan team involved members of the University and broader community through virtual open houses and face-to-face meetings and workshops. The Campus Master Plan team summarized its initial work in a Preliminary Background Report, and then

developed a Framework Report with opportunities for both in-person and online review. All documents related to the Campus Master Plan process have been posted on the University’s website at <https://www.sjsu.edu/campusmasterplan/>.

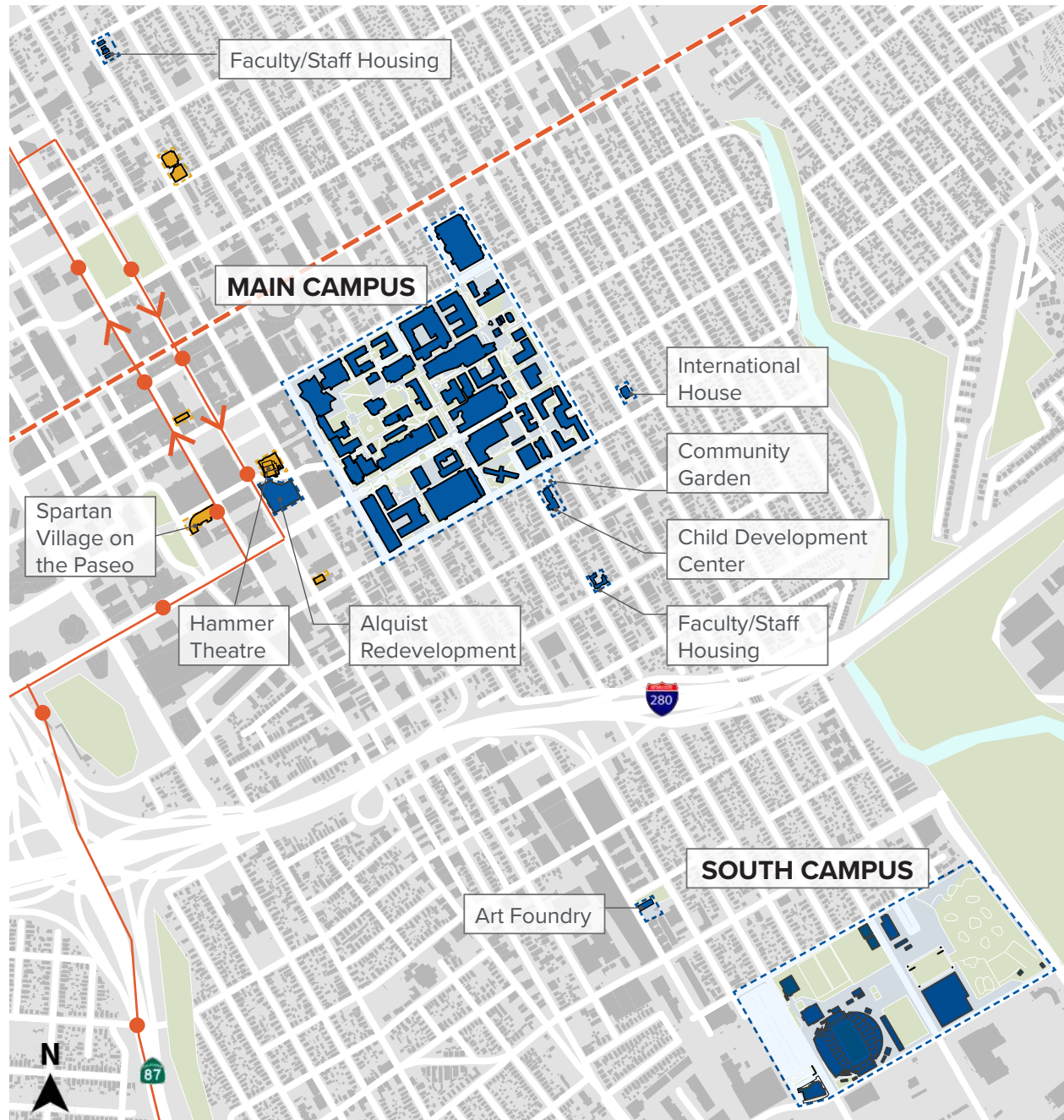
When the Campus Master Plan Framework was completed, the University determined that it would be appropriate to prepare two parallel Campus Master Plans: one for the SJSU locations in Santa Clara County and another for the Moss Landing Marine Laboratories in Monterey County. This decision enabled the University and consultant teams to focus each Campus Master Plan and the environmental analysis required by the California Environmental Quality Act (CEQA) on the distinct characteristics of each location. The Campus Master Plan for SJSU’s Santa Clara County sites was drafted during 2022, with public review scheduled for fall 2023.

**Figure a: Regional SJSU Properties Map**




*SJSU locations within Santa Clara County include the Main Campus, South Campus and several other sites where SJSU programs and administration occur.*

Figure b: SJSU Locations in Santa Clara County



**Legend**

- |   |  |   |                                     |
|---|--|---|-------------------------------------|
|  | SJSU Campuses and other owned properties |  | Campuses and other owned properties |
|  | SJSU leased or use agreement facilities  |  | Leased or use agreement facilities  |
|  | City of San José Boundary                |  | VTA Light Rail Line                 |
|  | County Lines                             |  | Future BART Phase 2                 |

*SJSU sites where programming and administration occur. In Santa Clara County, major sites include the Main and South campuses, as well as other locations where programming occurs. The map shows both University-owned facilities and leased or agreement-based facilities.*

# Campus Master Plan Goals for SJSU's Santa Clara County Properties

The University established the following nine overall goals to guide the development of the Campus Master Plan, 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.

The Campus Master Plan goals support San José State University's strategic role as an urban-based, teaching-intensive, research-driven public university that is recognized not only in the Bay Area, but also nationally and internationally. The goals also emphasize SJSU's history and future as a culturally and ethnically diverse university that is representative of the State of California's general population and that embraces its global community.

The nine goals are not prioritized as all are important to future campus development. They are arranged from the most general to the more specific.

## **Goal 1. Create an Encompassing Sense of Place.**

Create a dynamic sense of place for San José State University that is welcoming, accessible, inclusive, equitable, safe and sustainable; that embraces all locations; that celebrates the university's history, culture and values, including the indigenous history of the land; that supports its increasingly diverse educational community; and that symbolizes its leadership as an innovative and creative public university in Silicon Valley.

## **Goal 2. Accommodate Future Academic Aspirations.**

Identify where and how capacity can be created and added to accommodate future academic and research needs, developments in pedagogy, anticipated enrollment changes, more student housing and related support in both physical and digital places.

## **Goal 3. Link all Campuses.**

Ensure that activities at the South Campus and Moss Landing Marine Laboratories are incorporated with the Main Campus as fundamental parts of the University and improve access between the Main and South campuses and between the campuses and other sites.

## **Goal 4. Connect SJSU with San José.**

Improve access and permeability between the campuses and their surroundings to better integrate the University with the City of San José, to increase SJSU's vibrant presence downtown and to highlight SJSU's engagement with the local community as an urban university.

## **Goal 5. Revitalize Two Developed Campuses.**

Re-envision the Main and South campuses and other nearby sites as one cohesive hub of activity in Santa Clara County with strategic redevelopment that inspires, shapes and supports the educational community, student success and faculty and staff engagement.

## **Goal 6. Support a Vibrant University Community.**

Enhance the campus environment with appealing open space, more gathering places, engaging outdoor activity areas and a strong pedestrian orientation that supports SJSU's increasingly diverse university community.

## **Goal 7. Prioritize Collaboration Space and Efficiency in Space Use.**

Re-imagine space design and management to encourage collaborative and interdisciplinary space use, emphasize flexibility and adaptability, and incorporate advanced technology to improve space utilization and efficiency.

## **Goal 8. Leverage Technology.**

Create a smart and technologically advanced 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 a unified outdoor/indoor environment.

## **Goal 9. Phase Implementation.**

Provide pathways for phasing improvements in a flexible manner that aligns with available funding and supports planning for future capital investments required to implement the plan, including infrastructure.



## Recent Trends and Future Directions

The following six future trends drive the need for re- envisioning SJSU’s Santa Clara County campuses and other properties. Each of these leads to a set of space programming principles in the Campus Master Plan.

### Emerging Academic Programs and Research

SJSU will continue to offer a comprehensive range of programs at the undergraduate level and more focused or specialized programs at the graduate level, including new doctoral programs. Interdisciplinary and collaborative research will be expanded and integrated with teaching at both the undergraduate and graduate levels. SJSU expects to increase the number of full-time faculty involved in teaching and research.

### Developments in Teaching and Learning

The University expects that the majority of courses will continue to be taught in person. However, the proportion of face-to-face instruction on the Main Campus will decrease as hybrid and online instruction will continue to increase over time. As a result, the Campus Master Plan stresses more flexible teaching spaces and support facilities for hybrid and online learning.

### Shifts in Student Enrollment and Campus Life

SJSU anticipates moderate enrollment growth, with a major shift in the student profile toward more transfer and graduate students and a modest increase in out-of-state and international students. Overall, enrollment could increase from 36,000 to 44,000 students over the next two decades, with more than half of that growth in Special Session/ self-support and online enrollment. The Campus Master Plan adds space to support the educational experience for students living on, nearby or off campus.

### Increase in Housing

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 to transit. The Campus Master Plan designates space for about 2,100 additional beds to bring the student housing total to about 7,270 student beds. This will

increase the percentage of regular students living on campus from about 13 percent to 19 percent. In addition, the University is planning to provide students, faculty and staff housing in the immediate downtown area and nearby locations.

### Supporting a Diverse Campus Community

Participants in the Campus Master Plan process 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 all students, faculty and staff. The new Campus Master Plan creates a flexible learning environment that will support changing demographics and an increasingly diverse campus community.

### Changing Work Patterns

In the past, most staff and administrators have been employed full-time on campus during a regular work week. Re-evaluation of how best to provide student services and conduct administrative work may lead to staffing adjustments and changes in business hours and the balance between in-person, hybrid and remote work. The new Campus Master Plan provides facilities for student-facing services that should remain on campus and support space to other activities that can — and perhaps even should — be conducted at an off-campus site or remotely.








Figure c: SJSU Population

	2020 Baseline	CMP Buildout
Total Headcount	40,494	49,260
Students	36,302	44,000
Regular Session	33,027	37,500
Special Session	3,275	6,500
Faculty	2,111	2,500
Staff and Administrators	2,081	2,760
Full-Time Equivalent Students	30,207	39,200
Regular Session	28,601	35,625
Special Session	1,607	3,575

Figure d: SJSU Campus Master Plan Land Uses



**Legend**

- |   |                        |   |                                |
|---|------------------------|---|--------------------------------|
|  | Academic Mixed Use     |  | Athletic Facilities            |
|  | Campus Life Facilities |  | Athletic Fields                |
|  | Residential Facilities |  | Operational Support Facilities |
|  | Open Spaces            |   |                                |

## Campus Master Plan Vision

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The design vision for the Campus Master Plan enhances the sense of place and strengthens SJSU's presence as an urban public university. This involves transforming the university's physical interface with the community at and beyond the boundaries of the Main and South campuses. It entails revitalizing landmarks and creating new features that support collaboration, innovation and a vibrant, culturally-rich learning community. These imperatives lead to an emphasis on connections, architecture and open space.

Connection is a strong part of the vision, both to the broader community as well as to its diverse students, faculty and staff. The meaning of connection is both physical and cultural for the Campus Master Plan. Improved connections include creating entrances that are welcoming, designing buildings to face outward, connecting university locations more effectively to each other and surrounding neighborhoods. Connection is also created at the ground floor between the inside and outside, with public art and exhibits that reinforce SJSU's history accomplishments, hopes for the future, and the university's ongoing vibrant connections to downtown San Jose and the broader Silicon Valley community.

The design vision for architecture and open space both contribute to a sense of place and a stronger identity as a University. The architecture and open space design vision includes designing a supportive learning environment, memorable places, intuitive wayfinding and a built environment that is welcoming to visitors as well as the diverse university community.

### Main Campus Design Vision

San José State University's Main Campus is the oldest campus in the California State University system and has the highest building density in the CSU on its 88.5 acres in Downtown San José. The Main Campus is SJSU's primary education center and the location for University-supported student housing.

The design vision for the Main Campus necessarily involves redevelopment to replace aging facilities and add capacity to meet future needs. Re-imagining the Main Campus adds over five acres of new usable open space by removing surface parking lots, reducing vehicle circulation and building taller structures on much smaller footprints.

The edges of the Main Campus will be transformed with significant new development on San Fernando Street where higher buildings make a transition toward downtown, ground floor activities face outward and new entrances welcome the greater community. On 4th Street a new "window" onto Tower Lawn and Tower Hall focuses on SJSU's most important historic landmark.

The Main Campus vision emphasizes redesigned and new open spaces. Tower Lawn is redefined by new buildings that frame this important space. Paseos will be redesigned across campus to improve and expand the pedestrian environment. New plazas, seating and shade will also be redesigned and added to create more places to gather and enjoy.

### South Campus Design Vision

SJSU's 62-acre South Campus serves alumni, visiting teams and the greater community as well as current students and employees. The South Campus is part of an emerging sports and recreation entertainment district in the City of San José. It supports Spartan fans, athletics, recreational sports, intramurals, sport clubs, special events, and some academic classes and research.

The vision for the South Campus expands its identity to become more fully integrated as part of the University. This involves improving the connections between the Main and South campuses and providing support services and activities as more academic programs and research occur there and as the surrounding area develops.

The identity of the South Campus can be strengthened along street frontages by changing fencing, landscaping and entrances. In addition, new facility design can create a more attractive and welcoming presence along the edges.

The design vision for South Campus focuses on creating a more cohesive and connected experience within the campus. Stadium Way is realigned as a central, unifying public space between the different activities and facilities that surround it. The redesign of Stadium Way as a pedestrian-oriented focal point will create a stronger sense of place for the South Campus.

# University-wide Site Plan and Design Principles

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The Campus Master Plan for SJSU's Santa Clara County locations covers design principles that apply to both the Main and South campuses regarding inclusive design, safety and security, the public realm, mobility and sustainability. Some principles also apply to off-campus sites in Santa Clara County. These principles are more operational than the Campus Master Plan goals and are intended to guide individual projects in the future as well as the Campus Master Plan as a whole.

## Land Use and Site Plan

The Land Use and Site Plan principles address the location of different land uses including academic mixed use, campus life, residential, athletics and open space on both campuses and at related sites. They call for adding open space by reducing building footprints and adding height to provide more space to accommodate university activities. In addition, they emphasize the importance of the relationship of both campuses to their neighborhood contexts.

## Sense of Place

Sense of Place principles focus on improving the visual identity of the Main and South campuses by improving the edges, entrances, paseos and wayfinding in general. They recognize the opportunity to celebrate SJSU's history, culture and values through architecture, open space and public art. They also stress how environmental design can enhance safety and security.

## Open Space

Open Space principles expand on two themes. One is increasing the quality and variety of open spaces for a range of outdoor activities including active learning. The second is establishing consistent open space elements to unify the experience on both campuses.

## Landscaping

Landscape principles emphasize sustainable planting that reflects the natural vegetation of the region as well as landscaping elements that apply to both campuses.

## Architectural Expression and Building Design

Principles for Architectural Expression and Building Design begin with the urban, historical and cultural context of SJSU, recognizing that existing buildings represent different architectural eras and styles. They prioritize design that facilitates learning and that showcases the University through visible ground floor activity. They also stress occupant comfort and environmental responsibility.

## Mobility

Mobility principles emphasize multi-modal access to both campuses, including support for micro-mobility and improving the connection between the Main and South campuses. They also focus on pedestrian safety within each campus.

## Utilities and Infrastructure

Principles for Utilities and Infrastructure recognize the importance of efficient and sustainable university operations and stress the value of incorporating future-enabled technology.



*This “Window onto Tower Lawn” from 4th Street restores the historic core of the campus by removing the Science Building and re-framing the experience of being on Tower Lawn with new and redesigned buildings, landscaping and public art. This new window, along with other improved entries, will open the campus to the community and create a bold, iconic and identifiable vantage of SJSU locally and nationally.*



*The re-alignment of Stadium Way at South Campus includes a large pedestrian plaza that unites athletics programming and provides a central place to gather for special events.*



*New buildings on San Fernando Street will transform the edge of Main Campus. Renovated and new buildings, newly designed open spaces, and public art will re-frame campus gateways. The architectural design of new buildings will define a cohesive expression for the campus that reflects the innovative and creative work of the University.*



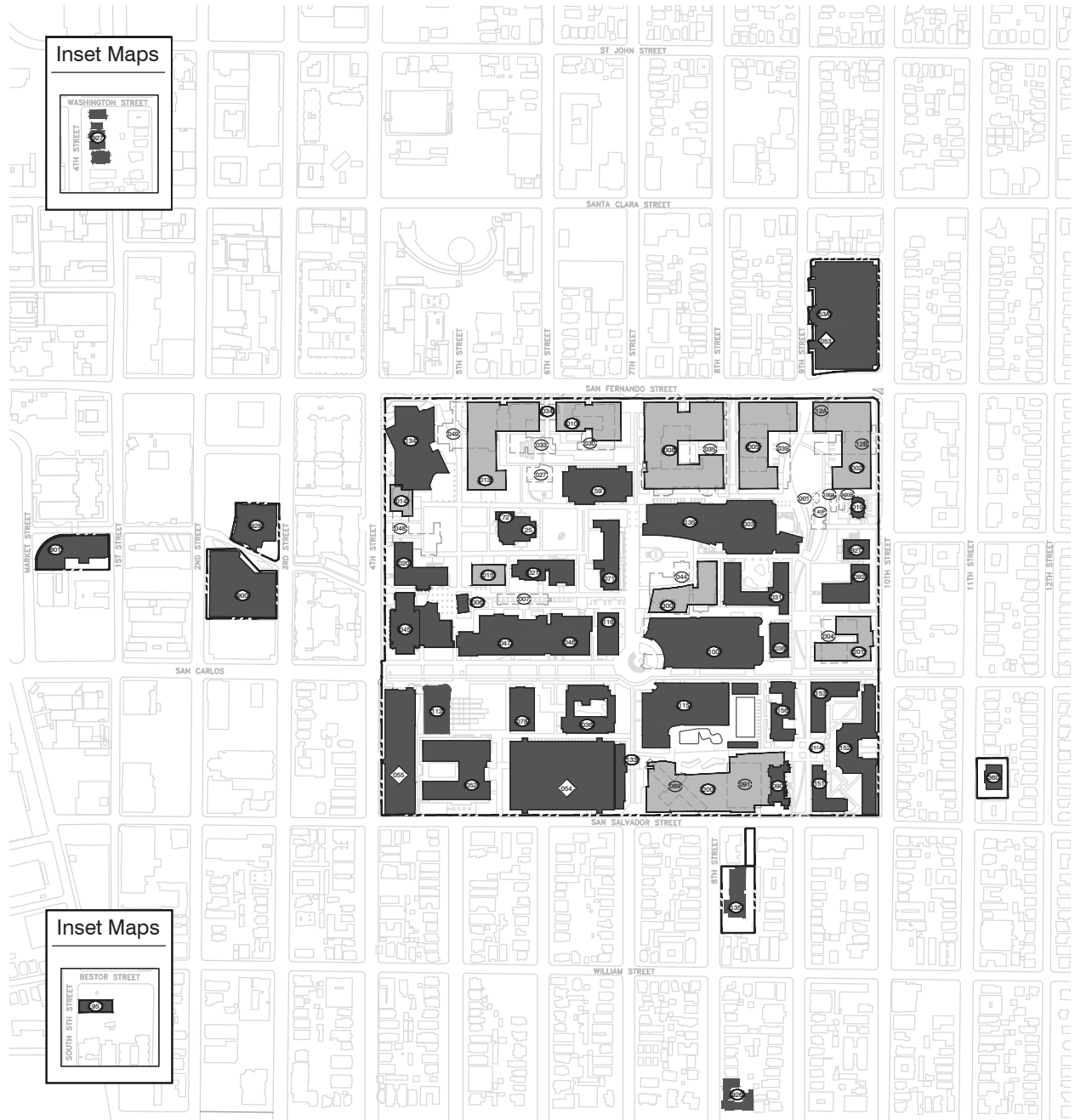
*The existing plaza around the Arch of Dignity, Equality & Justice on Paseo de César Chávez will expand with the a new central iconic building (Building L) redefining the edge of the plaza. The design of Building L will complement the Student Union and frame the arch. Landscaping will be redesigned to improve visibility of the arch and provide more outdoor space for gathering. The expanded public space can also offer opportunities for integrating public art that complements the arch.*



*New university housing, dining commons and a Welcome Center will transform the edge of San Salvador Street and the student experience of arrival at San José State University.*

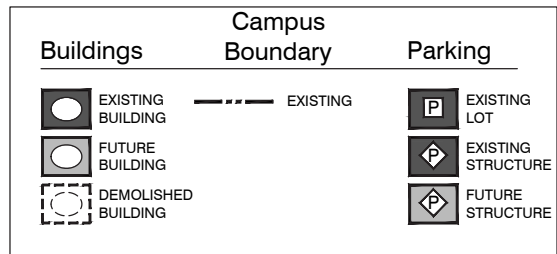


*The plaza in front of the Event Center, at the crossroads of the Paseo de César Chávez and Paseo de San Carlos at the center of Main Campus, will be redesigned as a gathering place that can adapt during events. The entrance to the Event Center will be remodeled to better define the plaza. The prominent facade provides an opportunity for a mural that reflects the cultural history of the campus.*

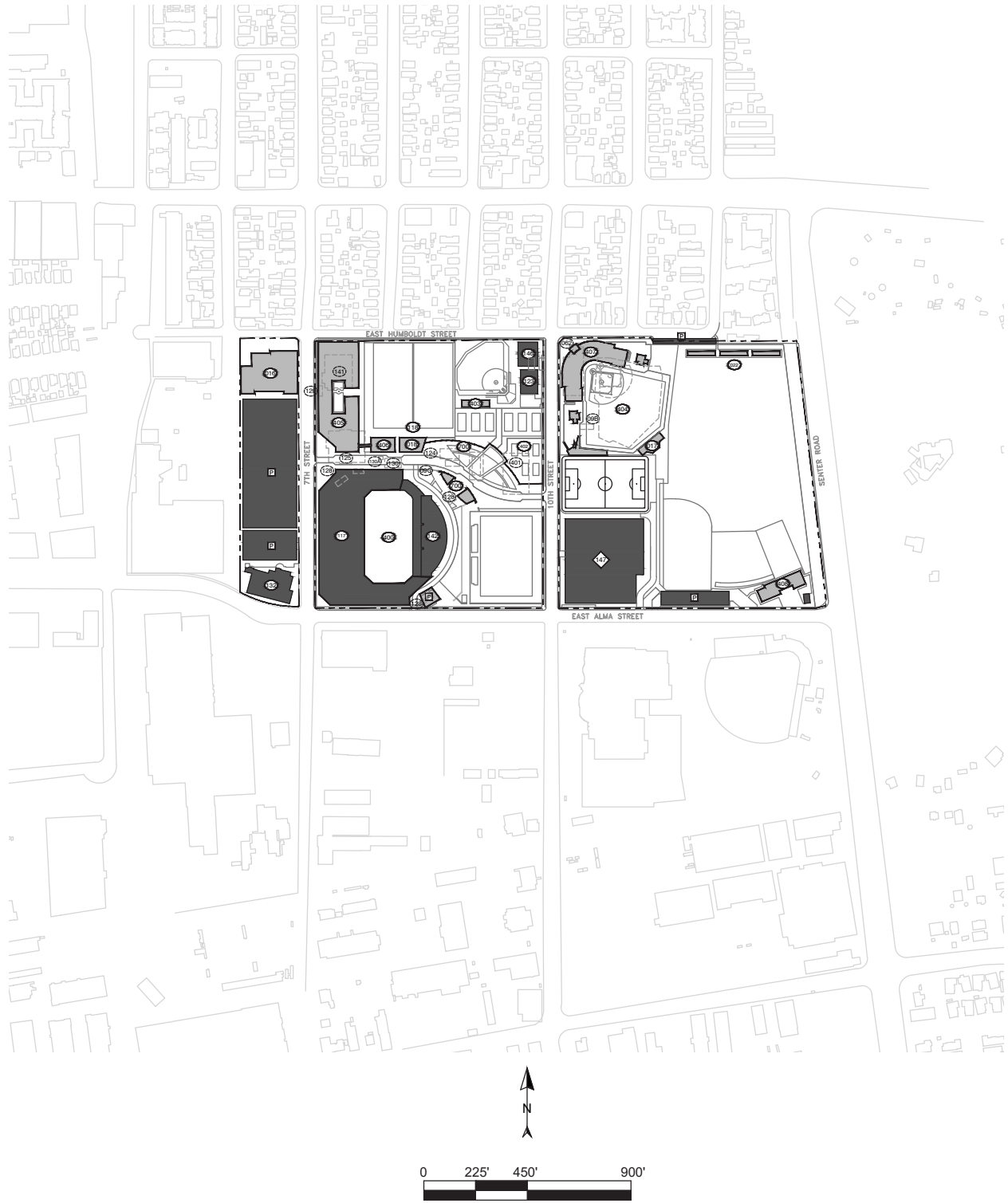


# San José State University

Campus Master Plan  
 Master Plan Enrollment: 27,500 FTE  
 Original Approval: 1965  
 Revised Date: TBD 2024  
 North Main Campus Acreage: 88.5














# San José State University

Campus Master Plan  
 Master Plan Enrollment: 27,500 FTE  
 (Included with Main Campus)  
 Original Approval: 1965  
 Revised Date: TBD 2024  
 South Main Campus Acreage: 62

Buildings	Campus Boundary	Parking
 EXISTING BUILDING	 EXISTING	 EXISTING LOT
 FUTURE BUILDING		 EXISTING STRUCTURE
 DEMOLISHED BUILDING		 FUTURE STRUCTURE

# San José State University

## Master Plan Enrollment: 27,500 FTE

Master Plan approved by the Board of Trustees: July 1965, December 1965  
 Master Plan Revision approved by the Board of Trustees: July 1967, April 1968, July 1973, July 1975, November 1979, September 1980, May 1983, July 1983, November 1984, March 1985, January 1987, June 1989, November 1990, September 1991, January 1993, December 1998, January 2002, November 2015, Revised Date: TBD 2024

North Main Campus	South Main Campus
001. Automated Bank Teller Facility	9B. Modular Building B
002. <i>Engineering A</i>	016. <i>Building M</i>
003. Student Union	017. <i>Facilities Operations</i>
004. Central Plant	018. <i>Legacy Center</i>
005. <i>Engineering B</i>	022. <i>Golf Hitting Bays</i>
006. Spartan Memorial	062. Field House
007. Faculty Office Building	117. Stadium
008. <i>Building C</i>	118. Practice Fields
010. <i>Building D</i>	119. Tennis Complex
12A. Corporation Yard Offices	123. Tennis / Softball Facility
12B. Corporation Yard Trades Building	124. Storage Building
013. <i>Building F</i>	125. Simpkins Stadium Center
014. <i>Building G</i>	128. Concession Buildings
015. <i>Building J</i>	129. Simpkins Center Storage Building
019. Associated Students House	130. Training/Locker Facility
020. Washington Square Hall	130A. Bally Hut
021. Dwight Bentel Hall	132. Simpkins Administration Building
025. Morris Dailey Auditorium	141. Koret Center
027. Computer Center	142. Spartan Athletic Center
030. Administration	146. Baseball Batting Structure
031. Art & Design	147. South Campus Garage
033. Instructional Resource Center	400. Stadium Field
034. Dudley Moorhead Hall	401. Beach Volleyball
035. Engineering	402. <i>Beach Volleyball</i>
036. Sweeney Hall	403. <i>Viewing Platform</i>
038. Health Building	404. <i>Baseball Field</i>
039. Industrial Studies	405. <i>Athletic Performance Center</i>
044. Music	406. <i>Multipurpose Practice Facility</i>
045. Yoshihiro Uchida Hall	407. <i>Baseball Stadium</i>
046. SPX East	408. <i>Golf Clubhouse</i>
047. SPX Central	700. <i>Stadium Way Gateway</i>
048. Science	
049. Hugh Gillis Hall	
052. Duncan Hall	
053. North Parking Facility	
53A. Student Services Center	
054. South Parking Facility	
055. West Parking Facility	
059. Clark Hall	
071. Central Classroom Building	
072. Tower Hall	
078. MacQuarrie Hall	
089. Washburn Hall (Student Residence)	
090. Joe West Hall (Student Residence)	
091. Dining Commons	
092. Boccardo Business Classroom Building	
92T. Business Tower	
100. Event Center	
100A. Modular A	
100B. Modular B	
112. Interdisciplinary Science Building	
115. Spartan Recreation and Aquatic Center	
116. Student Wellness Center	
133. UPD Building	
134. Dr. Martin Luther King, Jr. Library	
135. Child Development Center	
140F. Modular F	
151. Campus Village A	
151A. Campus Village Garage	
152. Campus Village B	
153. Campus Village C	
156. Campus Village Phase 2	
200. <i>Campus Village 3 (Student Residence)</i>	
201. <i>Campus Village 4 (Student Residence)</i>	
300. <i>Building L</i>	
360. International House	
	<b>Other Facilities in Santa Clara County</b>
	032. Reid-Hillview Airport (2105 Swift Ave, San José)
	095. Art Foundry (1036 S. 5th Street, San José)
	135. Child Development Center (460 S. 8th Street, San José)
	205. University House (1690 University Ave, San José)
	360. International House (360 11th Street, San José)
	900. <i>Alquist Redevelopment (100 Paseo de San Antonio, San José)</i>
	901. Spartan Village on the Paseo (184 Market Street, San José)
	926. Faculty Staff Housing (8th Street & Reed Street, San José)
	927. Faculty Staff Housing (N. 4th Street, San José)
	928. Hammer Theater (101 Paseo de San Antonio, San José)
	<b>LEGEND:</b>
	Existing Facility / <i>Proposed Facility</i>
	<b>NOTE:</b> Existing building numbers correspond with building numbers in the Space and Facilities Data Base (SFDB)

## Implementation

To meet San José State University’s future aspirations for academic programs and research, enrollment, student housing and campus community, the University needs to add nearly one million assignable square feet (ASF) of space for instruction, research, administration and student support plus more for campus life and replacement space for programming in buildings to be demolished at both campuses.

Added together - additional space, housing, and replacement space - the Campus Master plan includes a total of 3.754 million gross square feet (GSF) of new and replacement buildings and 1.6 million GSF of building renovations over the next two decades. In addition, the Campus Master Plan includes new construction and renovation of open spaces, pathways and outdoor athletics facilities.

**Figure e: SJSU Santa Clara County Locations – New, Replacement and Renovated Buildings**

	New Space to Meet Future Demand	Replacement Space for Demolished Buildings	Existing Space to be Renovated
Instruction and Related Space	653,789	689,166	870,314
Research and Scholarly Activity Space	822,485	120,240	0
Administration and Student Support Space	-87,373	123,217	138,495
Campus Life Space	303,500	1,396	110,000
Housing Space*	1,904,430	38,332	130,000
Dining Space	21,075	23,925	0
Athletics (Buildings Only)**	71,453	68,857	137,200
Parking	0	0	218,657
<b>TOTAL BUILDING SPACE TO IMPLEMENT CAMPUS MASTER PLAN (GSF)**</b>	<b>3,689,359</b>	<b>1,065,133</b>	<b>1,604,666</b>
<i>*Student Beds (included in GSF)</i>	<i>2,100</i>	<i>260</i>	<i>663</i>

\*\* The Campus Master Plan also calls for construction and renovation of open spaces, paseos, and athletics fields.

# INTRODUCTION

# 01



# Chapter 1: Introduction

## Campus Master Plan Purpose

---

Creating a new Campus Master Plan is an opportunity for San José State University to establish and realize goals for how the University's future physical environment can best support SJSU's academic mission and rich cultural heritage. The design of public space, architecture and public art can establish an inclusive sense of place where the University's increasingly diverse student, faculty and staff population can flourish. The new Campus Master Plan also reflects the University's role in Silicon Valley and its leadership as an urban university in downtown San José.

This Campus Master Plan addresses all sites in Santa Clara County where the University operates programs or provides support services. These include the Main and South campuses and a variety of other locations in and around the City of San José. (The University is preparing a separate Campus Master Plan for the Moss Landing Marine Laboratories [MLML] located in Monterey County.)

The Campus Master Plan sets out a renewed vision for San José State University based on SJSU's strategic direction and anticipates the future spatial needs of the University by providing physical development strategies for future growth and change, emphasizing accessibility, functionality and flexibility. It serves as the long-range planning guide for transforming the University's campuses, supporting academic and research programs, accommodating projected student enrollment and providing related student support and administrative services. The Campus Master Plan applies to campus land uses, buildings, the public realm, mobility, access and infrastructure. It provides context and a framework for future capital projects and operations to manage the institution's resources. All future physical improvements on the campus must be consistent with and support the Campus Master Plan.

The vision in the new Campus Master Plan has evolved through an interactive process with the University and community and anticipates dynamic changes in higher education and in the surrounding region. The implementation of the new Campus Master Plan will occur in phases as the University takes advantage of specific projects and other opportunities to transform the Main and South campuses.

## Relationship to Other University Plans

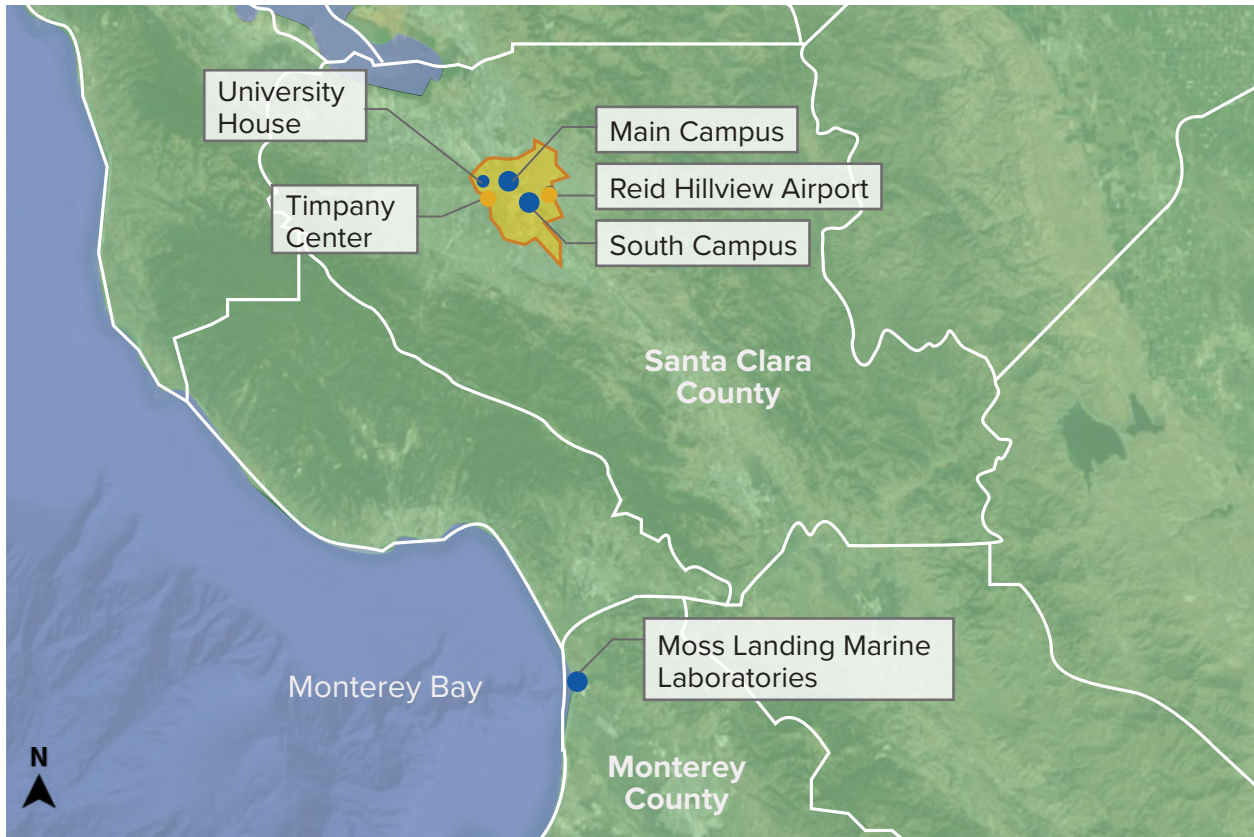
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The previous Campus Master Plan was written in 2001 and applied only to the Main Campus. The University, Downtown San José and the region have all grown and changed over the past few decades. This underscores why it is very timely for SJSU to prepare a new plan for its Santa Clara County properties.

The Campus Master Plan provides a vision for and adds context and direction for detailed plans that focus on specific areas such as design, utilities, housing, transportation, emergency preparedness and site-specific topics. The new Campus Master Plan will supersede other recent documents, including the Facilities Development Plan written in 2017 for the Main Campus, the 2013 Main Campus Landscape Master Plan and the 2016 Facilities Development Plan for the South Campus.

### Figure 1-1: SJSU Locations across the Region

SJSU's sites span Santa Clara County and Monterey County. This Campus Master Plan focuses on the locations at which SJSU programming occurs in Santa Clara County.

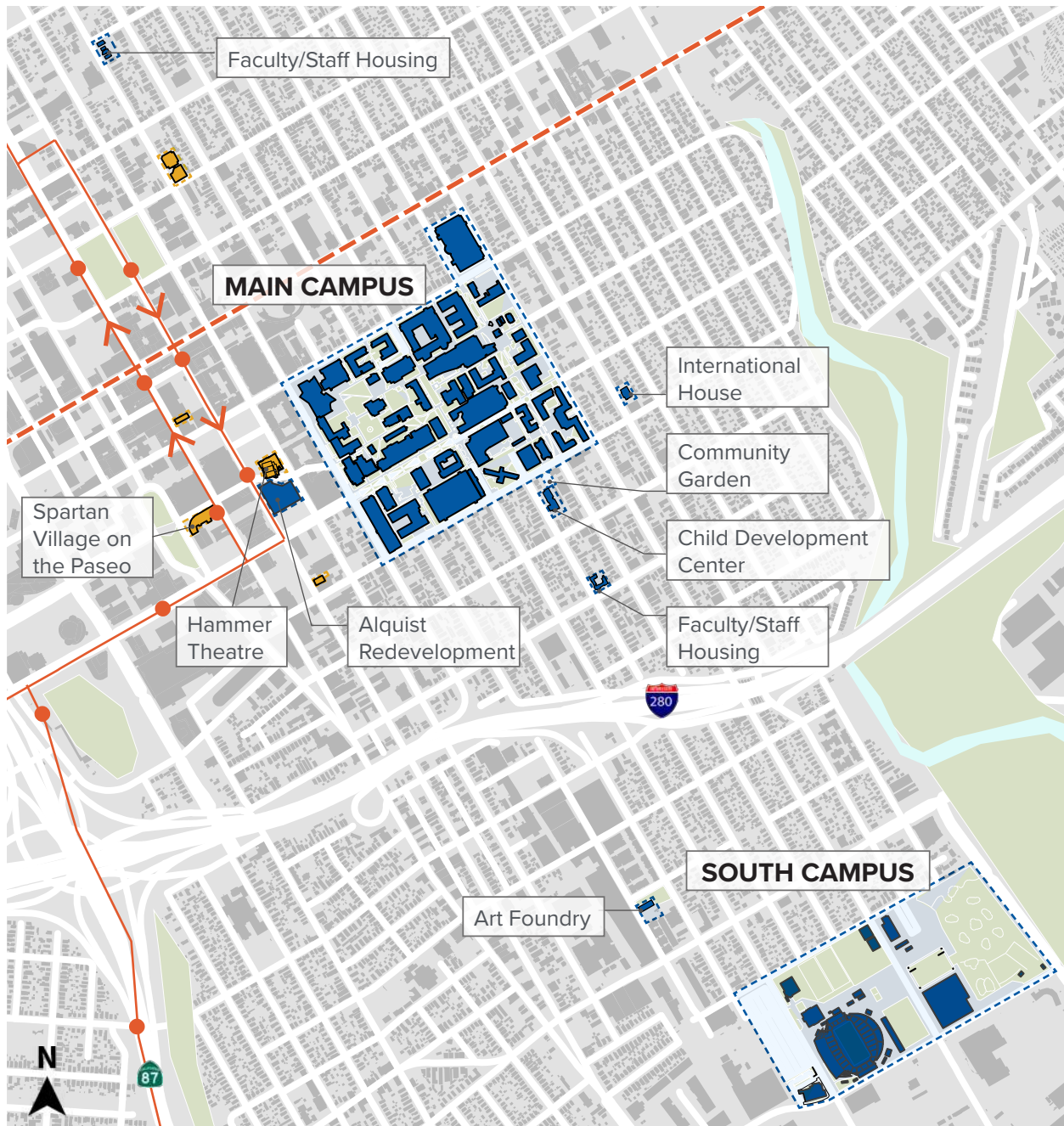


#### LEGEND





- SJSU Campuses and other owned properties
- SJSU leased or use agreement facilities
- City of San José Boundary
- ▭ County Lines

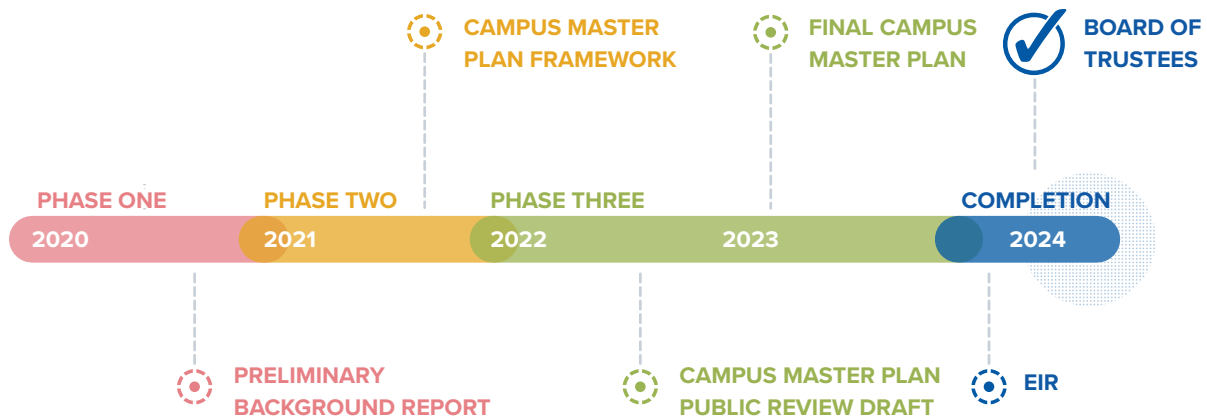
**Figure 1-2: SJSU Locations in Santa Clara County**

SJSU's major sites in Santa Clara County include the Main and South campuses as well as several other sites that are owned, leased or used by formal agreement.



**LEGEND**

-  Campuses and other owned properties
-  Leased or use agreement facilities
-  VTA Light Rail Line
-  Future BART Phase 2



## Master Planning Process

The Campus Master Plan was developed through an iterative process that began with gathering background information, setting goals and direction with the University, presenting preliminary ideas, receiving feedback, making adjustments and seeking more feedback before consolidating all the work into this Campus Master Plan document.

### Phase One: Preliminary Evaluation and Background Report

The first phase of the Campus Master Plan process was initiated in spring 2020 and included analysis of existing conditions and information gathering. It involved interviews with the leadership of more than 20 campus organizations and groups as well as public input through a virtual Open House. The Campus Master Plan Preliminary Background Report explained the scope and process of the SJSU Campus Master Plan, summarized the overall campus context and direction, outlined existing issues and opportunities and synthesized this information into preliminary goals. Phase One of the Campus Master Plan process was completed in June 2021.

### Phase Two: Campus Master Plan Framework

The second phase of the process focused on developing a framework for the Campus Master Plan. Phase Two began during summer 2021 when the Campus Master Plan team worked with the President and Executive Cabinet to formulate a draft vision and direction for the campus. The campus and community were provided an opportunity to review and comment on preliminary physical planning ideas for the Campus Master Plan framework through extensive outreach events in fall 2021, using methods adapted to pandemic-related restrictions. The subsequent Campus Master Plan Framework Report provided a basis for further review by campus stakeholders during spring 2022.

### Phase Three: Draft and Final Campus Master Plan

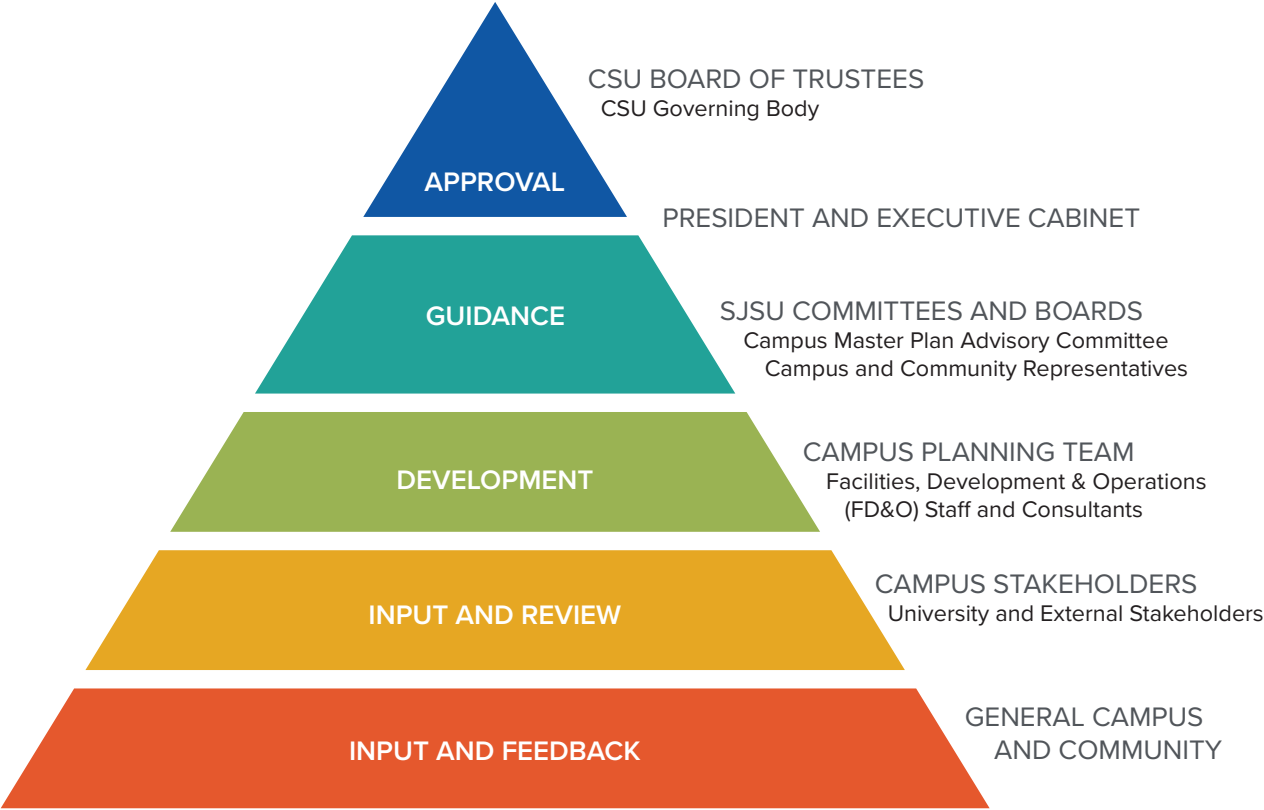
The third phase involved building out the plan with detailed plans for the Main and South Campuses. The draft plan expanded and refined the framework in response to public review and comment. Preparation of the draft plan was coordinated with the beginning of the environmental review process, as required by the California Environmental Quality Act. The Draft Environmental Impact Report (DEIR) public review will occur before the Final Campus Master Plan and Final EIR go before the California State University Board of Trustees for adoption.



# Campus Master Plan Roles and Responsibilities

The Campus Master Plan captures the vision of the SJSU campus and community, including students, faculty, staff, administrators and neighbors. The plan takes direction from campus leadership and consultation with the general campus and community throughout the process.

Figure 1-3: Roles and Responsibilities



# Communications and Campus/Community Engagement



## INPUT & FEEDBACK

### Stakeholder Interviews and University Briefings and Meetings

The Campus Master Plan Team completed more than 80 hours of interviews with the leadership of more than 20 campus stakeholder groups, including University divisions, colleges, auxiliaries and primary student, faculty and staff organizations. Key findings were incorporated in the [Preliminary Background Report](#). Subsequent meetings with groups of stakeholders continued throughout the process.

### City Engagement

The urban location of the Main Campus directly east of downtown and the location of both campuses near residential neighborhoods in San José make the City an important partner in the future of the University and vice versa. The Campus Master Plan process included discussions with City representatives from these departments: Planning, Transportation, Housing, Economic Development, City Manager and Mayor's Office. A City representative served on the Campus Master Plan Advisory Committee.

### Educational Opportunities

The master plan process offered a unique “hands on” opportunity for students to learn about how campus planning works and how their academic discipline can contribute. During the first year of the process, two courses involved their students in Campus Master Plan projects:

URBP 279 Fall 2020: Advanced GIS for Urban Planning

Professor: Rick Kos

Students: Christopher Brady, Lydon George, Kevin Lee and Kyle Wong

Project: Analysis of mobility data and activities in the vicinity of both Main and South campuses.

URBP 225 Spring 2021: Land Use Planning and Law

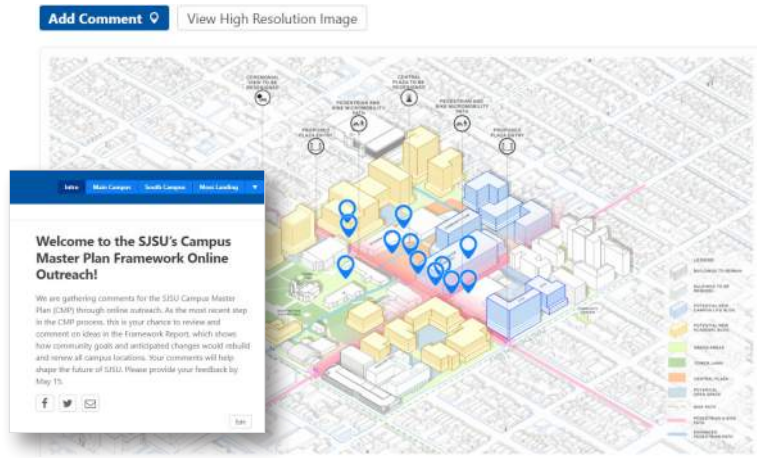
Professor: Kerry Rohrmeier

Project: Five scenarios that addressed how SJSU might accommodate a hypothetical Fall Semester headcount of 50,000 students.

### Open Houses

Open Houses were held for each phase of the Campus Master Plan.

During Phase One, as pandemic restrictions continued into 2021, a widely publicized virtual Open House was available from February 10 through March 31. It was designed to give both the campus and neighboring community members a way to provide input to inform the framework of the plan. The virtual Open House included an interactive online “forum” website and live community meetings via Zoom. The virtual Open House website provided nine topics for participants to browse and share publicly visible feedback. Five synchronous online community meetings were also held at various times of the day and week during March to give the campus and community opportunities to provide input and feedback. Over 1,855 individuals visited the virtual Open House, with 163 providing comments.



During Phase Two, SJSU held another series of virtual Open Houses once the preliminary Framework ideas were posted for campus and community feedback in fall 2021. In addition, the CMP team held one tabling session and one Open House in person at the Main Campus. Approximately 150 individuals participated in these activities. In addition, in spring 2022, the team held three workshops in person at the Main Campus, again with an online complement, using the Campus Master Plan website.

The [Campus Master Plan Framework Report](#) and website include detailed reports on Open Houses and workshops conducted online and in person.

## Communications and Campus/Community Engagement (continued)



### INPUT & REVIEW

Involvement of the campus and broader community has been an essential part of developing the Campus Master Plan. The process began in spring 2020, just as the COVID-19 pandemic shut down in-person instruction on campus, so all meetings and outreach in Phase One were conducted online. During spring 2021 the Campus Master Plan team set up an interactive web-based process to share information and receive comments and suggestions. As pandemic restrictions began to lift during Phase Two, the Campus Master Plan team hosted an in-person open house at the Main Campus during fall 2021 to complement continuing online outreach through the website featuring additional interactive feedback opportunities.

The screenshot shows the top navigation bar of the San José State University website with the text 'SAN JOSÉ STATE UNIVERSITY' on the left and 'MENU' and 'SEARCH' on the right. Below the navigation bar is a breadcrumb trail: 'Home > Campus Master Plan'. The main heading of the page is 'Re-envisioning Our Physical Campus'. Underneath this heading is a secondary navigation menu with links: 'About', 'Plan Components', 'Timeline', 'Get Involved', 'Advisory Committee', and 'FAQ'. The central part of the page features a large architectural rendering of a modern campus building with palm trees and people walking. Below the rendering is a blue banner with the text 'Today's Look at Tomorrow's SJSU'. Underneath the banner, there is a paragraph of text: 'SJSU is initiating a new campus master plan (CMP) to implement Transformation 2030. This plan will address physical development for the main and south campuses as well as the University's off-campus properties and connections with the City of San José through 2040. The plan has completed the first two phases of its process. Stay tuned for a Draft Campus Master Plan during the Fall 2022 semester.'

The central resource for public information about the Campus Master Plan has been the website: [sjsu.edu/campusmasterplan](https://sjsu.edu/campusmasterplan), which is updated regularly. The website contains project information, including background documents, timeline and a way to contact the team.



## DEVELOPMENT

### SJSU Campus Master Plan Team

SJSU's Facilities Development and Operations Department is responsible for all physical planning efforts associated with the University's campuses and related properties. This team is in charge of managing the Campus Master Plan process and overseeing implementation of the Campus Master Plan after adoption.

### Consultant Team

The master plan consultant team selected by SJSU to develop the Campus Master Plan is led by Field Paoli Architects. The consultant team includes urban designers from Urban Field Studio and campus planners from Dalton Education Associates. The technical consultant team includes SWA Landscape Architects, ARUP Engineering, Keyser Marston Associates, Lloyd Civil and Sports Engineering, Rick Kos and Ivers Rendering.



## GUIDANCE

### Campus Master Plan Advisory Committee

The Campus Master Plan Advisory Committee members included administrators, staff, faculty, students and external representatives who represented the City of San José, CommUniverCity (serving the communities around SJSU) and the CSU Chancellor's Office. The Advisory Committee met once or twice a semester to advise the campus planning team on the process and content of the Campus Master Plan. A Steering Committee, composed of a subset of the Advisory Committee, set the agenda for the Advisory Committee meetings; and the Campus Master Plan co-chairs (the Provost and the Vice-President for Administration and Finance) met monthly with the Campus Master Plan team to provide direction.

### SJSU Campus Planning Board

The Campus Master Plan Advisory Committee, with some overlapping membership with the Campus Planning Board, was established to focus on the new Campus Master Plan. The Campus Master Plan team met with the Campus Planning Board once a year to provide an update and receive advice as the planning process moved along.



## APPROVAL

### SJSU President and Executive Cabinet

The SJSU President and Executive Cabinet directed the campus master planning process with advice from senior leadership and a Cabinet-appointed Master Plan Advisory Committee (and its smaller Steering Committee.)

### CSU Board of Trustees

As the governing body for the California State University (CSU) system, the Board of Trustees has final approval authority for the Campus Master Plan and associated environmental analysis.

# CONTEXT





# Chapter 2: Context

The purpose of this chapter is to set the new Campus Master Plan within San José State University’s historical context and its relationship to its surroundings.

## Historical Context and Environment

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San José State University’s Main and South campuses are located in the City of San José in Santa Clara County at the south end of the San Francisco Bay. The general area is a broad floodplain along Coyote Creek and the Guadalupe River that gradually slopes down from more rugged terrain to the east and south. With its semiarid climate, San José is known for its sunny, mild weather.

Most of the Santa Clara Valley was home to indigenous people from around 4,000 BC. The lands where San José State University is now located were significant to the indigenous people of the region. A traditional roundhouse, or tuppentak, was once located at the historic Lopé Yñigo’s Land Grant Rancho Posolmi y Pozitas de las Animas (Little Wells of Souls.) Also Marcello, Pio and Cristobal’s Land Grant Rancho Ulistac included places of celebration and religious ceremonies. The area also included ancestral heritage—shell mounds, traditional cemetery sites and territorial monuments.

San José State University strives to be better partners and stewards of the land that the university is established within. The University is working with the modern-day descendants of indigenous people and recognizes the importance of this land to the indigenous people of this region.



## City of San José

San José was the first non-indigenous settlement in California, founded in 1777 as a Spanish colonial farming community and was named Pueblo de San José de Guadalupe. After California became a state, San José briefly served as the state capital. In 1850 San José became the first chartered city in California, by which time it had become a bustling trade depot for the gold fields east of Sacramento. In 1864 railroad access improved trade connections and the Santa Clara Valley soon developed into a region of orchards and fruit processing.

During the late twentieth century rapid growth of the high-technology and electronics industries accelerated the transition from an agricultural center to an urbanized metropolitan area. By the 1990s, San José's population surpassed San Francisco when the City became the global center for the high tech and internet industries. The City of San José is now the third largest city in California and the 13th largest city in the United States.

SJSU has long partnered with the City of San José to enrich the economic, cultural and intellectual vibrancy of the city. Examples of ongoing City-University partnerships include downtown redevelopment due to new housing initiatives, the Hammer Theatre, the Dr. Martin Luther King, Jr. Library and CommUniverCity, a planning initiative that brings together the City of San José, SJSU

and residents to address community issues. The campuses and community share cultural venues for visual and performing arts and recreational resources. SJSU is an anchor, a visitor's destination and a significant public space in the City of San José.

The more recent City plans for the areas adjacent to the Main Campus include the General Plan Update for 2040, a Downtown Vision, San José Downtown Design Guidelines, Urban Village Plans and Access and Mobility Plans. For most of these plans, the boundaries omit the Main Campus. The City of San José's General Plan does not designate the residential neighborhoods that surround the Main and South campuses as growth areas.

The adjacent zoning height limitations range between 35 and 65 feet along the north, east and southern sides of Main Campus, and 35 feet around the perimeter of South Campus. Buildings around the Main Campus can be as tall as 390 feet on the north and west sides. As a state university, SJSU is not subject to local development regulation by the City of San José. However, the potential for taller buildings is still limited by the Federal Aviation Administration (FAA) due to the proximity of the Main Campus to San José International Airport (SJC.)



# California State University

San José State University is one of 23 campuses in the California State University (CSU) system. It is the oldest state institution of higher education in California, founded in 1857 as part of the San Francisco School System. An act of the legislature moved the campus to San José in 1870. Fifty years later, in 1921, it became San José State Teachers College, with authorization to grant bachelor's degrees. After several additional name changes, it became San José State University in 1974.

SJSU is the only public university in Silicon Valley and recognizes its influence in the expression "Powering Silicon Valley." SJSU is the most urban campus in the CSU system due to its location in Downtown San José. In comparison to other CSU campuses, it is also the most dense. SJSU serves twice as many full-time equivalent students per acre as the next most dense campus (see Figure 2-2.)



View of the second Normal School Building and Washington Square from 1892. (Source: San José Historic Museum)

## Figure 2-1: The California State University System

SJSU is the most urban and oldest campus in the CSU system.

More extensive information about the history of SJSU can be found online at <https://www.sjsu.edu/about/history>

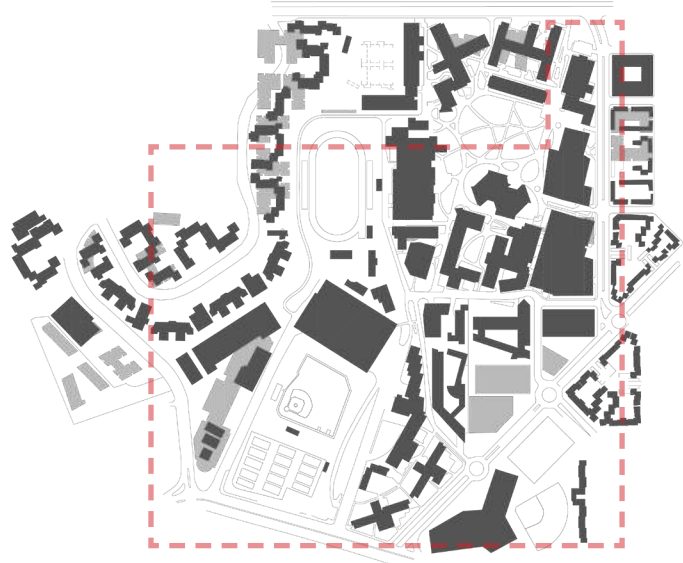


## Figure 2-2: Comparisons of CSU Campuses

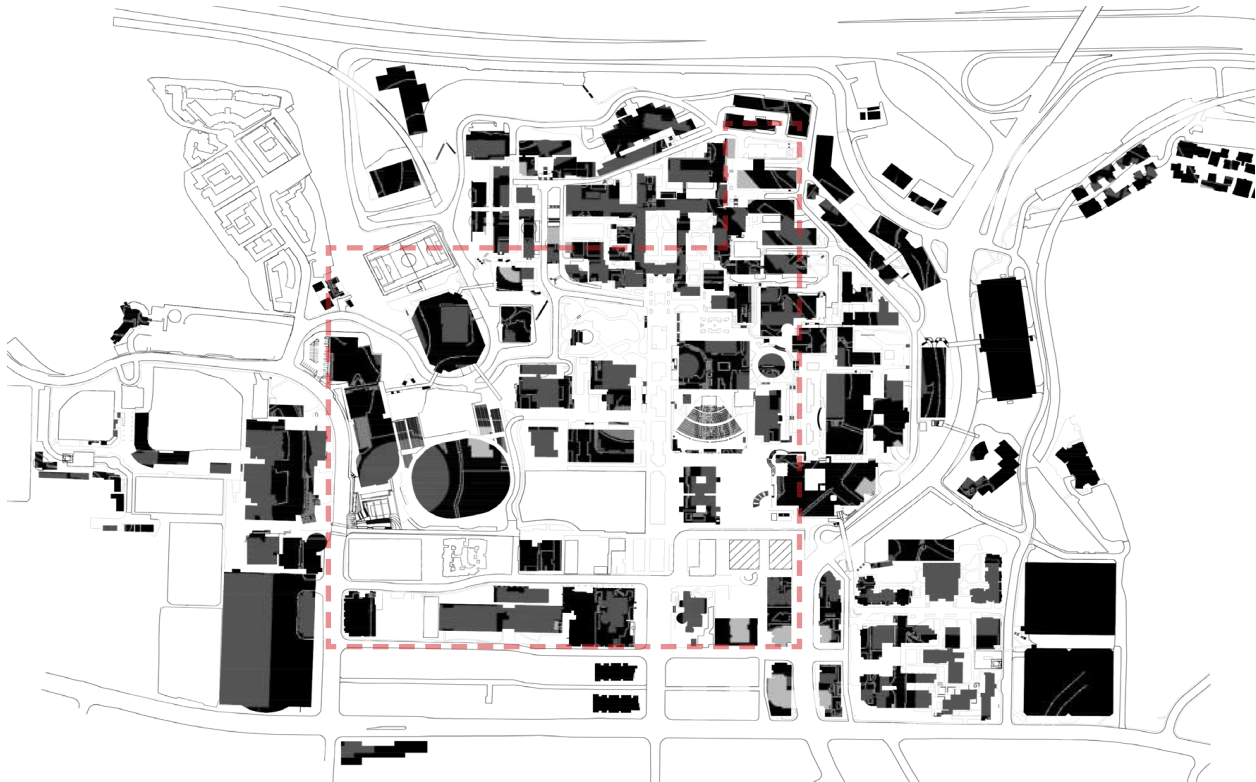
SJSU's Main Campus accommodates over 300 Full-Time Equivalent Students (FTES)/Acre, double that of the next most dense campus, San Francisco State University (at about 150 FTES/Acre.) The diagrams below are all shown at the same scale for comparison. (Fall 2022 Data from CSU Enrollment Dashboards)



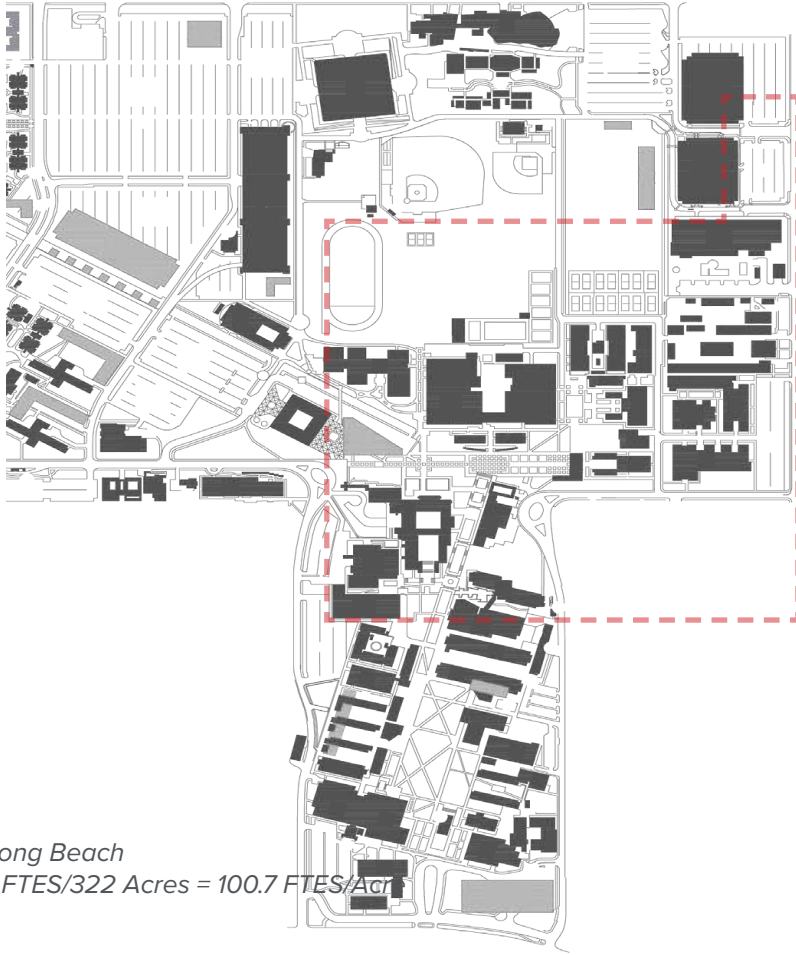
*San José State University*  
27,164 FTES / 88.5 Acres = 306.9 FTES/Acre  
(With South Campus, 27,164 FTES/ 150.5 Acres  
= 180.5 FTES/Acre)



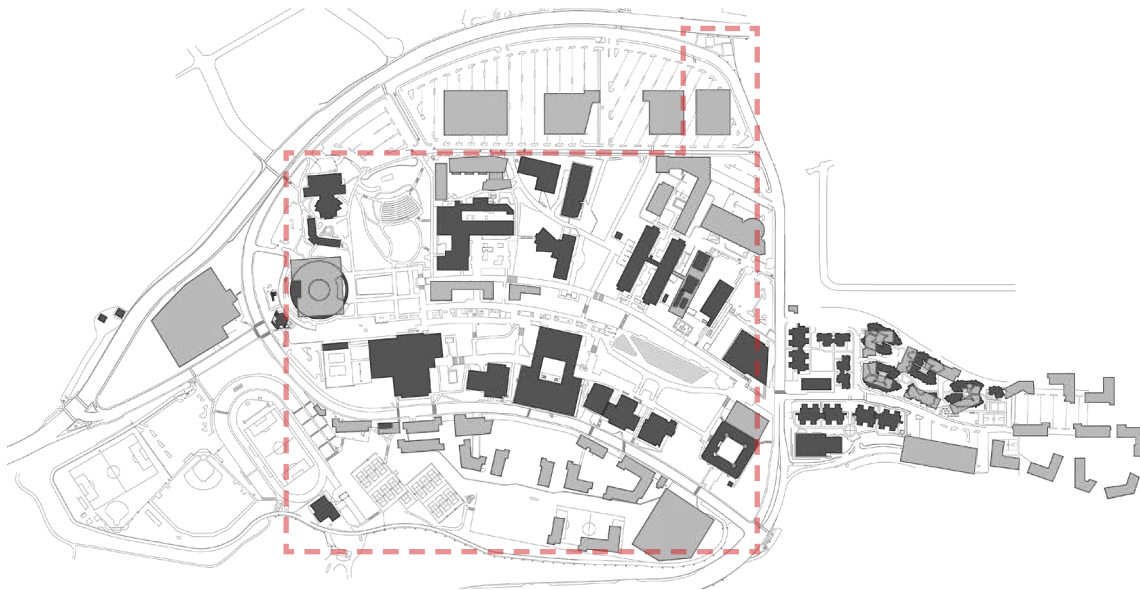
*San Francisco State University*  
20,850 FTES / 144.1 Acres = 144.7 FTES/Acre



*San Diego State University*  
33,402 FTES / 287.0 Acres = 116.4 FTES/Acre

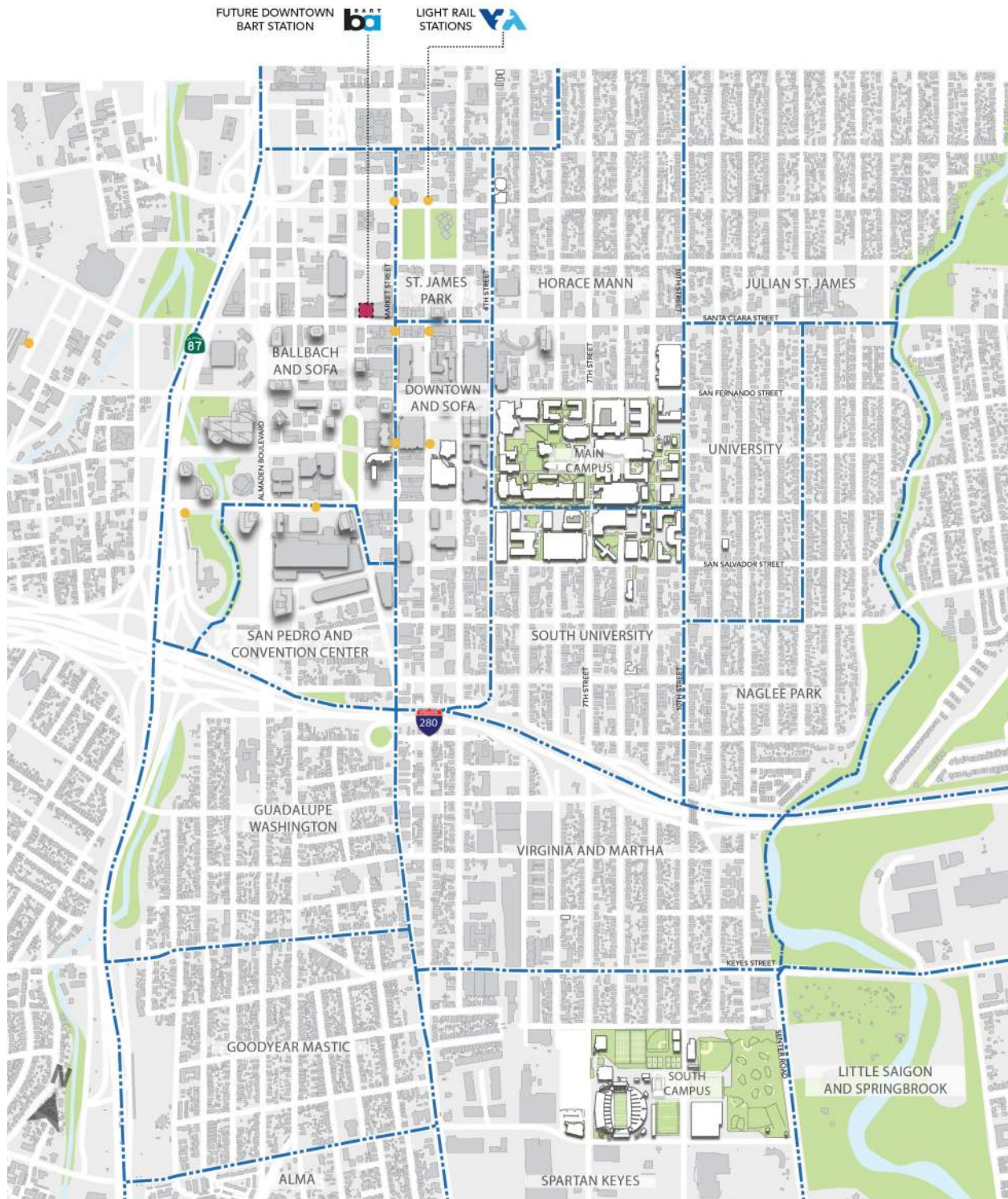


CSU Long Beach  
32,411 FTES/322 Acres = 100.7 FTES/Acre



CSU East Bay  
10,322 FTES/200 Acres = 51.6 FTES/Acre

Figure 2-3: Neighborhoods near the Main and South Campuses



The City of San José is the third largest city in California and the 13th largest city in the United States. The SJSU Main Campus is located to the east of Downtown San José, adjacent to multiple neighborhoods. San José City Hall is a block north of the Main Campus and is visible from Tower Lawn. South Campus is located in the Spartan Keyes neighborhood.

# SJSU Campuses

## Main Campus Environs

The Main Campus is adjacent to Downtown San Jose and SOFA (South First Area to the west), the Horace Mann neighborhood (to the north), University Neighborhood (to the east) and the South University Neighborhood (to the South.) San José City Hall is a block north of the Main Campus and is visible from Tower Lawn. South Campus is located within the Spartan Keyes neighborhood and next to Little Saigon and Springbrook neighborhoods (to the east).

The Main Campus is next to several lower-density residential neighborhoods to the east and south and along the way to South Campus. The housing stock is generally older, single-family houses. Closer to campus, some of the single-family houses have been subdivided into multiple units; and renter occupancy is high. Also, several older multi-family apartment buildings and fraternity and sorority houses are located to the east of the Main Campus along 10th Street. Other neighborhood uses include churches and social service agencies, with some retail along major streets. Compared with Downtown, these areas have seen little recent investment.

Many students live in surrounding neighborhoods in private rental housing as well as in the fraternities and sororities. International House, which serves international students, is another housing option near the Main Campus. Some faculty, staff and alumni also live nearby. Thus, the Main Campus is both a focus with its park-like character and a transitional area between the increasingly active, high-density development of Downtown and lower-density residential neighborhoods.

## Main Campus History

The SJSU Main Campus is located to the east of Downtown San José. In 1870, the State Legislature selected San José as the site for the California State Normal School (then in San Francisco.) The City donated the land on Washington Square Park at 4th and San Carlos Streets. These grounds define the northwest quadrant of the SJSU Main Campus today. It has expanded over time by adding three more quadrants to accommodate space for eight academic colleges, a residential district and a complement of student activity centers and recreational facilities.



First Normal School Building, 1872-1880



Second Normal School Building, 1881-1906



Tower Hall in 1910 with arcades around the inner quad. This illustration shows how people connected memories to “The Quad Arcades and Elms.”



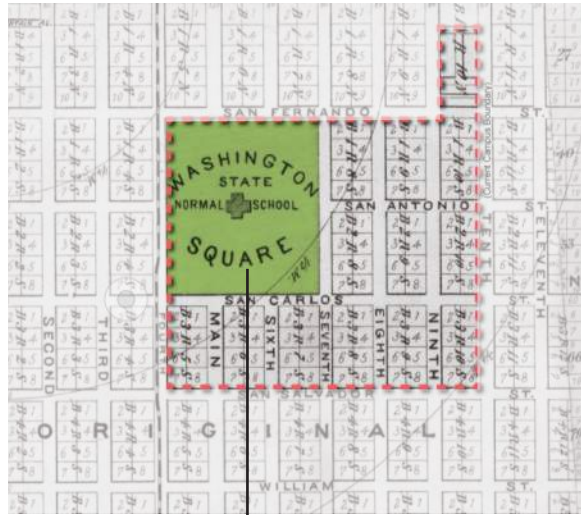
## SJSU Campuses (continued)

### 1867

SJSU's Washington Square is the original central park of San José as shown in this 1876 map.

(Source: The David Rumsey Collection)

More extensive information about the history of SJSU can be found online at <https://www.sjsu.edu/about/history>



### 1944

A fire in 1880 and the earthquake of 1906 destroyed the campus' first two buildings. Tower Hall as we know it today was built in 1910 to replace them, except for the "Inner Quad."

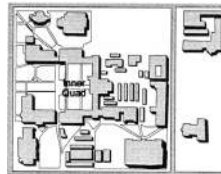


### 1998-2022

(Opposite page)  
The campus has replaced some of the older buildings since the 2001 Campus Master Plan by adding the Dr. Martin Luther King, Jr. Library, Student Union, Campus Village Residence Halls, Spartan Recreation & Aquatic Center and the Interdisciplinary Sciences Building.

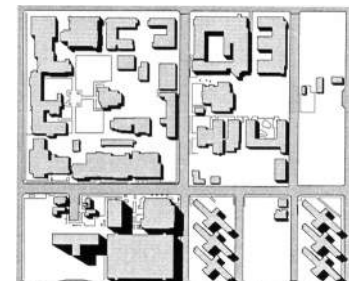
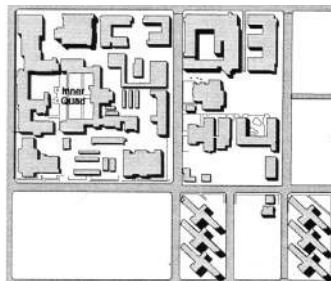
### 1954-1955

The campus expanded beyond its original one block boundary with the addition of Music and Engineering.



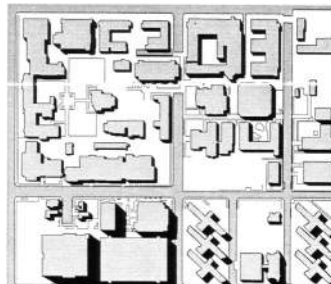
### 1960-1970

The greatest growth took place between 1960 and 1970 when the campus expanded to occupy an eighteen block area. The 19th block was added in 1970 for the North Parking Facility. It was during this time that the arcade was demolished and the Science building was added to define the Inner Quad.



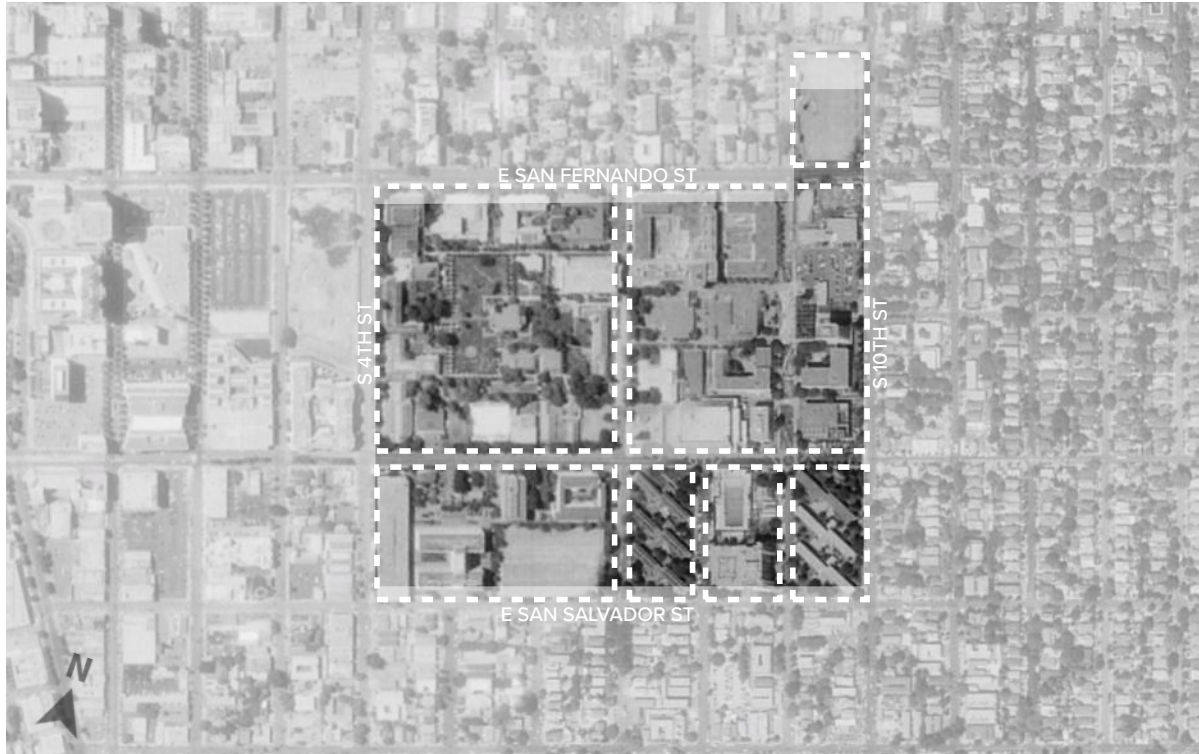
### 1970-1998

From 1970-1990 many buildings were added to the campus. The newer buildings greatly contrast with those built in the earlier period. In 1993 the City of San José conveyed the rights-of-way of the internal streets to become the paseos.

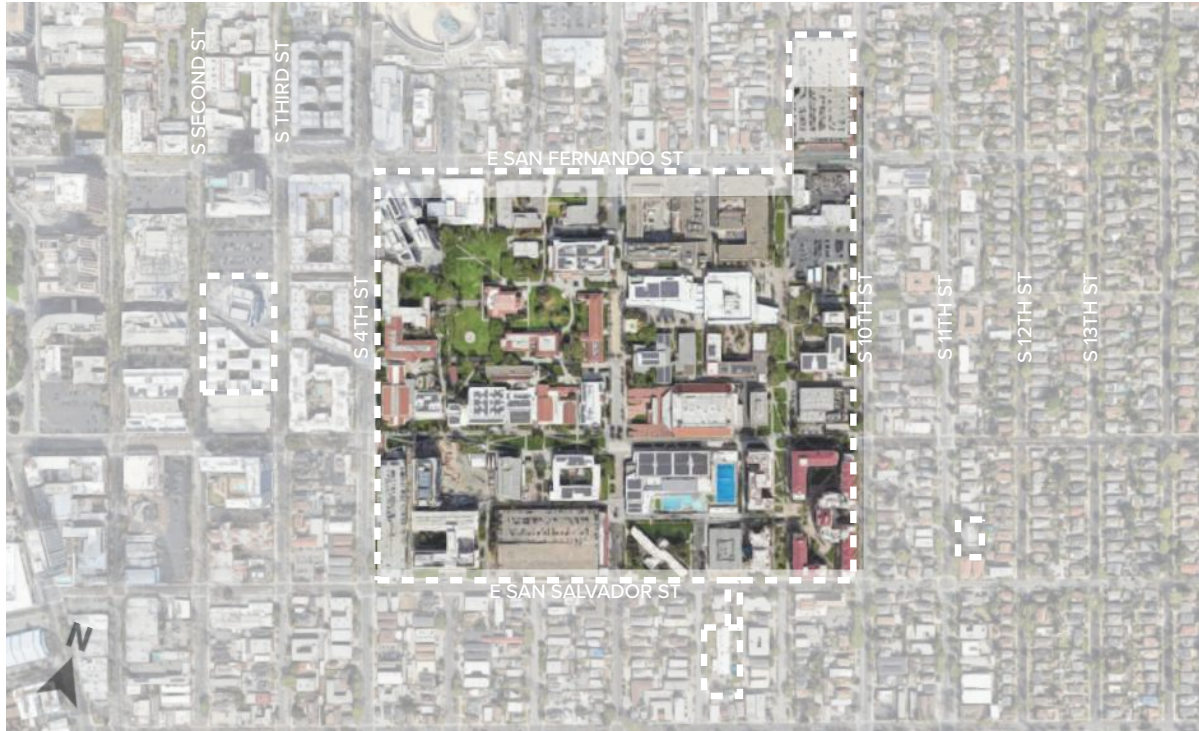


(Source: SJSU Campus Master Plan, 2001)

1998



2020



Comparison of Main Campus Aerial Photos: 1998 compared to 2020 shows how the Main Campus was divided by streets, which were pedestrianized into the paseos seen on the unified campus today. (Source: Google Earth)







Washington Square Hall - one of the older, charming buildings



Duncan Hall - the minimalist style of the 1950s to 1970s is most visible at the edges of campus



Campus Village Residence Halls - an example from the 2000s



Interdisciplinary Sciences Building - under construction and part of the goal to Rebuild and Renew

### Figure 2-5: Older buildings on SJSU Main Campus

This table lists buildings by their historic names and date of construction for older buildings on the Main Campus.

<i>Current Building Name</i>	<i>Historic Building Name</i>	<i>Date of Construction</i>
University House	Scheller-Martin House	1904
Tower Hall/Morris Dailey Auditorium	Tower Hall/Morris Dailey Auditorium	1910/ 1920
Dwight Bentel Hall/Addition	Training Building	1911/ 1920
Central Classroom Building	Home Economics Building	1924
Spartan Complex East & Spartan Complex Central	Women's Gymnasium/1962 Annex	1928/ 1960
Yoshihiro Uchida Hall	Men's Gymnasium	1932
Washington Square Hall	Natural Sciences Building	1933

## SJSU Campuses (continued)

### South Campus Environs

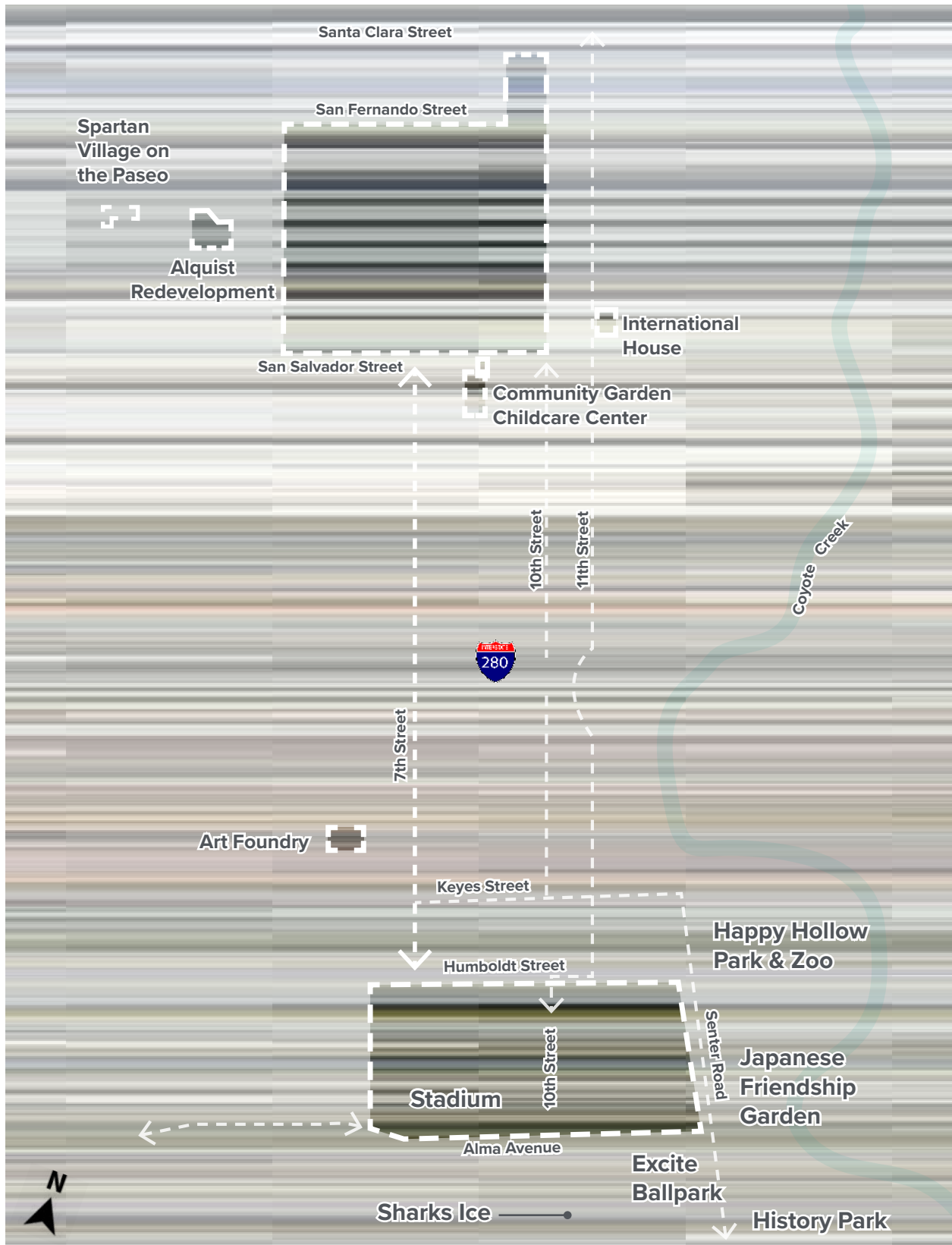
The Spartan Keyes neighborhood lines the northern edge of the South Campus, while the west and south are industrial. The southeast side is developing into a local sports and entertainment destination with an expansion of the Sharks Ice Rink, Excite Minor League Ballpark, Happy Hollow Park & Zoo and Japanese Friendship Garden & History Park located adjacent to the east side of the South Campus. The cluster of local sports attractions in the Spartan Keyes neighborhood is an example of recent collaboration between the campus and community that has the potential to grow.

### South Campus History

SJSU began to develop the South Campus for much-needed athletics fields in the early 1960s. The facilities were expanded significantly in the 1980s with the construction of what is now the Stadium. A number of support buildings were added in the 1990s and the Koret Center was completed in 2002. The most recent addition is the Spartan Athletic Center. The South Campus now occupies 62 acres, including two super blocks (bounded by East Humboldt Street on the north, Senter Road on the east, East Alma Street on the south and 7th Street on the west, and bisected by 10th street) and an additional strip west of 7th street that includes the Simpkins Athletic Building (1990) and a park and ride lot.



*South Campus Aerial, 2020 (Photo credit: SJSU, Steve Proehl)*



South Campus Aerial Photograph, 2022 (Source: Google Earth)

## Future Development in San José

In 2023, the development pipeline of projects approved or under construction in Downtown San José included more than 6,875 residential units and 13.2 million square feet of commercial space. City planning documents call for significant additional growth around Diridon Station, west of SJSU's campus. Downtown development in the area north of the San José Convention Center will be within blocks of the Main Campus along Paseo de San Antonio and Plaza de César Chávez. A planned BART extension will include station entrances near campus, which will make SJSU more regionally connected through transit.

Growth in the City of San José will affect the campus by making the land that surrounds the Main Campus more valuable and expensive, with travel and parking by private vehicles becoming more difficult. The timeline for some of these projects has slowed down due to the economic climate, yet the magnitude of future development remains strong.

While the growth of the City has its related issues, there are also opportunities to partner with public agencies and private developers. SJSU will continue to seek partnerships downtown with a focus on campus-adjacent properties and the extension of Paseo de San Antonio from 4th Street to the west. Partnerships are particularly important for housing where a large-scale increase in the

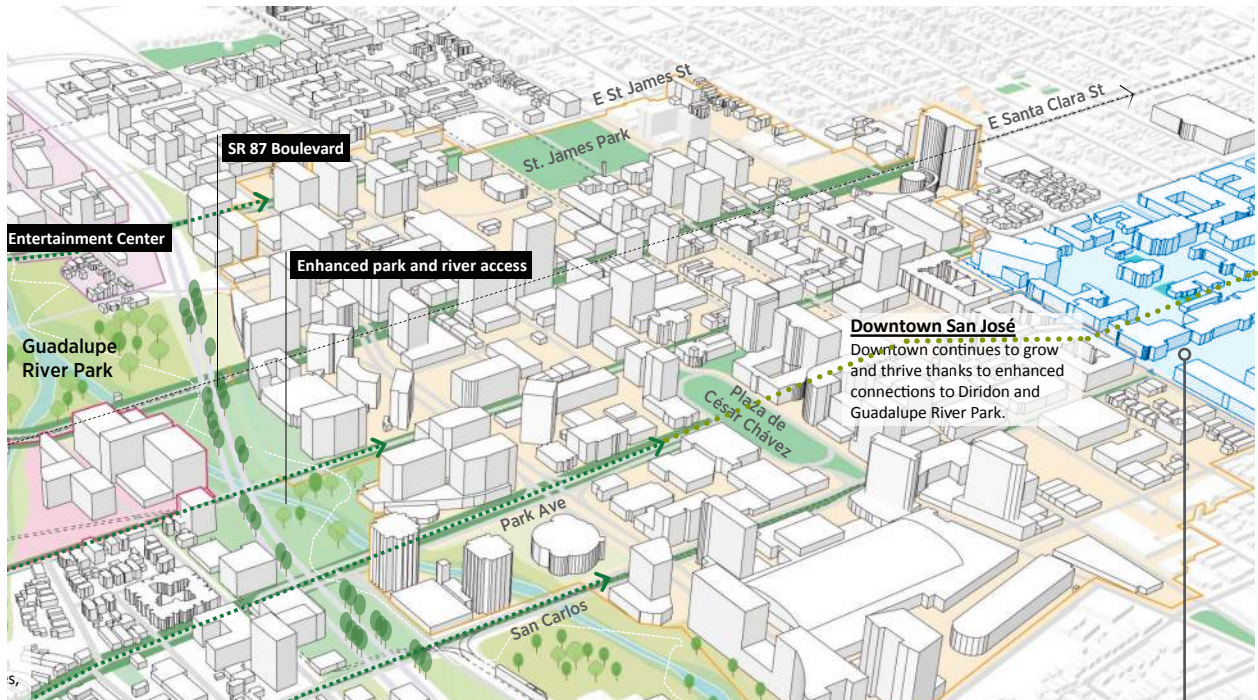
amount of multi-unit buildings and residential units developed around the University could introduce more affordable housing options. More dense development in the area will also bring with it more mobility options, including public transit, walking and cycling. Other partnerships may emerge that are suitable for academic and campus life purposes.

As a leading employer and anchor institution in Downtown San José, SJSU has an opportunity to both catalyze and benefit from Downtown San José's transformation. The University is an economic engine, cultural center and a landmark public space and the City is a living, learning laboratory for SJSU students. The activity associated with the University has the potential to bring more vibrancy to local business and cultural districts, and also to serve as a resource for the growing city.

SJSU's ongoing investment in campus facilities and the public realm contributes to the vitality of Downtown and has the potential to attract private-sector development near campus. Private-sector development, in turn, could lead to new work-based learning opportunities that enrich students' academic experience, new industry partnerships that allow faculty to excel and lead in their fields and improved connections to transit, housing and amenities.



*SJSU is part of Downtown San José. SJSU has an opportunity to both catalyze and benefit from Downtown San José's transformation. (Source: SJSU)*



Future influences on Downtown San José: This image from SPUR's [“Seven Ideas for Downtown San José Report”](#) highlights Diridon Station, the Guadalupe River and growth in Downtown San José that will include the growth of the University. (Source: SPUR)

SJSU Main Campus is part of Downtown San José.




The Downtown San José skyline looking northeastward from the interchange of I-280 and SR-87.

GOALS AND FUTURE DIRECTIONS

03





## Chapter 3: Campus Master Plan Goals and Future Directions

This chapter begins by laying out the goals for the Campus Master Plan derived from San José State University's strategic thinking about its future. Next, it covers some recent trends and expectations about the University's future that set the direction for the Campus Master Plan. Finally, it summarizes the implications of these expectations for the more detailed development of the Campus Master Plan in the following chapters.

San José State University has regularly updated its strategic planning since the last campus master plan to accommodate changing circumstances and priorities. A continuing theme in these discussions has been the condition of the Main Campus in particular, recognizing the age of many of the buildings and the need for a setting and facilities that support and inspire learning. Thus, the development of the new Campus Master Plan takes its direction from the need to both rebuild and renew SJSU's Santa Clara County campuses. The new Campus Master Plan can reinforce the University's role in the broader community, represent its commitment to sustainability, incorporate future-enabled technology and broadly anticipate future needs while continuing to honor SJSU's history and cultural traditions.



## Campus Master Plan Goals for SJSU's Santa Clara County Properties

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 upon by the Advisory Committee and the president's Executive Cabinet. The goals for San José State University's new Campus Master Plan are derived from University's strategic thinking 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.

This chapter emphasizes the overall goals, edited for clarity and completeness as the plan developed. Most of the more extensive list of goals from the Preliminary Background Report have been converted into principles that will continue to apply as the Campus Master Plan is implemented.

The overall goals for San José State University's Campus Master Plan for its properties in Santa Clara County begin with broad and contextual statements that are the foundation of University-wide Design Principles (Chapter 4.) The Plan continues to provide more detail with key campus site planning and design expectations (Chapters 5 and 6), and concludes with implementation processes and principles (Chapter 7.)

### Recent Trends and Future Directions

The Campus Master Plan program outlines the space and facility needs for the university's academic, student life, administration, residential, athletics, recreation and support functions on its Santa Clara County properties. The following six future trends drive the need for re-envisioning the campuses.

- Emerging Academic Programs and Research
- Developments in Teaching and Learning
- Shifts in Student Enrollment and Campus Life
- Increase in Housing on Campus
- Supporting a Diverse Campus Community
- Changing Work Patterns

The following discussion summarizes recent trends and future directions for each trend, followed by implications for the Campus Master Plan stated as space programming principles (except for Phase Implementation, which is covered in Chapter 7.)



### **Goal 1. Create an Encompassing Sense of Place.**

Create a dynamic sense of place for San José State University that is welcoming, accessible, inclusive, equitable, safe and sustainable; that embraces all locations; that celebrates the university's history, culture and values, including the indigenous history of the land; that supports its increasingly diverse educational community; and that symbolizes its leadership as an innovative and creative public university in Silicon Valley.

### **Goal 2. Accommodate Future Academic Aspirations .**

Identify where and how capacity can be created and added to accommodate future academic and research needs, developments in pedagogy, anticipated enrollment changes, more student housing and related support in both physical and digital places.

### **Goal 3. Link all Campuses.**

Ensure that activities at the South Campus and Moss Landing Marine Laboratories are incorporated with the Main Campus as fundamental parts of the University and improve access between the Main and South campuses and between the campuses and other sites.

### **Goal 4. Connect SJSU with San José.**

Improve access and permeability between the campuses and their surroundings to better integrate the University with the City of San José, to increase SJSU's vibrant presence downtown and to highlight SJSU's engagement with the local community as an urban university.

### **Goal 5. Revitalize Two Developed Campuses.**

Re-envision the Main and South campuses and other nearby sites as one cohesive hub of activity in Santa Clara County with strategic redevelopment that inspires, shapes and supports the educational community, student success and faculty and staff engagement.

### **Goal 6. Support a Vibrant University Community.**

Enhance the campus environment with appealing open space, more gathering places, engaging outdoor activity areas and a strong pedestrian orientation that supports SJSU's increasingly diverse university community.

### **Goal 7. Prioritize Collaboration Space and Efficiency in Space Use.**

Re-imagine space design and management to encourage collaborative and interdisciplinary space use, emphasize flexibility and adaptability, and incorporate advanced technology to improve space utilization and efficiency.

### **Goal 8. Leverage Technology.**

Create a smart and technologically advanced 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 a unified outdoor/indoor environment.

### **Goal 9. Phase Implementation.**

Provide pathways for phasing improvements in a flexible manner that aligns with available funding and supports planning for future capital investments required to implement the plan, including infrastructure.



## Academic Programs and Research

Two major initiatives stemming from SJSU’s strategic plan are an increase in interdisciplinary interaction and the expansion of collaborative research. Both are integrated with teaching at the undergraduate and graduate levels so that students can see how emerging scholarship informs their fields.

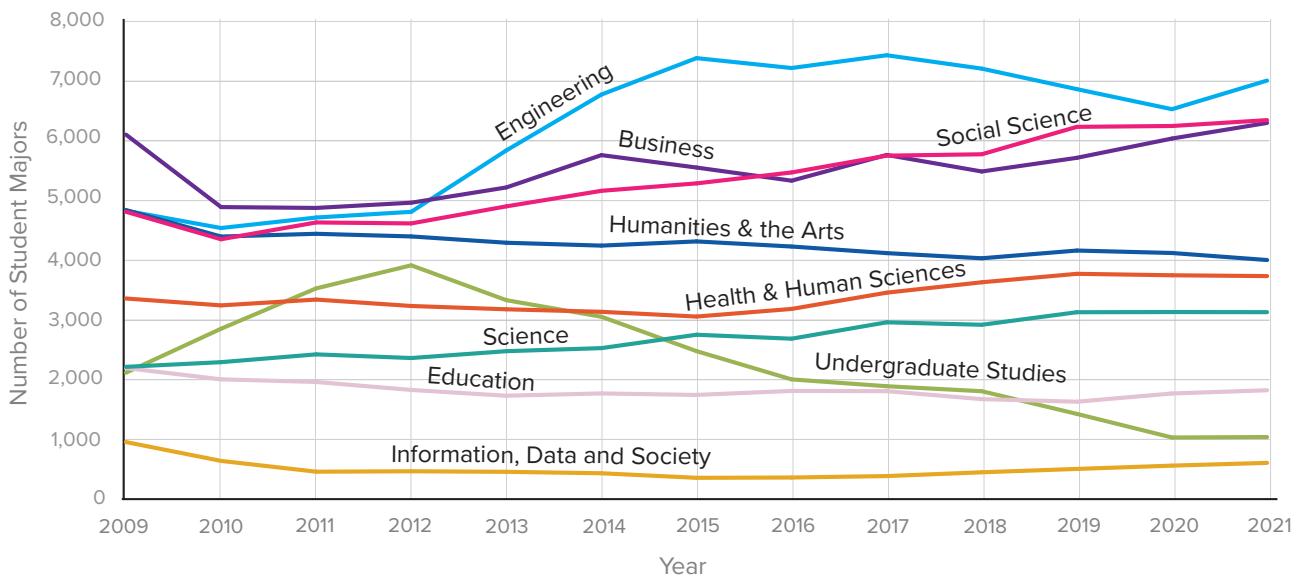
Based on the University’s mission, recent data and an assessment of future needs, SJSU will continue to offer a comprehensive range of programs at the undergraduate level. At the same time, the University will add more focused or specialized programs at the graduate level, including new doctoral programs.

This emphasis means that SJSU will expect growth in the number of full-time faculty (including tenured and probationary faculty) involved in research, scholarly, and creative activity.

The Campus Master Plan accommodates these directions in academic programs and research by adding space to support their development and, importantly, by programming new and renovated space differently to support interdisciplinary collaboration.

**Figure 3-1: SJSU Fall Headcount Trends by College (Regular Session)**

During the past decade, the number of students majoring in the following colleges has increased: Business, Engineering, Health and Human Sciences, Science and Social Sciences.



## Space Programming Principles for Academic Programs and Research

### Related Campus Master Plan Goals

2. Accommodate Future Academic Aspirations.
3. Link all Campuses.
5. Revitalize Two Developed Campuses.
7. Prioritize Collaboration Space and Efficiency in Space Use
8. Leverage Technology.

#### **AR-1. Increase the total area for academic and research space to accommodate new and expanding academic fields and research.**

- Raise the proportion of lab and activity space as compared to lecture space.
- Add specialized space when needed including large spaces to simulate work and performance settings.
- Increase laboratory spaces and animal care facilities for teaching and research.
- Anticipate specialized equipment in laboratories and studios.

#### **AR-2. Program space to facilitate interdisciplinary interaction and collaboration.**

- Group programs in facilities by interdisciplinary themes rather than by administrative organization.
- Reassign spaces to achieve synergy and support collaboration.
- Provide flexible spaces that can be shared by multiple disciplines.

#### **AR-3. Locate teaching space proximate to research space, support services and campus life.**

- Place specialized equipment at the center of themed spaces and near supporting activities to improve access to technical resources.
- Support themed spaces and special resources with laboratories, offices, research facilities, administrative functions, collaboration spaces, group research spaces, classrooms and individual study spaces.
- Include functions that support campus life, such as dining areas and/or food and beverage service near themed spaces.

#### **AR-4. Designate space for innovation, collaboration and partnership.**

- Allocate space to showcase innovative research and teaching activities and locate exhibits at visible locations on campus and at campus edges where it can be seen by visitors.
- Provide spaces for students and entrepreneurs to meet and work together on the ground floor so that they can be seen from city streets.
- Locate programs that engage the community in convenient locations that are intuitively accessible to visitors.
- Provide partnership space for academic institutions, government, non-profit or private organizations.
- Prioritize innovative and state-of-the-art design for new and renovated academic and research facilities.



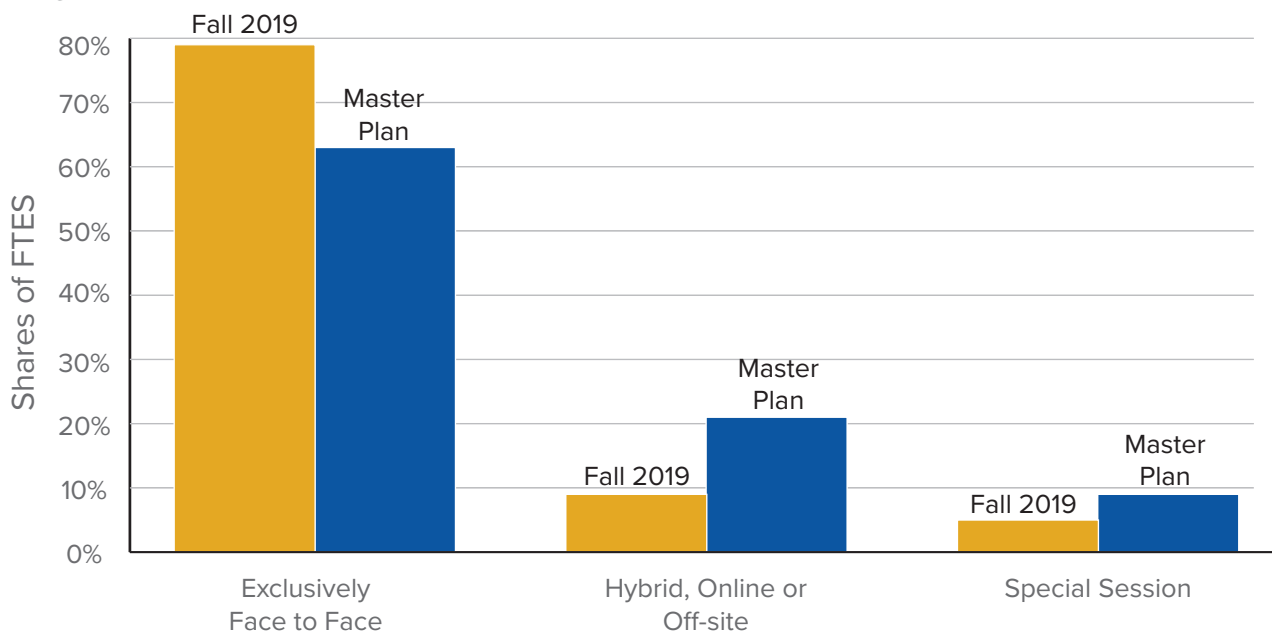
## Teaching and Learning

San José State University’s enrollment has grown faster than the design capacity of the University’s facilities, thus compromising SJSU’s ability to properly support instruction and student services. In Fall Semester 2019 (pre-pandemic) SJSU taught about 700 more Full-Time Equivalent Students (FTES) on campus than the design capacity of its buildings. As a result, labs were over-scheduled and some classes were taught in spaces not designated for instruction.

SJSU taught nearly 30,000 FTES in Fall Semester 2019 (including Special Session<sup>1</sup>/self-support), of which about 23,700 FTES were taught face to face on campus before the pandemic. Enrollment growth to 2040 would mean teaching a potential total Fall Semester FTES of 37,500 (including online and Special Session/self-support.) However, the proportion of instruction taught on the Main Campus would drop as more classes are taught online or in a hybrid format. It is important to add support spaces outside the classroom to

<sup>1</sup>“Special sessions are a means whereby the instructional programs of the CSU can be provided to matriculated students on a self-support basis at times and in locations not supported by State General Fund appropriations.” CSU Executive Order 1047 (May 5, 2010.)

**Figure 3-2: Instructional Format**



accommodate different modes of learning and increase the amount of student support spaces proportional to growth regardless of whether or not students learn everyday on campus.

As a result, SJSU needs to plan for a future instructional capacity of 27,500 FTES on campus. This amounts to 750,000 additional assignable square feet (ASF) of instructional, research and related space — to compensate for the existing deficit as well as to accommodate academic program and enrollment growth.

As shown in Figure 3-2, the University expects changes in the mode of instruction. While the majority of courses will continue to be taught face to face, hybrid and online instruction will increase significantly.

- Face-to-face courses scheduled on campus would shift from over 80 percent of Regular Session instruction to about 70 percent of Regular Session.
- Hybrid courses would increase to about 12 percent of Regular Session.
- Adding the face-to-face portion of hybrid courses to exclusively face-to-face courses would result in a total of about 76 percent of instruction in person for the Regular Session.
- Courses taught exclusively online or offsite would increase to about 10 percent of Regular Session.
- Special Session instruction (primarily online and off campus) would increase to about 9 percent of the University total when Regular Session and Special Session are added together.
- Face-to-face and hybrid courses (and some online courses) may include lab, activity and/or lecture/discussion configurations. “HyFlex” is an arrangement that accommodates some students and/or faculty attending a class session in person while others participate online at the same time. Scheduling and technical support requirements vary by instructional format, with “HyFlex” as the most complicated.
- Note that full-time and part-time students may enroll in different combinations of face-to-face, hybrid and/or online classes and will need support spaces on campuses to be able to participate in online learning.

This Campus Master Plan supports the evolution of teaching and learning through reconfiguring instructional space for active learning and taking advantage of technology for hybrid and online courses.





**A**



**D**



**B**



**E**



**C**



**F**

**A:** Large, flat classrooms should be flexible in configuration, provide access to daylight and include integrated technology. (Source: University of Texas, Dallas School of Engineering and Computer Science. Smith Group)

**B:** Enable work spaces to be easily reconfigured and improve space utilization. (Source: Herman Miller)

**C:** Open existing spaces and increase the number of places for groups to meet. (Source: Knoll)

**D:** Enhance spaces to support taking online classes while on campus. (Source: UC Irvine, LMN Architects)

**E:** Create outdoor study spaces with integrated technology. (Source: RIT Global Village, SWA, Tom Fox)

**F:** Design spaces for use between classes. (Source: Herman Miller)

## Space Programming Principles for Teaching and Learning

### Related Campus Master Plan Goals

2. Accommodate Future Academic Aspirations.
5. Revitalize Two Developed Campuses.
7. Prioritize Collaboration Space and Efficiency in Space Use
8. Leverage Technology.

#### TL-1. Create flexible teaching spaces to better meet changing modes of instruction including digital and engaged learning.

- Provide large, flat classrooms for active learning instead of tiered lecture halls with fixed seats.
- Provide consistent classroom technology to support face-to-face, hybrid and online learning with future-focused technology infrastructure.

#### TL-2. Support shifting modes of instruction.

- Enhance spaces on campuses for online instruction and support, including facilities for asynchronous production, delivery, recording and access to course material.

- Increase the number of designated spaces for students, staff, and faculty to work individually and take online classes while on both campuses.
- Increase the number of places that allow groups to work together.
- Open existing spaces to allow individual and groups to meet, study, and work on projects.
- Allow students access to more informal collaboration and study spaces in academic buildings.

#### TL-3. Improve space utilization.

- Increase utilization of existing and future classrooms, labs, research facilities, academic support spaces and the library by adopting a space management system designed to facilitate emerging patterns.
- Renovate existing space to improve accessibility, increase efficiency and meet future needs.
- Update space management and classroom scheduling policies, procedures and practices to accommodate temporary or less frequent activities associated with hybrid and “HyFlex” modes of instruction and hybrid work.



*Improve spaces by designing them to be flexibly used and increasing their utilization with space management. (Source: Knoll)*

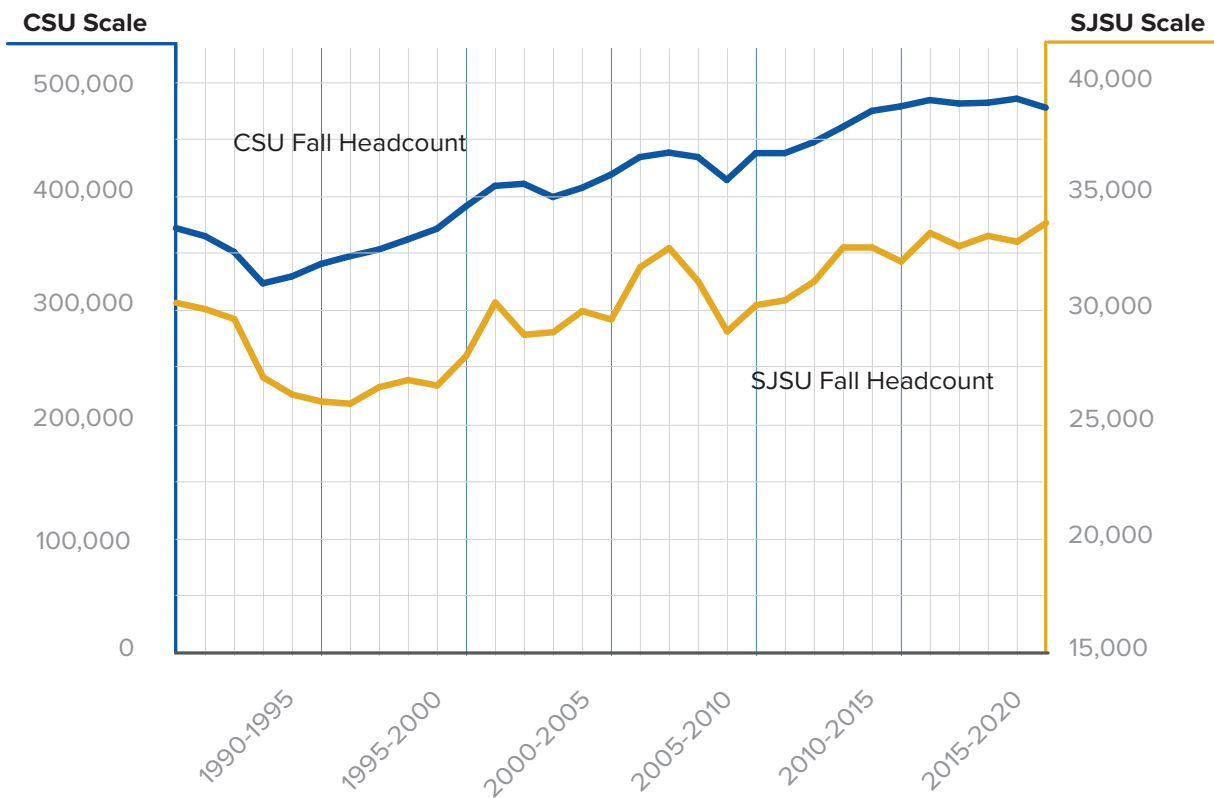


## Student Enrollment and Campus Life

Over the past 30 years, Regular Session student enrollment at SJSU has grown at a slightly lower rate than the CSU as a whole, mirroring ups and downs associated with State budget support (see Figure 3-3.) Overall, student enrollment at SJSU grew by nearly 4 percent during the 2000s and

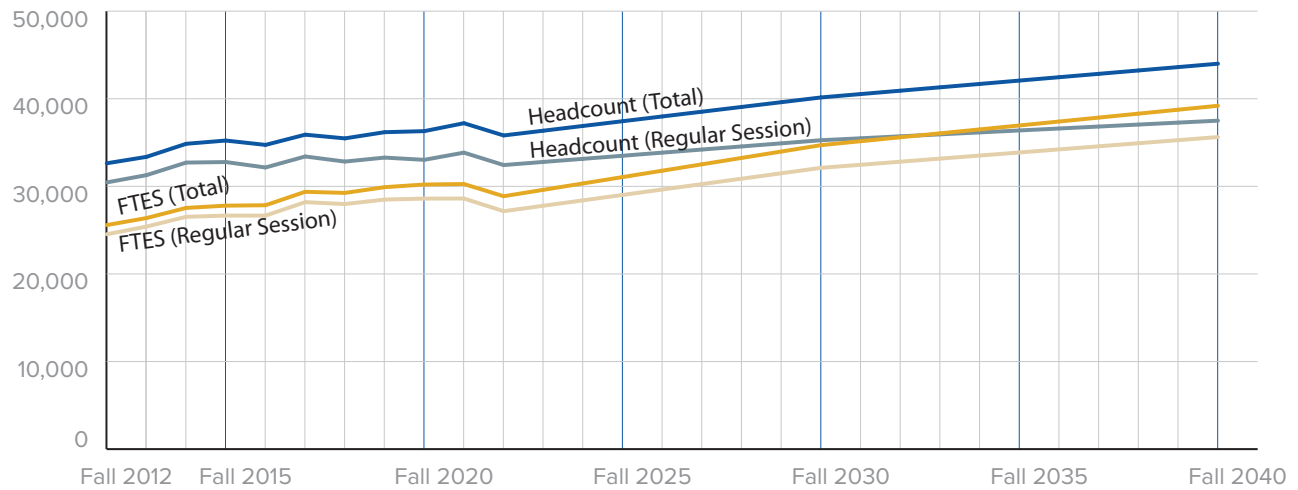
nearly 10 percent during the 2010s. Further, SJSU is considered “impacted” because it receives more qualified applicants than the University can accommodate at the undergraduate level. California resident enrollment has exceeded the target set by the CSU for the past decade.

**Figure 3-3: CSU and SJSU Regular Student Fall Headcount**





**Figure 3-4: SJSU Student Headcount and FTES Trends and Estimates**



SJSU anticipates moderate enrollment growth in the future as the annual number of high school graduates tapers off. The student profile will shift toward more transfer and graduate students, with a modest increase in out-of-state and international students. Overall enrollment could increase by nearly 8,000 students by 2040 with more than half of that growth in Special Session/self-support and online enrollment. In other words, while total Fall Semester headcount would grow from just over 36,000 before the pandemic to 44,000 in the future; students being taught regularly on campus would increase from about 33,300 to only 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 match the CSU target set for SJSU. The blue lines in Figure 3-4 illustrate the anticipated growth in total headcount and FTES, whereas the orange lines show a lower rate of growth in Regular Session headcount and FTES. That is, while the overall increase in students over the next 20 years is about 10 percent per decade, the increase for Regular Session headcount is under 7 percent per decade, which is below the rate for the 2010s.



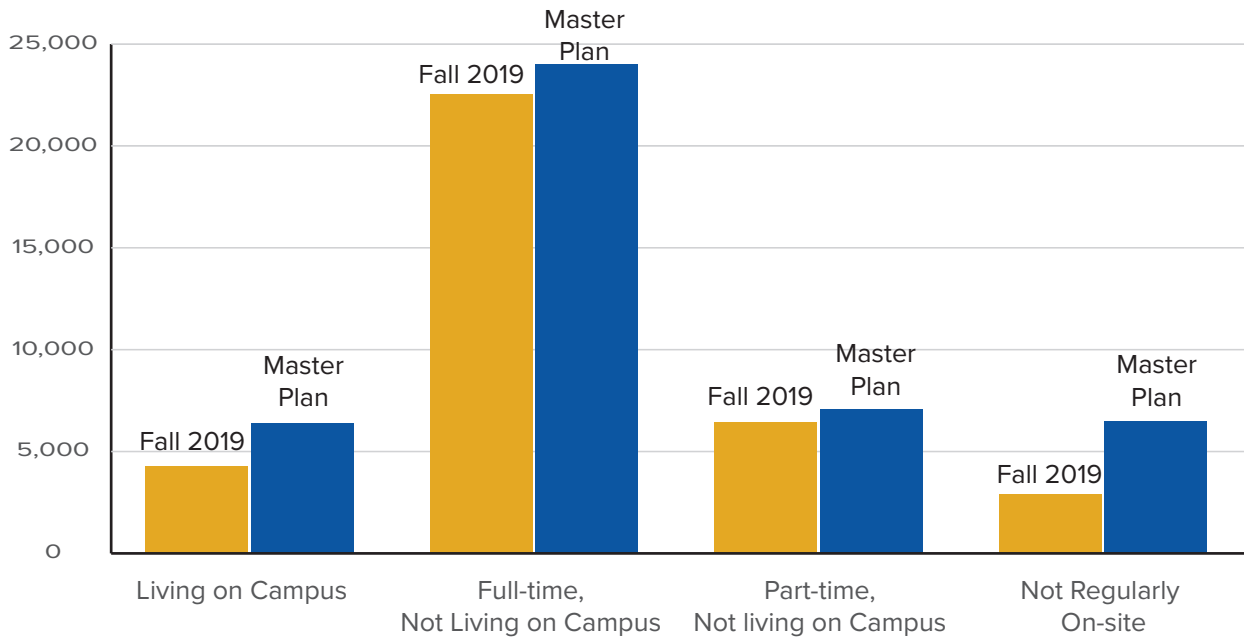


## Future Student Clusters and Campus Experience

San José State University plans to build more housing on campus and encourage partnerships so that more students, faculty and staff can live closer to the Main or South campus (as discussed below.) As a result, a larger proportion of the campus community will be on campus during evenings and weekends. The new Campus Master Plan includes an additional 225,000 ASF of space for campus life facilities (including Athletics) in addition to instructional and research space.

The Campus Master Plan accommodates enrollment growth by adding new space for campus life activities that support the student educational experience along with necessary instructional facilities.

Figure 3-5: Future Student Clusters and Campus Experience



## Space Programming Principles for Campus Life

### Related Campus Master Plan Goals

1. Create an Encompassing Sense of Place
2. Accommodate Future Academic Aspirations
5. Revitalize Two Developed Campuses.
6. Support a Vibrant University Community
8. Leverage Technology.

#### CL-1. Increase spaces for campus life services and student activities.

- Design for SJSU's diverse students, whether they live on campus, enroll full or part-time or learn remotely.
- Enhance spaces for auxiliaries.
- Enhance athletics facilities.
- Ensure robust access to facilities and expand offering of services and activities to fully support students living on campus during the days and hours that best meet their needs.
- Provide space for full-time and part-time students not living on campus who need services and support on the days and hours when their classes meet.
- Provide activities or events for students enrolled in academic programs offered entirely online or entirely off-campus.

#### CL-2. Provide spaces for students to meet and to hold occasional events.

- Allow students to use existing indoor and outdoor spaces for student clubs, organizations, and other groups.
- Design new indoor and outdoor gathering spaces that can be used to hold events.
- Provide space for cultural centers.
- Provide space for student success centers.

#### CL-3. Strategically locate support services so that they are conveniently accessed, shared and connected to one another.

- Move and consolidate the front facing Student Service Center and other student services to the center of campus so that they are more visible and easily accessed.
- Group administrative and counseling functions on both campuses and locate services for students, faculty and administrative support in convenient and practical places.
- Improve the experience of receiving these services with the design of the spaces.
- Utilize technology to provide services that do not need a physical presence on the Main Campus.

#### CL-4. Create places to improve the experience of time spent between classes and other scheduled activities.

- Provide comfortable, attractive indoor and outdoor places to eat, rest, socialize and study in between classes.
- Locate informal indoor campus community spaces near bus stops and parking facilities for convenience.
- Provide secure space for full-time and part-time students not living on campus to store materials (including perishable food) while on campus.
- Utilize walls and integrate displays next to busy pathways that allow students to see their histories reflected to provide a sense of place.



## University Housing on Campus

The cost of housing is a pervasive concern for the SJSU community. San José is located not only in the expensive San Francisco Bay Area, but in Silicon Valley which is experiencing strong housing demand. This makes finding affordable housing in Downtown San José near the Main Campus a challenge for all associated with the University, from students to faculty, staff and visitors.

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 to transit. SJSU also aspires to better meet the needs of commuters and visitors by offering more short-term places to stay.

Recent analysis of student, faculty and staff commuting patterns implicitly emphasize the relationship between access to affordable housing and access to the University. The study found 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.

Student housing is essential to the University's enrollment goals and student success. The University can manage rents and provide sustained programming for student success in housing on campus. SJSU leadership would like to be able to offer housing on campus to serve 20 percent of all students regularly on campus.

The challenge is that there is limited space on the Main Campus to add housing. The Campus Master Plan is able to designate additional space for about 2,100 additional beds, bringing the student housing total to about 7,270 beds. This will increase the percentage of students living on campus or in university-sponsored housing nearby to 19 percent – a significant increase for an urban campus, but not yet at the future aspiration of 20 percent.

The Campus Master Plan includes three future student housing projects on the Main Campus:

- Washburn Hall will be demolished and replaced by Campus Village 3, Phase I.
- The Dining Commons will be demolished and replaced by Campus Village 3, Phase II.
- Campus Village 4 is planned north of Campus Village C.

The University seeks to partner with student-serving organizations or institutions to provide more affordable housing. In addition, it encourages, supports and advocates for more affordable housing for faculty and staff as well as students near campus and in locations with good public transportation connections to either campus.

## Space Programming Principles for University Housing

### Related Campus Master Plan Goals

1. Create an Encompassing Sense of Place
2. Accommodate Future Academic Aspirations.
4. Connect SJSU with San José
5. Revitalize Two Developed Campuses.
6. Support a Vibrant University Community

#### UH-1. Expand and improve student housing on the Main Campus.

- Renovate Joe West Residence Hall.
- Replace outdated Washburn Hall with Campus Village 3 and 4 to add about 2,100 student beds.
- Program and design outdoor recreation spaces and settings for informal gathering at Campus Village 3 to expand campus life offerings.
- Design University Housing to consider the integration, impact and potential of connection with the Spartan Recreation and Aquatic Center (SRAC.)

- Improve the security of student housing, including restricted access to dedicated residential hall open spaces.

#### UH-2. Improve residence hall dining.

- Replace the aging Dining Commons with a new dining facility in Campus Village 3 that includes both indoor and outdoor seating and dining areas.

#### UH-3. Expand housing partnerships.

- Seek affordable housing partnerships with student-serving organizations or institutions to offer a greater variety of housing types and price ranges.
- Explore other partnership opportunities, including family housing for students, faculty and staff.

#### UH-4. Consider nearby sites for future University housing.

- Seek new opportunities to provide more housing, including short-term stay, for visiting faculty and staff.
- Add faculty, staff and graduate student housing.

Figure 3-6: Existing University Housing Capacity

Facility	Occupants	Completion Date	Beds (Capacity)
Washburn (To be replaced)	Students	1960	260
Joe West (To be renovated)	Students	1967	663
Campus Village A	Junior and Senior Undergraduate Students, Graduate Students, Faculty and Staff	2005	203
Campus Village B	Non-first-year Undergraduate Students	2005	1,638
Campus Village C	Students	2005	643
Campus Village 2	Students	2016	990
International House	Students	1978	71
Spartan Village on the Paseo	Students	2024	720
Off-Campus Housing	Faculty and Staff	N/A	14
<b>Existing Total</b>			<b>5,182</b>

Source: Communication from University Housing Services, June 2024.



## Supporting a Diverse Campus Community

The campus experience needs to be meaningful for faculty and staff as well as for students. The Campus Master Plan’s focus on creating a more encompassing sense of place through redesigning the Main and South campuses is intended to support all members of the SJSU community.

The new Campus Master Plan is designed to support a campus community that is expected to grow by a little over 20 percent during the next two decades - as shown in Figure 3-6. SJSU expects that the University will look very different in 20 years, with a more diverse student and employee population. This means that there will be an increasing demand for more inclusive University services and facilities. Figure 3-7 and 3-8 reflect the increasing ethnic diversity of SJSU students, faculty and staff.

The shape of future campus environments will need to anticipate the expectations of an increasingly diverse community, including but not limited to more students, faculty and staff with multi-cultural, religious, ability, sexual orientation and gender identities.

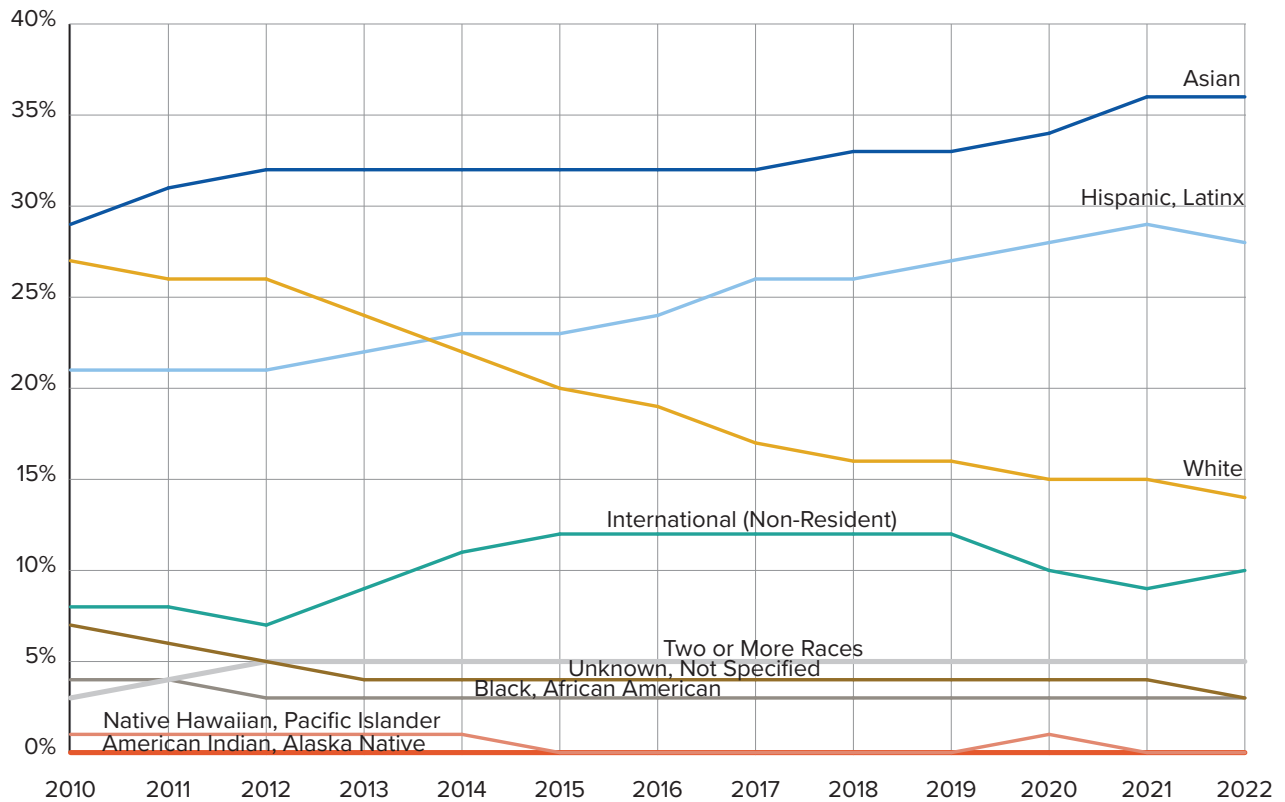
During the past decade the proportions of Asian and Hispanic/Latinx students have increased while the proportion of White students has decreased.

The same changes have occurred among staff, administrators and faculty, although at a slower rate, particularly for Hispanic/Latinx staff, administrators and faculty. Just over half of the faculty were White in 2020, down from nearly 65 percent in 2010. An increasing number of faculty do not specify their ethnic origin.

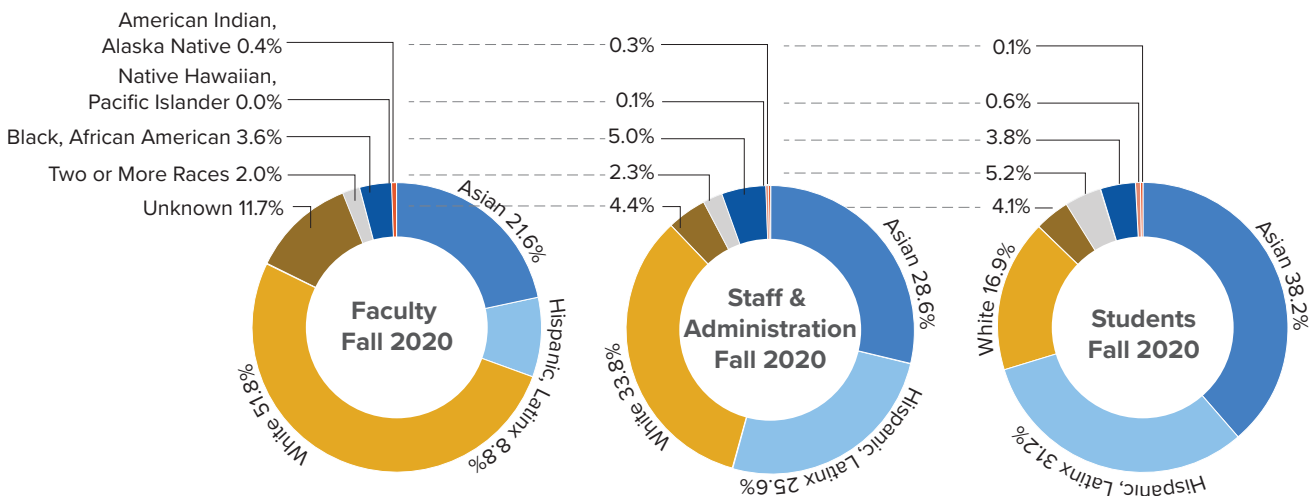
**Figure 3-7: SJSU Population**

Headcount	Fall 2020	Master Plan Build Out	Increase from 2020
Total Headcount	40,494	49,260	21.6%
Students (including Special Session)	36,302	44,000	21.2%
Faculty	2,111	2,500	18.4%
Staff and Administrators	2,081	2,760	32.6%

**Figure 3-8: Ethnic Diversity of SJSU Students**



**Figure 3-9: Ethnic Diversity of Domestic SJSU Students, Faculty and Staff**



The percentage of Black/African Americans has fluctuated slightly at three to five percent for each population. For all groups the proportion of Native American, Alaskan Native, Hawaiian and Pacific Islanders continues to be very small (under one percent combined.)



- A:** Universal Locker Room, gender inclusive design with extra privacy. (Source: UC Berkeley)
- B:** Commuter Lounge with lockers, kitchenette and places to wait. (Source: Temple University)
- C:** Interfaith prayer and meditation room. (Source: University of Virginia, Student Health & Wellness Building)
- D:** Comfortable quiet spaces for study include a variety of furniture to accommodate different group sizes. (Source: Clemson School of Business, LMN Architects)
- E:** Lactation room. (Source: University of Tennessee Knoxville)
- F:** Seating along circulation corridors provide areas for study in between classes makes activity visible. (Source: Michigan State, Minksoff Pavilion, LMN Architects)



## Space Programming Principles for Campus Community

### Related Campus Master Plan Goals

1. Create an Encompassing Sense of Place.
5. Revitalize Two Developed Campuses.
6. Sustain a Vibrant University Community.
7. Prioritize Collaboration Space and Efficiency in Space Use

#### CC-1. Design for Inclusion

- Adopt an environmental design ethic that emphasizes making people from different backgrounds and experiences feel comfortable in a higher education setting.
- Create outdoor and indoor spaces and pathways that are welcoming, accessible, safe and secure.
- Design gateways, open spaces, building entrances and other public spaces to be welcoming and inspirational for all members of a diverse educational community.
- Create a variety of facilities and open spaces that can accommodate a wide range of social activities and cultural practices.
- Add and design inclusive spaces and amenities throughout campus buildings that respond to the needs of a diverse population.
- Make space available for a diversity of interfaith practices. These include meditation, prayer and ablution spaces and more.
- Provide gender inclusive restrooms and locker rooms in safe, accessible places that offer privacy but are not isolated.
- Include attractive and accessible facilities for lactation.
- Provide a variety of flexible spaces to accommodate neurodiverse learning needs and serve a wider range of abilities and experience, rather than designing for “one size fits all.”

#### CC-2. Celebrate SJSU’s history, culture diversity, and values throughout both campuses in the programming and design of open spaces, buildings and public art.

- Emphasize architecture and public art that share SJSU’s history and values and that draw from different traditions.
- Select art installations that honor and represent the diversity of the SJSU community.
- Recognize earlier inhabitants and settlements on the SJSU campuses.

#### CC-3. Design vibrant spaces for community building.

- Make activity visible.
- Provide space for socializing.
- Increase the potential for mingling between colleges, departments and disciplines when programming space.

#### CC-4. Incorporate wellness in indoor and outdoor design.

- Include new spaces for wellness. Design new and remodeled recreation and wellness facilities to make them more visible, usable and inviting. Design inclusive and accessible open spaces and buildings to promote activity, health and well being.
- Include employee wellness space as well as student wellness facilities.
- Design spaces to promote and encourage wellness such as walking to/from commonly used services and amenities.
- Expand existing water refill stations across campus to ensure convenient access within a building and across the outdoor environment.
- Improve environmental comfort by enhancing ventilation, indoor air quality and thermal comfort.



A



D



B



E



C



F

**A:** Seating areas built into the landscaping make the entry a social place to gather before and after classes. (Source: University of Washington, PACCAR Hall, LMN Architects)

**B:** Meeting spaces, student breakout rooms and a centrally located café provide are enhanced with technology for distance conferencing to provide multiple ways to meet. (Source: University of Washington, PACCAR Hall, LMN Architects)

**C:** Outdoor areas for eating and studying provide movable furniture and shade. (Source: Monash University Caulfield Campus, TCL Landscape Architects)

**D:** Comfortable seating and views of the outdoors make places to work in groups more attractive. (Source: University of Washington, PACCAR Hall, LMN Architects)

**E:** Providing lighting allows for outdoor studying and gathering at night. (Source: UC San Diego, North Torrey Pines, OJB Landscape Architects)

**F:** Windows to views of the outdoors also allow visibility into the activity of the university. (Source: UC Irvine, Interdisciplinary Science Engineering Building, LMN Architects)

**CC-5. Create flexible indoor and outdoor spaces that support working, teaching and learning as well as socializing, relaxation and recreation.**

- Provide shade, comfortable and movable seating, acoustical attenuation and a nearby power supply for outdoor learning spaces.
- Provide movable furniture in classrooms, group working spaces and shared offices.

**CC-6. Provide more places to eat.**

- Design new and renovated facilities with space to accommodate a wide range of food, beverage and retail options that are healthy, accessible and inclusive.
- Locate places to eat at the ground floor of new buildings.

- Provide places to eat outside.
- Design dining locations to allow for extended hours of operation and use by the campus community when food services may not be in operation. (e.g., a dining hall can be a study space for students when not serving food.)
- Consolidate services that allow individuals to store and prepare their food for consumption. For students, this could be an offshoot of the Food Pantry and for faculty/staff, this could be consolidated to the faculty/staff break room or break rooms in buildings.



*The design of this seating serves multiple activities such as studying, eating, or meeting in groups, and defines the edge of a greater open space. (Source: Monash University Caulfield Campus, TCL Landscape Architects)*



## Changing Work Patterns

In the past, most staff and administrators have been employed full-time on campus during a regular work week. The pandemic 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.

The University's re-evaluation of how to best provide student services and conduct administrative work needs to incorporate SJSU's commitment to diversity, equity and inclusion. This may include providing services in a variety of venues, formats, and during extended campus business hours to assist students more effectively. At the same time the University may need to adjust work arrangements to accommodate changing opportunities and pressures on employees — for example, by accommodating different kinds of work schedules or gig work.

## Space Programming Principles for Work Patterns

### Related Campus Master Plan Goals

1. Create an Encompassing Sense of Place.
5. Revitalize Two Developed Campuses.
6. Sustain a Vibrant University Community.
7. Prioritize Collaboration Space and Efficiency in Space Use
8. Leverage Technology.

#### WP-1. Develop space assignment, management and scheduling policies to accommodate hybrid work and learning patterns.

- Develop criteria and procedures to manage flexible space efficiently to support temporary and occasional activities.
- Develop clear criteria to determine what functions require permanent or dedicated space.

#### WP-2. Support part-time and remote students, staff and faculty who visit a campus occasionally.

- Provide places to work online in acoustically appropriate spaces.
- Provide future-enabled technological infrastructure and staff support for online, hybrid and remote work.
- Expand use of existing facilities to increase shared use and maximize utilization including for events, social functions, planned visits, and for student club and organizations.
- Provide space that can be used flexibly for convening and collaboration.

#### WP-3. Enhance the design of shared spaces.

- Prioritize investments in shared facilities, common areas and open spaces.
- Design shared spaces to be comfortable, attractive, durable and adaptable.
- Specify state-of-the-art furniture, technology and equipment that fit academic and research needs.

#### WP-4. Relocate some administrative functions online and/or to off-site locations.

- When strategically considering the addition of satellite or off-site spaces in Santa Clara County, prioritize those locations that are within walking distance from either campus and/or are accessible to public transportation.
- Near Main Campus, focus new SJSU programming along Paseo de San Antonio and immediately adjacent sites.
- Explore potential partnerships with other colleges and universities so that SJSU affiliates can use their facilities.
- Ensure that activities at locations away from the Main Campus have access to a full set of support services and facilities.



*Changing work patterns will require places to work and study on campus. (Source: Michigan State, Minskoff Pavilion, LMN Architects)*

## Implications for Campus Master Plan Development

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Future space needs are derived from the six trends discussed in this chapter: academic and research aspirations, developments in teaching and learning, shifts in student enrollment, increasing student housing on campus, supporting a diverse campus community and changing work patterns. Based on these program needs, the Campus Master Plan team estimated the potential development over the next 20 years—or future capacity of each SJSU site. The estimates include facilities that would be supported by auxiliaries, donors and partnerships, as well as facilities eligible for State or General Fund support.

The Campus Master Plan used the California State University Assignable Square Feet per Full-Time Equivalent Student (ASF per FTES) model for SJSU to estimate the amount of additional space to be added during the next two decades with the following significant adjustments. Appendix A explains the calculations in detail.

### Instruction and Related Space

- Increase in the proportion of instruction taught in a hybrid format, online or off campus as compared with the proportion taught exclusively face-to-face on campus.
- Increase in the proportion of lab and activity instruction compared with lecture — based on the assumption that the lecture portion of some hybrid courses would be online and that face-to-face instruction would emphasize labs and other forms of active learning.
- Reduction in large lecture space with fixed seating.

### Research and Scholarship Space

- Recognition of the importance of collaboration space for faculty and students to conduct research, creative activity and other forms of scholarship.

### Administrative and Student Support Space

- Emphasis on space designed to support student success.
- Creation of shared workspace for part-time faculty and other employees who are not on campus full-time.
- Reduction in administrative office space based on the assumption that some administrative work could be performed off-site or remotely.

### Campus Life Space

- Creation and enhancement of spaces that explicitly recognize and support the diverse backgrounds and interests of the campus community.
- Increase in space to support student life activity for additional students living on campus.
- Provision of facilities specifically designed for students who do not live on campus or nearby.

### Housing and Dining Space

- Addition of housing at the Main Campus to accommodate 19 percent of students regularly on campus.
- Replacement of dining facilities to serve a larger student population.

### Athletics

- Redesign of Stadium Way for “game day” and other events at the South Campus.
- Renovation and addition of indoor and outdoor space to improve the quality of intercollegiate sports facilities.

**Figure 3-10: Future SJSU Main Campus and South Campus**



To accommodate all of this planned growth and development, SJSU needs to raise its master plan ceiling from 25,000 FTE taught on campus to 27,500 FTE taught on campus.

The University needs to add about 750,000 assignable square feet (ASF) of space to meet future instructional and research needs and about 225,000 ASF of support space including new athletic facilities along with space for over 2,100 additional net beds for students.



In addition, the Campus Master Plan replaces some older and lower buildings to make room for new development and calls for renovation of some of the remaining structures.

Converted to gross square feet (GSF), this means that implementing the Campus Master Plan will involve about 3,690,000 GSF of construction to meet future demand, 1,065,000 GSF of replacement space and 1,600,000 GSF of building renovations over the next two decades. In addition, it includes redesign and renovation of open spaces, pathways and outdoor athletics facilities.

UNIVERSITY-WIDE PRINCIPLES

04





# Chapter 4: University-wide Site Planning & Design Principles

This chapter highlights site planning and design principles that apply University-wide. These principles informed the development of the Campus Master Plan. In the future, these principles are intended to guide individual projects as the Campus Master Plan is implemented.

These site planning and design principles support the Campus Master Plan goals, especially the first, Create an Encompassing Sense of Place. The values expressed in this overall goal – particularly accessibility,

inclusiveness, sustainability and safety – are embedded in each set of principles. The principles begin at the campus scale with land use, site plan and sense of place, then focus on specific design topics, including open space, landscaping, architectural expression and building design, mobility and utilities and infrastructure. Each section begins with a brief summary of the present and future context for each topic and identifies the related Campus Master Plan goals before presenting detailed principles.

**Figure 4-1: Urban Context of Main Campus**








*Tower Lawn, the iconic and historic center of campus is also the most directly connected to the downtown core of San José as shown in this re-oriented view. The other edges of campus border residential or lower intensity commercial uses.*



Figure 4-2: Main and South Campus Future Land Uses



Legend

- |   |                               |   |                                |
|---|-------------------------------|---|--------------------------------|
|  | Academic Mixed Use Facilities |  | Athletic Facilities            |
|  | Campus Life Facilities        |  | Athletic Fields                |
|  | Residential Facilities        |  | Operational Support Facilities |
|  | Open Spaces                   |   |                                |

## Land Use and Site Plan

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San José State University's developed campuses support all of the land use activities typically associated with higher education: academic, administrative, residential, open space, recreation and athletics. Some of these activities occupy distinct areas while others are deliberately grouped together. The land use maps in Figure 4-2 show facilities classified by their primary or dominant use.

### Main and South Campuses

This Campus Master Plan maintains the basic land use pattern for both the Main and South campuses while strengthening the open space framework, creating new landmark neighborhoods and adding capacity.

### Other Sites in Santa Clara County

Land uses for other sites in Santa Clara County are listed here:

- Academic — Hammer Theatre, Reid-Hillview Airport, Art Foundry, Timpany Center.
- Administrative — 4th Street Building.
- Campus Life — Child Development Center, Community Garden.
- Residential — International House, Off-campus houses owned by SJSU, University House, former Alfred E. Alquist Building site.

### Land Uses

**Academic Mixed Use Facilities** are the primary locations for formal teaching and learning at SJSU. Facilities are focused on instruction and research activities and include space for student support and administrative purposes. Academic mixed use facilities include classrooms and laboratories, research facilities, faculty offices, advising and other services that support student success. The term “mixed use” emphasizes the integration of administrative and student support services with the academic programs they serve.

**Campus Life Facilities** support SJSU's diverse community, providing space for indoor and outdoor social interaction and recreation, health and wellness, entertainment and events, cultural activities, clubs and organizations, retail supplies, food and beverage service and informal study.

**Residential Facilities** include some dining services, recreation and study areas as well as student housing.

**Open Spaces** are distinct nodes for active and passive outdoor activities, including recreation. Open spaces include the paseos which are also part of the circulation network.

**Athletic Facilities** shown for South Campus are used by athletic teams and occasionally by other users. Some teams also practice and compete in Main Campus facilities such as the Event Center.

**Athletic Fields** are primarily used by athletic teams.

**Operational Support Facilities** include parking, infrastructure (Central Plant and solar collectors) and corporation yards.

Figure 4-3: Main and South Campus Building Status for the Campus Master Plan



**Legend**

- To Remain
- To Renovate
- To Build

## Site Planning and Design Principles for Land Use and Site Plan

### Related Campus Master Plan Goals

1. Create an Encompassing Sense of Place.
2. Accommodate Future Academic Aspirations.
4. Connect SJSU with San José.
5. Revitalize Two Developed Campuses.
6. Support a Vibrant University Community.
7. Prioritize Collaboration Space and Efficiency in Space Use

#### LU-1. Redevelop campus land to increase capacity, increase usable open space and improve internal circulation.

- Renovate and program to open existing spaces and design new spaces to be easily utilized.
- Infill new structures with more capacity in place of low rise buildings at the end of their effective life cycle.
- Reduce building footprints to expand usable open space.

#### LU-2. Increase the number of gathering spaces on both campuses.

- Design gathering spaces so that they are distinct spaces and destinations served by circulation pathways.
- Support a wide range of activities through the design of open spaces across campus. Accommodate activities that range from restful to recreational for individuals and groups of different sizes.

#### LU-3. Minimize distracting elements in public view.

- Hide utilities, technology and infrastructure from public view both indoors and outdoors to minimize the visibility of distracting elements. Locate new infrastructure away from primary frontages, underground, hidden from view or integrated into the design of facilities.

#### LU-4. Create a visible threshold to the campuses.

- Redesign campus edges to be more welcoming and accessible to visitors.

#### LU-5. Locate new Academic Mixed Use facilities along San Fernando Street and around Tower Lawn on the Main Campus.

- Stress interdisciplinarity and collaboration as organizing themes for new and renovated Academic Mixed Use facilities.
- Consider partnership opportunities at both campuses.

#### LU-6. Cluster campus life services at the center of Main Campus.

- Locate student services so that they are conveniently located on lower floors near other campus life services along Paseo de César Chávez.

#### LU-7. Renovate the residential neighborhood on Main Campus to be more livable.

- Redesign outdoor spaces in the residential neighborhood to efficiently use outdoor spaces for dining, gathering and recreation.
- Provide security and still allow through-access at the 9th Street Paseo.

#### LU-8. Reorient the layout of South Campus to improve its identity, internal connectivity and pedestrian orientation.

- Create a sense of arrival with improved entrances.
- Remove operational support facilities from the center of South Campus.
- Realign Stadium Way to connect the surrounding athletic and recreational activities.
- Redesign Stadium Way as a pedestrian zone. Limit vehicular access and parking from the center of South Campus.

## Sense of Place



Campuses with a compelling sense of place have strong visual or physical features that evoke lasting emotional attachment. Creating a more visible and cohesive identity for SJSU is a central goal of the Campus Master Plan, to be accomplished through strategic site planning, open space enhancements, building design and architectural expression and edge condition improvements. The Campus Master Plan principles for making SJSU's campuses more inviting and attractive can create a positive campus experience, a memorable sense of place and an enhanced identity allowing SJSU to stand out amongst other Universities.



Enhancing SJSU's sense of place is important, because many San José State University stakeholders expressed pride in the university, but indicated that they don't feel that the university has a strong physical identity. While members of the campus community typically choose Tower Hall or the Dr. Martin Luther King, Jr. Library as landmarks, they otherwise described the buildings on the Main Campus as eclectic and aging. Further, there are multiple gateways but no main entrance.



South Campus was a mystery to many members of the campus community. And those who visit the South Campus noted the unattractive fencing and lack of clarity about where to go unless they were attending an event at the stadium. Importantly, some members of the campus community felt that the architecture and open spaces could be more representative and supportive of the diversity of the university and some expressed concerns about safety and security.



The following Site Planning and Design Principles focus on enhancing SJSU's sense of place by strengthening the visible identity of both campuses. Examples include memorable open spaces, welcoming entrances, attractive edges, clear wayfinding and public art that reflects the history and cultural diversity of the University.

## Site Planning and Design Principles to Create a Sense of Place

### Related Campus Master Plan Goals

1. Create an Encompassing Sense of Place.
3. Link all Campuses.
5. Revitalize Two Developed Campuses.
6. Support a Vibrant University Community.
8. Leverage Technology.

### Visible Identity of SJSU Campuses

#### SP-1. Design the edges of campuses to be more attractive, welcoming and inviting along street frontages.

- Improve Main Campus edges on San Fernando, 4th, San Salvador and 10th through the design of new and renovated buildings.
- Improve South Campus edges on 7th, Alma, 10th, Humboldt Street and Senter Road by installing more attractive fences, landscaping or buildings.
- Design the lower floors of new and renovated buildings to relate to neighboring areas and strengthen the streetscape and pedestrian experience next to both campuses.
- Provide transparency at the ground floor so that indoor activities are visible to passersby.
- Include a variety of vertical and horizontal proportions related to the urban context. Design corner buildings to be architecturally memorable. Avoid designing to reinforce the perception of a walled-off perimeter of campus.
- Relocate student and visitor Welcome Center to a inviting, easily accessible location.
- Locate services aimed at visitors and the greater community to accessible places at the edges of campus.

#### SP-2. Transform gateways into campus to create a sense of arrival and connection

- Create a visible threshold to campus.
- Provide a new front door to Main Campus by visually opening the edge of campus on 4th street to frame a view of Tower Hall.

- Realign and redesign Stadium Way to create a central corridor on which the athletic programs at South Campus are located.
- Redesign landmark gateway entry points to campuses through the use of campus architecture to foster engagement and strengthen connections. The edges of buildings that frame the entrances do not need to have exact symmetry in form, but should relate through materials and scale at the ground floor.

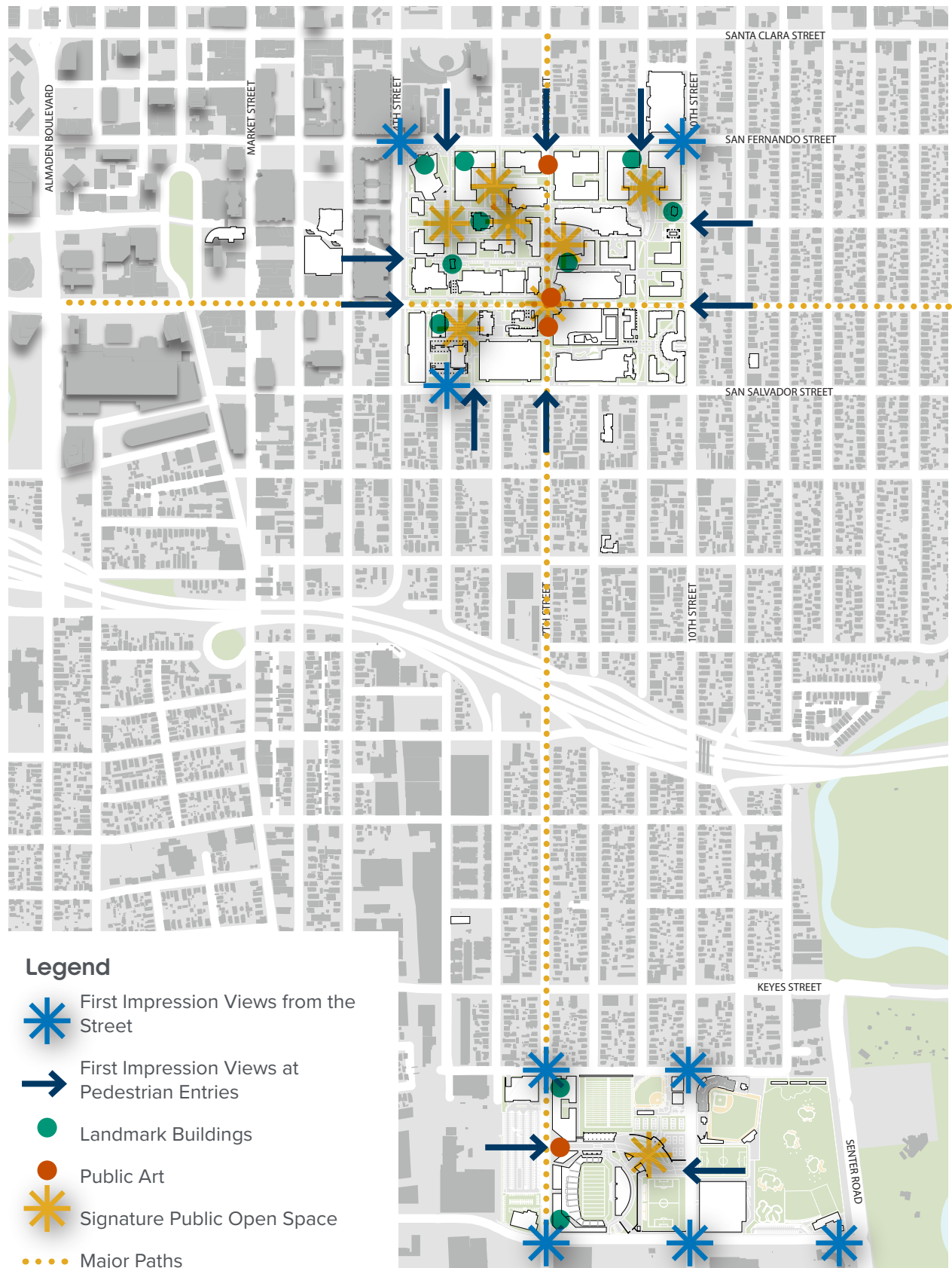
#### SP-3. Select public art with a sense of belonging.

- Formalize the process of selecting art through an intentional, university-wide approach.
- Incorporate public art into new and renovated facilities in prominent locations that reflect the campus community's work and values, diversity, and history.
- Use public art and interpretive signage to strengthen the culture, history and identity of university especially at highly visible public places on campus.
- Public art can take the form of murals, sculptures or monuments to serve as landmarks and differentiate parts of the campus from one another.







#### SP-4. Celebrate the history, culture and diversity of the campus community and embrace inclusivity through public art.

- Showcase student activity and other University work in spaces throughout campuses - indoors and outdoors - at the campus edges, along pathways and at gathering places throughout campuses.
- Increase the amount of exhibit space for research and teaching at the ground floor of buildings.
- Add public art that features the diverse communities associated with SJSU at prominent locations on campuses accompanied by explanatory signage where appropriate.
- Add a mural that features the history, culture and diversity of campus communities along the facade of the Event Center at the center of Main Campus.

Figure 4-4: SJSU University Identity Map



**Legend**

-  First Impression Views from the Street
-  First Impression Views at Pedestrian Entries
-  Landmark Buildings
-  Public Art
-  Signature Public Open Space
-  Major Paths



## Site Planning and Design Principles to Create a Sense of Place (CONTINUED)

### **SP-5. Improve the experience and usability of open spaces at both campuses.**

- Use landscaping, shade and seating to increase the enjoyment of space for informal rest and relaxation, gathering
- Design places to be peaceful, warm, and welcoming.
- Utilize new and renovated architecture and landscaping to creatively create community-oriented spaces.
- Create intentional spaces for community and culture.
- Elevate the visibility and usability of community and cultural event spaces with a new multi-cultural center at the heart of campus near Tower Hall.
- Create new performance spaces both indoors and outdoors for cultural expression.

### **SP-6. Create a comprehensive university-wide wayfinding and signage program that is interpretive as well as informational.**

- A wayfinding and signage program should be established to unite wayfinding and signage for exterior and interior spaces in a cohesive manner across all SJSU locations to establish a sense of place and innate knowledge of being “on-campus”.
- Standards for signage should address universal accessibility and utilize design and materials that allow for cost efficient installation and long term maintenance.
- Clearly and consistently label buildings and features and Integrate signage and wayfinding in a way that allows campus architecture to be featured prominently.
- Enhance the identity of new and renovated buildings through design and not with graphic logos and symbols.
- Avoid embedding graphic logos and symbols that tend to be updated over time in the design of permanent signage on buildings or monuments. (University logos are still useful on features that are updated frequently.)
- Replace old branding and other features that are no longer relevant, such as earlier SJSU logos and old signage.

### **SP-7. Improve connections between all SJSU sites and with the San José community.**

- Include all university sites in wayfinding systems, signage and maps.
- Include more signage at both Main and South campuses to highlight the connections between campuses and to other SJSU sites.
- Work with the City of San José to incorporate wayfinding and signage between the Main and South campuses to support the connection between campuses.
- Work with the City of San José and other public agencies to incorporate wayfinding and signage to connect major downtown destinations, transportation routes and hubs with SJSU campuses and other SJSU properties.

### **SP-8. Design all spaces to be safe and inviting.**

- Minimize the use and visibility of gates, security bars and defensive design features, especially in public spaces.
- Design for natural access control through streetscape and landscape design features that emphasize formalized pathways and proactively maintain landscaping to avoid overgrown areas.
- Design security features to be integrated seamlessly with building and landscape design.
- Integrate security technologies to minimize visibility.
- Develop an integrated and thoughtful security technologies master plan to ensure a strategic and cost effective approach that enhances overall safety.
- Design public spaces to be visible during the day and night by the greater community for passive surveillance.
- Provide lighting for safety at night. Place physical features to maximize visibility of activities and foster a sense of safety.

## Open Space and Landscaping



A



B



C

**A:** Carefully selected finishes, furniture, lighting and planting create distinctive, attractive, usable places. (Source: SWA, Bill Tatham)

**B:** Usable open spaces include a variety of seating areas and strong connections between the entryways, indoors and outdoors. (Source: SWA David Lloyd, CSU Long Beach)

**C:** Extending activity outdoors under shade make comfortable spaces that connect with activity indoors. (Source: SWA, Tom Fox, RIT Global Village)

The design of open spaces and landscaping should unify and connect the campus as a whole. The public realm of each site involves a transition from the larger urban context to a more intimate campus environment. The experience of walking through campus is largely influenced by the quality and variety of spaces that are connected through the open space network. Open space is vital to the experience of being on campus as a place for social interaction, connection to nature, well being, and a sense of refuge. The landscape provides a growing, living way to showcase the beauty of the campus with practicality and meaning.

This Campus Master Plan increases the amount and quality of primary open space on the Main Campus by over 5 acres. The plan also reconfigures and improves the quality of gathering space at South Campus along a new pedestrian spine. The amount of land on both the Main and South campuses is limited, which means that the layout of new campus buildings must be efficient and intentional to shape attractive outdoor spaces as well as maintain a good balance of open space.

The Campus Master Plan emphasizes that landscaping needs to support the open space framework, be sustainable, embrace our cultural history, be accessible and be designed for a cost efficient maintenance approach. New landscape design guidelines need to be updated to reflect the values, land use and site planning principles in the new Campus Master Plan. Landscape design guidelines and standards need to be developed in a manner that support the Campus Master Plan and further build upon the design principles noted herein.

## Site Planning and Design Principles for Open Space and Landscaping

### Related Campus Master Plan Goals

1. Create an Encompassing Sense of Place.
3. Link all Campuses.
5. Revitalize Two Developed Campuses.
6. Support a Vibrant University Community.

#### OS-1. Increase the amount of primary open space on both the Main and South campuses.

- Remove or reconfigure service zones and surface parking to create more usable and attractive open space.
- Incorporate improvements to the public realm within the scope of all building projects.

#### OS-2. Improve open space quality and experience on both the Main and South campuses.

- Increase the richness of the open space network. Provide more informal open spaces for recreation, gathering and socializing next to pathways and facilities. Use the pathway system to strengthen the connections between open spaces to make them more intuitive, safe and attractive.
- Remove barriers and prioritize universal accessibility in the design of new and renovated open spaces.
- To bring more students together through routine circulation, locate pathways to directly connect building entries with campus nodes.

#### OS-3. Improve navigation of campuses through design.

- Make it easier to navigate each campus intuitively using unique architecture as landmarks and public art.
- Establish connecting sight lines at the pedestrian level to make it easier to navigate the campuses.
- Design to unify and relate open space projects with adjacent spaces.
- Design interior first floor programming to complement the surrounding exterior space experience to reinforce connections

between interior and exterior spaces and improve orientation.

- Increase comfort in open spaces. Design places to sit, stand and gather that accommodate different body types and abilities.
- Increase the number of spaces designed for a spectrum of sensory opportunities – sight, sound and touch.
- Provide movable furniture that can be rearranged to serve groups ranging from an individual to small gatherings of three to five people, to mid-sized groups of twelve or more.

#### OS-4. Enrich the variety of open spaces and design them to be more flexibly used.

- Design a series of distinctive open spaces that accommodate a range of activities.
- Design some open spaces on campus to be active and others as an oasis in an urban environment – as places for quiet contemplation and relaxation.
- Designate public open spaces of a variety of types and sizes that appeal to different groups within SJSU's diverse population to improve accessibility.
- Design outdoor spaces to accommodate occasional events, with the necessary infrastructure.

#### OS-5. Provide more outdoor teaching and learning spaces.

- Design accessible, comfortable, shaded places for classes to meet.
- Provide internet connectivity and power to allow work to move seamlessly indoors to outdoors.

#### OS-6. Establish consistent open space elements to unify the campuses.

- Revise campus-wide open space design standards to be consistent and visually unifying throughout both campuses.
- Establish general standards that can be adapted where appropriate to reinforce the identity of each campus.

## Site Planning and Design Principles for Open Space and Landscaping (continued)

- Supplement the Campus Master Plan with consistent landscape design standards that can be applied to Main and South campuses for product standards (i.e., colors, fixtures, furniture, bike racks, trans cans and lighting.)
- OS-7. Establish sustainable landscape planting standards.**
- Ensure the palette for planting for individual projects take into account the surrounding landscape and work to blend with the immediate area and campus as a whole while also respecting the space being designed and its contribution toward the Master Plan goals.
  - Design landscaped areas with climate appropriate planting. Generally specify native plants with exceptions for iconic campus trees and from (in order of preference) the Santa Clara Valley region, the State of California, and the Western United States.
  - Use primarily plant species from the Western United States. Consider special plant species outside of the typical planting palette only when there is a significant meaning that complements the architecture of the area or is related to the work on campus.
  - Select plants that thrive with recycled water, which tends to be higher in salts.
- OS-8. Use planted areas to showcase sustainability with interpretive signage.**
- Using interpretive signage to showcase ways to be more sustainable by using native vegetation, drought tolerant plants, pollinator plants, recycled water and creative stormwater treatment.
  - Utilize open spaces to provide a teaching opportunity about campus history, area history, cultural histories, and the environment. Provide interpretive signage.
- OS-9. Landscape design should work to reduce the heat island effect and increase shade cover.**
- Design open spaces with low albedo materials to reduce the heat island effect.
- Protect existing feature trees.
  - Plant new canopy trees to increase shade on campuses. Specify trees with a range of canopy levels.
  - Create a tree care plan and aspire to be Tree Campus USA Certified.
- OS-10. Establish hardscape design and product standards for the public realm that are cost effective for initial installation and ongoing maintenance.**
- Where the product exists, use low-carbon materials for hardscape, retaining walls, etc.
  - Where the product exists, use locally-sourced materials.
  - Where appropriate and possible use durable and recycled materials to reduce waste and carbon intensity.
- OS-11. Design landscaped areas for water efficiency**
- Reduce the amount of non-functional lawn to reduce the amount of water consumption on campus.
  - Retain some larger areas of lawn that are iconic, flexible and well-used components of signature spaces.
  - Utilize weather informed irrigation controls and systems focused on smart delivery of water to needed areas.
- OS-12. Select and celebrate landscaping through design elements using plants that embrace the history and culture of our indigenous communities.**
- Consult with descendants of the indigenous people of the region regarding plant selection and arrangement.
  - Utilize traditional planting materials in the landscape to highlight traditional practices and allow for outdoor teaching spaces that are inclusive of indigenous land traditions. Include interpretive signage and representative artifacts where appropriate.

## Site Planning and Design Principles for Open Space and Landscaping (continued)

### OS-13. Create pollinator habitats in campus landscaping.

- Specify plants that support the habitat for native pollinating bees, butterflies, insects and birds.
- Increase habitat quantity, quality, diversity and connectivity on campus.
- Design with an integrated pest management approach that minimizes the need for pesticides or herbicides.



### OS-14. Incorporate stormwater pollution prevention best practices into landscape design. Both campuses drain towards San Francisco Bay within the Guadalupe River watershed.

- Promote healthy soils and drainage and recharge of aquifers.
- Create planted areas along major pedestrian corridors to treat and slow stormwater.
- Locate stormwater treatment areas outside of (rather than intrude into) defined open spaces and pathways.



**A:** A variety of climate appropriate and drought tolerant planting creates varied and rich environments. (Source: SWA, Jonnu Singleton, Guthrie Green)

**B:** Landscaped places for people to meet outdoors add to the sense of campus as an oasis in an urban place. (Source: SWA, Tom Fox)

**C:** Outdoor spaces that can be flexibly used for different events help showcase the work of the University to the community. (Photo by Tom Fox, SWA)

# Architectural Expression and Building Design

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## Main Campus Architectural Character

The character of buildings on Main Campus contrasts in scale with the higher density Downtown San José on the western side and the lower density residential neighborhoods on the other three sides of the campus. The buildings that currently line the Main Campus perimeter and corners are generally unassuming. The architecture marks a clear edge between the campus and the community that surrounds it. The old Science Building and Washington Square Hall on 4th Street are each two stories tall; by comparison, newer residential buildings across 4th Street are five to six stories tall.

Four mid- to high-rise academic buildings set a precedent for future development of the Main Campus. Duncan Hall (at 8-stories including the mechanical penthouse) was the first taller academic building, completed in 1967. The Business Tower, 9-stories high but with a noticeably small footprint, followed in 1971. It wasn't until 2001 that Dr. Martin Luther King, Jr. Library was built to anchor the northwest corner of Main Campus with a taller with more dramatic presence. Most recently, the Interdisciplinary Science Building (8 stories) was completed in 2023.

Residential towers with traditional brick and stucco facades anchor the southeastern corner of the Main campus, while two five-story concrete parking facilities take up much of the frontage along the southern edge on East San Salvador Street and the western edge along Fourth Street. These edges are flanked by mixed-use and low density residential neighborhoods.

The top three most iconic buildings on the Main Campus include the angled and tall Dr. Martin Luther King Jr. Library, the curved southwest facade of the Student Union located at the center of campus, and the stucco and tile Tower Hall, located prominently in the center of the Tower Hall Lawn. While it is centrally located, Tower Hall is not visible from the campus edges and view sheds into the campus are constrained by the "wall" of buildings that line the edge of campus. The San José City Hall is visible from Tower Lawn, which is a block away; however, the connection at the ground level is indirect, and not appropriately celebrated.

Proposed new buildings should start to shift the architectural expression to embrace the ideal that architecture *frames* and clearly defines public spaces and circulation rather than designed as an *object*. Ideally new building design should consider:

- The strategic location of building entries along primary pedestrian paths for activation.
- Building massing that relates to adjacent buildings and the formation of outdoor rooms and public spaces.
- Transparency and permeability of the ground floor to activate adjacent public spaces and paths for social or communal purposes.

This shift in mindset from buildings as objects to buildings as contributors to a shared experience will result in campuses that are better connected and which reflect a stronger sense of place.

## South Campus Architectural Character

Development of SJSU's South Campus began with the Spartan Stadium, built in 1933 and renovated in 2016. Other athletic and recreational facilities flank this dominant structure along with a 1,500 space parking garage at the corner of E. Alma Avenue and South 10th Street. These South Campus facilities as well as the playing fields contrast in scale with the residential and light industrial neighborhoods to the north and west, but are similar to other sports facilities, zoo and gardens on the south and east.

Proposed improvements to South Campus should unite the programming and facilities in a way that defines the center of the campus. The experience of South Campus should feel more coherent from the point of arrival at the exterior of the campus and throughout the campus. South Campus also requires the same shift in mindset from separated spaces dedicated to one program to a better utilized and coherent campus as a whole. The realignment of Stadium Way and redesign to become a pedestrian zone will provide that organizational spine off of which each program will be connected to unite South Campus.



A



D



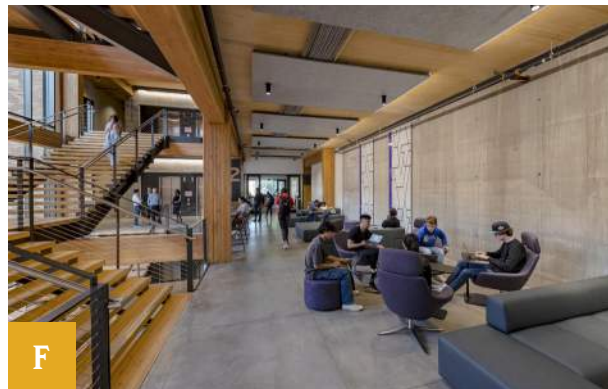
B



E



C



F

**A:** Transparency, especially at the lower floors, benefits the adjacent public spaces by illuminating them with light and activity. (Source: Weiss Manfredi, Cornell University College of Veterinary medicine)

**B:** Traditional materials used in a contemporary manner honors the past but does not mimic it. (Source: Teeple Architects, Tyler Hall at Morgan State University in Baltimore, Maryland)

**C:** Design can create a distinctive and memorable landmark that makes a statement about the value of creativity. (Source: Teeple Architects, Lancara College, Vancouver BC Canada)

**D:** Use of natural, unpainted materials create a warm inviting atmosphere that elevates gathering. (Source: Weiss Manfredi, Cornell University College of Veterinary Medicine)

**E:** Simple elegant use of materials and building circulation designed to engage semi-public outdoor space using generous transparency. (Source: LMN Architects, Tim Griffith, UC Irvine Division of Continuing Education Building)

**F:** Design using heavy timber emphasizes innovation and natural beauty. (Source: LMN Architects, Tim Griffith, Founders Hall - University of Washington)

## Site Planning and Design Principles for Architectural Expression and Building Design

### Related Campus Master Plan Goals

1. Create an Encompassing Sense of Place.
4. Connect SJSU with San José.
5. Revitalize Two Developed Campuses.
6. Support a Vibrant University Community.
7. Prioritize Collaboration Space and Efficiency in Space Use.
8. Leverage Technology.

### Contextual Design

#### BD-1. Make a statement about the value of creativity with design.

- Incorporate visionary design in new signature buildings and aim to create the best architectural design of the time.
- Create a sense of place with distinctive, non-generic campus architecture.
- Improve the impression of the University's place in Silicon Valley through innovative design.
- Follow best practices in design for new and renovated state-of-the-art academic, research and student life facilities.

#### BD-2. Design for long-term flexibility and adaptability.

- Anticipate change and design buildings and open spaces to be multi-purpose and easily adapted. This may mean taller floor-to-floor dimensions and providing space for future mechanical capacity for adaptability.

#### BD-3. Aim to be timeless and elegant.

- Design campus architecture that lasts rather than strongly embracing the trends of the moment.
- Consider first costs and life cycle cost for maintenance to uphold the long term use of buildings.
- Modulate building massing to provide visual interest. Modulate the height through massing breaks and depth using projections and recesses so that buildings do not look like unarticulated boxes.

#### BD-4. Create continuity across buildings from different eras and styles.

- Reference architectural features, building materials and other design elements of existing nearby buildings when designing new structures.

#### BD-5. Reference SJSU culture and values associated with diversity and inclusion.

- Integrate visible demonstrations of the culture and diversity of SJSU through campus architecture.
- Include public art and building features that reference the descendants of indigenous peoples.
- Design new buildings and open spaces to frame landmark buildings and places on Main Campus like Tower Hall and the future central tower (Building L.)

#### BD-6. Consciously design with regard to the neighboring urban context.

- Consider how architectural design expresses the University's relationship with the adjacent neighborhood through building massing, scale, placement, materials and exterior treatment of new buildings.
- Orient buildings on campus edges to the street; orient interior buildings to open spaces and internal pathways.
- Provide some contrast to distinguish the University from its urban context.

#### BD-7. Strategically replace or renovate existing facilities.

- Exercise long-term, fiscally responsible decision making when prioritizing projects.
- Carefully consider the displacement of programming for renovation and new construction and minimize the disruption to programming to the extent possible.
- Renovate existing facilities that are not replaced based on program functionality and operational performance.
- Replace end-of-life facilities with more than a 0.6 FCNI with more suitable and inspiring facilities for teaching, learning, research and creative activity.



## Indoor/Outdoor Relationships

### BD-8. Use consistent treatment of building exteriors to tie the campuses together.

- Address color, featured materials and exterior treatments.
- Focus on what people see and touch and less on decorative elements or architectural style references.

### BD-9. Activate ground floor and lower level frontages.

- Treat the frontage of buildings that face surrounding streets, paseos and signature open spaces as an active edge.
- Design the first three to four stories of a building with features that attract pedestrian interest at the ground level.
- Design the ground level at a human scale to attenuate the massing of tall buildings.
- Use architectural features to define the pedestrian scale. Use high-quality details and materials at the hand and eye level.

### BD-10. Draw attention to transitions between indoors and outdoors.

- Reinforce entry points with visibility into the building, landscaping and places to congregate.

## Occupant Comfort

### BD-11. Prioritize universal accessibility in the design of new and renovated buildings and remove barriers in existing buildings.

- Design environments usable by all people without the need for adaptation or specialized design.
- Design for equitable use. Consider the human characteristics of age, gender, stature, race/ethnicity, culture, native language and learning preference.
- Design to address the needs of users beyond those considered to be average or typical. Design for simple and intuitive use. Consider the user's experience, knowledge, language skills and concentration level.
- Design for flexibility in use to accommodate a wide range of individual preference and abilities.



**A:** Ample daylight and comfortable furniture can promote a sense of calm and well-being indoors. (Source: Knoll)

**B:** Generous ground floor windows provide connection between building occupants and visitors by showcasing the programs of the University. (Source: UC Davis, Urban Field Studio)

**C:** Design for well being and calm includes visual connection to the outdoors, acoustics, good indoor air quality, thermal comfort and safety and security. (Source: UC Davis, Urban Field Studio)

- Remove barriers in existing buildings to minimize hazards and consequences of accidental or unintended actions.
- Design access to be used efficiently, comfortably and with minimum fatigue.
- Design the appropriate size and space for approach, reach and manipulation regardless of physical characteristics such as size or mobility.

**BD-12. Promote well-being in all facilities.**

- Design and renovate buildings for occupant health, with enhanced ventilation, indoor air quality and thermal comfort.
- Reinforce the connection with nature through biophilic design. Use natural shapes and forms, reflect natural processes, make connections to outdoor light, vegetation and weather.
- Prioritize removal of hazardous materials in renovations and do not use building materials containing known toxic substances in construction.

**BD-13. Design indoor and outdoor spaces to contribute to a feeling of psychological calm as well as a sense of safety and security.**

- Provide access to daylight and views of the outdoors for offices, work spaces and circulation spaces.
- Provide places for online learning and quiet study with attenuated acoustics to support concentration.
- Provide transparency and visibility into acoustically separated places.
- Minimize reactive design that include fortified entries, surveillance, and limited transparency. Design spaces to allow for natural surveillance, layers of security, opportunities for connection to strengthen community.

**BD-14. Promote physical activity.**

- Design circulation spaces to encourage physical activity.
- Place stairs in prominent and visible spaces for everyday use.
- Program building functions to encourage walking to commonly used services and amenities.

## **Environmental Responsibility and Sustainability**

**BD-15. Strive to exceed LEED Gold Equivalency.**

**BD-16. Design buildings to include visible educational demonstrations of sustainable design as a learning opportunity.**

- Use signage to highlight sustainable design.
- Highlight thoughtful approaches to the use of recycled materials and infrastructure to support diversion from the waste stream during operations.
- Highlight the reduced use of resources to provide a learning opportunity.

**BD-17. Maximize rooftops to reduce the heat island effect.**

- Design open spaces on rooftops with low albedo materials to reduce the heat island effect.
- Where roof top terraces are located, design them with limited access and for safety.

**BD-18. Incorporate bird safe design.**

- Develop bird safe design standards that address glazing, reflection, material choice, material patterning, landscaping and architectural features.

## **Learner-Focused Design**

**BD-19. Create equitable learning environments.**

- Design new classrooms with variable furniture, operability and flexibility.
- Design for a wider range of physiological needs with design that fits bodies of different sizes.

**BD-20. Provide a greater variety of spaces to learn.**

- Provide spaces that accommodate a wide range of group sizes and shared activities.
- Design collaboration spaces for group work and informal spaces for learning, especially for students taking hybrid or remote courses while on campus..
- Provide seating outside of classrooms and offices, and design comfortable places to wait and prepare for class.

**BD-21. Integrate new technology and design to be adaptable.**

- Support teaching with movable furniture,

fixtures and equipment and adaptable technology that is appropriate.

- Design large classrooms for active learning and flexibility with flat floors and the ability to reconfigure the furniture easily.
- Provide public space adjacent to new buildings to accommodate an outdoor teaching including access to power and audio visual support.

## Community-Building Design

### BD-22. Design spaces to be transparent and feature building activity.

- Provide visual connections from outdoors and from lobbies and circulation space to showcase the activity inside.
- Program ground floors to include active public uses such as lobbies, exhibits, food and beverage service, public facing administrative services, reservable group spaces and partnership programs.

### BD-23. Enhance the design of shared spaces.

- Prioritize investment in shared facilities, common areas and circulation spaces used by all in the building.
- Intentionally design the parts of the buildings that people can touch and commonly see to include human scaled architectural detail, durable, high quality materials and usable features.

### BD-24. Create opportunities for community and collaboration throughout the building.

- Place gathering spaces near major circulation in open spaces and buildings to encourage student, faculty and staff engagement and collaboration.
- Provide places where different disciplines, departments and divisions cross paths.



**A:** Visually connected labs, work spaces, and classrooms showcase programs. (Source: UC Irvine Interdisciplinary Building, Architect: LMN Architecture)

**B:** Work spaces at the ground floor feature what is special about the place. (Source: LMN Architecture, Bill and Melinda Gates Center, University of Washington)

**C:** Classrooms with flexible configuration, daylight and integrated technology. (Source: Smith Group, University of Texas, Dallas School of Engineering and Computer Science)

## Mobility

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Planning for mobility at SJSU involves two scales: first, internal circulation and second, regional access to and from the campuses. Mobility includes universal design and accessibility and all modes of transportation.

The Main Campus is served by a network of minor arterials, defined as one-way streets that channel traffic through adjacent residential neighborhoods. Several major collector streets connect to the main arterials leading to nearby freeways US 101, I-880 and I-280. Downtown San José has the most transit-oriented, pedestrian- and bike-friendly transportation network in San José. Santa Clara Valley Transportation Authority's (VTA) highest-ridership routes traverse Downtown San José and the Main Campus, connecting the County to this urban hub. The streets around South Campus are not as transit-rich as the Main Campus, and are dominated by fast auto traffic. The access for visitors is via South Alma Drive or along 7th or 10th Streets.

VTA's BART Silicon Valley Phase II project will extend the Bay Area Rapid Transit (BART) line service six miles from the Berryessa BART station into Downtown San José with a BART entrance planned within a few blocks of the campus. Diridon Station, just west of Downtown, is also an important transportation hub for San José and the Bay Area. Located less than 1.5 miles from the Main Campus, the station is a 25-30 minute walk, a 10-minute bike or scooter ride, or a 15-20 minute VTA bus ride to campus. The station is served by Caltrain, ACE, VTA, Amtrak, Greyhound, Monterey-Salinas Transit and Santa Cruz Metro's Highway 17 Express. Diridon Station is also planned as a future stop for the Silicon Valley BART extension and California High Speed Rail.

Downtown San José's bicycle network has improved significantly in the last five years. The City has prioritized new miles of quick-build protected infrastructure (Class I and Class IV bike facilities) throughout downtown to prioritize and encourage bicycling and to protect riders. The Main Campus is bordered immediately by Class IV Protected Bike Lanes to the north, south and west, and Class II bike lanes on the west.

SJSU's annual commuter surveys reveal that proportionately more students use public transportation to travel to campus than any other mode. In 2022, 43 percent of commuting students used public transportation and 27 percent drove alone the entire way (down from 35 percent in 2019.) In contrast, two-thirds of faculty and staff drove alone in 2022 (down from 71 percent in 2019.) The remainder of both students and employees use a wide range of modes including carpools/vanpools, micromobility and walking. Some reported using a combination, such as walking or driving to a public transportation stop, or driving to the South Campus and taking the shuttle to the Main Campus.

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.)

The University has approximately 20,000 commuters who drive to campus each day, with just over 5,000 parking spots for commuters in three Main Campus parking garages, 1,500 parking spots in the new South Campus Garage and fewer than 1,300 parking spots on surface lots on both campuses. Parking scarcity during peak times impacts the University experience (students reported how long it takes to circle for a spot during peak class periods.) Finding parking for guests, for disabled visitors and for big events can be difficult. There are also currently few vehicle drop-off and pick-up locations throughout the campuses.

Internal circulation on the Main Campus raised a number of other issues for the stakeholders, focusing on safety and accessibility. Stakeholders reported tensions between pedestrians and other modes of transportation within the Main Campus, including internal vehicle traffic, bicyclists and other micro-mobility users. (Micromobility encompasses small personal transportation devices such as bikes, skateboards, scooters, e-scooters and e-bikes.) People with disabilities rely on pedestrian networks with slow speeds that differ from micromobility speeds.

The new Campus Master Plan addresses both scales, recognizing that the regional scale involves coordination with the city of San José and other public agencies while site planning can address internal circulation at both campuses. The mobility vision for SJSU is an equitable, intuitive, accessible, safe and sustainable campus that supports students, staff and faculty making more environmentally-friendly travel decisions without sacrificing convenience and the user experience. The mobility principles support a modal shift away from single-occupancy gasoline-powered vehicles, which would reduce congestion and parking demand as well as greenhouse gasses.

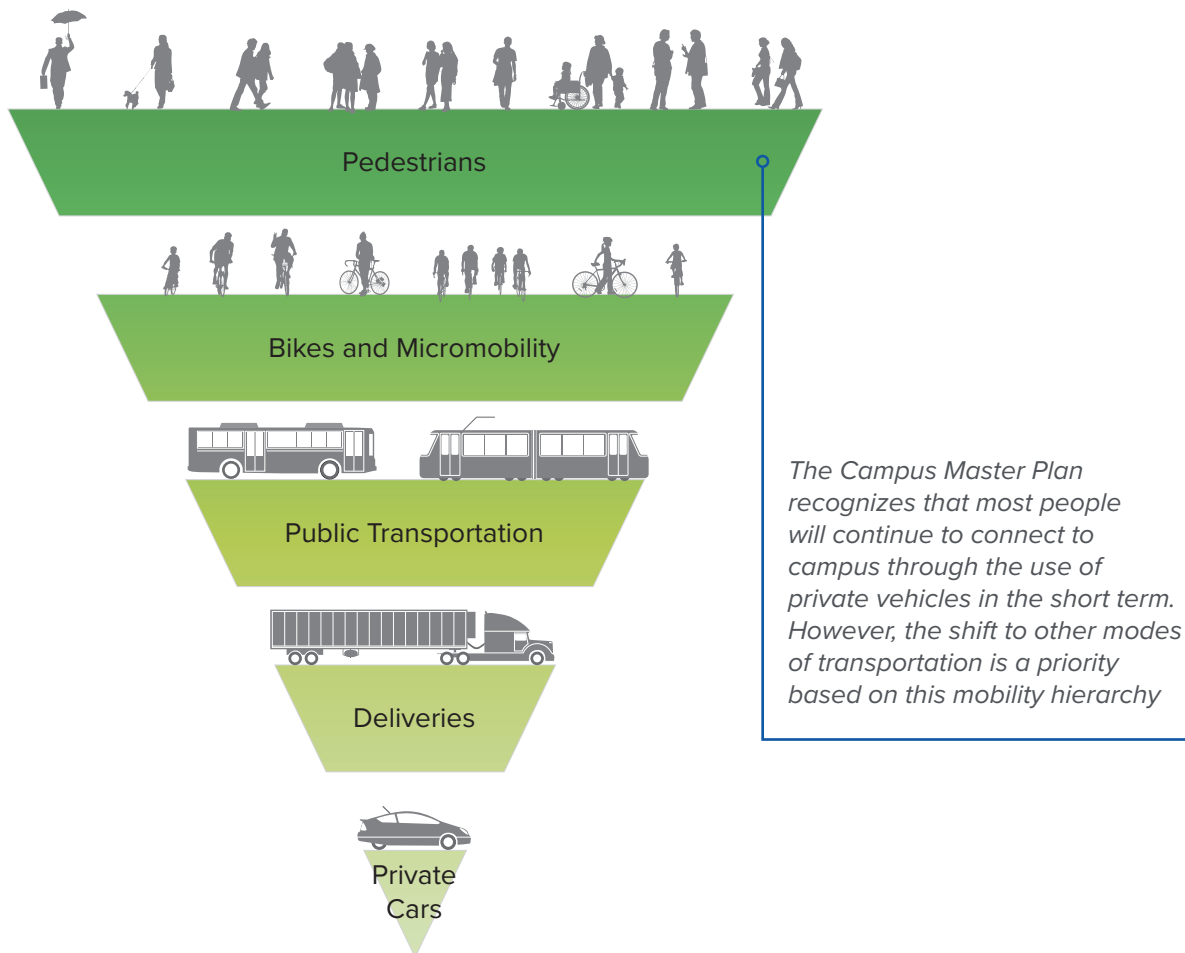
SJSU has long prioritized the pedestrian environment, and this Campus Master Plan will

continue to reinforce this priority by increasing the amount of car-free space and minimizing the surface parking footprint on campus. This will enable continued access for people with limited mobility into the core of campus but restrict the amount of driveway activity that conflicts with pedestrian and bike movements. Old pedestrian paths will be preserved and new pedestrian places will be created.

### 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 the mobility hierarchy illustrated in Figure 4-5.

**Figure 4-5: Mobility Hierarchy for a Human Centered Transportation System**



## Site Planning and Design Principles for Mobility

### Related Campus Master Plan Goals

1. Create an Encompassing Sense of Place.
3. Link all Campuses.
4. Connect SJSU with San José.
8. Leverage Technology.

### MO-1. Improve accessibility and universal design.

- Design physical spaces to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
- Design to accommodate a wide range of abilities so that physical spaces are accessible, usable and inclusive.
- Minimize hazards and barriers to mobility in the physical environment.
- Make physical access welcoming and accessible to enable a diverse population to get to facilities and maneuver within them.
- Design to provide appropriate size and space for approach, reach, manipulation and use, regardless of the user's body size, posture, or mobility.

### MO-2. Support multi-modal transportation.

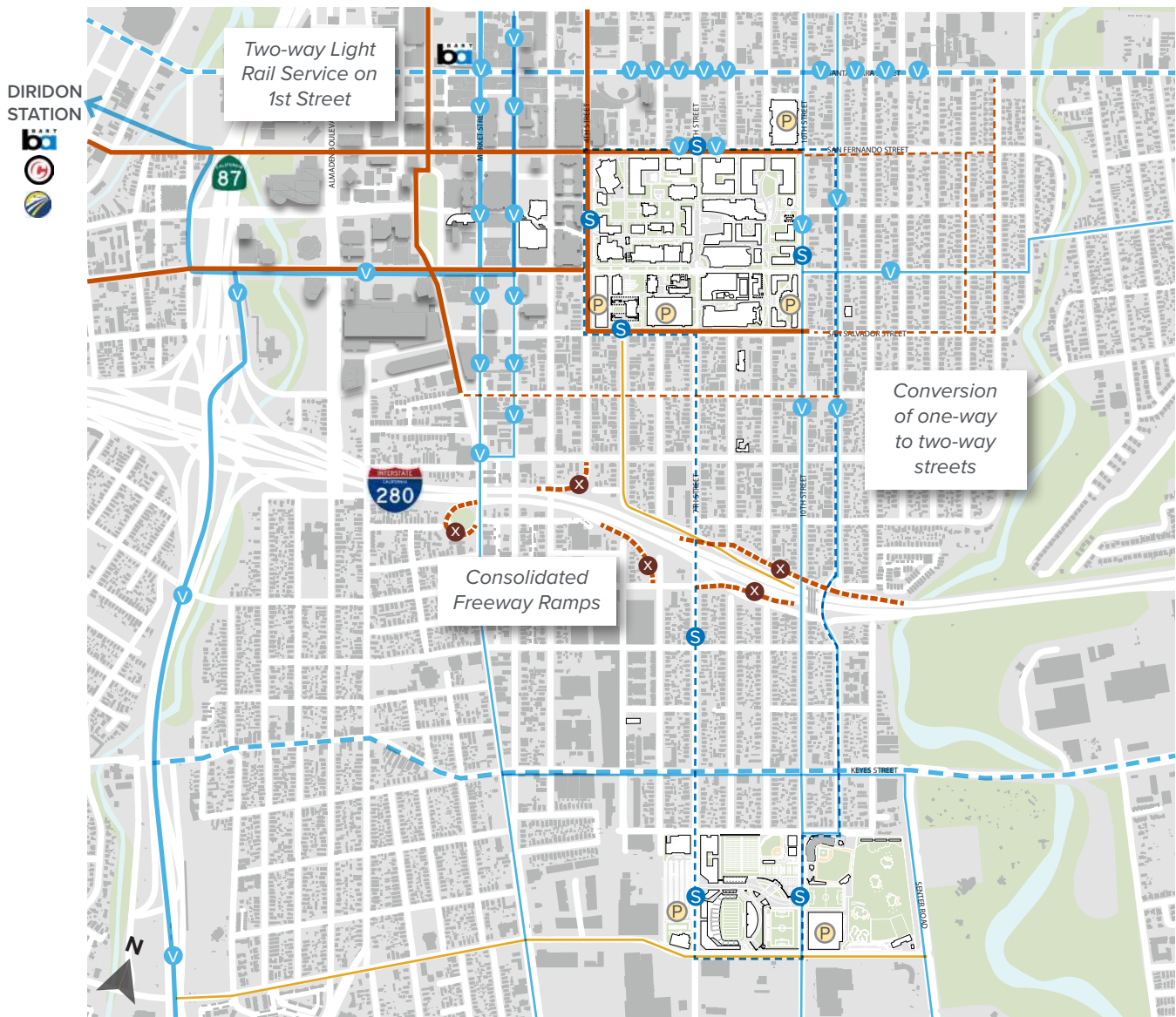
- Create a Transportation Demand Management Plan that prioritizes sustainable transportation infrastructure. The TDM Plan will cover parking, shifting to other forms of transportation, and overall mobility to, from, around and on University campuses and locations.
- Accommodate continuing parking demand in the short term, while supporting transition away from dependence on private cars, which will reduce parking demand in the long term.
- Provide more short term and visitor parking in convenient locations in parking facilities.
- Enhance bus stops with shelters, signage and lighting to encourage transit use. Include amenities like bathrooms or commuter lounges in new and renovated buildings close to bus stops.
- Continue to add more EV charging in parking facilities as the market share of electric vehicles increases.



*Transit, via busses, lightrail and future services, and the amenities that support the use of transit will be part of a future Transportation Management Plan that prioritizes sustainable transportation infrastructure.*

**Figure 4-6: Future Transit and Anticipated Roadway Changes**

San José Department of Transportation’s Downtown Transportation Plan includes several “Big Moves” that the Campus Master Plan anticipates.



**Legend**

- V— VTA Light Rail Corridors and Stops
- V— SJDOT Planned Transit Corridors (Bus Service and Stops)
- - - SJDOT Planned Grand Boulevards (Transit Priority)
- - S - - SJSU Shuttle Route and Stops
- - - Class III Bike Routes and Boulevards
- Class IV Protected Bike Lane
- Major Collector
- P SJSU Parking

**MO-3. Anticipate shifts in transportation.**

- Continue to plan with the City of San José Department of Transportation, Valley Transportation Authority, BART, Caltrain and other transit agencies to maximize transit access to the campus.
- Work with VTA to locate prominent and intuitively-located transit stops at the edges of both campuses. Strategically place bus stops near amenities and destinations on campus.
- Build infrastructure that supports alternative transportation options. Designate loading/unloading zones for University provided transport services, other transit and passenger pick-up and drop-off.
- Support bus transit with prioritized curb locations. Clearly mark waiting areas on the sidewalk and provide shelter. Design bus loading areas so that they do not interfere with on-street bicycle facilities.

**MO-4. Support first-last mile connections to both campuses. First-last mile connections include travel by bicycle, on foot and with other micromobility devices.**

- Allocate space for City or privately owned bikeshare programs next to each campus. Increase access to bikeshare by large parking facilities.
- Continue to support the bicycle infrastructure around Main Campus. The University and the City of San José have

included bicycle infrastructure at the perimeter of the Main Campus to support bicycle connections to and around the Main Campus.

- Coordinate with the City of San José to make streetscape improvements to streets adjacent to campuses that support micromobility.

**MO-5. Improve pedestrian safety on campus.**

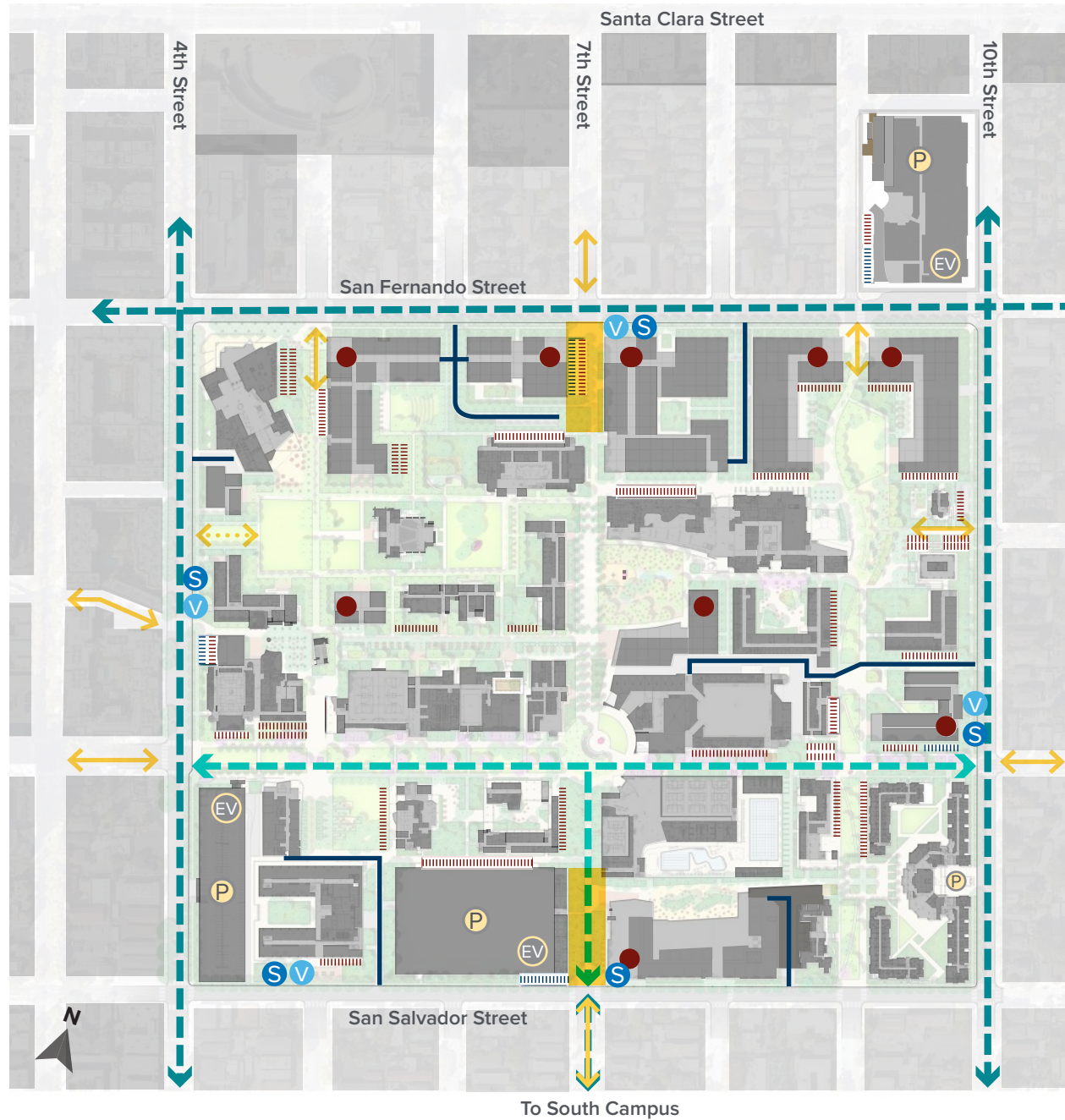
- Improve lighting, pedestrian amenities and safety features.
- Reduce the amount of open space dedicated to vehicles on campuses to minimize opportunities for pedestrian and vehicular conflict.
- Maintain sight lines at the pedestrian level so that it is easy to see potential conflicts.
- Integrate vertical speed control elements and create dismount zones on the 9th Ninth Street Paseo, Paseo de César Chávez and Paseo de San Carlos to distinguish the paseos as places for walking and not rolling.
- Pedestrian zones can be defined with textured surfaces, bollards, signage and other indicators to encourage dismounting in busy areas.
- Design physical elements that encourage dismounting to also respect safety for people with limited hearing, vision and mobility.
- Move most vehicular circulation away from the center of both campuses.













*Creating dismount zones at the center of campus will increase pedestrian safety on campus. Provide micromobility parking near dismount zones. (Source: UCLA)*



Figure 4-7: Proposed Mobility Improvements on Main Campus



Legend

- |   |  |   |                              |
|---|--|---|------------------------------|
|  | Dedicated Bicycle Lanes around Main Campus (SJDOT) |  | SJSU Vehicular Parking       |
|  | Dedicated Micromobility Lanes on Main Campus       |  | EV Parking                   |
|  | Short-term micromobility parking (outdoors)        |  | SJSU Shuttle Stops           |
|  | Micromobility and Bikeshare Docking Stations       |  | Desired VTA Bus Stops        |
|  | Service Access                                     |  | Indoor micromobility parking |
|  | Gateways   |   |                              |
|  | New Pedestrianized Areas                           |   |                              |



**A**



**D**



**B**



**E**



**C**



**F**

**A:** Bike parking in high visibility areas, convenient to, but not in front of entrances. (Source: Urban Field Studio)

**B:** Outdoor bike parking integrated into the landscape in an attractive and barrier-free way. (Source: SWA)

**C:** A station with air and tools is an amenity that supports bicycle commuting. (Source: Urban Field Studio)

**D:** Locate dedicated curb spaces at the perimeter of campus away from transit and service operations to provide convenient and safe places for pick up and drop off. (Source: Washington State Transportation Center)

**E:** Locate micromobility parking in convenient places encourage commuting by bike. (Source: San Francisco Bike Coalition)

**F:** Design wayfinding signs, and coordinate with digital wayfinding, to guide visitors and introduce the graphic identity of the University. (Source: Applied Information Group)

**MO-6. Support micromobility (bicycling and rolling using wheelchairs, skateboards, scooters and other devices.)**

- Add a new dedicated pathway near Paseo de San Carlos to separate pedestrians from micromobile devices traveling at different speeds.
- The design of the dedicated pathway should use landscaping, material treatment, signage and markers to create a safer environment for all modes crossing Main Campus.
- Provide a supporting network of short-term and long-term micromobility parking in and around new and renovated buildings.
- Provide outdoor, short-term bicycle, skateboard and scooter parking at the edge of campus to encourage dismounting.
- Place secure micromobility parking racks in visible places near the sides of buildings with blank walls, without visual barriers such as fences and cages.
- Provide convenient and secure indoor micromobility parking.
- Include water refill stations, lockers, tools for maintenance, access to shower facilities and other amenities at strategic locations to support this alternative mode to driving.
- Provide electrical charging outlets for e-bikes and accommodate a portion of storage for long-tail bicycles.

**MO-7. Provide convenient and safe drop off and loading zones.**

- Separate curb space for passenger pick-up and drop-off from transit curb space on the perimeter of both campuses to enable safe access.
- Consolidate service operations and loading space on campuses to continue to enable loading areas where needed for operations, entertainment venues and food service needs. Minimize the visibility of loading and service access from the street frontage while still providing safety and reducing conflicts between pedestrians and service vehicles. Locate new service access and loading at the edges of both campuses in convenient locations with minimal disruption to typical traffic flow.

**MO-8. Improve access between the Main and South campuses.**

- Enhance wayfinding between the two campuses.
- Continue to provide transportation between two campuses.
- Coordinate with the City of San José to make streetscape improvements to the streets adjacent to and connecting the two campuses – particularly 7th Street.
- Provide additional bike-share stations at each campus.
- Continue to designate emergency access and egress for both campuses.

## Utilities and Infrastructure

Climate change is a challenge that will impact the campuses' physical transformation. The increasing pace of climate-related change requires an approach that takes into account sustainability and addresses current and future needs of the university and resilience to future unknown environmental stresses. Those stresses include wildfire, drought, earthquakes, storms and other hazards. The physical campus infrastructure can help SJSU adapt to these conditions.

The University is undertaking a Utilities Master Plan (UMP) for the Main and South campuses to accommodate the growth and change anticipated in this Campus Master Plan. The principles in this section apply to all aspects of our utility infrastructure with an emphasis on sustainability and aim to be coordinated with the UMP.

Four major energy infrastructure systems currently support the SJSU campuses:

- Steam
- Chilled water
- Natural gas
- Electricity

In addition, five other major utility systems support the SJSU campuses:

- Domestic Water
- Recycled Water & Irrigation
- Sanitary Sewer
- Stormwater Collection
- Fire and Security Alarms

The challenges associated with climate change will require increasing flexibility and adaptation in the physical environment. It will require a broader approach to emergency and redundant systems as an integrated part of the future of physical campus utilities and infrastructure.



**A:** The future campus energy plant will be integrated with the design of a new building. (Source: SJSU)

**B:** The future system could allow sharing utilities and infrastructure (Source: SJSU)

## Energy Infrastructure

A cogeneration plant built in 1984 lies at the heart of our energy infrastructure systems for the Main Campus. In addition to delivering 70 percent of Main Campus electricity, the cogeneration plant also provides heating (via steam) and cooling (via chillers.) Although in reasonably good condition, the cogeneration plant will likely be replaced in the next 10 years because it relies on natural gas, a fossil fuel that is not consistent with the University's carbon emissions reduction goals.

Plans to replace the cogeneration plant will also need to take into account energy market conditions. For the foreseeable future, legacy natural gas fueled energy generation plants will remain essential for California grid reliability and campus resilience thus making resource adequacy a competing value with our carbon emission reduction goals. The ability of energy infrastructure to support the University's growth, sustainability goals and resilience needs will depend heavily on the cost-effective market availability of replacement systems selected to replace the cogeneration plant.

The future system will replace steam with hot water. One option to be considered in the UMP is a low temperature ("condenser") single-pipe water loop that would allow sharing of heating and cooling between campus buildings, sometimes called an "ecodistrict" (this contrasts with an all-electric version of the current 4-pipe system carrying steam and chilled water to and from all buildings.)

The South Campus has no central plant and instead has building-by-building utility infrastructure systems with electricity for each building provided via SJSU's south campus electrical infrastructure network which then connects directly to the external power grid. These building level systems are comprised of boilers and packaged HVAC systems that typically use natural gas for heating. Replacing these HVAC systems with electric heat-pump packaged units at the end of the equipment life will achieve decarbonization at the same pace as the electric grid that serves neighboring communities.

## Water Infrastructure

### Domestic Water System

The Main Campus and South Campus domestic water systems comprise of an internal network which is supplied by the San José Water Company.

### Recycled Water (Industrial and Irrigation)

The Main Campus has an extensive recycled water system which is supplied by the City of San José's, South Bay Water Recycling Program with retail delivery provided by the San José Water Company. The recycled water system saves 20 million gallons of domestic water in an average year. It is the primary water source for nearly all irrigation needs, cogeneration plant cooling towers, and toilet and urinal flushing in buildings constructed since 2003.

South Campus uses recycled water for 99% of landscape irrigation needs and toilet and urinal flushing in buildings constructed since 2023.

### Sanitary Sewer System

The Main Campus sanitary sewer system is predominantly gravity fed and consists of City-owned mains and campus-owned laterals (from the building to the public main.) The main campus collection system includes twenty-one (21) sewer lift stations where gravity feed is not possible.

At South Campus there is one (1) sewer lift station with the balance of the system being a gravity fed system.

### Stormwater Collection System

The Main Campus storm drain system is primarily gravity fed but has six campus-owned sump pump lift stations which are essential to preventing localized flooding. The system consists of City-owned mains which are typically 18-inch diameter and larger, and campus-owned mains and laterals ranging from 6-inch to 15-inch diameter.

The South Campus system is similar in set up to the Main Campus and also includes two sump pumps.

## Fire Alarm & Security Systems

Fire alarm systems for both the Main and South Campuses comprise of a proprietary monitoring station augmented with central station monitoring and alarm systems in each building.

Security systems for both the Main and South Campuses consist of approximately 159 panic button alarms and more than 25 intrusion alarm systems. These systems rely on compatible and effective telecommunications infrastructure.

Telecommunications infrastructure has converged on fiber optic and ethernet technologies which present challenges keeping legacy campus systems operational.

## Information Technology

SJSU's Information Technology division provides all the underlying communications and data services that support the University. SJSU IT is continuously modifying classrooms, laboratories and work locations on campuses for hybrid teaching and learning and sees the need for technology to be integrated fully into classroom planning as more teaching spaces are upgraded and re-purposed for new learning modalities.

Fast Internet service and WiFi are critical to the digital transformation that is occurring in teaching, learning and other work in higher education. The information technology network represents the backbone of the university's access to the wider Internet.

SJSU IT partners with Facilities Development and Operations (FD&O) when building telecommunications infrastructure to ensure code and campus plan compliance.

The SJSU physical IT infrastructure is built around a dual data center architecture. The primary data center is currently in the Computer Center building, and the alternate data center is in MacQuarrie Hall. All local campus buildings are connected via fiber to these two buildings. This provides network redundancy; if a data center goes offline, basic network and Internet connectivity will remain in service. Some servers and application services however remain single homed in the Computer Center.

There are two Internet links, one at each data center. Cloud servers (Azure, AWS and Google) and software as a service (SaaS) applications, are reliant on these two redundant links. Off premise cloud services represents a large portion of IT services and applications, and will grow over time.

In addition, we have nine remote sites that are connected via a WAN circuit. This includes South Campus, and the Moss Landing Marine Laboratories facilities. There are plans to get network redundancy to remote sites.

On the Main Campus, there are 57 buildings with network switches, cables and WiFi hardware. Network connectivity is enabled through close to 500 switches. Of these nearly 200 are at end of life, and need replacement over the next few years.

The WiFi system supports all local and remote SJSU buildings. It consists of 3200 wireless access points, both indoor and outdoor, plus the back end wireless infrastructure and security systems. This system is reaching end of life and plans are underway to begin a multi-year replacement.

On the South Campus, information technology is housed in the Bally Hut near to the scoreboard of the Stadium. During events, media trucks are used on site for broadcasting. A plan to comprehensively address IT services at South Campus is needed.

## Site Planning and Design Principles for Utilities and Infrastructure

### Related Campus Master Plan Goals

1. Create an Encompassing Sense of Place.
2. Accommodate Future Academic Aspirations.
3. Link all Campuses.
4. Connect SJSU with San José.
8. Leverage Technology.

#### UI-1. Meet or exceed CSU sustainability policy requirements.

- Meet future demand in a safe, reliable, sustainable and cost-effective manner.
- Align with CSU policies through an updated Utilities Master Plan and Strategic Climate Action Plan to establish clearly defined and quantified goals that match the statewide pace of progress.

#### UI-2. Incorporate future-enabled technology on both campuses and other sites.

- Support the ability to teach, learn, conduct research and work anywhere at any time.
- Use technology to enhance interconnectivity in new and renovated buildings and between the Main and South campuses and off-site facilities.
- Use technology to provide access and security.

#### UI-3. Design new and renovate existing facilities for sustainable and cost-effective resource utilization.

- Reduce carbon emissions.
- Prioritize investment in building envelope design over mechanical systems to achieve thermal comfort.

#### UI-4. Replace aging utility systems that have lived beyond their useful life with more energy efficient technologies

- Optimize the remaining useful life of the cogeneration plant, maximizing reliability for SJSU and City of San José.
- Upgrade building level systems and replacements.
- Select components that build more efficient and resilient systems for renovations.

#### UI-5. Model best practices for decarbonization of an urban teaching and research university.

- Reduce greenhouse gas emissions 80% below 1990 levels by 2040, per CSU policy, and achieve carbon neutrality by 2045.
- Adopt cost-effective methods of energy efficiency, generation and storage.
- Explore emerging low-energy technologies such as thermal energy storage, cycling and sharing; minimization of waste heat rejection; and harvesting heat from sewers.

#### UI-6. Design buildings with energy load-shifting technology.

- Incorporate demand response for a minimum amount of projected peak power demand in new and renovated buildings.
- Incorporate load-shift technologies such as electric batteries or thermal energy storage and integrate into a campus-wide energy management system.

#### UI-7. Plan for resiliency.

- Address resilience planning needs in a Business Continuity Plan.
- Design systems to be resilient to extreme weather or natural disasters and provide uninterrupted service before building functions become critical.
- Underground utilities, especially at South Campus.
- Design grid-interactive efficient buildings (“GEBs”) for a future with load-shifting technology access to address variable energy supply and demand spikes, e.g., during excessive heat.
- Design buildings for passive survivability where basic access and habitability are preserved during power outages and extreme conditions.
- Provide a stable energy supply including building level generators for life-safety as well as business continuity.

KEY PUBLIC SPACES

05





# Chapter 5: Key Public Spaces

The design vision for the Campus Master Plan enhances the sense of place and strengthens SJSU's presence as an urban public university. This involves transforming the University's physical interface with the community at and beyond the boundaries of the Main and South Campuses. It entails revitalizing landmarks and creating new features that support collaboration, innovation and a vibrant, culturally-rich learning community. These imperatives lead to an emphasis on connections, architecture and open space.

This chapter covers the design characteristics of key public spaces. Each of the public spaces has a distinct character influenced by its urban and physical context as well as programming context. The Campus Master Plan envisions integrated new, renovated and existing architecture major improvements to the public realm.

Figure 5-1 lists the key public spaces on Main and South Campuses. Key public spaces highlight campus edges, plazas and paseos.

Figure 5-2 illustrates site plans for Main Campus and South Campus. Site plans show the extent of the public realm and envisioned design. Buildings that are new or renovated as part of the Campus Master Plan are labeled with their acronyms. These buildings are essential to framing key public spaces and influence the character of each of the spaces. Chapter 6 provides more design details for each specific project proposed in the Campus Master Plan.

This chapter describes the vision, design intent and design guidelines for each of the key public spaces listed.

The vision for the campuses includes:

- **Site Planning around Public Spaces:** The campus site plans are organized around key public spaces that influence where buildings are located and how they are massed.
- **Increased Open Space:** The reconfiguration increases usable open space on the Main Campus by more than 5 acres and creates a new central plaza for South Campus. This is accomplished through removal of surface parking lots, revision of circulation and reduction and rearrangement of building footprints.
- **Strategic Phasing:** The relocation of activities carefully considers and minimizes disruption to programming. Chapter 7 outlines project phasing.



**Reconfiguration of the Main and South Campuses adds over five acres of new usable open space.**

**Districts on the Main and South Campuses are formed around key public spaces.**



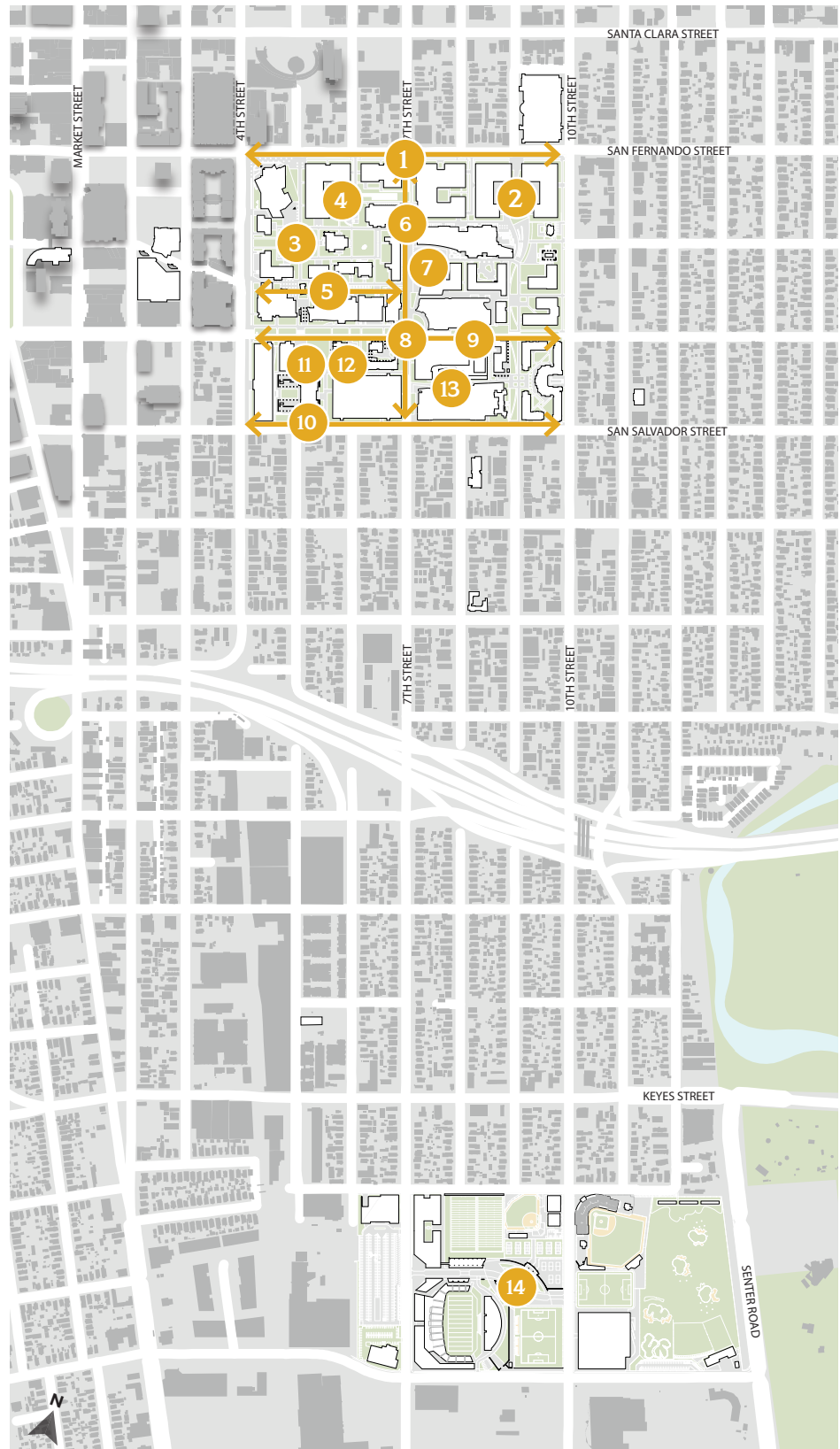
Figure 5-1: Key Public Spaces

**Main Campus**

- 1 San Fernando Street Frontage
- 2 Northeast Plaza
- 3 Tower Lawn
- 4 Expanded Rose Garden Plaza
- 5 Paseo de San Antonio
- 6 Paseo de César Chávez
- 7 San Antonio Plaza
- 8 San Carlos Plaza
- 9 Paseo De San Carlos
- 10 San Salvador Street Frontage
- 11 Southwest Plaza
- 12 MacQuarrie Hall (MQH) Plaza
- 13 Student Residential Zone

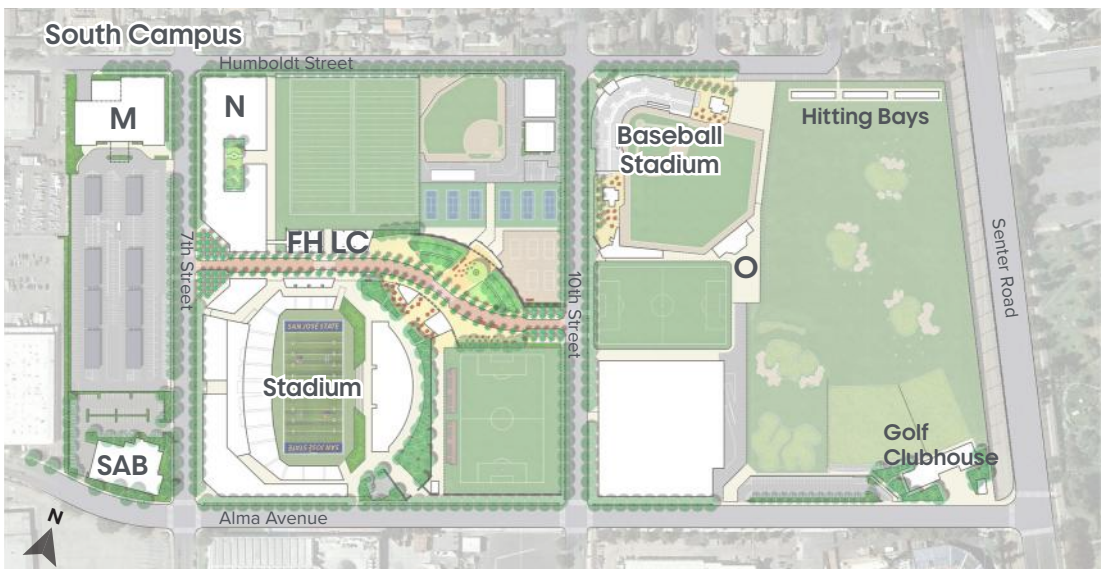
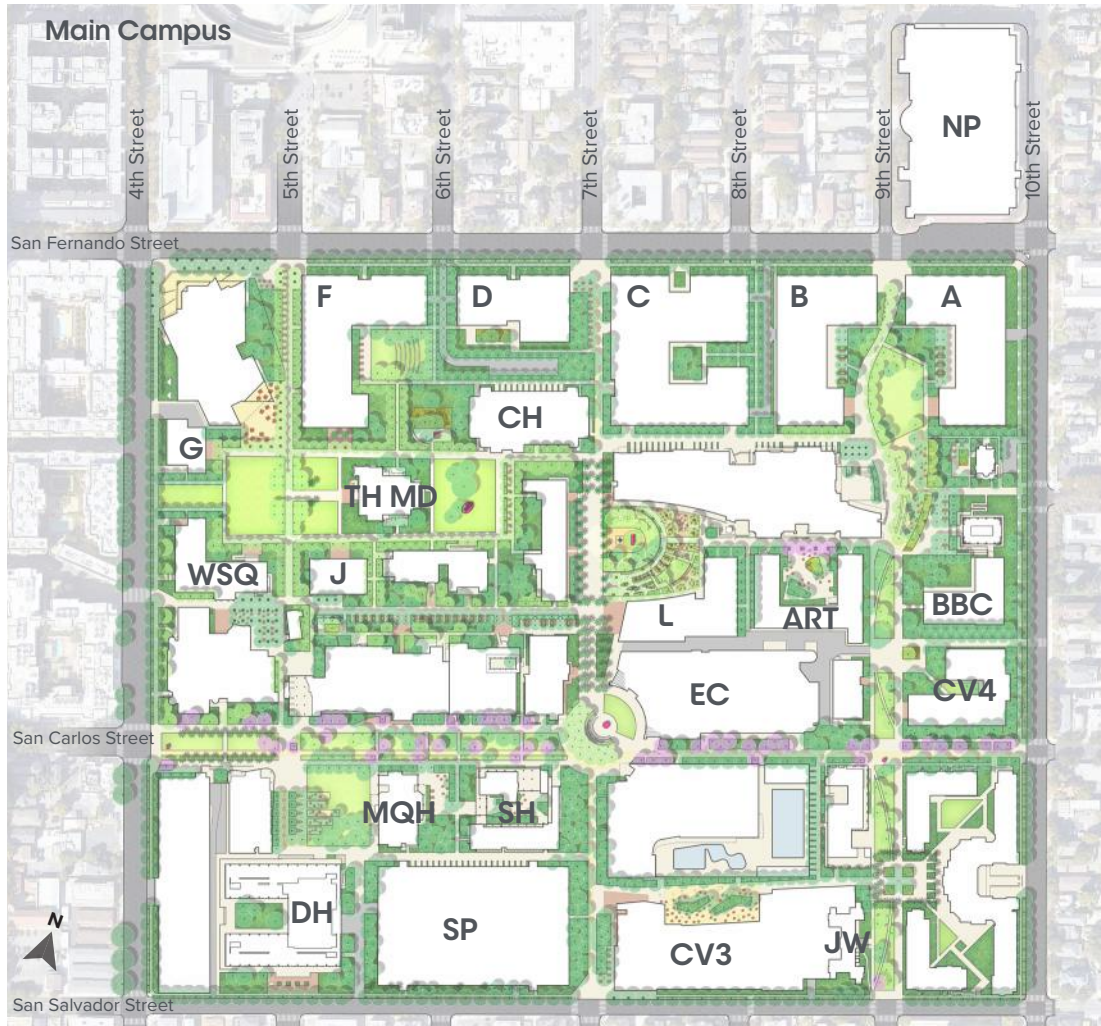
**South Campus:**

- 14 South Campus Plaza on Stadium Way



### Figure 5-2: Campus Site Plans

Facilities included in the Campus Master Plan are labeled with acronyms for renovations and letters for new.





## 1 San Fernando Street Frontage

### **Vision: A transformed edge of SJSU**

An urban street frontage on San Fernando Street between 5th Street and 10th Street will transform the impression of SJSU at the northern edge of Main Campus, bringing the expression of the campus in closer alignment to the future anticipated for Downtown San José.

Gateways into Main Campus along this edge will be redefined by new buildings, including a major entrance at 9th Street. Public art at the gateways will enhance the sense of place by highlighting the work of the university, connecting back to the regional history and featuring the diversity of the campus community. Just beyond the edge of Main Campus will be landmark public spaces where the student experience is most visible.

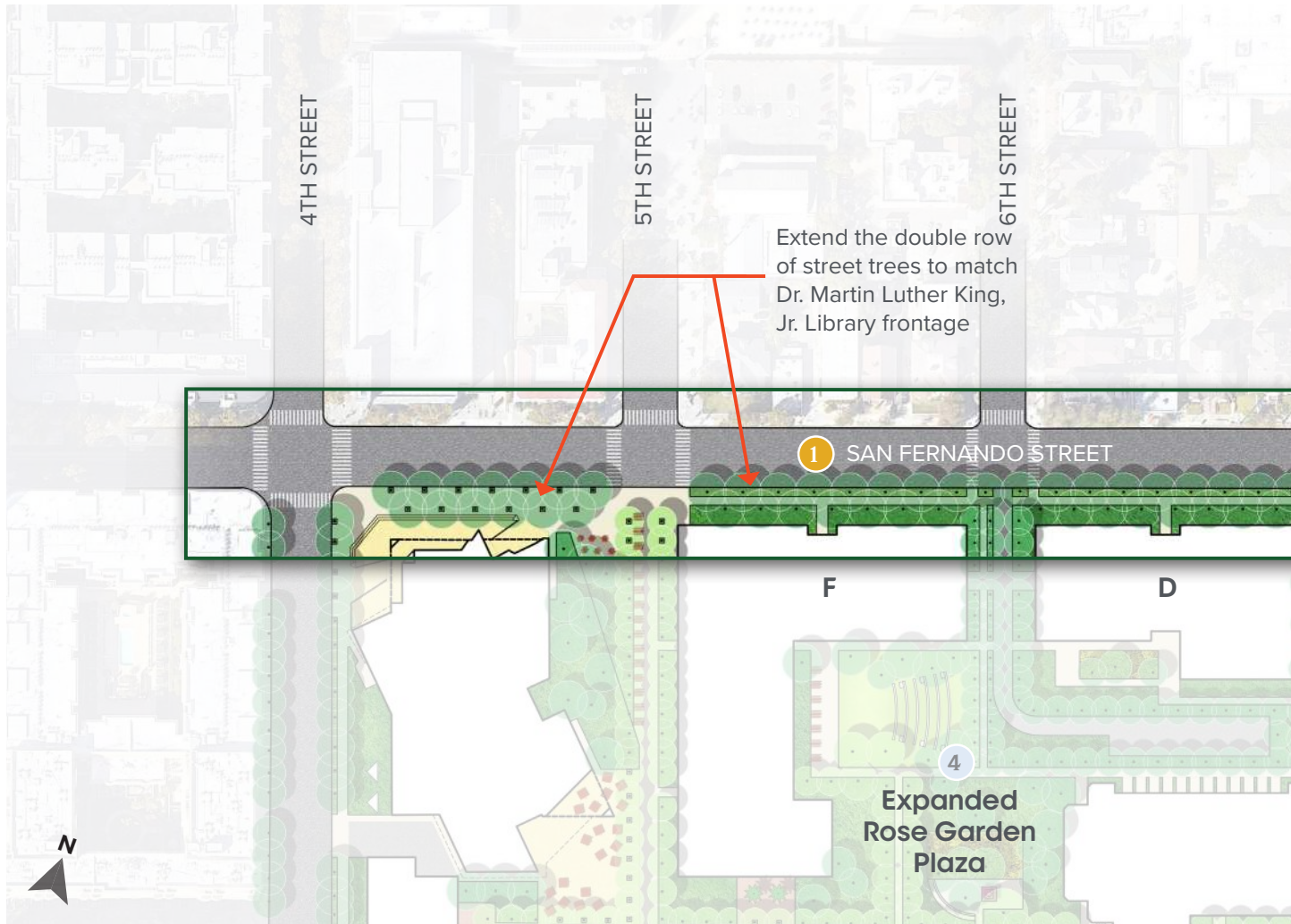


*Above: Rendering of the approach from the North Parking Facility on San Fernando Street. Engineering A and Engineering B frame the Northeast Plaza, which is visible just beyond the edge of campus.*

### **Design Intent for Development along the San Fernando Street Frontage**

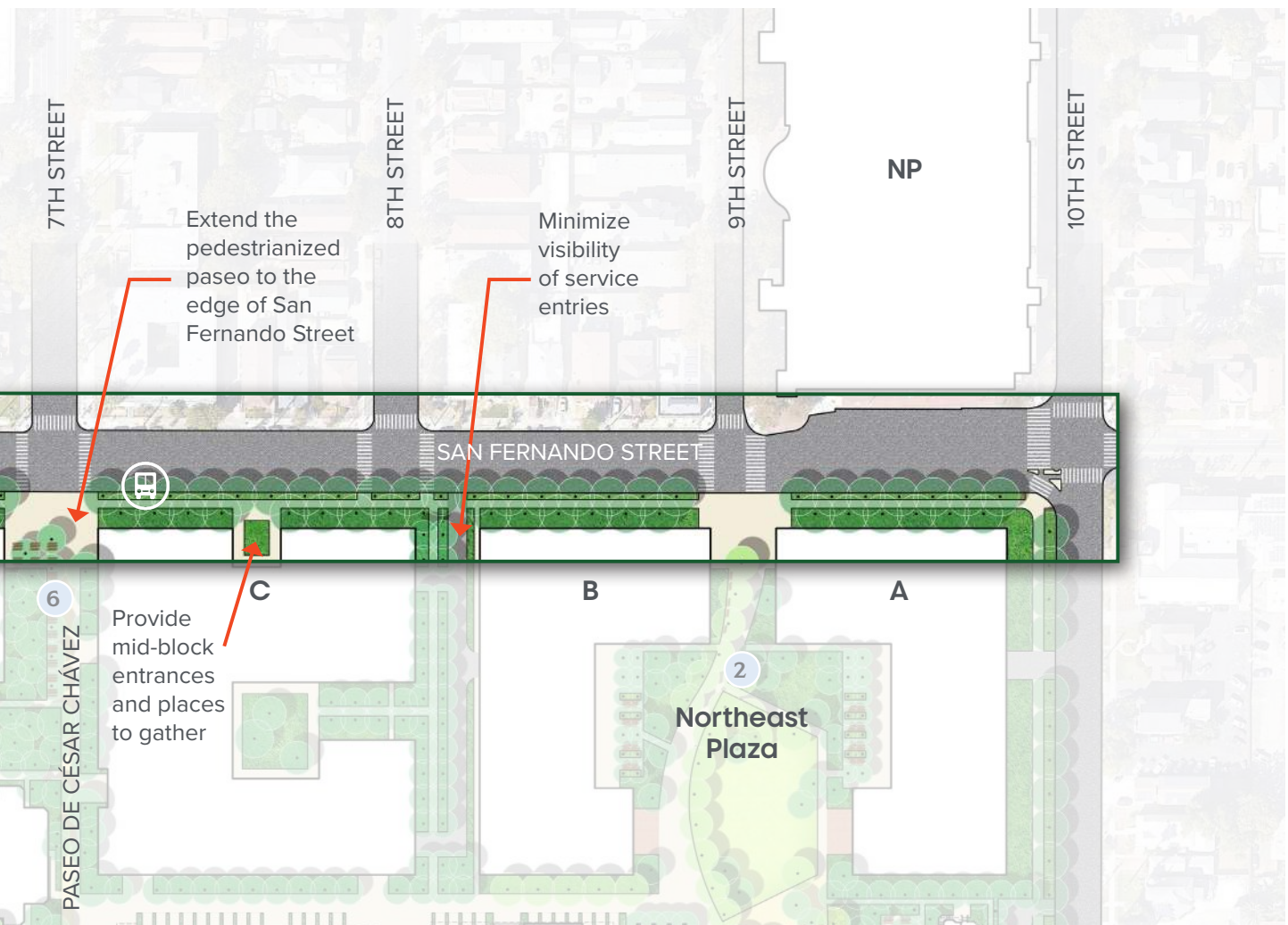
- Express a welcoming Main Campus.
- Create an activated, comfortable and attractive streetscape.
- Draw people into the campus with a focused priority on the arrival sequence and pedestrian priority.
- Design new buildings to create a strong architectural and landscape vocabulary that would enhance the sense of place at the university.
- Select architecture that is distinctive from downtown development.

Figure 5-3: Open Space Concepts - San Fernando Street Frontage



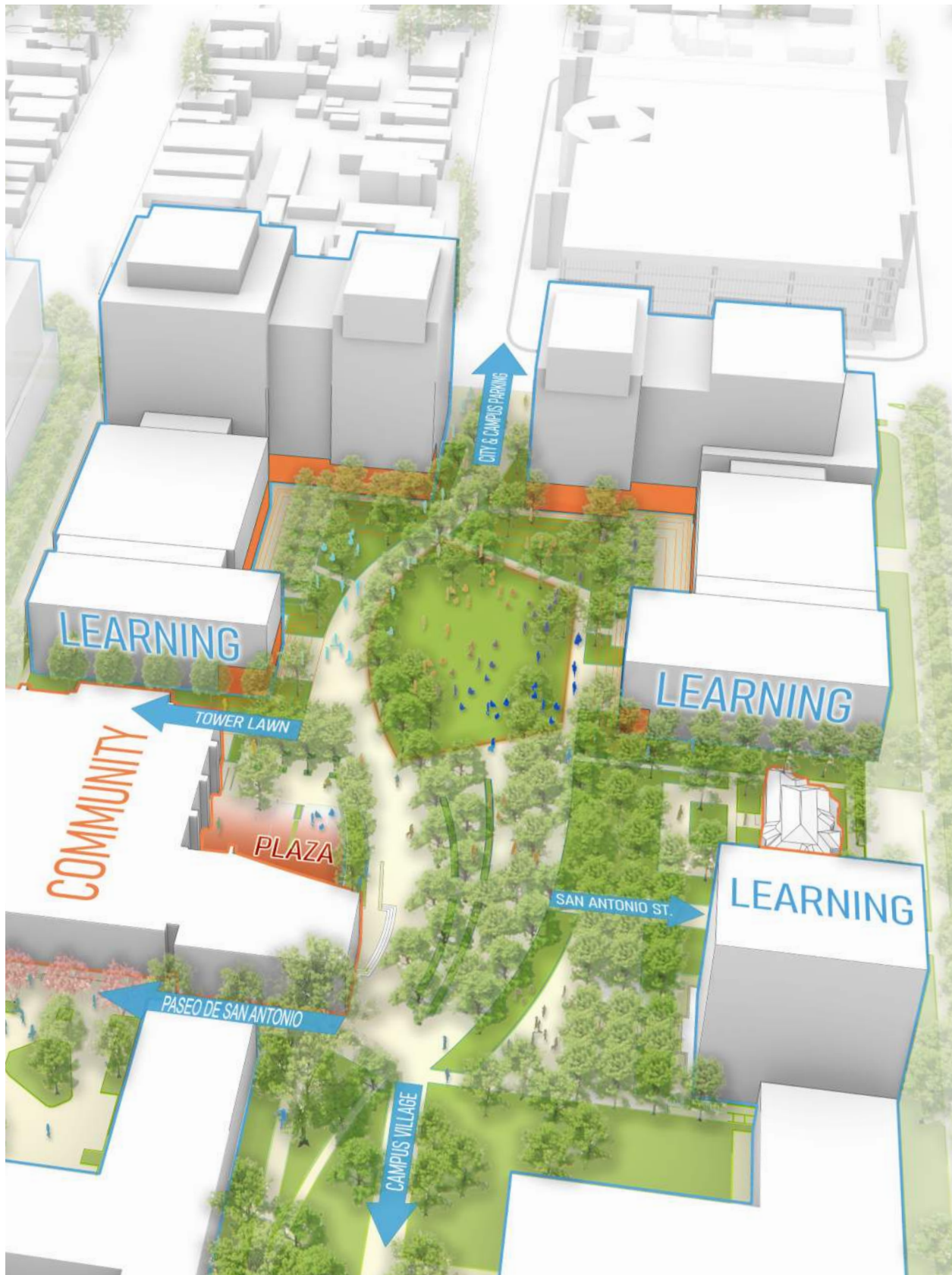
### 1 San Fernando Street Frontage Open Space Design Guidelines

- Clearly define gateways through building design that frames entries into Main Campus along San Fernando at 5th, 7th and 9th Streets.
- Remove symbolic gates and use the building architecture or unique public art to define campus gateways.
- Redesign Paseo de César Chávez to extend the pedestrianized areas of the paseos to perimeter streets San Fernando Street (and San Salvador Street, see more below.) Eliminate vehicular access, except emergency access.
- Set new buildings back 20-feet from the southern edge of the sidewalk to enhance the streetscape experience and include landscaping, street trees and pedestrian-oriented amenities.
- Ensure a minimum 10-foot pedestrian sidewalk.



- Locate mid-block entries along San Fernando Street to activate the pedestrian experience at the sidewalk. Include places to sit and gather near mid-block entries.
- Extend the double row of staggered street trees in front of the Dr. Martin Luther King Jr. Library from 4th Street to 10th Street along San Fernando Street.
- Select waterwise, pollinator-friendly plants and landscaping at the edge of buildings facing San Fernando Street.
- Locate transit-friendly amenities such as bathrooms, bike parking and storage in buildings near planned bus stops.
- Minimize the visibility of service entries on San Fernando Street.

Figure 5-4: Northeast Plaza Diagram





## 2 Northeast Plaza

### **Vision: A welcoming social center and showcase**

The Northeast Plaza will be a signature open space in the form of a large, iconic, welcoming landmark plaza that provides a moment of arrival. The Northeast Plaza is framed by a combination of new and existing buildings.

The plaza's strong geometric form is framed by planned buildings A and B and the existing Associated Students House and Student Union Building. This important amenity will help elevate the student experience and increase the visibility of adjacent academic activities.

The Northeast Plaza expands past the Student Union and includes a new Associated Student House Garden and enhancement of the plaza next to the Boccardo Business Classroom Building.

The Northeast Plaza will be built in two phases as part of Engineering A and Engineering B projects. These new buildings will play a significant role in contributing to the vibrancy of this plaza.

### **Design Intent for the Northeast Plaza**

- Unite new and existing buildings with a large contiguous and level open space. Design a unified pedestrian environment with durable, hardscape surfaces.
- Provide places to sit, study, learn, display and observe.
- Design for outdoor teaching.
- Create a functional social hub.
- Provide showcase space for academic activities.
- Activate and connect indoor and outdoor activities.
- Use the landscaping to demonstrate creative and eco-responsible landscape design (e.g. insect and water-wise planting.)

## Northeast Plaza Open Space Design Guidelines

- Break from the form of a pedestrianized city street by providing curvilinear walkways. Create a softened landscape edge along walkways.
- Introducing new large canopy trees in addition to existing trees. Preserve the existing palm trees and other signature trees in the design of this new plaza.
- Design the landscaping to provide usable lawns and prioritize intentional planting.
- Buildings A and B should be a minimum of 68 feet apart to form the entry to the Main Campus on San Salvador at 9th Street.
- The portions of Buildings A and B adjacent to San Fernando Street should be a maximum of 120 feet deep.
- Building entrances should orient and open to the Northeast Plaza at the ground level to encourage interaction.
- Seating areas for informal collaboration and gathering should be located near building entries and adjacent to pedestrian circulation.

## Associated Student House Garden Open Space Design Guidelines

- Provide a direct connection from the garden to the Associated Student House.
- Incorporate gathering areas for small and medium sized groups.
- Create a formal entrance to the larger Northeast Plaza, but also some privacy and enclosure to suit events for small and medium groups.
- Integrate lighting and sound for evening events or planned events.
- Create opportunities to honor SJSU Alumni with engraved pavers or other Remembrance Walls.
- Integrate public art through sculpture to honor SJSU Alumni.

## Boccardo Business Classroom Building Plaza Open Space Design Guidelines

- Raise the grade of the plaza surface to the same grade as the Ninth Street Paseo.
- Provide consistent design and plaza treatment to the edges of the pathway to 10th Street.
- Construct retaining walls and include daylight shafts that are vertically planted.
- Integrate outdoor bicycle parking into the landscaping near 10th Street.
- Provide gathering areas for small and medium sized groups. Include a variety of outdoor seating choices including moveable chairs and tables.
- Landscape with a mix of low-water use planting to define the edge of the Northeast Plaza.



*The Associated Student House Garden can honor alumni, serve current students and showcase insect friendly and water-wise garden.*  
(Source: County of Santa Clara)

Figure 5-5: Northeast Plaza Site Plan





### 3 Tower Lawn

#### **Vision: Re-connect the historic campus to downtown and restore Tower Lawn**

The transformation of the campus will preserve and improve Tower Hall and Tower Lawn and connect current and future students with the greater community. In 1910 Tower Hall was visible from 4th Street and included two wings that framed a courtyard. Since then, the wings were removed and the frontage on 4th Street was sealed off with buildings. The removal of the Science building will restore the public view of Tower Lawn and the original axis with San Antonio Street. This renewed window on to Tower Lawn restores the geometry and restores a connection with the community.

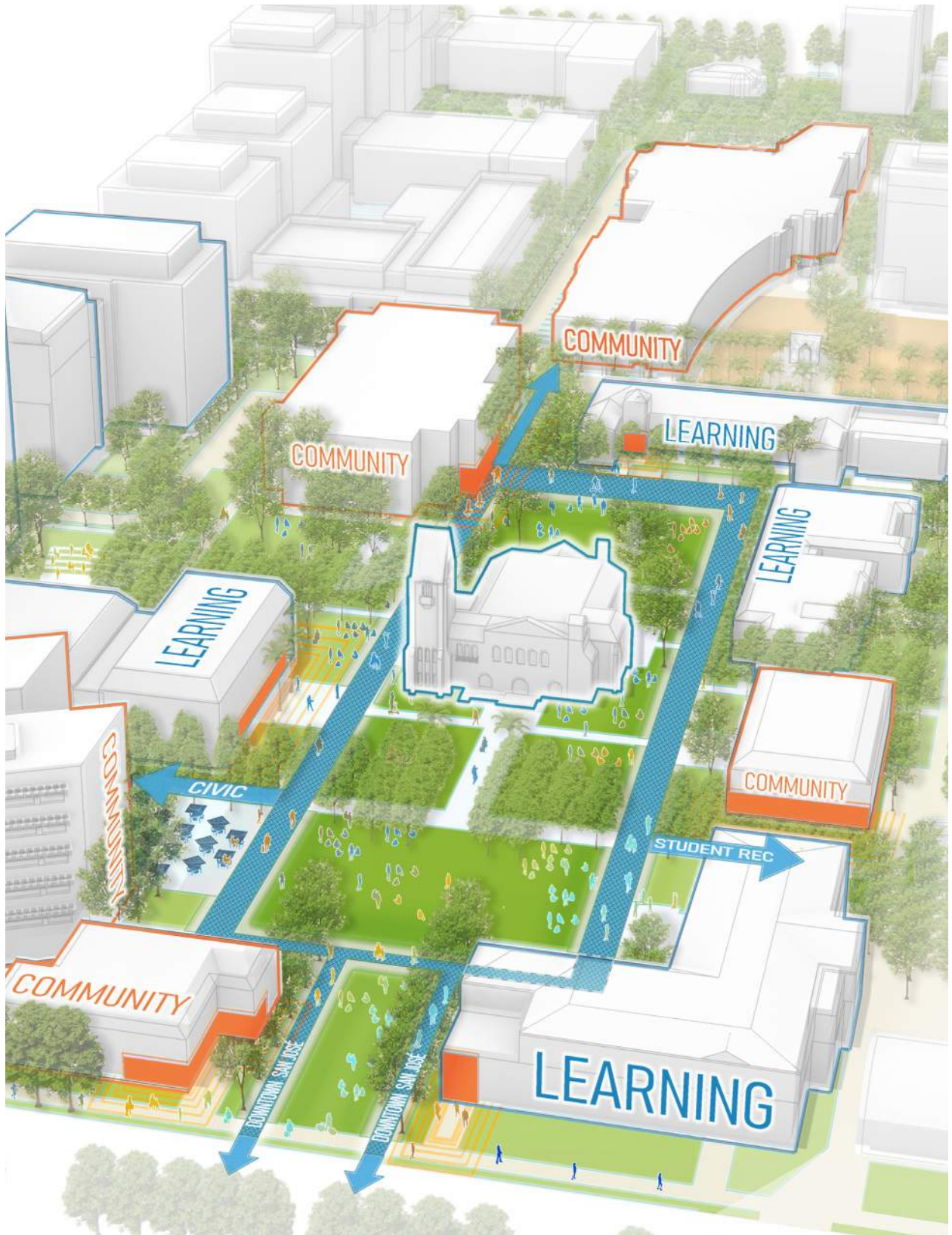


*Above: Rendering of the “Window onto Tower Lawn” featuring Tower Hall as viewed from 4th Street with the removal of the Science Building, renovation of Washington Square Hall (right) and construction of Building G (left.)*

### **Design Intent for Tower Lawn**

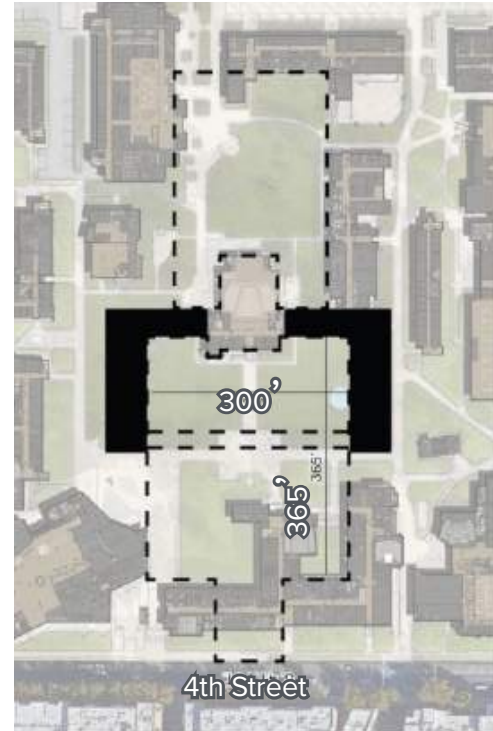
- Reference the original footprint of Tower Hall in the placement and scale.
- Provide improved visibility of Tower Hall from 4th Street and from all sides to reinforce it as the most recognizable historic building on campus.
- Create a more cohesive campus experience in the historic core.
- Improve the durability of the landscape.
- Design a more usable landscape.
- Strengthen pedestrian circulation. Create a promenade that connects Tower Hall, Clark Hall, new Buildings D, F, G and J, the historic core of the campus and adjacent paths.
- Strengthen the Town-Gown Axis to City Hall on 5th Street.
- Expand the Rose Garden Plaza north of Tower Hall.

Figure 5-6: Tower Lawn Diagram





The original siting and image of Tower Hall before the adjacent wings were removed.



### Tower Lawn Open Space Design Guidelines

- The scale and mass of the immediate frontages for Building F and Building J on Tower Lawn should reflect the historic form of Tower Hall and support it as the central feature.
- Reference the original orientation of the building, open space framing and scale in restoring the dimensions of the original courtyard.
- Design new buildings to defer to their elder neighbors without the use of the same materials or mimicked expression.
  - Buildings near Tower Hall should be authentically designed for today.
  - The design of new buildings may contrast to elevate the value of the historic buildings in the area.
- Reconfigure and design Tower Lawn to be more symmetrical and centered on the front entry of Tower Hall.
- Add public art features and a marker for San José State University at the edge of Tower Lawn on 4th Street.
- Retain the palm trees next to Tower Hall.

- Reduce the ceremonial lawn in size and redesign to be more formal in geometry.
- Remove the fountain will be removed on Tower Lawn to make way for Building J.
- Place seating at the edge of lawn next to pathways.
- Increase the number of places to sit, especially facing attractive views, near entrance ways and social crossroads.

### Tower Lawn Promenade Open Space Design Guidelines

- Complete the promenade around Tower Hall to connect new and old buildings and tie the district together.
- Orient new and renovated buildings toward the promenade to bring life and activity to the historic core. Provide an entrance from each building to the promenade.
- Buildings frontages adjacent to the promenade should include a transitional space and places to sit or gather, like a porch, to activate the path.
- Line the promenade with a regular rhythm of trees that evokes the 1910 arcades around Tower Hall.

## Town-Gown Axis Open Space Design Guidelines

- Reinforce the Town-Gown Axis between San José City Hall and Duncan Hall with the design of Building F, J and redesign of the Tower Lawn.
- Straighten and widen the pathway along the axis and line the pathway with trees and landscaping.
- Provide seating at pathway edges near the Tower Hall axis.
- Increase the number of shade trees along the axis.
- Add public art to entrance at 5th Street in the form of a mural or sculpture.
- Design the plaza between the library and Building F to be usable and softened with landscaping.
- Integrate bicycle parking into the landscaping close to San Fernando Street between the library and Building F.
- Create a small plaza with seating near the library entrance closest to Tower Lawn.

## 4 Expanded Rose Garden Plaza

### Vision: Expand open space to the north of Tower Hall.

Expand the open space north of Tower Hall to include a plaza around the Rose Garden.

### Design Intent

- Elevate the visibility of the Rose Garden and Tower Hall.
- Provide more usable open space.

### Expanded Rose Garden Plaza Open Space Design Guidelines

- Plant shade more trees.
- Include an outdoor theater for performances.
  - Orient seating toward a stage at the edge of Building F.
  - Integrate the outdoor theater seating into the landscaping.
  - Locate the stage within Building F and/or in front of it.
  - Directly connect the performance area to the promenade.
- Design the 6th Street driveway as a space that can be closed to vehicular traffic for events.
  - Landscape the 6th Street driveway to minimize the view of vehicle access.
  - Limit the 6th Street driveway access to service and emergency access only.
- Provide bicycle parking next to Clark Hall.



Figure 5-7: Tower Lawn Site Plan

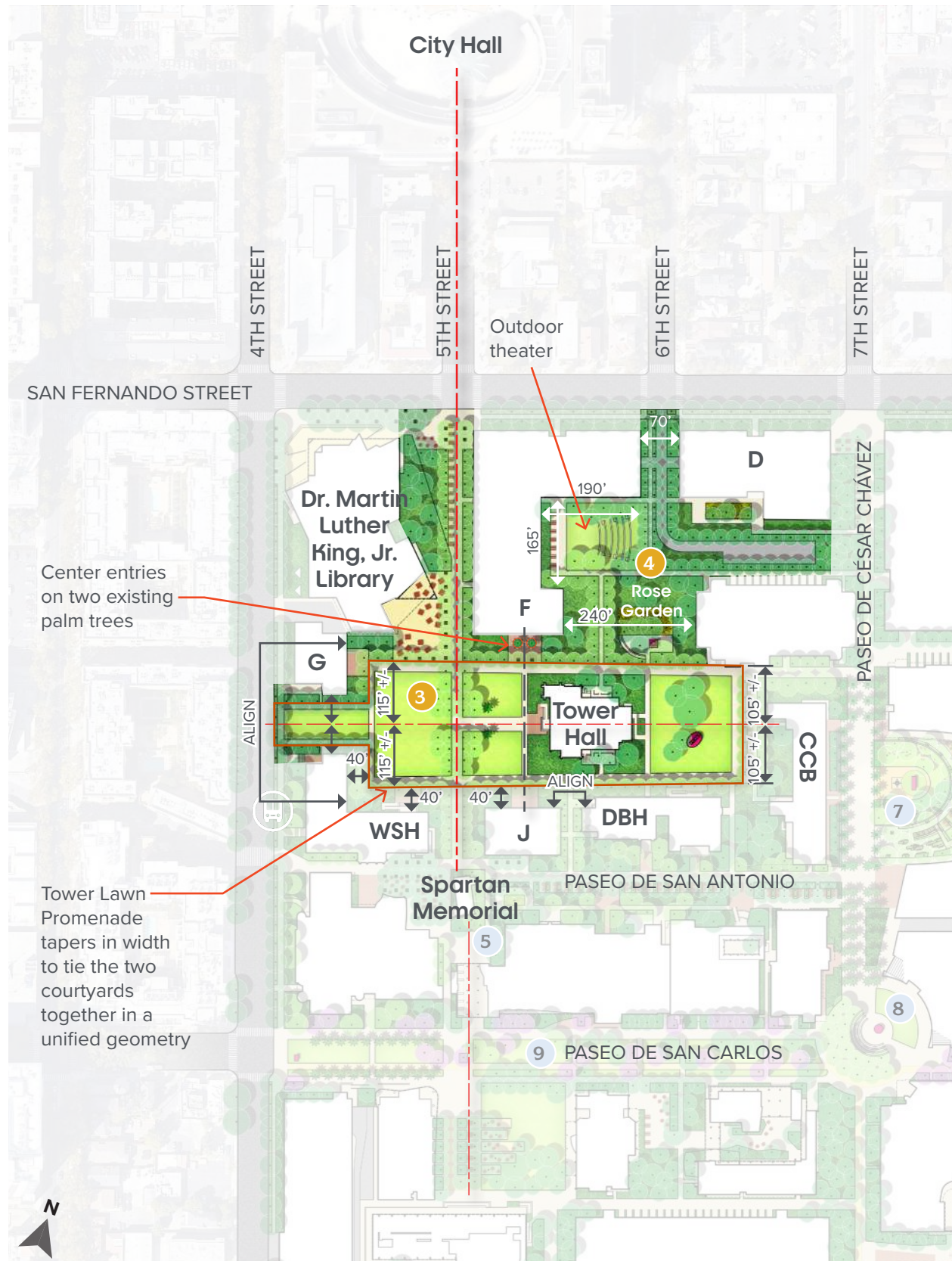
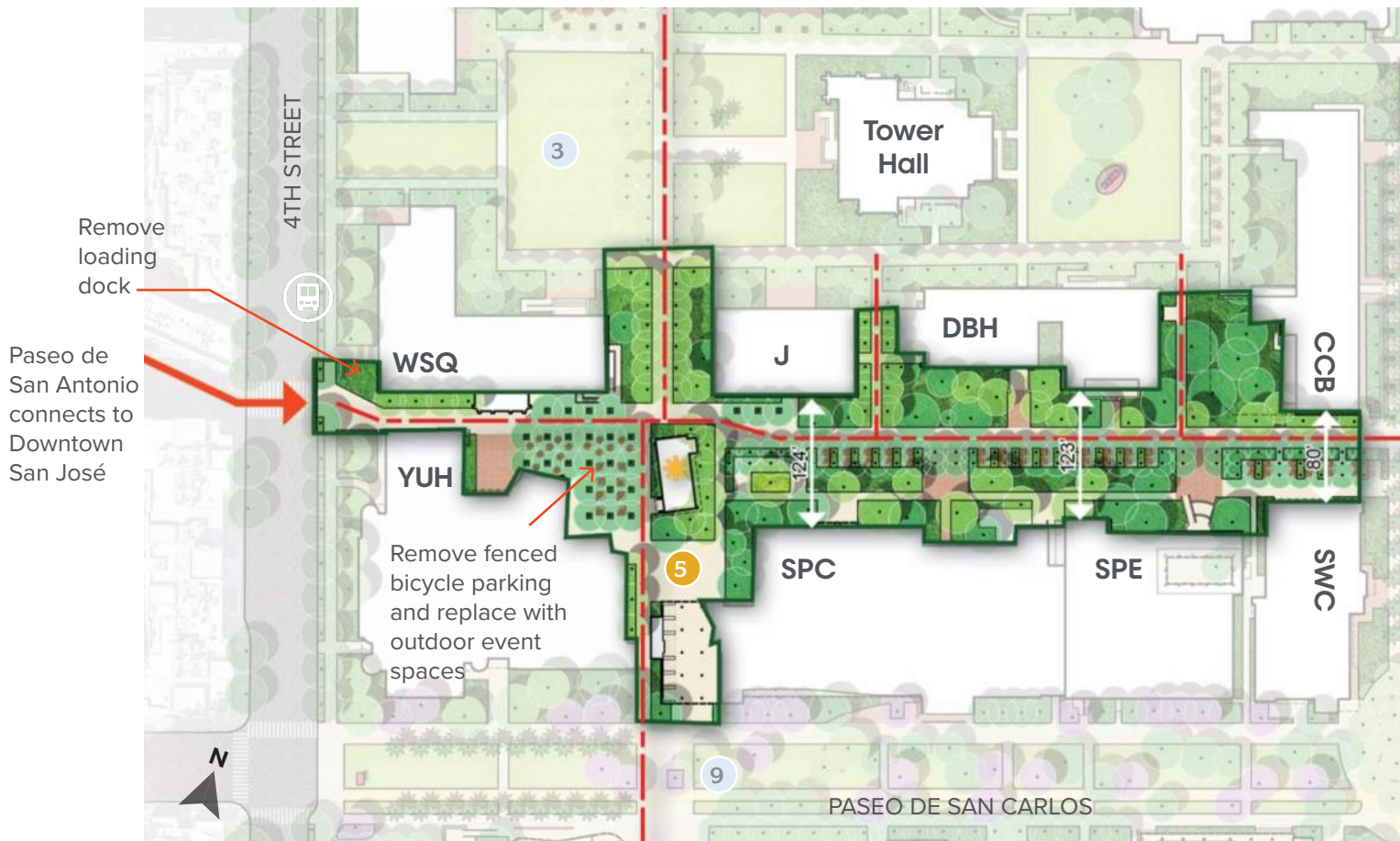


Figure 5-8: Paseo de San Antonio Site Plan



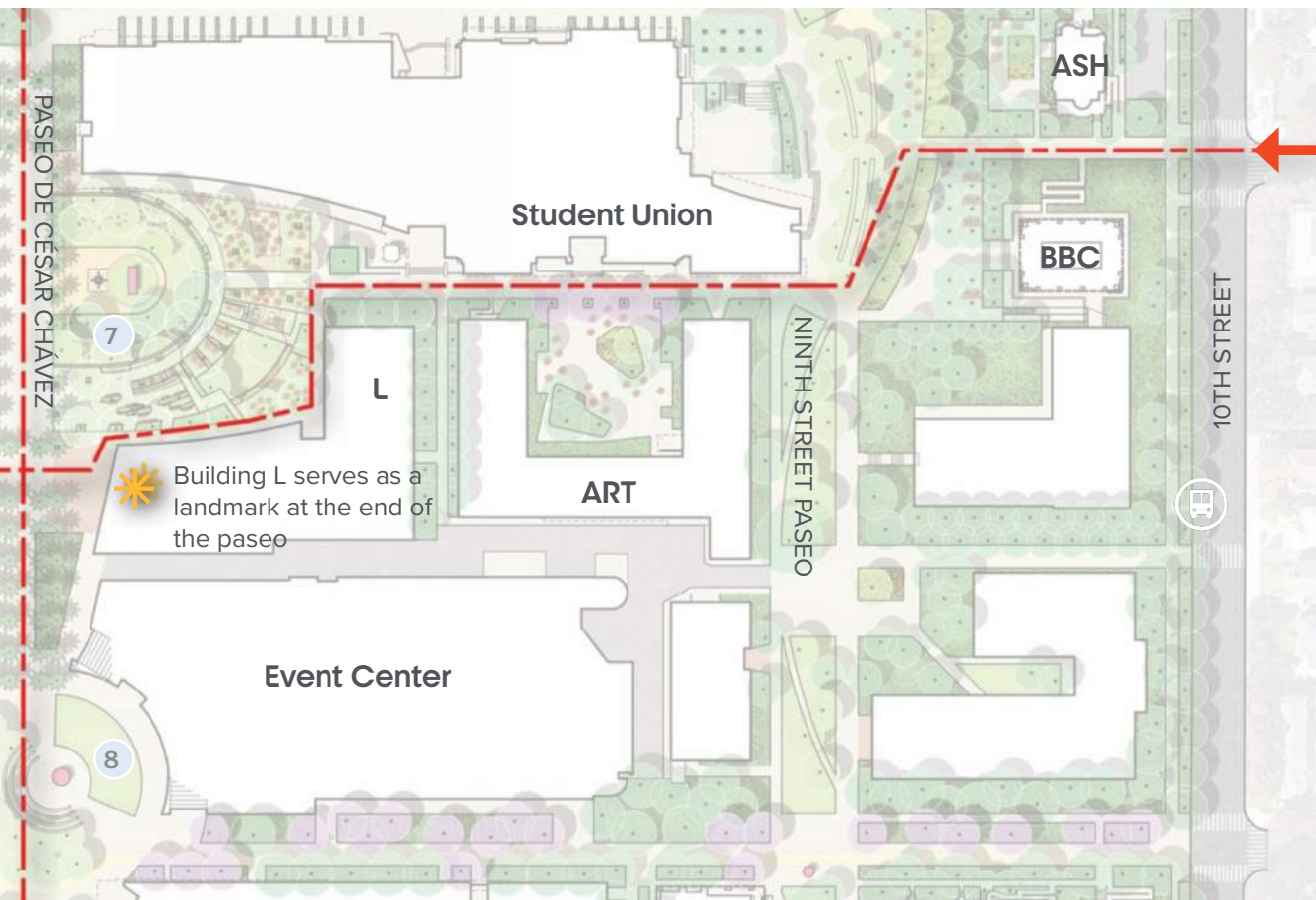
## 5 Paseo de San Antonio

**Vision: Strengthen the downtown connection to the campus core.**

Paseo de San Antonio connects directly through Downtown San José to Market Street, serving as an important community point of entry into the campus core. The paseo extends university-related activity into downtown with the Hammer Theater, the former Alfred E. Alquist Building and beyond. Future partnerships can continue to strengthen this extension into the downtown.

### Design Intent for Tower Lawn

- Create a more inviting and intentional designed experience of arrival on the paseo.
- Create more usable open spaces for studying, relaxing, and small group gatherings.
- Widen the path between buildings and use landscaping to enhance the view of the varied facades that line the paseo.



### Paseo de San Antonio Open Space Design Guidelines

- Improve the entry to Main Campus at 4th Street. Remove the WSQ Service Dock and remodel WSQ to allow a wider paseo at 4th Street and more fitting facade to greet pedestrians walking across 4th Street.
- Replace the fenced bicycle parking with a plaza that can serve outdoor events related to the Spartan Memorial and Yoshihiro Uchida Hall (YUH.)
- Provide bicycle parking integrated with landscaping along the pathway from the Spartan Memorial to the end of Dwight Bentel Hall.
- Create a garden on the east side of Spartan Memorial Hall that can serve as a place for overflow activities.
- Remove the Faculty Office Building to create a more coherent pathway with trees, landscaping and pedestrian-oriented amenities. The removal of the building will open up sight lines and increase the amount of open space.
- Provide generous and varied seating areas integrated within the landscaping along the paseo.
- Locate larger paved areas near building entries to facilitate gathering.
- Add public art along the paseo.
- Keep sight lines to Building L and the Spartan Memorial clear. The massing of the main tower of Building L will be located on axis with Paseo de San Antonio.
- Replace the chainlink fence near the child development center with a more aesthetic and attractive design solution.

## Paseo de César Chávez

### Vision: Extend the paseo and highlight plazas.

Paseo de César Chávez is a central organizing feature on Main Campus. The design of the paseo should reinforce the paseo as a central spine and enhance the experience of walking through the sequence open spaces that lead to the heart of Main Campus. The paseo is activated by the student services located on this public-facing corridor. The design of this space should feel unified as the most central part of Main Campus.

### Design Intent for Paseo de César Chávez

- Pedestrianize the entire length of the paseo.
  - Extend the pedestrian realm of the plaza to the edges of Main Campus on San Fernando Street and San Salvador Street.
- Enhance the plazas along the paseo. (See more below about San Antonio Plaza and San Carlos Plaza.)
- Strengthen university identity on this central spine.

### Paseo de César Chávez Open Space Design Guidelines

- Make the edge of the paseo a little more irregular to remove the resemblance of its design as a previously vehicular street.
- Orient and locate adjacent new and renovated building entries toward the paseo.
- Provide a wide, central walking path.
- Increase the number of shade trees.
- Provide more usable landscaping with places to sit and gather.
- Replace lawn at the edge of buildings, such as Sweeney Hall (SH), with new planting and trees.
- Add public art along the length of the paseo in the form of sculptures and murals on the walls of buildings.
- Provide vertical deflection devices and signage to encourage micromobility riders to dismount between Clark Hall (CH) and the South Parking Facility (SP.)
- Integrate bicycle parking into landscaping at Clark Hall, Student Union, Sweeney Hall, SRAC, Event Center, CV3 and South Parking Facility.

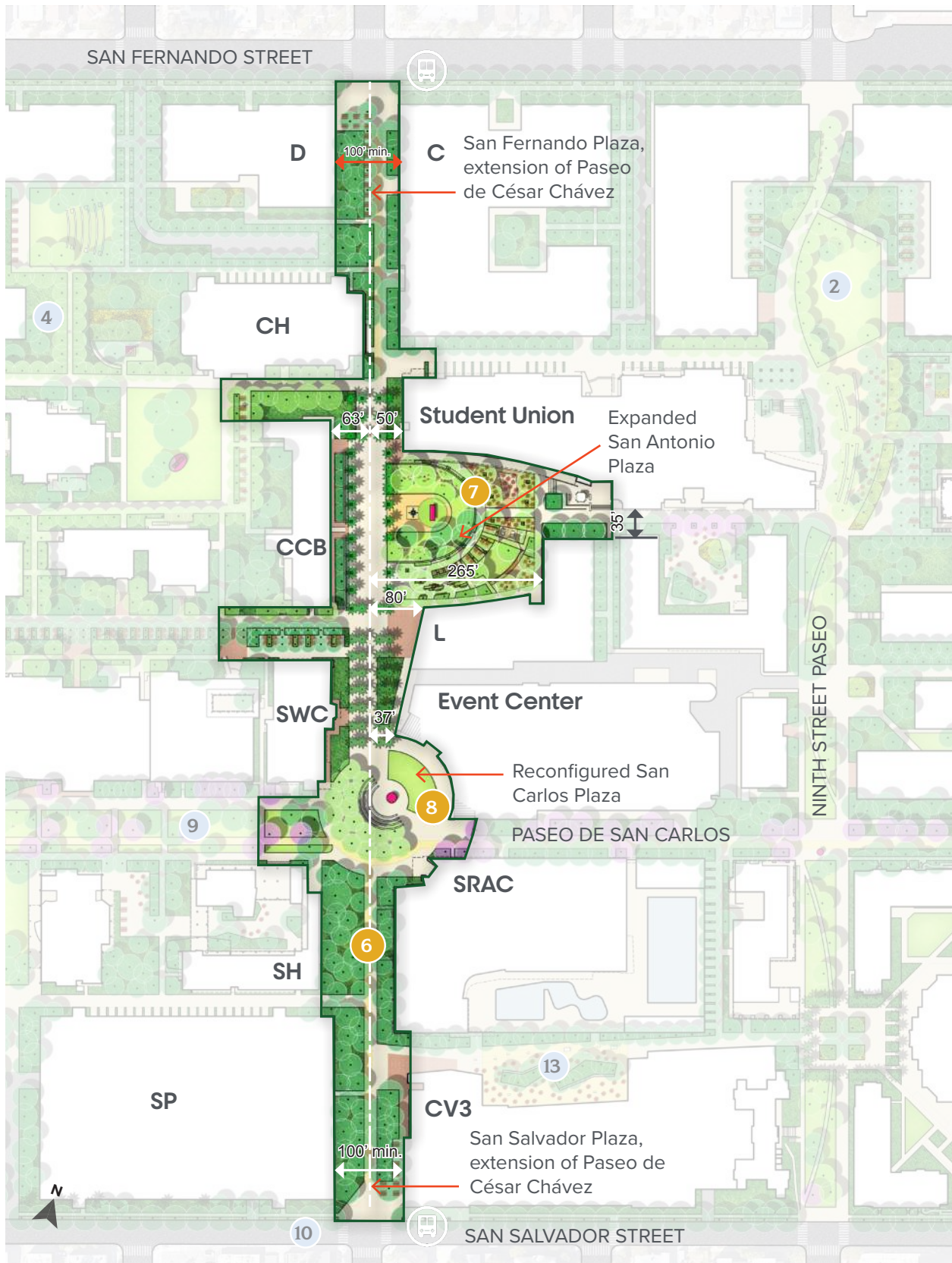
### San Fernando Plaza Open Space Design Guidelines

- Pedestrianize the street and reconfigure vehicular access to Clark Hall from 6th Street.
- Design the paving and landscaping to be related to the rest of the paseo.
- Provide bicycle parking, bike share, and other amenities in the plaza.

### San Salvador Plaza Open Space Design Guidelines

- Pedestrianize the street and reconfigure South Parking Facility to relocate vehicular entries
- Design the paving and landscaping to be related to the rest of the paseo.
- Provide bicycle parking, bike share, and other amenities in the plaza.
- Provide a place for tour buses and drop off on San Salvador Street.
- Place public art at the end of the paseo in plain sight of San Salvador Street.
- Design the plaza to accommodate activity from CV3 or the Welcome Center. Maintain a width of a minimum of 100 feet between SP and CV3 for the San Salvador Plaza on Paseo de César Chávez.
- Increase the landscaping at the edge of SP and provide shade trees in San Salvador Plaza

Figure 5-9: Paseo de César Chávez Site Plan





## 7 San Antonio Plaza

### **Vision: Expand San Antonio Plaza in size and as a cultural center.**

San Antonio Plaza will be expanded in a way that creates a more coherent sense of place.

### **Design Intent for San Antonio Plaza**

- Create a landmark, central, vibrant, public open space.
- Expand and improve the public space around the Arch of Dignity, Equality & Justice.
- Relate to, but do not copy, the Student Union.
- Design this plaza as a student-centered space.

### **San Antonio Plaza Design Guidelines**

- Design the footprint of Building L to allow for the expansion of San Antonio Plaza.
- Design the massing and facade of Building L facing the plaza to relate to the massing and facade of the Student Union Building.
- Encourage indoor-outdoor connections along the edges of the plaza. Provide grade-level transparency and indoor-outdoor connections to activate the plaza integrated in Building L.
- Locate additional food and beverage service around the edges of the plaza.
- Locate outdoor seating areas near primary building entries.
- Increase the amount of shade.



- Celebrate the Arch of Dignity, Equality & Justice through the landscape design of the plaza.
- Create clear circulation at the edges and through the plaza to connect the Arch, the Flex Zone and the Recreation Zone.
  - Surround the arch with an **Arch Zone** that includes a bermed lawn for students to gather, rest or reflect near the arch.
  - Encourage student interaction in the **Recreation Zone** in a location near Paseo de César Chávez.
  - Furnish the **Flex Zone** with movable chairs and tables to allow the space to be reconfigured for campus life activities.
- Additional public art should be complementary to the Arch of Dignity, Equality & Justice and should not compete with it as a central feature of San Antonio Plaza.
- Provide space and supporting infrastructure for activities to broaden appeal and use of the space.
- Include more seating and small group gathering spaces at the edges with tables and chairs, at low seat walls and within the landscape.
- Design the plaza for large events and outdoor performances.
- Design smaller outdoor “rooms” within the plaza to support groups who enjoy being near, but not in the middle of the activity.

Figure 5-10: San Antonio Plaza Site Plan

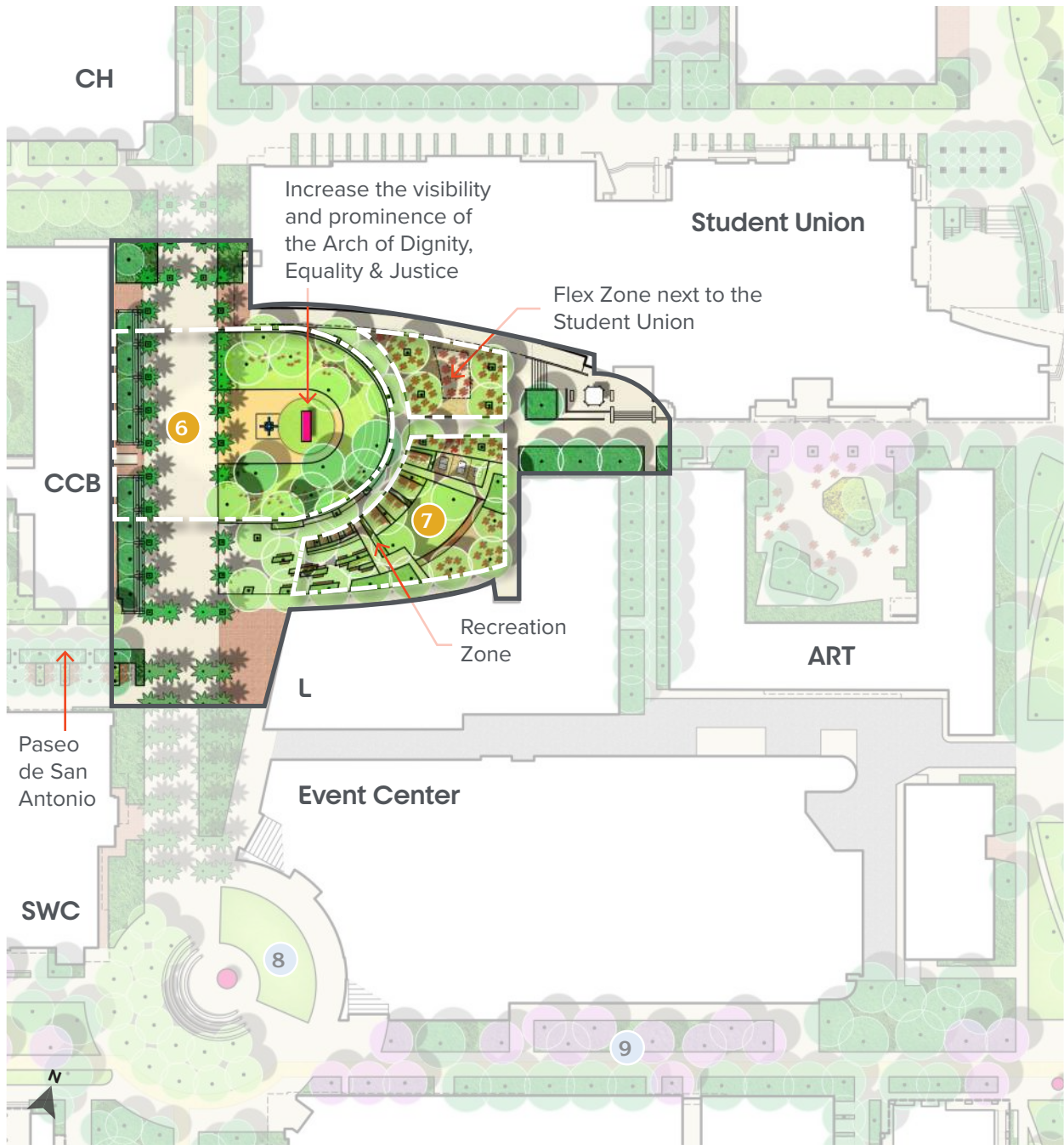
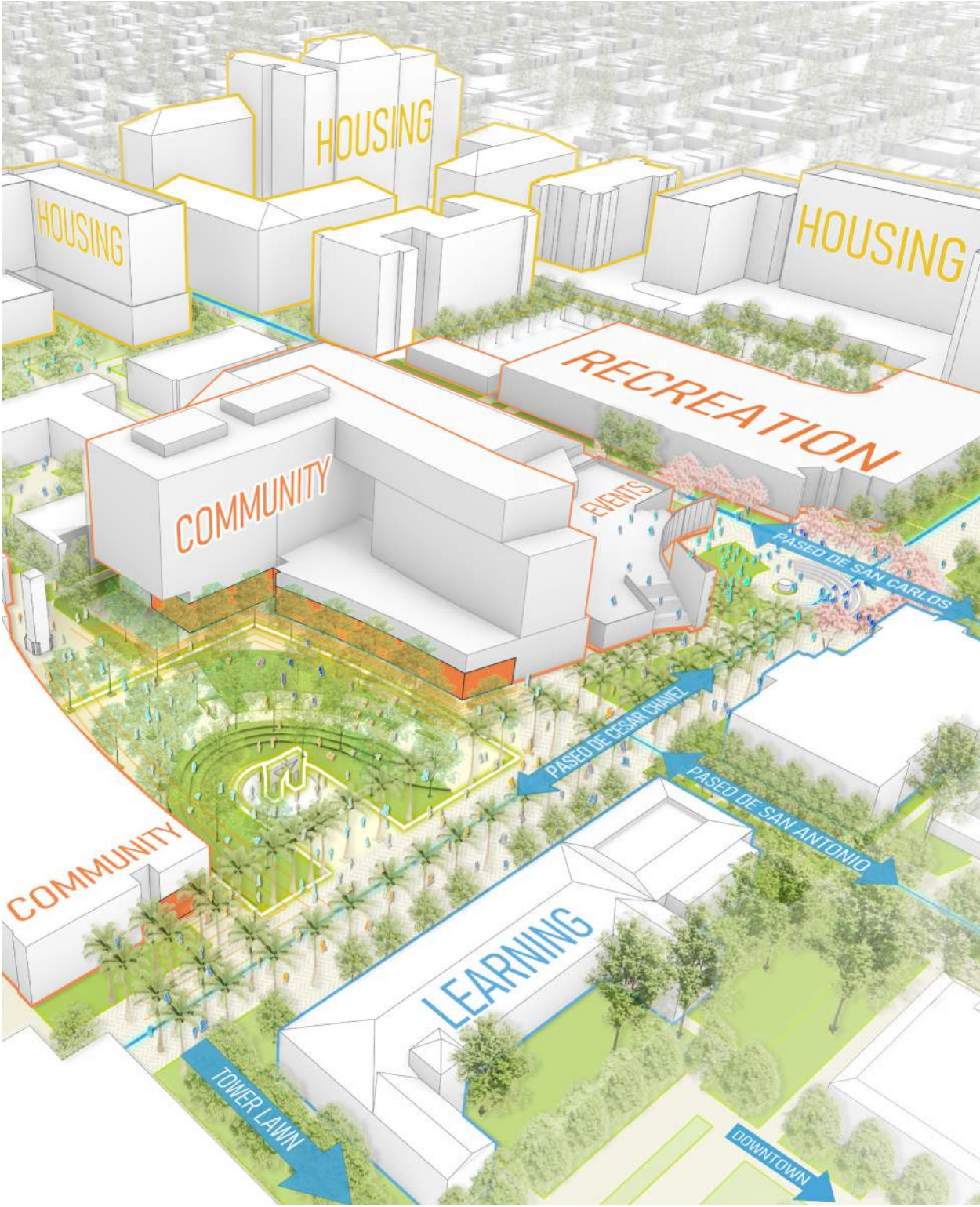




Figure 5-11: San Antonio Plaza Diagram





## 8 San Carlos Plaza

### **Vision: The center of Main Campus.**

San Carlos Plaza, located at the crossroads of the Paseo de César Chávez and Paseo de San Carlos, is a strongly identifiable center at the campus core. The reconfigured circular shape of the plaza indicates the heart of SJSU, which is envisioned to be a high energy, urban space that accommodates crowds before and after games, concerts and ceremonies.

### **Design Intent for San Carlos Plaza**

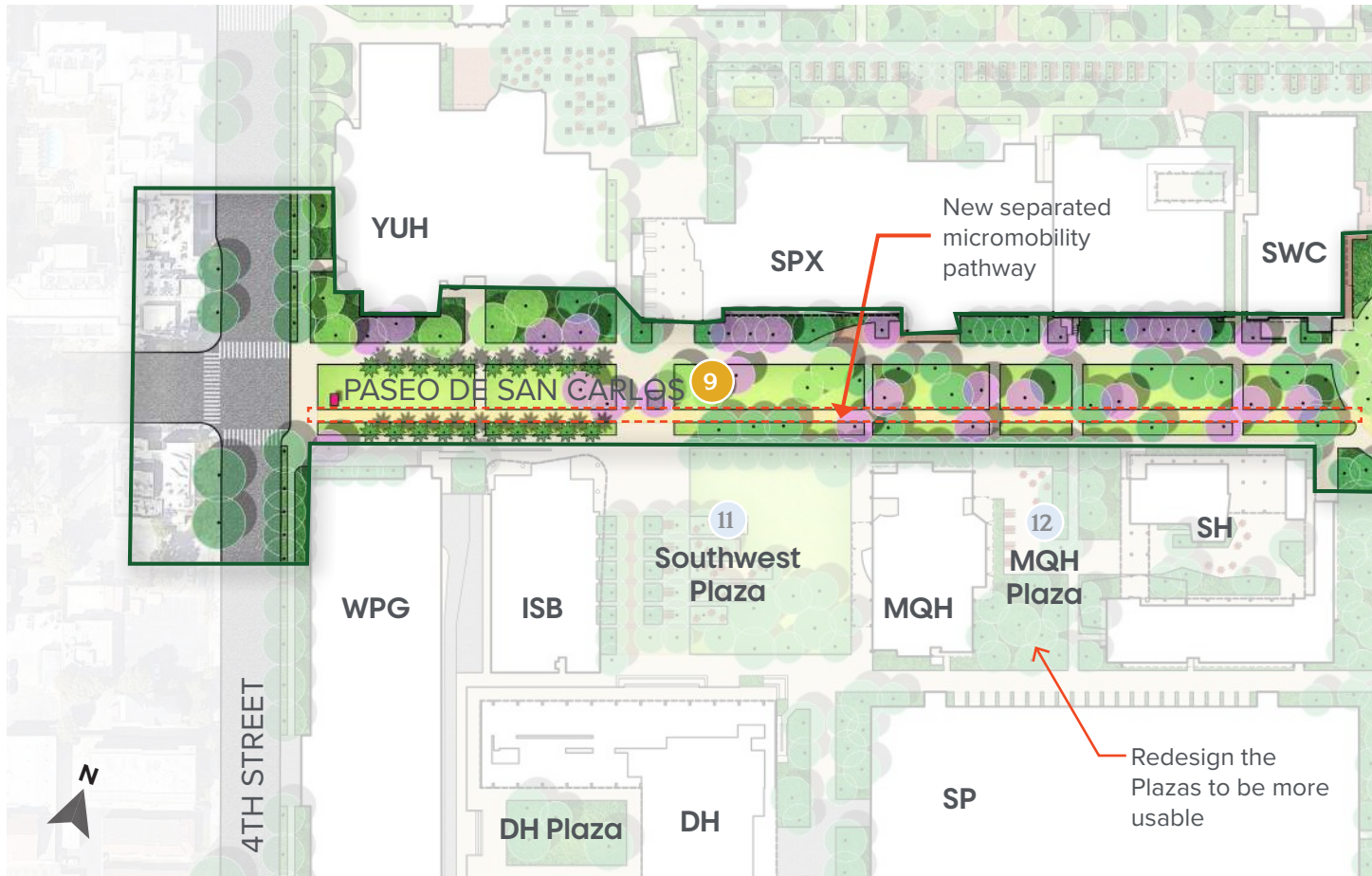
- The plaza should serve public gathering.
- The space should be designed to be highly used.
- The identity of the University should be seen and experienced at this plaza.



### San Carlos Plaza Open Space Design Guidelines

- Design the plaza to be durable and flexible to accommodate daily use as well as special events.
- Remodel the Event Center building to orient entrances and the facade to frame San Carlos Plaza.
- Remove the existing fountain to better enable gathering.
- Create new circular seating wall as a mini-amphitheater framing a place for small performances oriented to the remodeled Event Center facade.
- Feature public art around the Event Center to strengthen the sense of place as the center of Main Campus.
- Provide a digital facade for students to enjoy broadcasted sporting events.
- Landscape the plaza to increase shade and comfort.

Figure 5-12: Paseo de San Carlos Site Plan



## 9 Paseo de San Carlos

**Vision: Reinforce Paseo de San Carlos as a major east-west connection.**

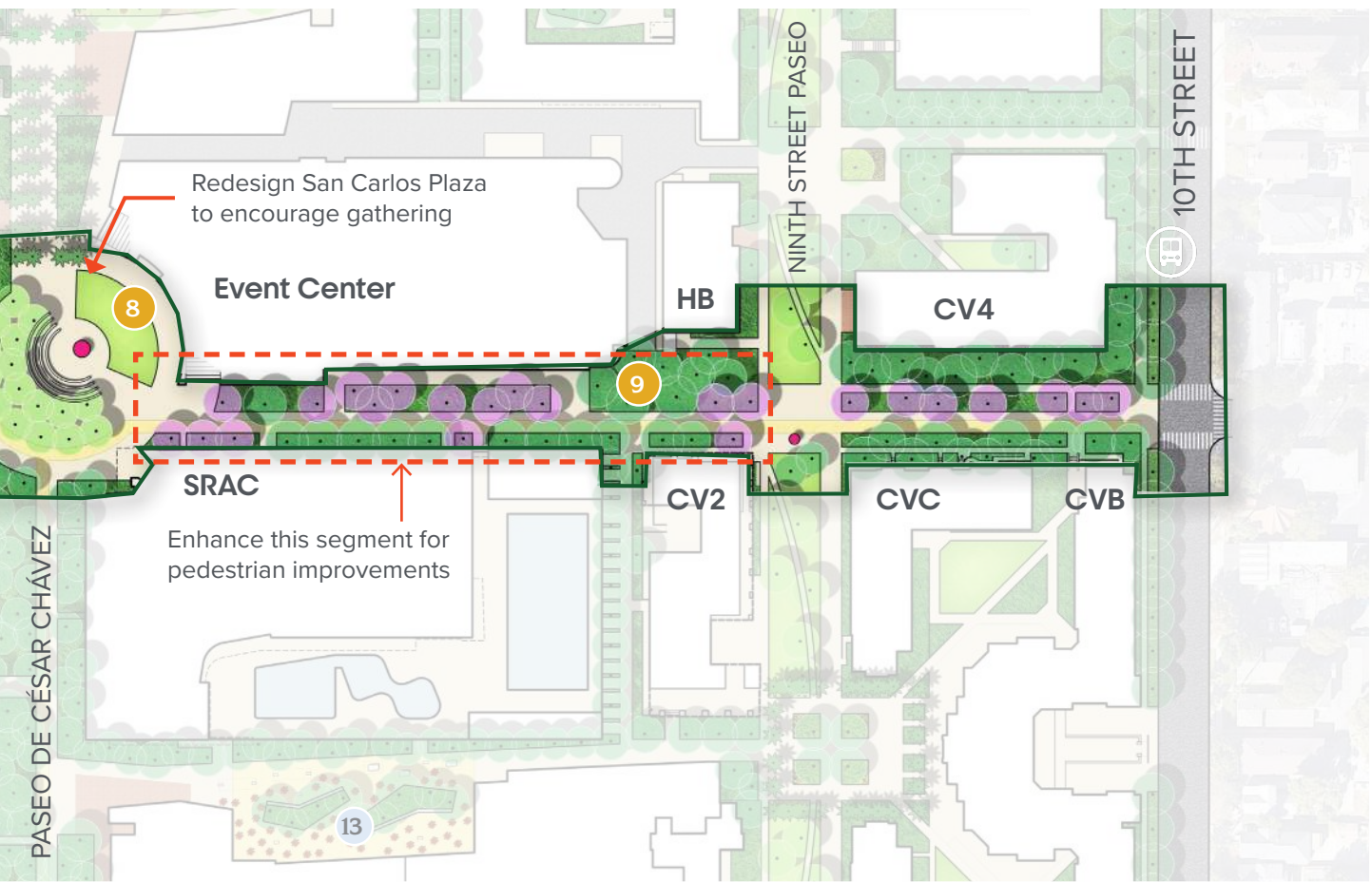
This important connection connects downtown with the greater neighborhoods and many public facing spaces for athletics, recreation and events.

### Design Intent for Paseo de San Carlos

- Enhance the experience of the paseo.
- Reconfigure the paseo to serve more modes of transportation.
- Unite renovated open spaces including the Southwest Plaza, MacQuarrie Hall Plaza and San Carlos Plaza.
- Increase the number of shade trees.
- Create a unified pedestrian environment.

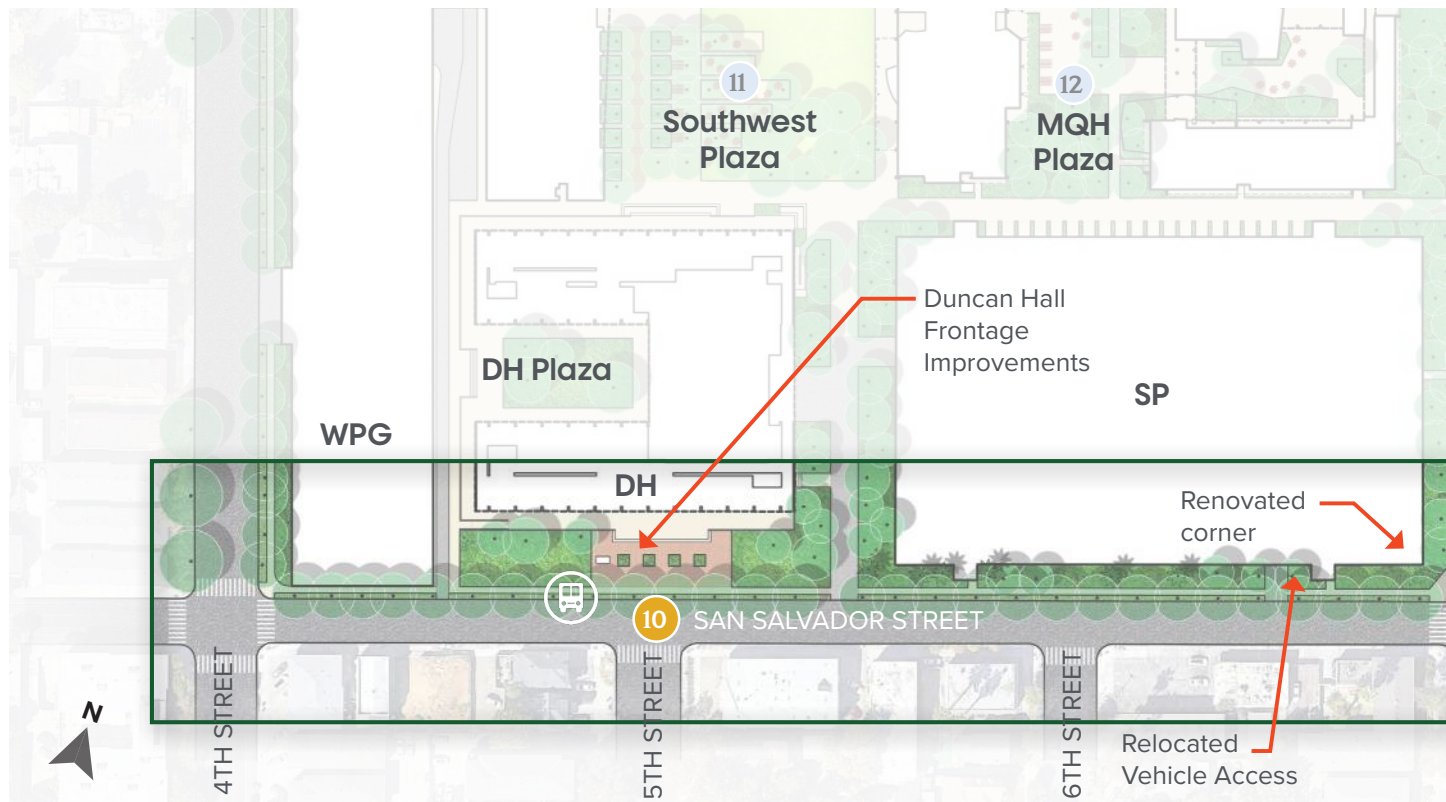
### Paseo de San Carlos Design Guidelines

- Add a separated micromobility pathway to the central lawn along Paseo de San Carlos between 4th Street and Paseo de César Chávez to provide a safer environment for people traveling at different speeds.
  - Shift public art to allow for the pathway, if needed.
- Create a pedestrian only environment at the campus core around San Carlos Plaza and encourage dismounting with signage and paving.
- Enhance the pedestrian experience along the edge of the Event Center.
  - Reduce the amount of paved surface and replace with landscaping
- Phase out gateways with unique public art landmarks once they are available.



Rendering of the separated bike path on Paseo de San Carlos, located in the landscaped area.

Figure 5-13: San Salvador Street Frontage Site Plan



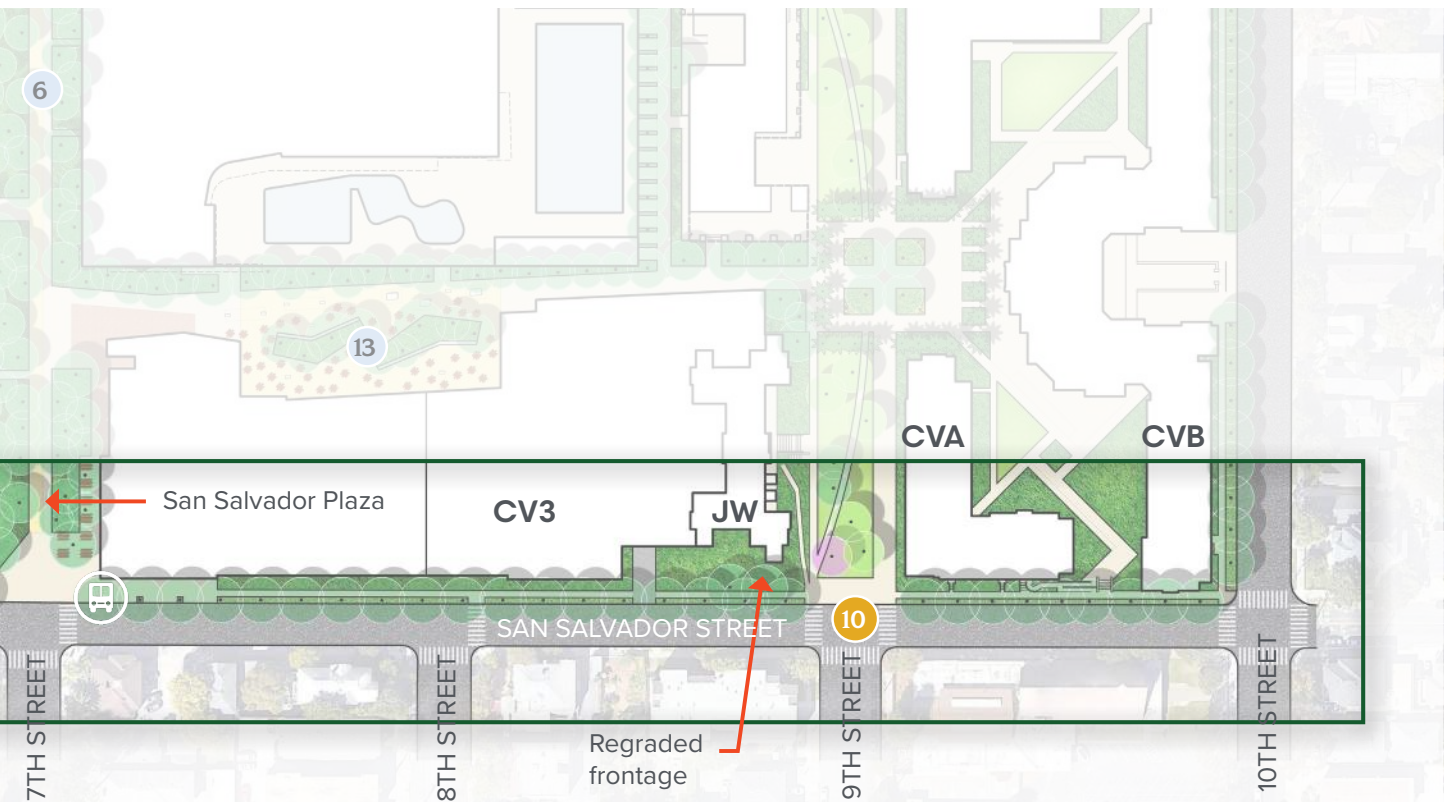
## 10 San Salvador Street Frontage

### Vision: A welcoming edge on San Salvador Street.

The frontage on San Salvador Street is currently dominated by vehicles and appears as the back of house with multiple service areas visible on the street. The frontage of San Salvador is envisioned to embrace San Salvador Street with a more welcoming presence.

### Design Intent for the San Salvador Street Frontage

- Orient new and remodeled buildings and frontages to address San Salvador Street.
- Make the experience of walking along the street more attractive and approachable.
- Enhance the streetscape with more landscaping and street trees along the entire length.
- Design the frontage to accommodate changes in conditions for pedestrians, cyclists, transit and vehicles.



### Duncan Hall Frontage Design Guidelines

- Provide attractive and low-water landscaping to replace the lawn and plaza on San Salvador Street
- Renovate the design of Duncan Hall frontage to promote gathering and activation.
- Provide pedestrian lighting to make the areas near the bus stop more visible at night.
- Provide more places to sit and wait with comfortable seating near the bus stop.

### South Parking Facility Frontage Design Guidelines

- Relocate vehicular access to the South Parking Facility to allow the extension of Paseo de César Chávez to San Salvador Street.
- The southwest corner of the garage will receive a facade treatment befitting of a structure that frames one side of the southern gateway into the Main Campus. Lawn along the garage frontage facing San Salvador should be replaced with low water planting.

### Residential Frontage Design Guidelines

- Design CV3 to have a ground floor facade with at least one third glazed treatment closest to sidewalk on San Salvador Street.
- Resolve the grade at the sidewalk along the frontage of Joe West Hall on San Salvador to make it consistent and more usable with a stronger street-facing presence. Potentially reinforce the frontage of Joe West with an entry directly on to San Salvador Street.

### Ninth Street Paseo at San Salvador Design Guidelines

- Redesign the Ninth Street Paseo adjacent to Joe West to give greater space to resident-oriented activities. Create an environment for the resident population that feels secure.
- Maintain public access at this gateway onto Main Campus.
- Replace lawn should with low-water landscaping and seating.

## 11 Southwest Plaza

### **Vision: Interdisciplinary commons.**

The Southwest Plaza is nestled amongst ISB, Duncan Hall and MQH and is the terminus of the Town-Gown Axis to City Hall. It is envisioned to be a place where different disciplines can meet and interact.

### **Design Intent for Southwest Plaza**

- Southwest plaza should be a place for outdoor learning and interdisciplinary gathering.
- The plaza should appear inviting, attractive and comfortable with places to sit, study, display and observe.
- The plaza should function as social hub.
- The plaza should include opportunities to exhibit the work of the University.
- The plaza should include public art that expresses the values, work and diversity of cultures of the campus community.

### **Southwest Plaza Design Guidelines**

- Provide a unified pedestrian environment that relates to Paseo de San Carlos, the Town-Gown Axis and Duncan Hall Plaza (see Chapter 6, Duncan Hall Remodel for guidelines) with durable, hardscape surfaces.
  - Reinforce the Town-Gown Axis and connection to Duncan Hall Plaza in the design of the plaza
  - Create a softened landscaped edge along Paseo de San Carlos to define the edge of Southwest Plaza while still maintaining visibility and connection to the paseo.
- Provide places to sit, study and work outside.
- Provide places to gather in small groups.
- Add new large canopy trees to existing trees.
- Add a public art feature between the South Parking Facility, MacQuarrie Hall and Duncan Hall to attract people to Southwest Plaza from the South.

## 12 MacQuarrie Hall Plaza

### **Vision: A place of respite and welcome.**

MacQuarrie Hall Plaza, located next to South Parking Facility, is one of the first places people encounter. The plaza is envisioned to create a calming first impression that draws people in and invites them to stay.

### **Design Intent**

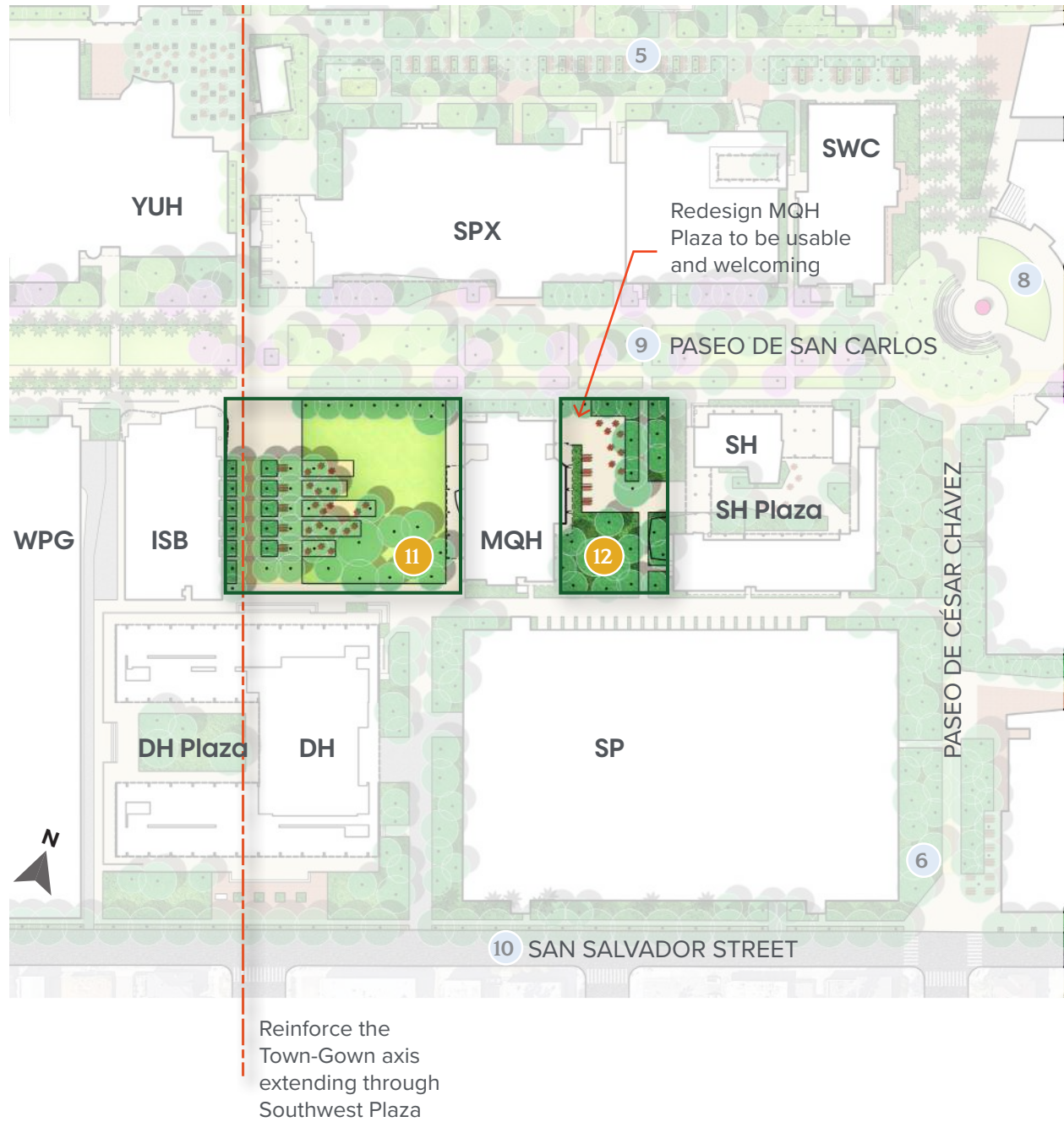
- The plaza should appear inviting, attractive and welcoming.
- MacQuarrie Hall should be a place for resting and relaxing.
- The plaza should be designed to be more usable and enjoyable.

### **MacQuarrie Hall Plaza Design Guidelines**

- Add new large canopy trees to increase the amount of shade provided.
- Provide comfortable places with a variety of places to sit for small groups to meet.
- Reinforce the connection between the entry of MQH and the Sweeney Hall Plaza.
- Design the edge of MQH plaza to be open to Paseo de San Carlos and also maintain a distinctive setting.
- Include public art on the side of SP that faces the plaza to provides a sense of place and welcome.
- Enhance the plaza with public art in the form of sculptures.
- Soften the landscaped edge along walkways and buildings with planting.
- Add bike parking at the edge of South Parking Facility and in convenient places near building entrances and pathway intersections.
- Maintain large service vehicle access for trash and refuse near South Parking Facility.



Figure 5-14: Southwest Plaza and MacQuarrie Hall Plaza Site Plan



## 13 Student Residential Zone

### **Vision: Amenitize and expand on-campus residential community open spaces.**

The future of SJSU will include more new student, faculty and staff housing in the southeast corner of Main Campus. Amenities for student residents are needed in this area to make living on campus more enjoyable.

### **Design Intent for the Student Residential Zone**

- Maximize the open space available for student use and enjoyment.
- Design open spaces for flexibility and to accommodate recreation, gathering and residential life activities.
- Create open spaces that serve the on-campus residential community and make them identifiable as a student residence amenity.
- Design residential halls and related open spaces to be private and secure.
- Feature a variety of built-in planting areas to create a sense of enclosure with the landscape design.

### **The “Backyard” Open Space Design Guidelines**

The “Backyard” is an outdoor student dining area with a direct connection to the new Campus Village Dining Hall.

- The Backyard should be designed for hospitality and to support social interaction.
- Movable seating should be used in the Backyard to make it more comfortable for different types of users.
  - Seating should also be available for those that wish to stand or sit on alternative seating types like stools and benches.

- Integrate informal seating areas such as landscape walls and nature-scapes in open spaces to provide casual places to sit and socialize.
- Provide trees for shade and visual interest.
- Landscape the Backyard with durable materials that allows for flexible programming.
- Provide entries from CV3 and the new Food Hall directly to the Backyard to encourage circulation between the interior and exterior environment.
- Design the edges of CV3 adjacent to the Backyard to provide transparency between outdoor seating area and dining hall interior.
- Use the perimeter walls of the Backyard for murals or vertical landscaping to enhance the experience of living on campus.

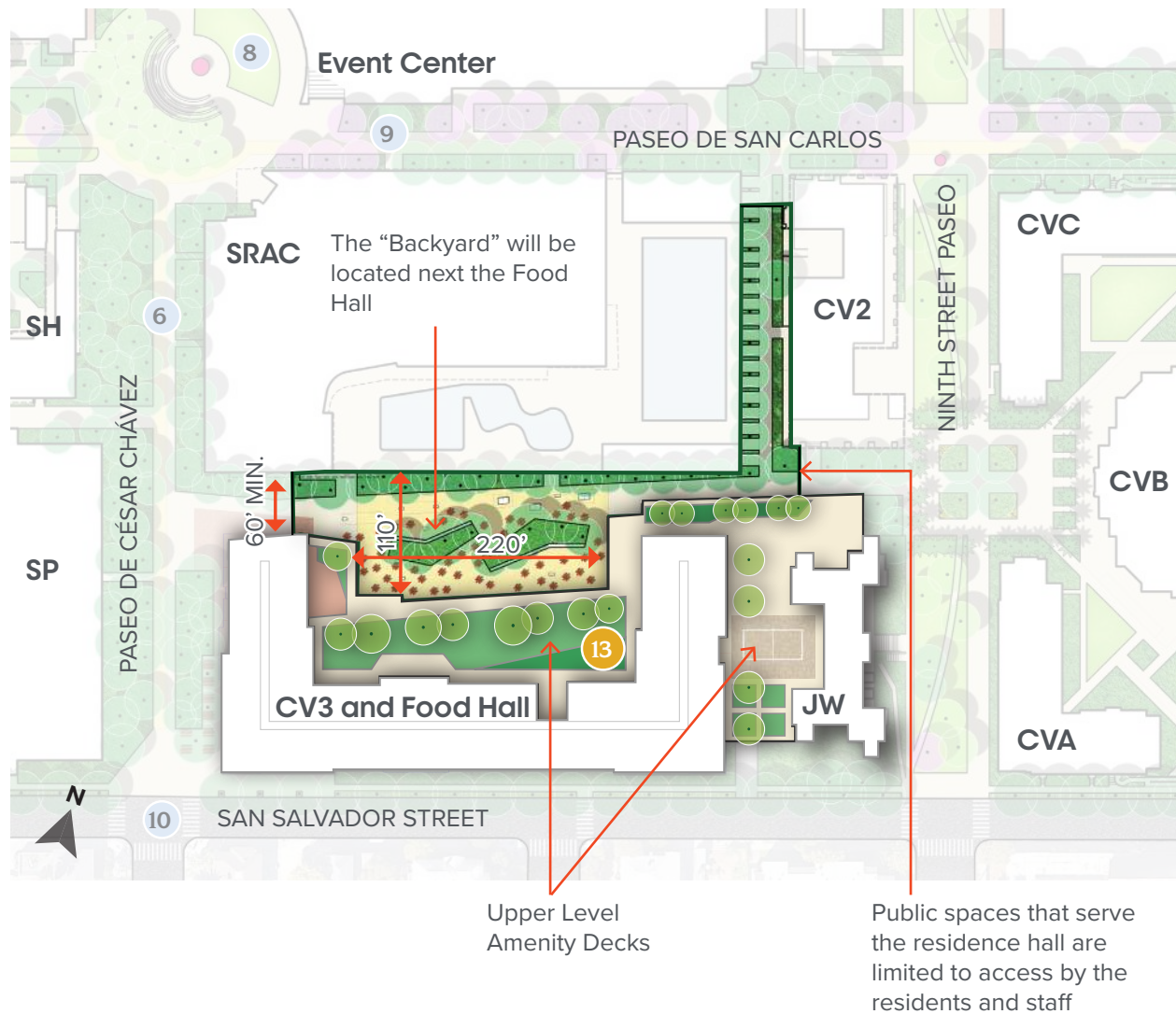
### **Campus Village Recreation Amenity Deck Open Space Design Guidelines**

The Campus Village Recreation Area is located on an amenity deck built over the dining hall and truck service area.

- Vertical circulation up to recreation area should be intuitive to find. Design vertical circulation with visible and attractive features so that it can invite students from the Backyard to the Amenity Deck.
- Remodel Joe West to have direct access to the Recreation Amenity Deck.
- Design the Amenity Deck to be a social place with vibrant colors and outdoor lighting.
- Landscape the Amenity Deck with durable materials that allows for flexible programming.
- Provide shade.
- Lawn chairs, stools and outdoor sectionals should be provided to support the casual programming intended for the Recreation Area.



Figure 5-16: Student Recreation Zone Site Plan



Outdoor games and dining options bring students together. The residential zone amenities providing a valuable social space for students living on campus. (Source: Park & Field Bistro Bocce)



*Rendering of Campus Village 3 with a new Welcome Center, and extended pedestrian plaza to the edge of San Salvador Street.*



## 14 Stadium Way Realignment

### **Vision: Connect the teams on South Campus**

SJSU's 62-acre South Campus serves alumni, visiting teams and the greater community as well as current students and employees. South Campus is part of an emerging sports and recreation entertainment district in the City of San José. It supports Spartan fans, athletics, recreational sports, intramural, sport clubs, academic classes and research and special events. In addition to athletics, this campus hosts other large events. The vision for South Campus is to unite the various sports with a central plaza and the renovation of Stadium Way as a pedestrianized entertainment zone and improve the exterior conditions.



*Rendering of South Campus Plaza on Stadium Way from 10th Street. The realignment of Stadium Way connects multiple sports and provides a “front door” for the athletic, sports, and recreation programs that are located at South Campus. The edges of the campus are transformed to be more inviting to surrounding neighborhoods.*

Figure 5-17: South Campus Diagram

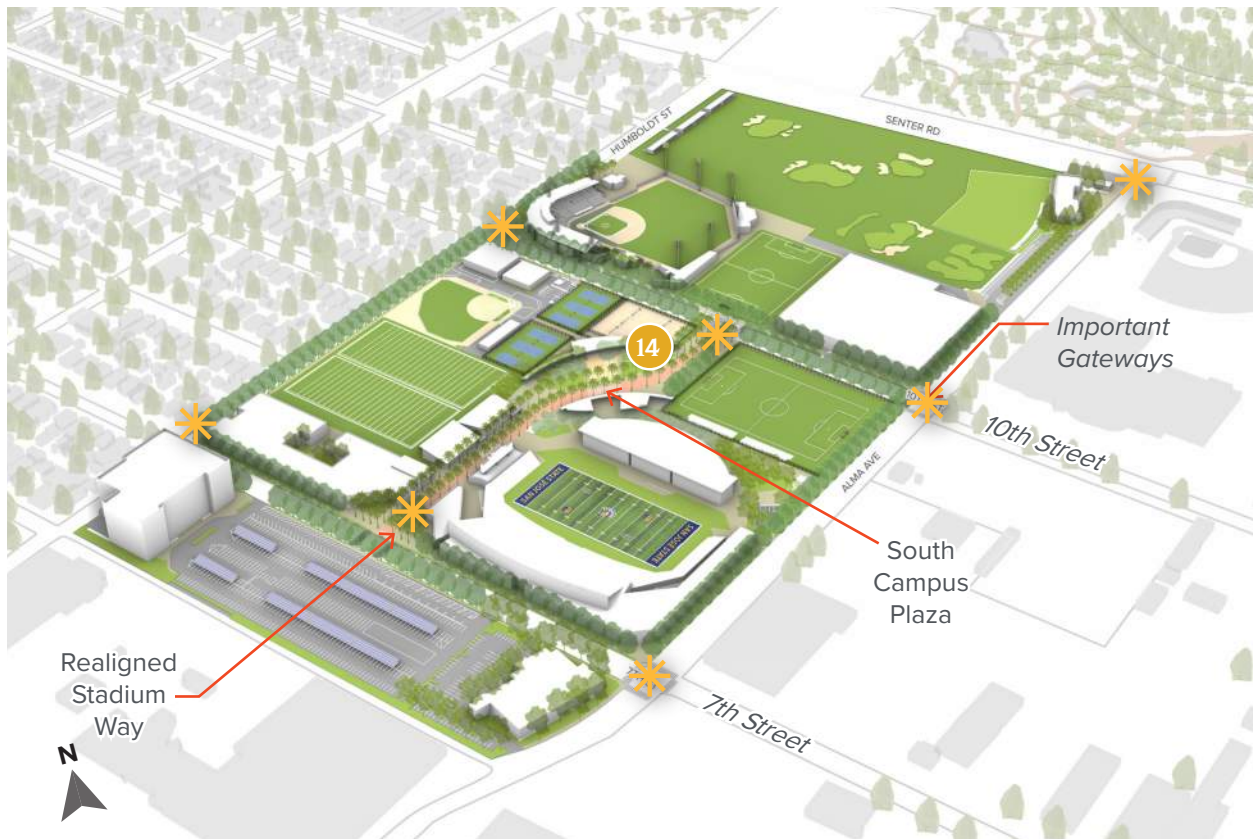


### Design Intent for Development at South Campus

- Improve the arrival experience.
- Make South Campus more attractive along its edges.
- Improve the fan experience.
- Strengthen the University identity at South Campus.
- Continue to enhance high-quality facilities to fit the needs of the athletic, club sports, recreation, and academic program.



**Figure 5-18: South Campus Overview**



### Design Guidelines for Perimeter Streets

- Built up edges along 7th Street to replace chain link fences.
- Replace chain link fences with new structures, decorative and functional fence, landscaping with street trees and public art over time to define the street edge.
- Coordinate with the City of San José to improve the streetscape on 7th Street, Alma Avenue, 10th Street and Humboldt Street.
- Collaborate with the City of San José to revise the location of the crosswalks and design for pedestrian safety associated with a realigned Stadium Way.
- Consider undergrounding existing overhead utilities.
- Relocate bus and shuttle stops near the entries to South Campus in conjunction with City plans for transit priority streets on 10th Street.

### Gateway Design Guidelines

- Create a sense of arrival and establish the identity of South Campus at the corners of 7th Street and Humboldt Street, 7th Street and Alma, 10th Street and Alma, Alma and Senter Road, and at 10th Street and Humboldt Street.
- Use a shared design language with iconic elements to welcome visitors and aid in wayfinding.
- Use gateways as an opportunity for expressing the cultural diversity of the campus community.
- Design new buildings to define gateways at corners of major intersections.
- Locate highly visible gates with adequate spacing from the street edge for crowds to queue at each end of Stadium Way.

## Stadium Way Design Guidelines

- Realign Stadium Way to directly connect the central block of South Campus to the South Parking Garage and Park & Ride Lot.
- Provide gateway arches and enhanced landscaping and paving at each end of Stadium Way on 7th Street and 10th Street.
- Reconfigure crosswalks at each end of Stadium Way on 7th and 10th Streets.
- Include a new central plaza (South Campus Plaza) located on Stadium Way.
- Create entrances for programs along Stadium way to unify adjacent programming, which includes the Athletic Performance Center (405), Legacy Center (018), Practice Fields (118), Stadium (117), Spartan Athletic Center, Beach Volleyball (402), Tennis (119), Softball, Soccer Field, Baseball Stadium (407) and the Recreation Field.
- Design Stadium Way for events and daily use.
- Design a consistent pedestrian-oriented streetscape.
- Maximize the pedestrian environment and close Stadium Way to vehicles (with the exception of service and emergency vehicles.) Allow pedestrians to occupy the entire street.
- Prohibit parking on Stadium Way (with the exception of service and emergency vehicles.)
- Enhance landscaping and streetscape elements that reinforce the importance of Stadium Way as a center and pedestrian promenade.
- Provide a curbsless plaza environment with paving appropriate for pedestrians and service vehicles.
- Design to support food and beverage and tailgating activities on event days.
- Design to support performances and special events.

## South Campus Plaza Design Guidelines

- Integrate concessions and ticketing gates as the Stadium Way Gateway (700)
- Design the plaza to accommodate movable venue perimeters as needed for different events.
- Landscape the edges of the plaza.
- Include opportunities for public art that reflects the cultural diversity of the campus community and surrounding area.
- Design streetscape elements that reinforce the importance of the plaza as a center.

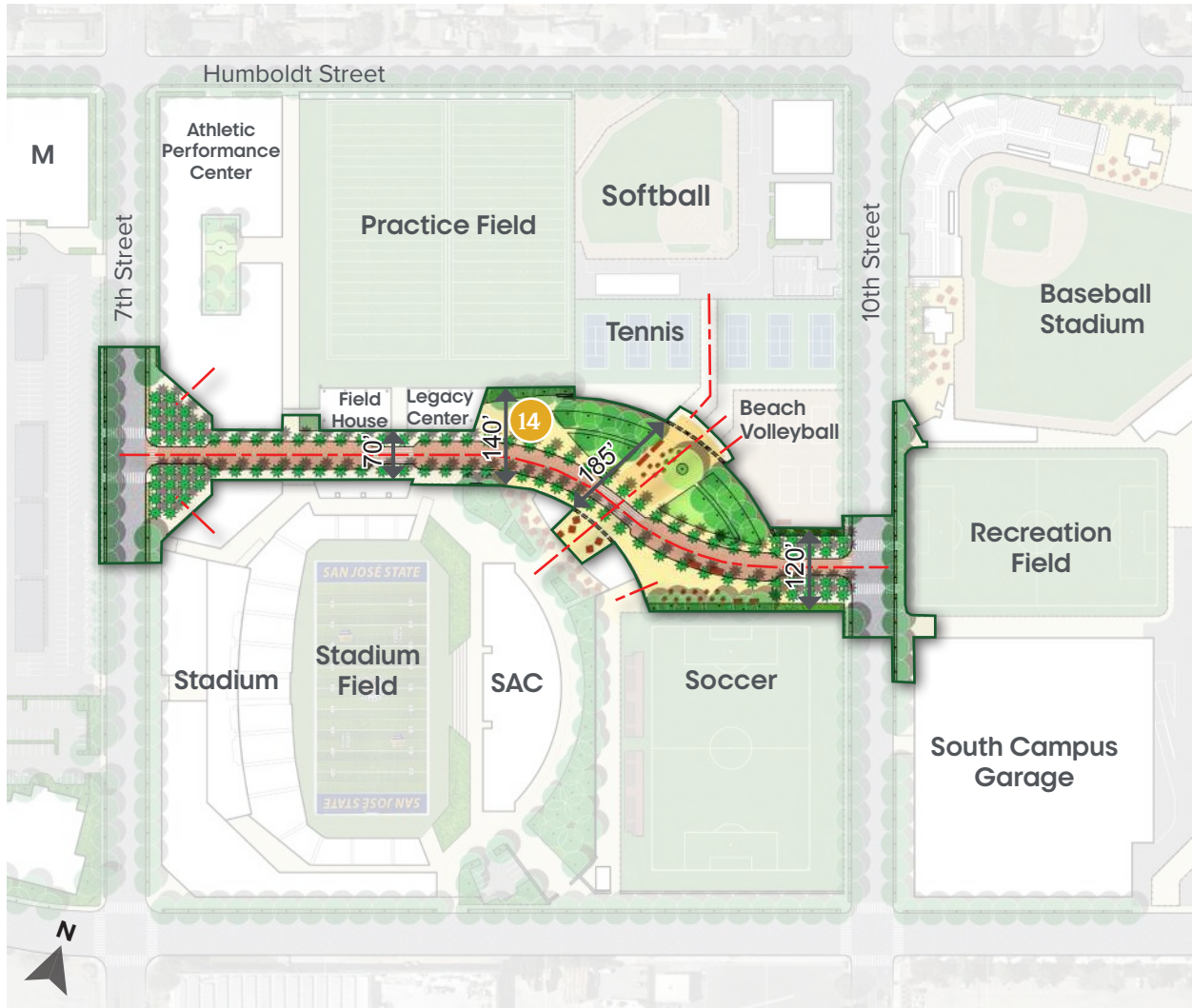
## Phasing

The realignment of Stadium Way and construction of South Campus Plaza will occur over multiple phases as facilities are moved to accommodate the new right of way, plaza and associated utility work. The phasing generally starts on 10th Street and moves west to end at 7th Street.

The project phasing includes:

- Demolishing the Storage Building (124) and relocating to future Facilities Operations building (017).
- Building the Legacy Center (018) south of the Practice Field as the first phase of realigning Stadium Way.
- Shifting Beach Volleyball (402) programming north to be adjacent to Tennis to move the intersection of Stadium Way south on 10th Street.
- Renovating the staging area by the soccer field to define the southern edge of Stadium Way.
- Demolishing the Concessions Building (128).
- Constructing the South Campus Sports Gateway (700) to define the edges of the South Campus Plaza.
- Demolishing the Simpkins Center Storage (129), Training/Locker Facility (130), Simpkins Stadium Center (125) and Bally Hut (130A) after programming has been relocated to Athletic Performance Center (405) to allow for the realignment of the western half of Stadium Way.

Figure 5-19: Stadium Way Realignment Site Plan



Coordinate with the City of San José to improve perimeter streetscapes.  
(Source: Tree Fund Pottstown, PA)



Provide a highly visible gate at each end of Stadium Way that identifies SJSU South Campus similar to this example of Coveleski Stadium in South Bend, IN.  
(Source: Craig Weiczorkiewicz)

PROJECT DESCRIPTIONS

06



# Chapter 6: Project Descriptions

This chapter provides architectural design guidelines for both renovated and new buildings to be constructed on Main and South Campuses. These guidelines build on campus master planning goals and design principles described in prior chapters. Projects are listed in the order that they appear in the campus building management system. Renovated buildings are numbered and new buildings are lettered.

Figure 6-1 shows the scope of each project outlined in red, including buildings and associated open spaces. Project descriptions follow with guidelines for key site planning, massing, architectural design and phasing considerations. The information provided serves as the beginning of a design brief for each project and may evolve as needs are clarified.

## Renovation Projects

### Main Campus

Project Descriptions are provided for the following buildings to be renovated:

- 020 Washington Square Hall (WSQ)
- 025 Morris Dailey Auditorium (MD)
- 031 Art & Design (ART)
- 036 Sweeney Hall (SH)
- 052 Duncan Hall (DH)
- 053 North Parking Facility (NP)
- 054 South Parking Facility (SP)
- 059 Clark Hall (CL)
- 072 Tower Hall (TH)
- 078 MacQuarrie Hall (MQH)
- 090 Joe West Hall (JW)
- 092 Boccardo Business Classroom Building (BBC)
- 100 Event Center (EC)

### South Campus

Project Descriptions are provided for the following buildings to be renovated:

- 117 Stadium
- 402 Beach Volleyball
- 403 Viewing Platform
- 132 Simpkins Administration Building

## New Construction Projects

### Main Campus

Project Descriptions are provided for the following buildings to be newly built:

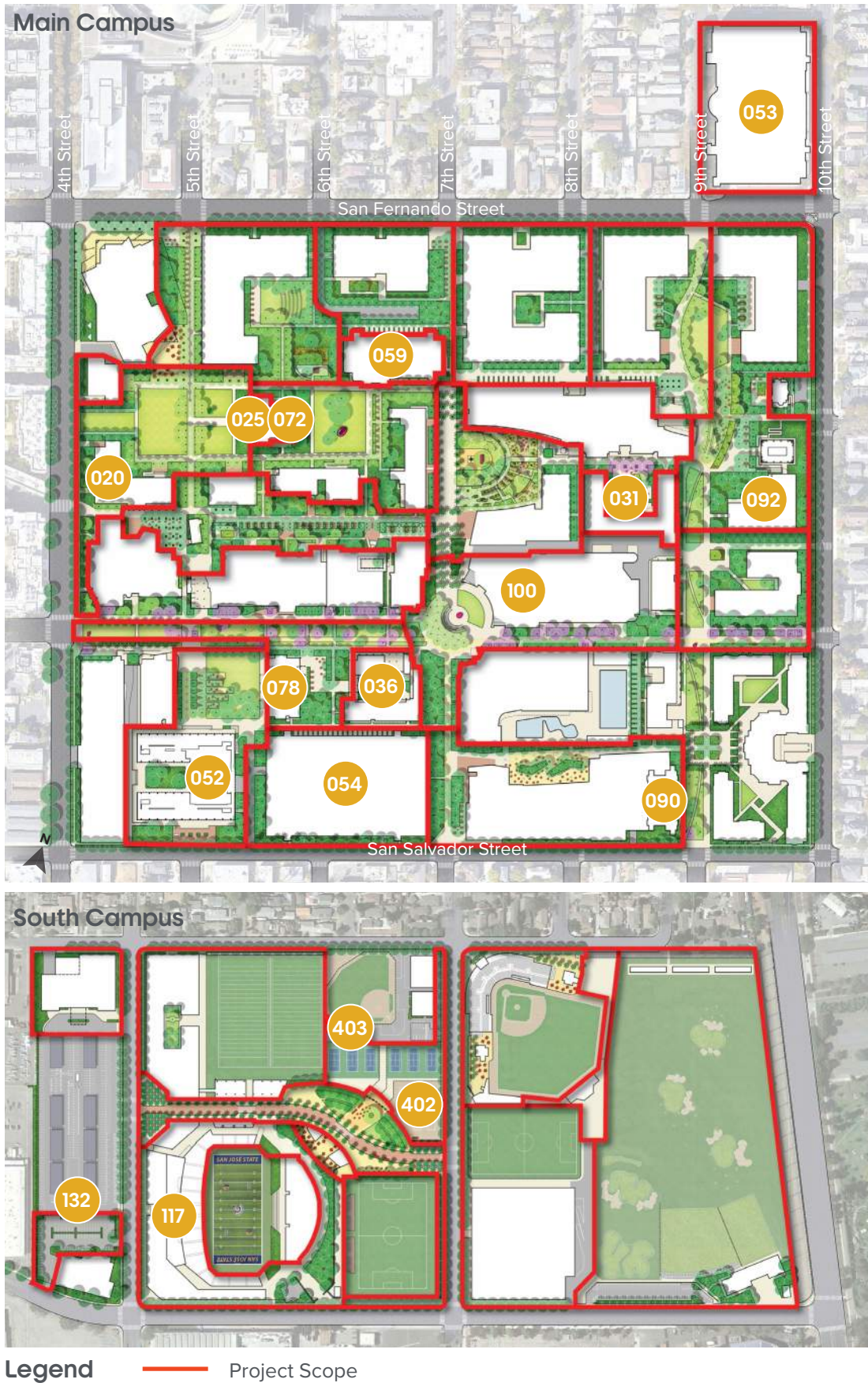
- 002 Engineering A
- 005 Engineering B
- 008 Building C
- 010 Building D
- 013 Building F
- 014 Building G
- 015 Building J
- 300 Building L
- 200 Campus Village 3 (CV3)
- 201 Campus Village 4 (CV4)
- 900 Alquist Redevelopment

### South Campus

Project Descriptions are provided for the following buildings to be newly built:

- 016 Building M
- 017 Facilities Operations
- 018 Legacy Center
- 022 Golf Hitting Bays
- 405 Athletic Performance Center
- 406 Multipurpose Practice Facility
- 407 Baseball Stadium
- 408 Golf Clubhouse
- 700 Stadium Way Gateway

Figure 6-1: Main and South Campus Renovation Projects

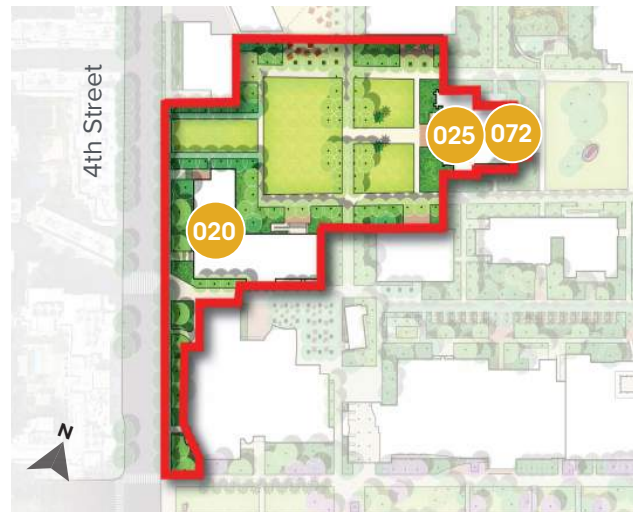


## Renovation Projects

### 020 Washington Square Hall (WSQ)

#### Project Scope

- Science Building Demolition.
- Renovate the facade of WSQ adjoined to the Science Building.
  - Match the existing design character of WSQ.
  - Orient the new building facade and entry on the west side of the building to the extension of Tower Lawn.
- Remove the WSQ loading dock at 4th Street and Paseo de San Antonio.
- Restore the corner of WSQ at Paseo de San Antonio to strengthen the experience of arrival onto campus.
- The entrance to Main Campus on Paseo de San Antonio can be enhanced with public art next to WSQ.



### 025 Tower Hall Renovation (TH)

#### Project Scope

- Renovate and address deferred maintenance of the interior of Tower Hall.
- Renovation is anticipated take place as an independently phased project.

### 072 Morris Dailey Auditorium (MD)

#### Project Scope

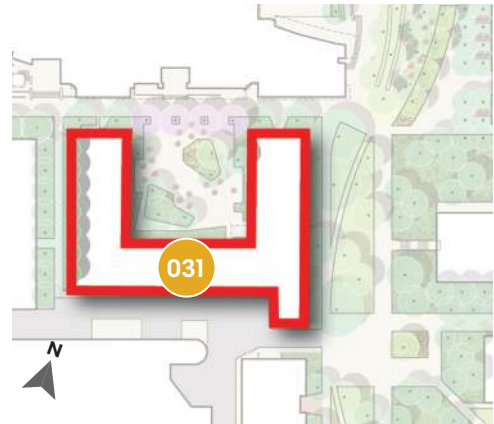
- Renovate and address deferred maintenance of the interior of Morris Dailey Auditorium (MD)
- Renovation is anticipated take place as an independently phased project.

## Renovation Projects

### 031 Art & Design (ART)

#### Project Scope

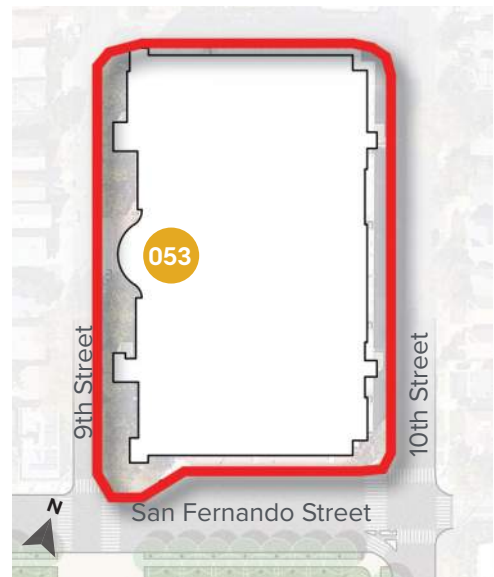
- Renovate to accommodate programming that is relocated from IS.
- Renovate ART to address deferred maintenance.
- Address modern social needs and abilities (i.e., gender neutral restrooms, lactation spaces, etc.)
- Renovation is anticipated take place in the first phase.



### 053 North Parking Facility (NP)

#### Project Scope

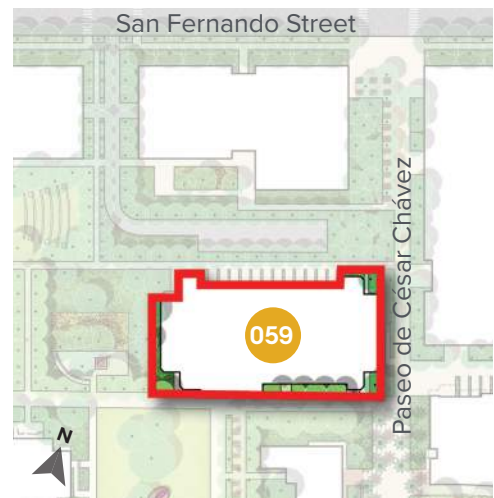
- Remove the Student Service Center (SSC) and relocate centrally on the Main Campus.
- Relocate Facilities Development and Operations (FD&O) offices and functions from Corporation Yards (for Engineering B) to the previous Student Services Center space.
- Relocate University service vehicle parking to the parking garages and surface parking areas.
- Provide new charging stations for electric vehicles.
- Renovate landscaping, signage and wayfinding monuments.
  - Brand the first floor windows to strongly identify location as part of the campus.
- Renovation is anticipated take place in the first phase.



### 059 Clark Hall (CH)

#### Project Scope

- Renovate CH to accommodate programmatic changes associated with the relocation of student services.
- Renew landscaping to make it more attractive.
- Provide new site furnishings for places to rest and study away from Paseo de César Chávez.
- Renew photovoltaic infrastructure to allow for modernization.
- Renovate to open up the balcony on 5th floor for events.
- Renovation is anticipated take place in the first phase.



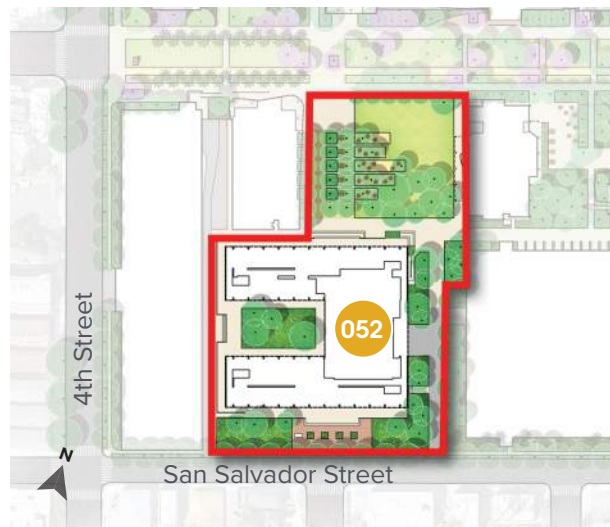


## Renovation Projects

### 052 Duncan Hall (DH)

#### Project Scope:

- Renovate to address spaces where programming has moved to ISB.
- Chemical storage will be consolidated to DH from SCI and WSQ. Renovate the related space to accommodate.
- Renovate and upgrade DH to address deferred maintenance. Upgrade the existing mechanical systems.
- Modernize spaces to align with current and emerging pedagogy and academic programs.
- Address modern social needs and abilities (i.e., gender neutral restrooms, lactation spaces, etc.)
- Enhance the connection and experience of entering from San Salvador Street, connecting through Duncan Hall to the Southwest Plaza to reinforce the axis through Main Campus that is aligned with 5th Street.
- Partially infill the level 1 space (currently the Nuclear Science Suite)
- Renovate the inner courtyard
  - Renovate the breezeway to be repurposed as a
  - Redesign the landscaped inner courtyard between the two wings of DH.
  - Create a more student-centered space. Design the inner courtyard to be a reflective space for study.
  - Add a sculpture to the courtyard or use the walls of the courtyard for public art in the form of murals.
- Renovate and redesign the landscaping of the Southwest Plaza between ISB and MQH. (See Chapter 5 for more detail.)
- Renovation is anticipated take place over 4 phases.

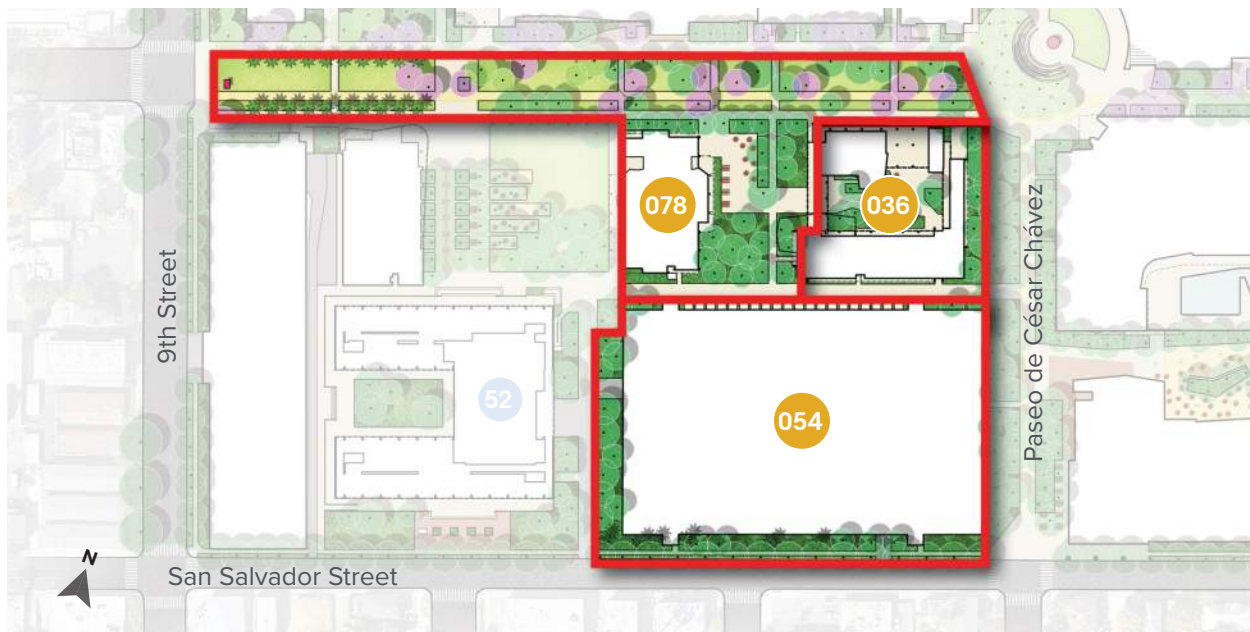


## Renovation Projects

### 054 South Parking Facility (SP)

#### Project Scope

- Remove and relocate the vehicular entrances to SP off the extension of 7th Street to pedestrianize and extend Paseo de César Chávez to 7th Street.
  - Relocate vehicular entrances to San Salvador Street.
- Renovate internal circulation of SP to accommodate revised access.
- Keep the existing ramp on the west side of the building as a vehicular exit.
- Improve the treatment of the exterior south facade of SP along San Salvador Street to decrease the visual impact of the long facade and to make it more attractive.
- Renovate the exterior east facade of SP to be a welcoming experience onto Main Campus that complements CV3.
  - Add public art or facade treatment to the stair tower.
  - Add public art, vertical landscaping or other enhancement to the facade of SP facing CV3.
- Enhance the treatment of the wall that faces MQH and SH with an attractive screen or integrated public art to make it a more relaxing visual contribution to the plaza.
- Improve and enhance the experience of using the parking garage for pedestrians.
  - Add an elevator.
  - Design commonly used entrances at the ground floor to include human-scaled and texture-rich materials.
  - Re-evaluate and replace the wayfinding signage, public art and landmark features to help reinforce a sense of direction
- Enhance the landscaping at the base of SP and along pathways to be more usable and to soften and screen the appearance of the parking garage.
- Improve lighting to the exterior along San Salvador Street to make the parking garage more safe and attractive.
- Increase the amount of parking for micromobility. Integrate bicycle parking along the pathway between SP and SH in a way that makes it visible and attractive to use.



## Renovation Projects

### 036 Sweeney Hall (SH)

#### Project Scope

- Renovate SH to address deferred maintenance.
- Modernize spaces to align with current and emerging pedagogy and academic programs.
- Address modern social needs and abilities (i.e., gender neutral restrooms, lactation spaces, etc.)
- Use the blank vertical walls of SH that face Paseo de César Chávez for murals expressing the culture and diversity of the campus community.



### 078 MacQuarrie Hall (MQH)

#### Project Scope

- Renovate MQH to address deferred maintenance.
- Modernize spaces to align with current and emerging pedagogy and academic programs.
- Address modern social needs and abilities (i.e., gender neutral restrooms, lactation spaces, etc.)
- Renovate and redesign the landscaping of MQH Plaza. (See Chapter 5 for more detail.)
- The project scope includes Paseo de San Carlos Improvements. (See Chapter 5 for more detail.)



## Renovation Projects

### 090 Joe West Hall (JW)

#### Project Scope

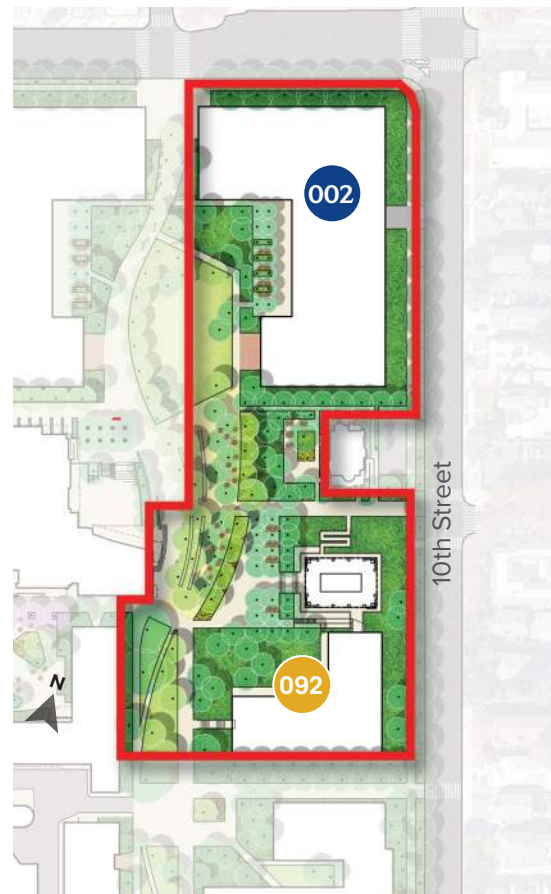
- Renovate JW to address deferred maintenance and modernize building systems.
- Upgrade the living environment to address modern social needs and abilities.
- Upgrade on-site amenities.
- Redesign the landscaping facing San Salvador Street to be level, attractive and usable.
- Renovate landscaping at the edge of Ninth Street Paseo to be more attractive and to integrate enhanced safety features.
- Renovation is anticipated take place in the first phase.



### 092 Boccardo Business Classroom Building (BBC)

#### Project Scope

- Renovate the BBC plaza to raise the sunken plaza to the same grade as the rest of the Northeast Plaza.
- Resolve the grade changes around the BBC in a unified way including the frontage on 10th Street
- Redesign the frontage on 10th Street to be more usable and attractive.
- Renovate the first two floors of the Boccardo Business Classroom Building to address the change in grade. The redesign of the first floor should make sure the entrances and circulation is still intuitive and that there is still some access to daylight on lower levels.
- Renovate BBC to address deferred maintenance.
- Modernize spaces to align with current and emerging pedagogy and academic programs.
- Address modern social needs and abilities (i.e., gender neutral restrooms, lactation spaces, etc.)
- Renovation is anticipated to take place in association with Engineering A.

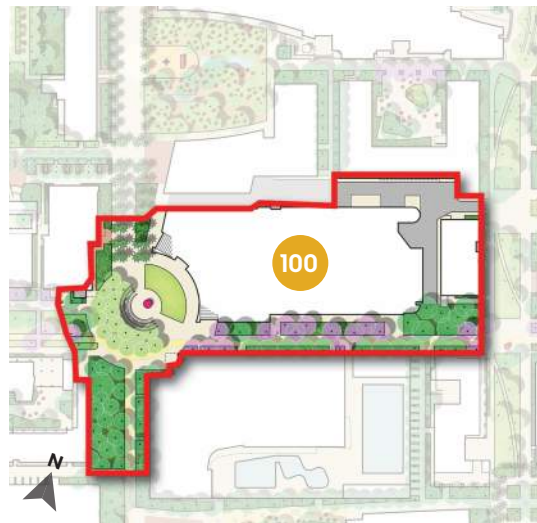


## Renovation Projects

### 100 Event Center (EC)

#### Project Scope

- Renovate the western edge of the EC to remove the existing frontage and replace it with a new frontage that defines the edge of San Carlos Plaza with a curved wall.
  - The curved wall will define the front of the EC and draws from design precedence with the Student Union and City Hall.
  - The curved exterior wall is an opportunity for public art in the form of a mural.
- Renovate the southern edge of the event center along Paseo de San Carlos (across from SRAC) to provide a more attractive and activated edge.
  - Redesign the south facade along the ground level to include more transparency along the length of the building and entries directly on to Paseo de San Carlos.
  - Redesign the space under the existing stepped facade (where the interior seating currently defines the building form) to be more usable.
- Renovate EC to address deferred maintenance.
- Renovate the arena and the support spaces associated with its program.
- Address modern social needs and abilities (i.e., gender neutral restrooms, lactation spaces, etc.)
- Renovation is anticipated take place in the first phase.



## Renovation Projects

117

### Stadium

#### Project Scope

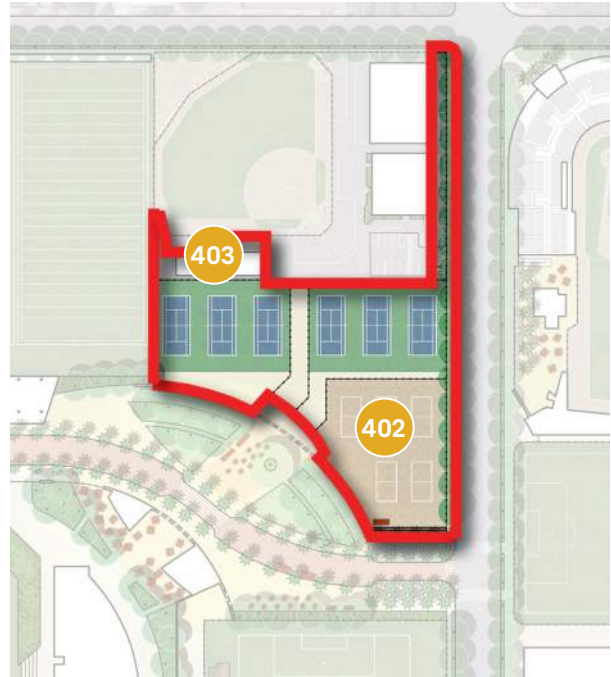
- Renovate the Stadium to improve seating, access and services on the northern, western and southern sides.
  - Design the stadium to accommodate up to 30,000 seats. Provide a new seating structures along the west and south sides of the stadium.
  - Renovate the northwest corner of the stadium to include a ticketing entrance to the stadium at Stadium Way.
  - Design the western facade facing 7th Street to define the street edge. Include more space along the sidewalk for landscaping.
  - Enhance the corner of the stadium at 7th Street and Alma to be an architectural statement with integrated signage.
  - Design the southern facade facing Alma to include more landscaping and attractive features.
  - Replace restrooms and address modern social needs and abilities (i.e., gender neutral restrooms.)
  - Replace concessions and amenities.
  - Redesign the northern part of the stadium to create a patio under the scoreboard.
    - Provide a direct, intuitive and visible pathway between the east and west sides of the stadium across the scoreboard patio.
    - Design the pathway and patio to accommodate grade changes along the northern edge of the stadium
    - Create usable spaces below the patio for media equipment and IT infrastructure.
    - Use associated retaining walls on Stadium Way for public art or branding.
- 
- 
- Regrade the southern side of the stadium to address level changes and accessibility.
  - Consolidate access for loading, service, media and emergency access vehicles to a minimally visible location on the southeast corner of the stadium. Design the access path on the east side of the stadium to be secured.
  - Add a VIP Parking lot in the southeast corner of the stadium off Alma Street.
  - Renovation is anticipated to take place as an independently phased project.

## Renovation Projects

### 402 Beach Volleyball

#### Project Scope

- Relocate the Beach Volleyball Courts north of Stadium Way.
- Provide landscaping along the edges of the courts along 10th Street and Stadium Way.
- Renovation is anticipated to take place in association with the Stadium Way Gateway (700), which includes a curved wall that defines the edge of the courts and a pathway off of which the main entrance is located.



### 403 Viewing Platform

#### Project Scope

- Construct a viewing stand along the northern edge of the tennis courts.
- Design the viewing stand to serve both Tennis and Softball.
- Renovation is anticipated to take place as an independently phased project.

### 132 Simpkins Administration Building

#### Project Scope

- Reconfigure the parking lot for the SJSU fleet, including shuttles, service trucks and vans. Fleet will continue to use the South Campus Parking Lot.
- Consolidate parking into a secured area.
- Renovation occurs in the parking lot only.
- Renovation is anticipated to take place as an independently phased project.

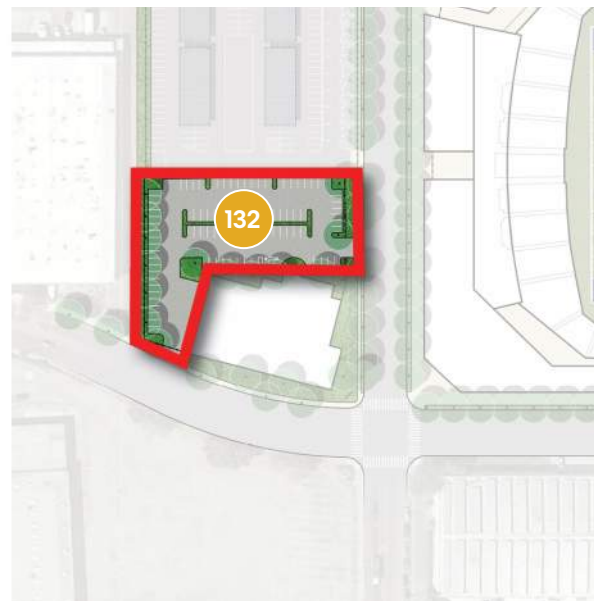
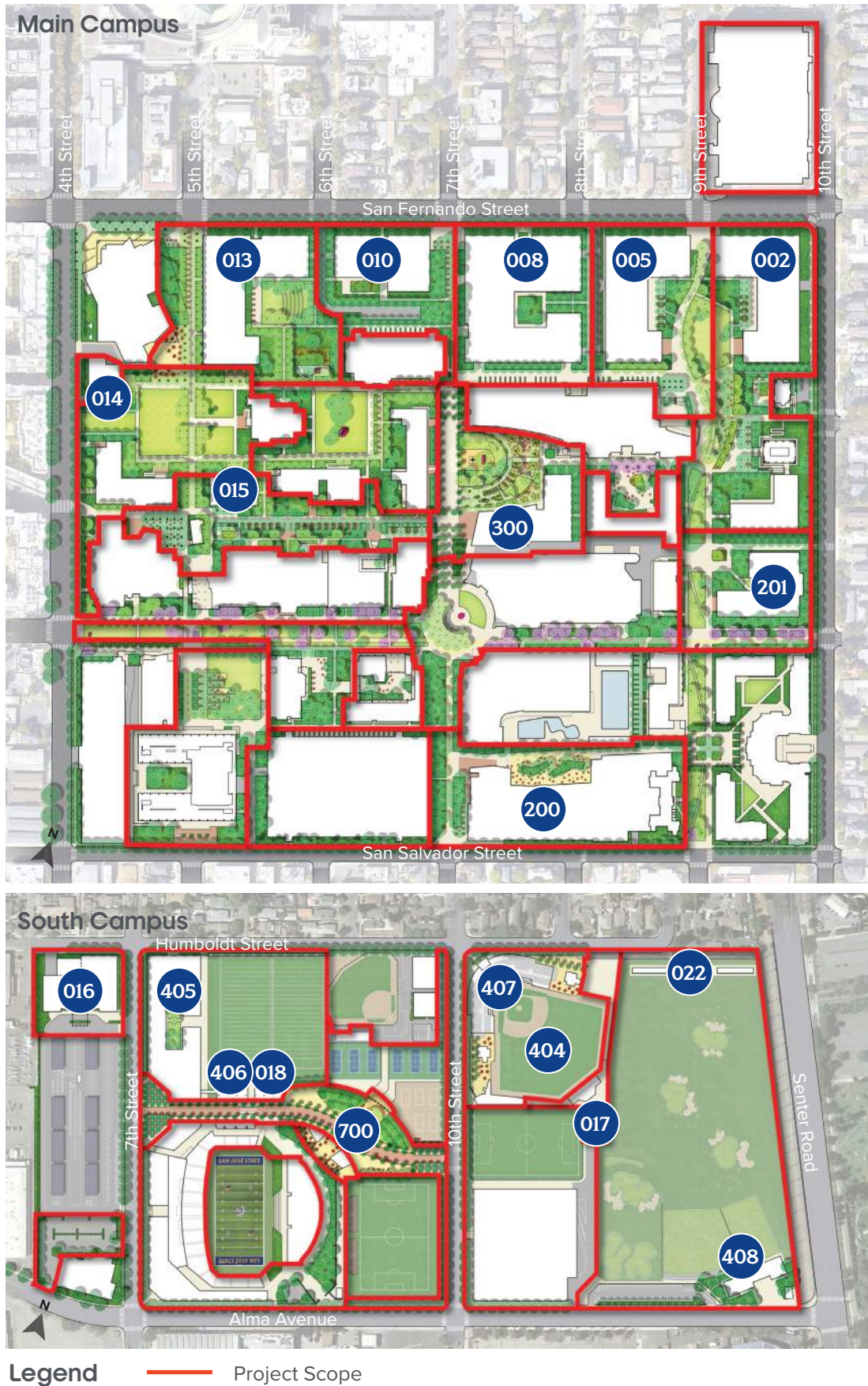


Figure 6-2: Main and South Campus New Construction Projects





## New Construction Projects

### 002 Engineering A

#### Project Scope

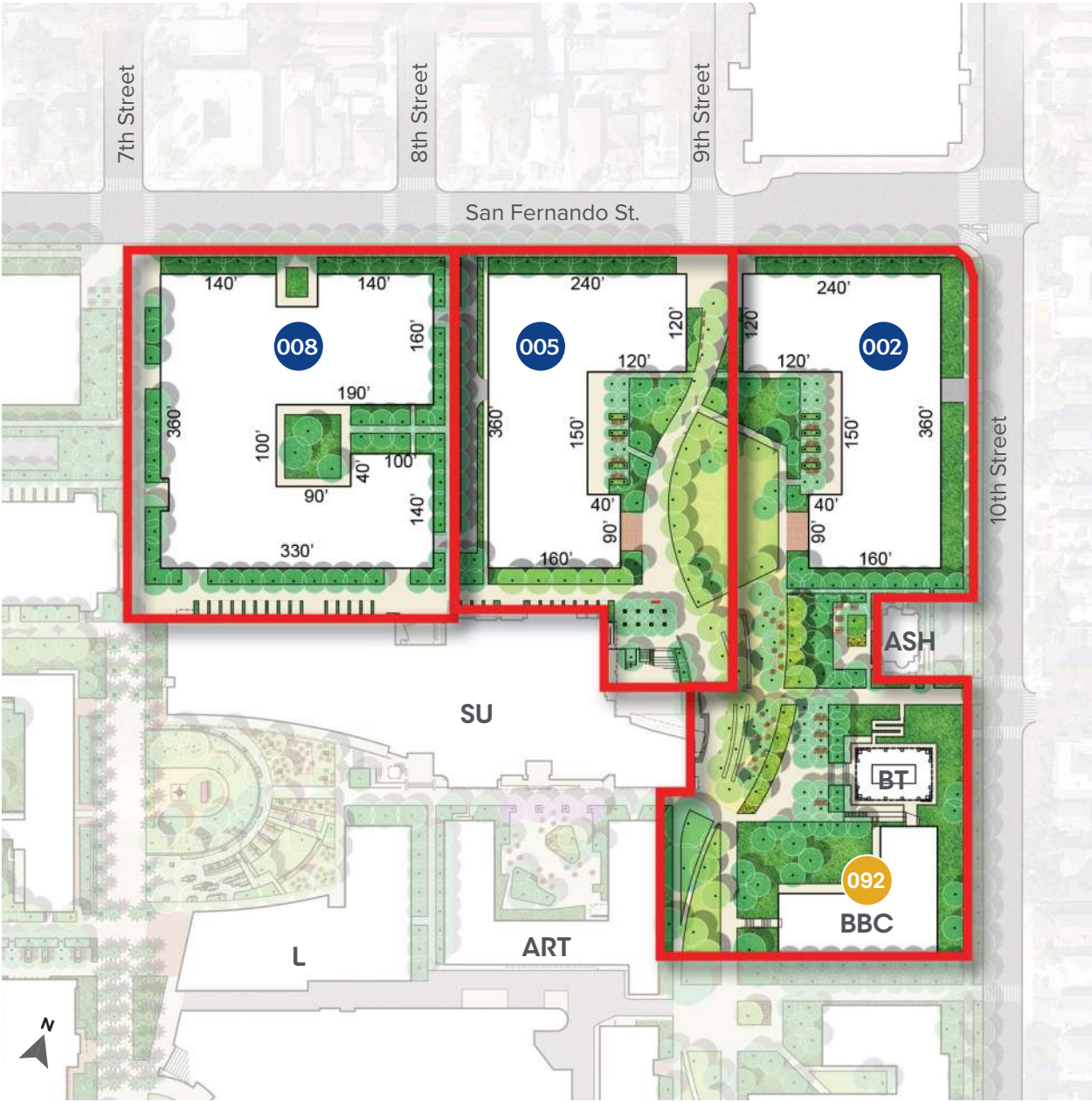
- Move operations from the Corporation Yard A (CYA) and Corporation Yard B (CYB)
- Relocate the ATMs and demolish the ATM Building.
- Demolish Modular Buildings.
- Incorporate Central Plant (located below grade.)
- Improve the Northeast Plaza (eastern half)
- Add the Associated Student House Garden.
- Raise the grade of the plaza next to the Boccardo Business Classroom Building and integrate into the design of the Northeast Plaza.
- Design the corner of Engineering at 10th Street and San Fernando Street to be memorable as a landmark. It should have a corner presence that provides the other bookend to the experience of the Main Campus perimeter along San Fernando Street from Dr. Martin Luther King Jr. Library.
- Design Engineering A to frame a new gateway to campus with a design that is complementary to Engineering B.
- Design the western facade of Engineering A to orient to the Northeast Plaza.
- Design Engineering A to include engineering laboratories and classrooms that align with current and emerging pedagogy and academic programs.
- Design Engineering A to provide a range of support spaces that address modern social needs and abilities.



#### Massing: Engineering A

- Total height: 8 stories, 120 feet tall.
- 15 feet floor-to-floor heights.
- Base levels: 4 stories.
- Base Level floorplates: Approximately 60,000 GSF, 120 feet maximum depth, 360 feet maximum length.
- Upper levels: 6 stories, oriented to San Fernando Street.
- Upper Level floor plates: Approximately 25,000 GSF, 120 feet maximum depth, 250 feet maximum length.
- The massing of Building A steps down in height to transition to the adjacent residential neighborhood to the east of 10th Street.

# New Construction Projects

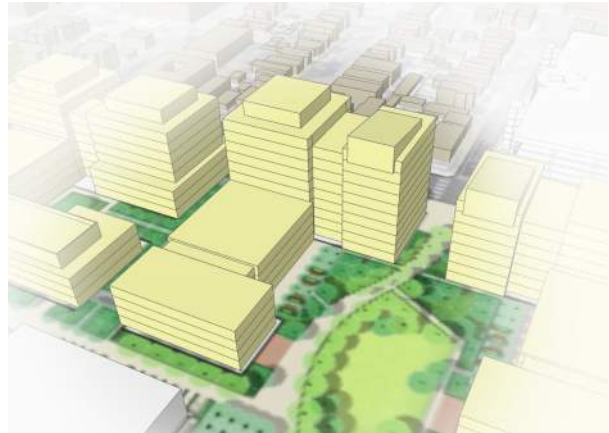


## New Construction Projects

### 005 Engineering B

#### Project Scope

- Demolish Industrial Studies (IS)
- Improve the Northeast Plaza (western half)
- Integrate the design of Engineering B with the pathway adjacent to the Student Union.
- Design the pathway to feel more welcoming, inviting and comfortable.
- Design the facade of Engineering B to establish a new San Fernando frontage.
- Design Engineering B to frame a new gateway to campus.
- Retain the loading access to the Student Union.
- Design Engineering B to include engineering laboratories and classrooms that align with current and emerging pedagogy and academic programs.
- Design Engineering B to provide a range of support spaces that address modern social needs and abilities.
- This project is anticipated to take place in the first phase.



#### Massing: Engineering B

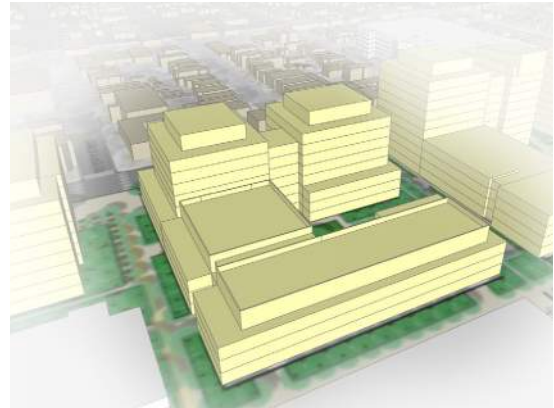
- Total height: 10 stories, 150 feet tall.
- 15 feet floor-to-floor heights.
- Base levels: 4 stories.
- Base Level Floorplates: Approximately 60,000 GSF.
- Upper levels: 8 stories, oriented to San Fernando Street.
- Upper Level Floorplates: Approximately 25,000 GSF.
- Upper levels: appears as two or more masses.

## New Construction Projects

### 008 Building C

#### Project Scope

- Renovate Engineering (ENG) building to support temporary interim space for other campus redevelopment projects.
- Demolish ENG once interim space is no longer needed. This may occur after Engineering A and B are built and potentially at a later time if interim space is needed for other projects.
- Extend Paseo de César Chávez to San Fernando Street as part of the renovation of ENG.
- Integrate San Fernando Frontage improvements with the design of Building C with a design that is complementary to Building D.
- Design Building C to frame the redesigned gateway to campus on Paseo de César Chávez.
- Preserve the passageway between Building B and C for loading access.
- Integrate the design of Building C with the pathway adjacent to the Student Union.
  - Design the pathway to feel more welcoming, inviting and comfortable.
  - Locate bike racks integrated into the landscaping next to the Student Union.
- Design Building C to include laboratories and classrooms that align with current and emerging pedagogy and academic programs.
- Design Building C to provide a range of support spaces that address modern social needs and abilities.



#### Massing: Building C

Building C has a larger footprint that can support a multitude of specialized academic needs.

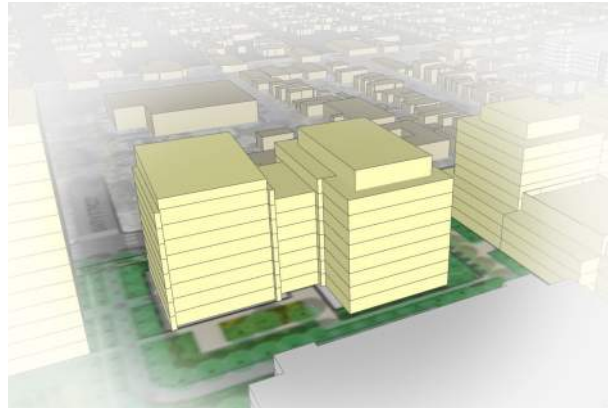
- Total height: 8 stories, 120 feet tall.
- 15 feet floor-to-floor heights.
- Base levels: 3 stories, along paseos.
- Base Level Floorplates: Approximately 100,000 GSF.
- Mid-Level: 1 story, along paseos, stepped back to reduce the appearance of mass.
- Mid Level floorplate: Approximately 80,000 GSF.
- Upper levels: 4 stories, oriented to San Fernando Street.
- Upper Level Floorplates: Approximately 40,000 GSF.
- Upper levels: appears as two or more masses.

## New Construction Projects

### 010 Building D

#### Project Scope

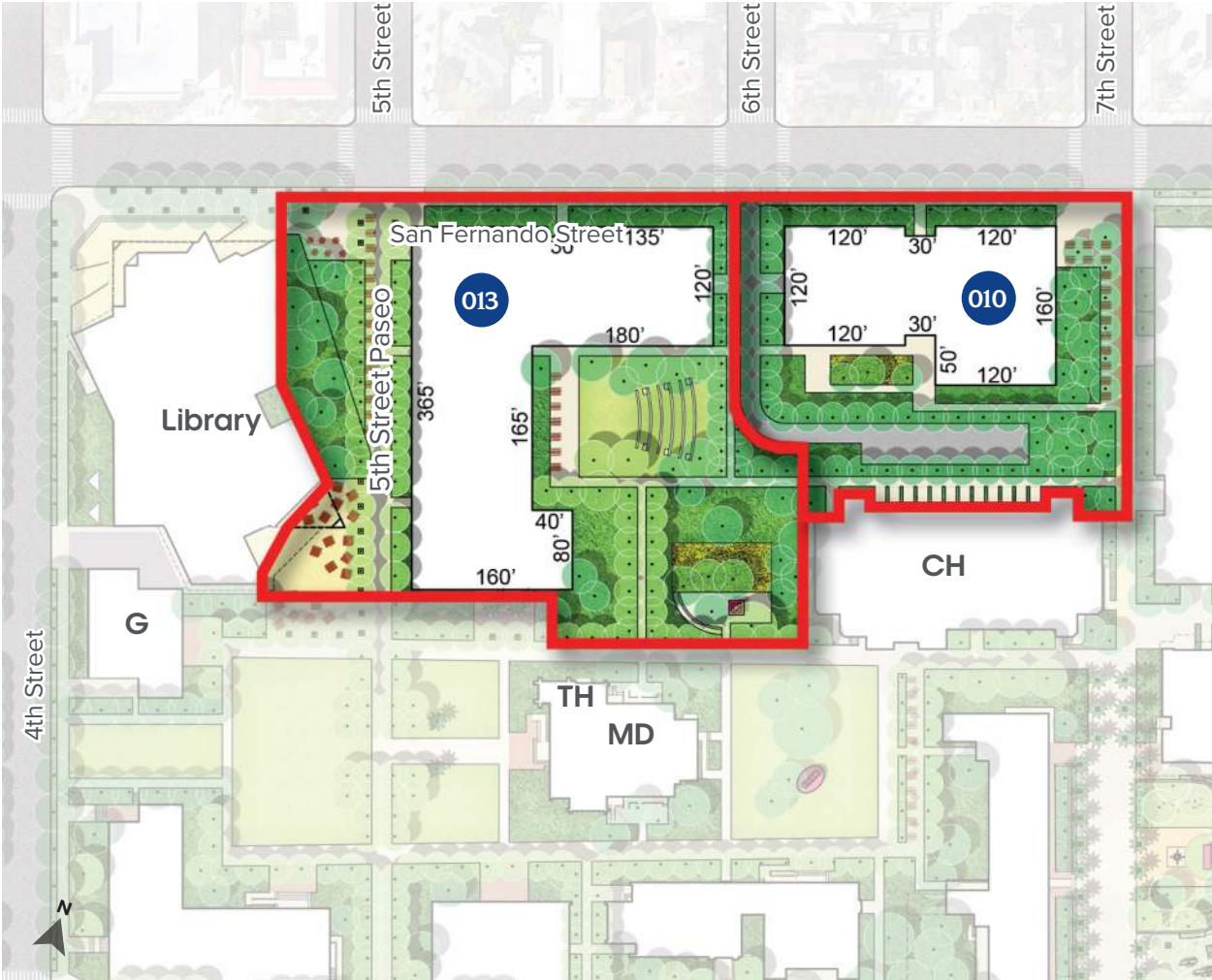
- Demolish Administration (ADM)
- Integrate San Fernando Frontage Improvements with the design of Building D.
- Redesign vehicular access and circulation next to Clark Hall.
- Design Building D to frame the redesigned gateway to campus on Paseo de César Chávez.
  - Locate bike racks integrated into the landscaping next to the Clark Hall.
- Design Building D to include laboratories and classrooms that align with current and emerging pedagogy and academic programs.
- Design Building D to provide a range of support spaces that address modern social needs and abilities.



#### Massing: Building D

- Total height: 8 stories, 120 feet tall.
- 15 feet floor-to-floor heights.
- Floorplates: Approximately 40,000 GSF.
- Upper levels should appear as two or more masses.

# New Construction Projects

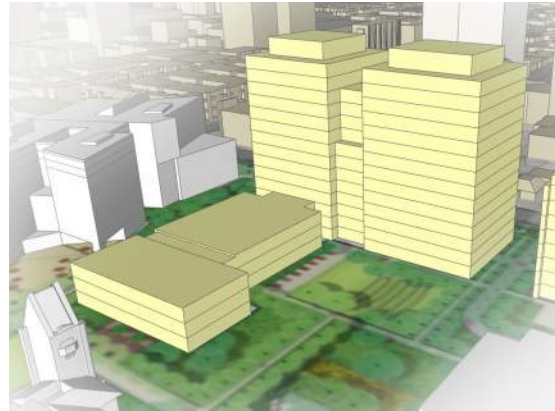


## New Construction Projects

### 013 Building F

#### Project Scope

- Demolish Hugh Gillis Hall (HGH)
- Demolish Dudley Moorehead Hall (DMH)
- Demolish the Instructional Resource Center (IRC)
- Demolish the Computer Center (CC) after all the services have been relocated.
- Design Building F to include laboratories, classrooms and performance spaces that align with current and emerging pedagogy and academic programs.
- Integrate San Fernando Frontage improvements into the design of Building F.
- Increase the width of the passage next to the Dr. Martin Luther King Jr. Library and Building F.
- Frame the library with the architectural expression of Building F. The design should may contrast with or look like an extension of the library.
- Design the taller portions of Building F to be visible in the San José skyline.
- Design the lower floors and especially the ground floor to create an attractive and activated experience.
  - The passage next to the library should be designed to include a visual connection to the active uses programmed for the ground level.
- Design the shorter southern facade of Building F adjacent to Tower lawn to be deferential to Tower Hall and Tower Lawn.
  - Design the facade to be a complementary contrast with the other buildings around Tower lawn.
  - Design the facade to highlight Tower Hall as the focal point.
- Expand the Rose Garden Plaza to include a place for performances. Integrate the stage for the performance into the base of Building F.
- Design Building F to provide a range of support spaces that address modern social needs and abilities.



#### Massing: Building F

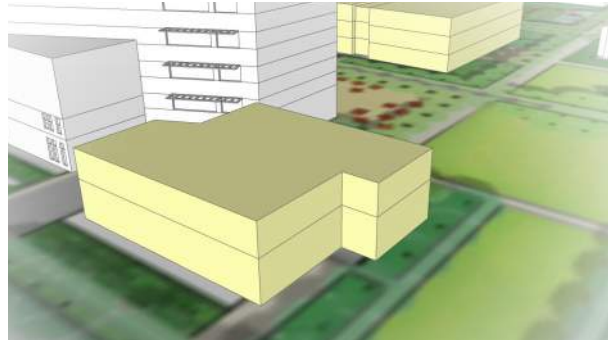
- Total height: 14 stories, 210 feet tall.
- 15 feet floor-to-floor.
- Base levels: 3 stories, oriented to paseos and public spaces.
- Base Level Floorplates: Approximately 65,000 GSF.
- Tower levels: 9 stories, oriented to San Fernando Street.
- Tower Level Floorplates: Approximately 35,000 GSF.
- Top Levels: 2 stories.
- Top Level Floorplates: Approximately 15,000 GSF.
- Upper levels should appear as two or more masses.

## New Construction Projects

### 014 Building G

#### Project Scope

- Demolish Science (SCI)
- Design Building G to define a symbolic main entrance to the University. Design Building G to restore the frame of Tower Lawn opposite to Washington Square Hall (WSQ)
- Design Building G to be deferential to Tower Hall and Tower Lawn. The architecture of Building G serves as a frame, not the focus.
- The design of Building G and may contrast with the library.
- The design of Building G should screen the library's service area and create a new frontage.
- The treatment of the exterior should be related to WSQ as a complementary book end to the window on Tower Lawn, but not copy its architecture.
- Building G should be sited to strengthen the street wall on 4th Street established by the library, WSQ and YUH.
- Design Building G with classrooms, meeting spaces, co-working spaces and exhibit spaces. The design intent of Building G is to showcase the work of the University.



#### Massing: Building G

- Total height: 3 stories, 45 feet tall.
- 15 feet floor-to-floor heights.
- Floorplates: 110 feet maximum length, approximately 10,000 GSF.

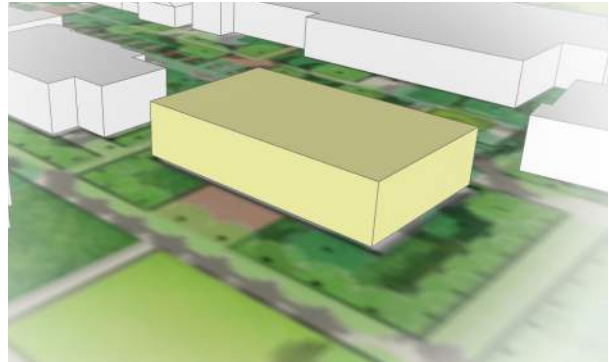


## New Construction Projects

### 015 Building J

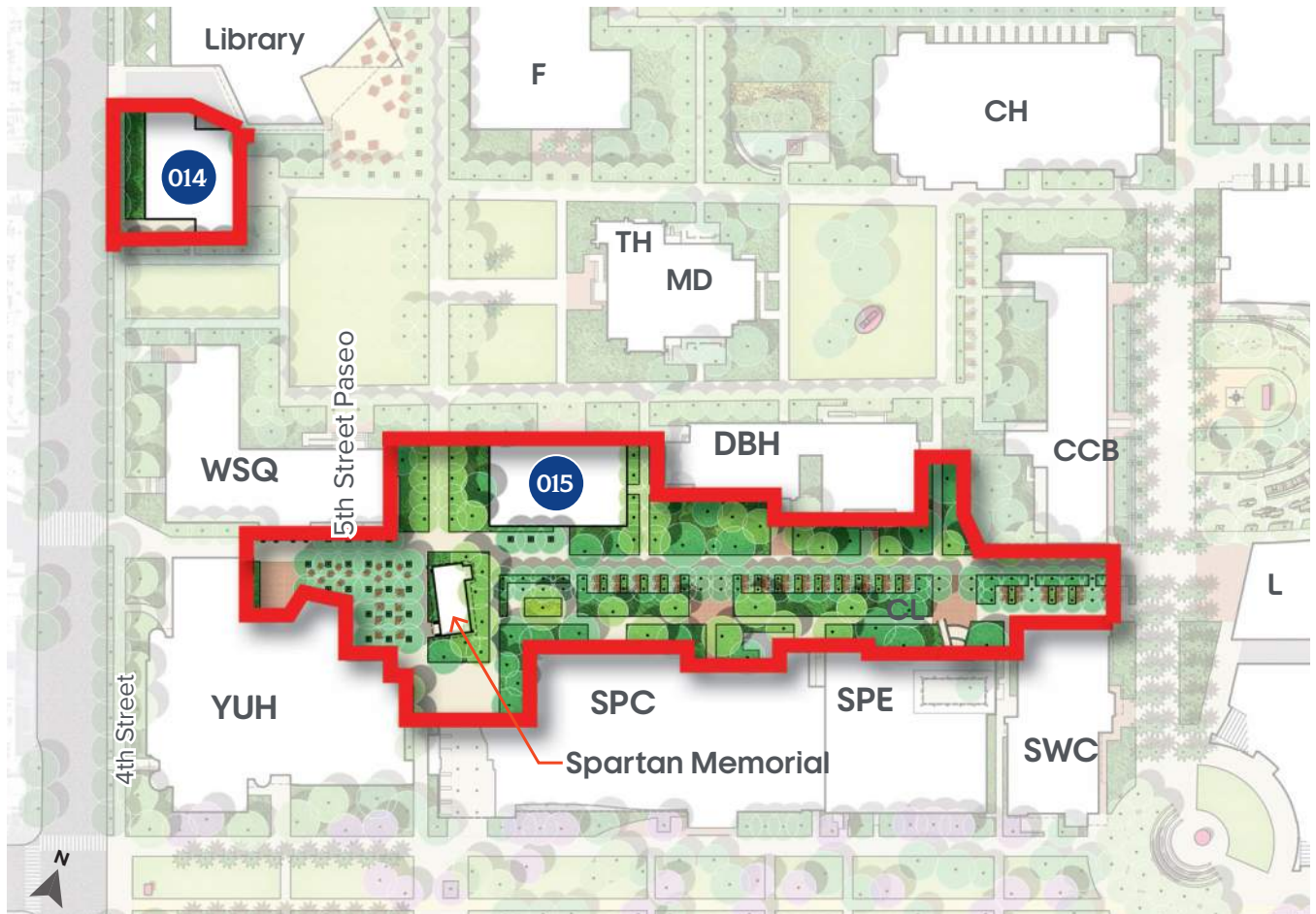
#### Project Scope

- Design Building J as a multi-cultural center and student-centered space with student services, study spaces and social spaces. The space can be used to celebrate a diversity of cultures and support unique student learning and life experiences.
- Design the facades of Building J to be special and iconic along Paseo de San Antonio.
- Design the facades of Building J to be elegantly simple and deferential when viewed next to Tower Hall and the Spartan Memorial.
- The project scope includes Paseo de San Antonio Improvements.



#### Massing: Building J

- Total height: 3 stories, 45 feet tall.
- Floorplates: Approximately 10,000 GSF, 110 feet maximum length.
- 15 feet floor-to-floor heights.

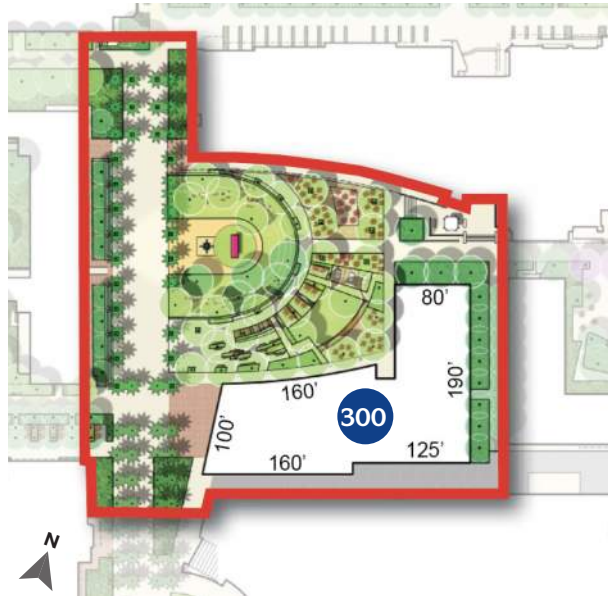
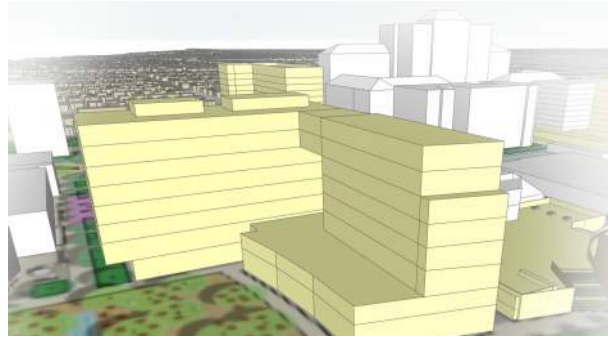


## New Construction Projects

### 300 Building L

#### Project Scope

- Demolish Music Building (MUS)
- Integrate the Design of Building L with San Antonio Plaza Expansion.
- Design Building L to be a new central icon with visual prominence along Paseo de César Chávez.
- As an icon, the design of Building L is allowed to be different and stand out as the focal point.
- Building L should be located on axis with Paseo de San Antonio.
- The design of Building L should have a close relationship with the clean modernism of the Student Union and help to complete the framing of the Central Plaza.
- Building L should be designed to age gracefully so that it can serve as a timeless center for the University.
- Design the ground level of Building L to bring life to campus and blend indoor and outdoor spaces with an occupiable edge.
- Design Building L to extend the event capacity of the Event Center for large events.
- Design Building L as a mixed-use building with student services.



#### Massing: Building L

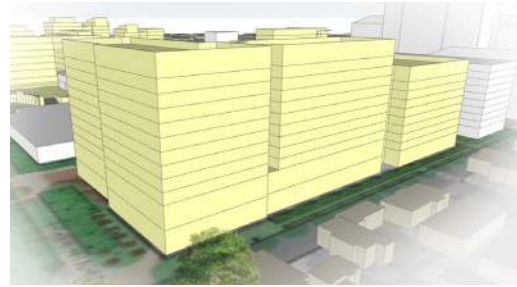
- Total Height: 8 stories, 130 feet.
- Base Levels: 2 stories.
- Base Levels: 20 feet floor-to-floor.
- Base Level Floorplates: Approximately 33,000 GSF.
- Upper Levels: 8 stories.
- Upper Levels: 15 feet floor-to-floor heights.
- Upper Level Floorplates: Approximately 26,000 GSF.

## New Construction Projects

### 200 Campus Village 3 (CV3)

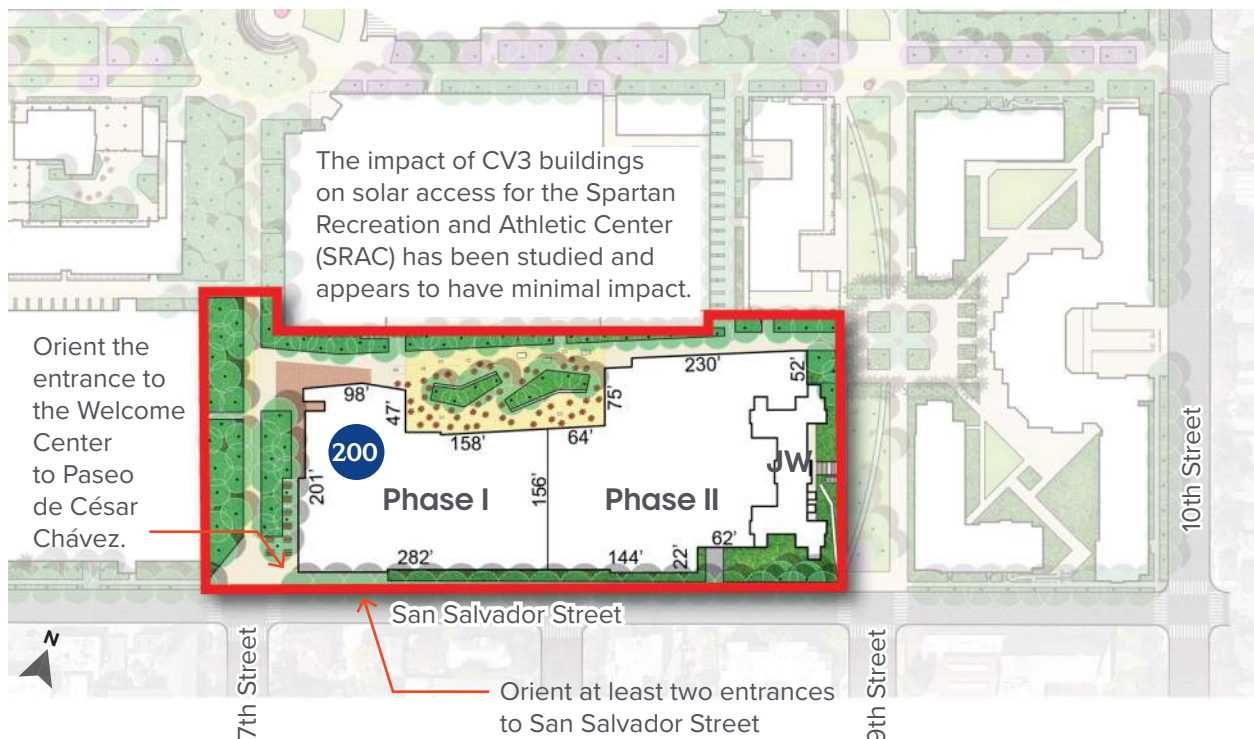
#### Project Scope

- Phase I: Demolish Washburn Hall (WSH) and construct 1000 beds of on-campus housing and a 900-seat, modernized Food Hall and student services.
  - Orient the entrance to the Welcome Center towards San Salvador Street and design it to be inviting.
  - Extend Paseo de César Chávez to San Salvador Street as part of the CV3 project.
- Phase II: Demolish Dining Commons (DC) and provide 584 beds of on-campus housing.
- Design the frontage along San Salvador Street to contribute to the streetscape with landscaping, and a visually attractive exterior treatment along lower floors.
- Design CV3 to attenuate massing with windows, vertical articulation, cantilevers and roof definition.
- Design the ground level with transparency and attention to human scale at touch points.
- Integrate new student residential zone outdoor spaces for dining next to the Food Hall and recreation spaces on top of podium.



#### Massing: CV3

- Total height: 12 stories, 130 feet tall.
- Base Level: 1 story.
- Base Level: 20 feet floor-to-floor height.
- Base Level Floorplate: Approximately 100,000 GSF.
- Upper Levels: 11 stories.
- Upper Levels: 10 feet floor-to-floor height.
- Upper levels to be divided into two or three separate masses.
- Upper Level Floorplates: Approximately 50,000 GSF, 70 feet maximum depth.



## New Construction Projects

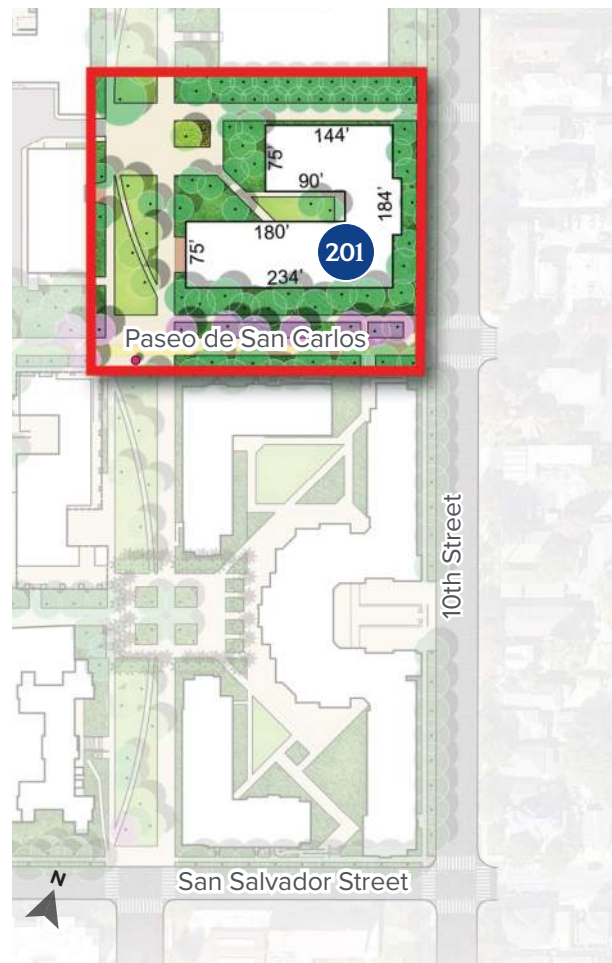
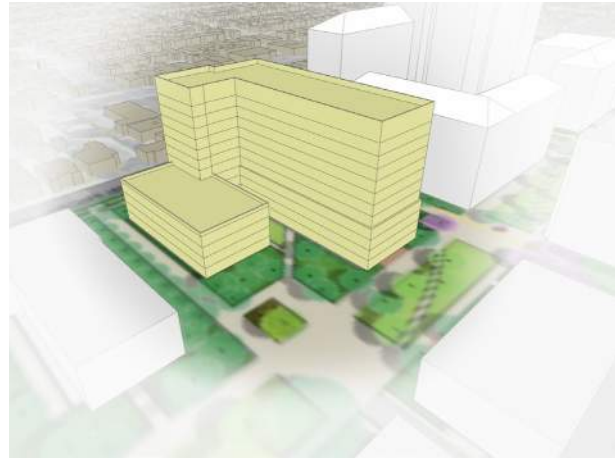
### 201 Campus Village 4 (CV4)

#### Project Scope

- Demolish Central Plan when it has been replaced by a new facility.
- Construct 786 beds of on-campus housing. Renovate edges along the Ninth Street Paseo.
- The design of CV4 should bridge Paseo de San Carlos and be designed to feel like it is part of the Campus Village neighborhood.
- The design of CV4 may have an architectural expression that contrasts with the design of the existing Campus Village buildings (CVA, CVB, CVC and CV2)
- Design the ground level with transparency and attention to human scale at touch points.
- Design CV4 to appear light in detailing and choices of materials to attenuate its tall massing.
- Advocate for a bus stop near CV4 on 10th Street. This location is ideal for on-campus residents who do not have cars.

#### Massing: CV4

- Total height: 12 stories, 130 feet tall.
- Base Levels: 4 stories.
- Base Level: 20 feet tall, 10 feet floor-to-floor height thereafter.
- Base Level Floorplates: Approximately 25,000 GSF.
- Upper Levels: 8 stories.
- Upper Levels: 10 feet floor-to-floor height.
- Upper Level Floorplates: Approximately 20,000 GSF, 55 feet maximum depth, 230 feet maximum length.



## New Construction Projects

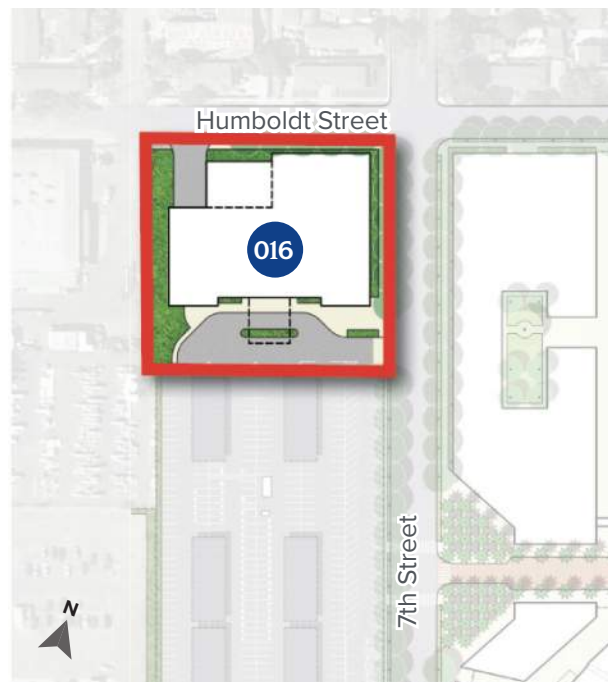
### 016 Building M

#### Project Scope

- Construct Building M with classrooms, laboratory space and meeting rooms at the end of the parking lot at 7th and Humboldt.
- Design Building M to define the corner on 7th Street at Humboldt and gateway to South Campus across the Athletic Performance Center (405).
- Define the streetscape of 7th Street with landscaping at the edge of the street and buildings sited define the street edge.
- Locate the main entrance to building M off the parking lot with a drop off area.
- The parking for Building M will be shared on the South Campus parking lot.
- Locate loading for Building M on Humboldt Street.

#### Massing: Building M

- Total Height: 5 stories, 75 feet tall.
- 15 feet floor-to-floor heights.
- Floorplates: Approximately 40,000 GSF.

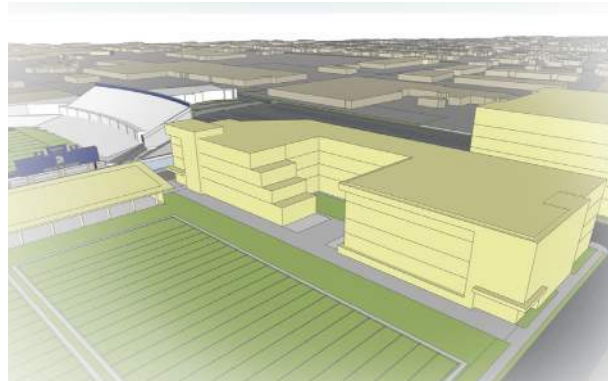


## New Construction Projects

### 405 Athletic Performance Center

#### Project Scope

- Demolish the Koret Center and temporarily move programming to the Spartan Athletic Center.
- Demolish the Simpkins Center Storage.
- Demolish existing Operations building after Facilities Operations (017) has been constructed.
- Adjust the Practice Field (118) to fit between Humboldt Street and re-aligned Stadium Way.
- Construct a new Athletic Performance Center (405) for athletic performance and athletic conditioning space, offices, meeting rooms, athletics storage and locker rooms.
- Design the Athletic Performance Center facility to support health and well-being and foster a connection between the athletics program of different sports.
- Provide a direct connection between the Athletic Performance Center facility and the Practice Field (118).
- Design the edges of the Athletic Performance Center that face public streets to form a gateway to South Campus.
- Provide a designed streetscape on 7th Street with landscaping at the edge of the street and buildings sited next to the street edge. Replace chain link fencing with built edges where possible.
- Locate the entrance to the Athletic Performance Center at Stadium Way and 7th Street.
- Integrate the design the entrance on Stadium Way with the design of the Stadium corner to invite visitors onto the South Campus.



#### Massing: Athletic Performance Center

- Total Height: 2 stories, 35 feet tall, 20 feet ground floor height, 15 feet second floor height.

### 406 Multipurpose Practice Facility

### 018 Legacy Center

- The Multipurpose Practice Facility (406) and Legacy Center (018) should have matching architectural treatment to the Athletic Performance Center (405).
- The Legacy Center (018) should be prominently located at the heart of South Campus next to the South Campus Plaza and Stadium Way.
- Design the Legacy Center (018) to include display areas on the outside of the building, as well as within.
- The Legacy Center (018) should include a community event space.
- The Multipurpose Practice Facility (406) and Legacy Center (018) include fencing and gates along Stadium Way that can be opened as needed for access to the Practice Field (118).

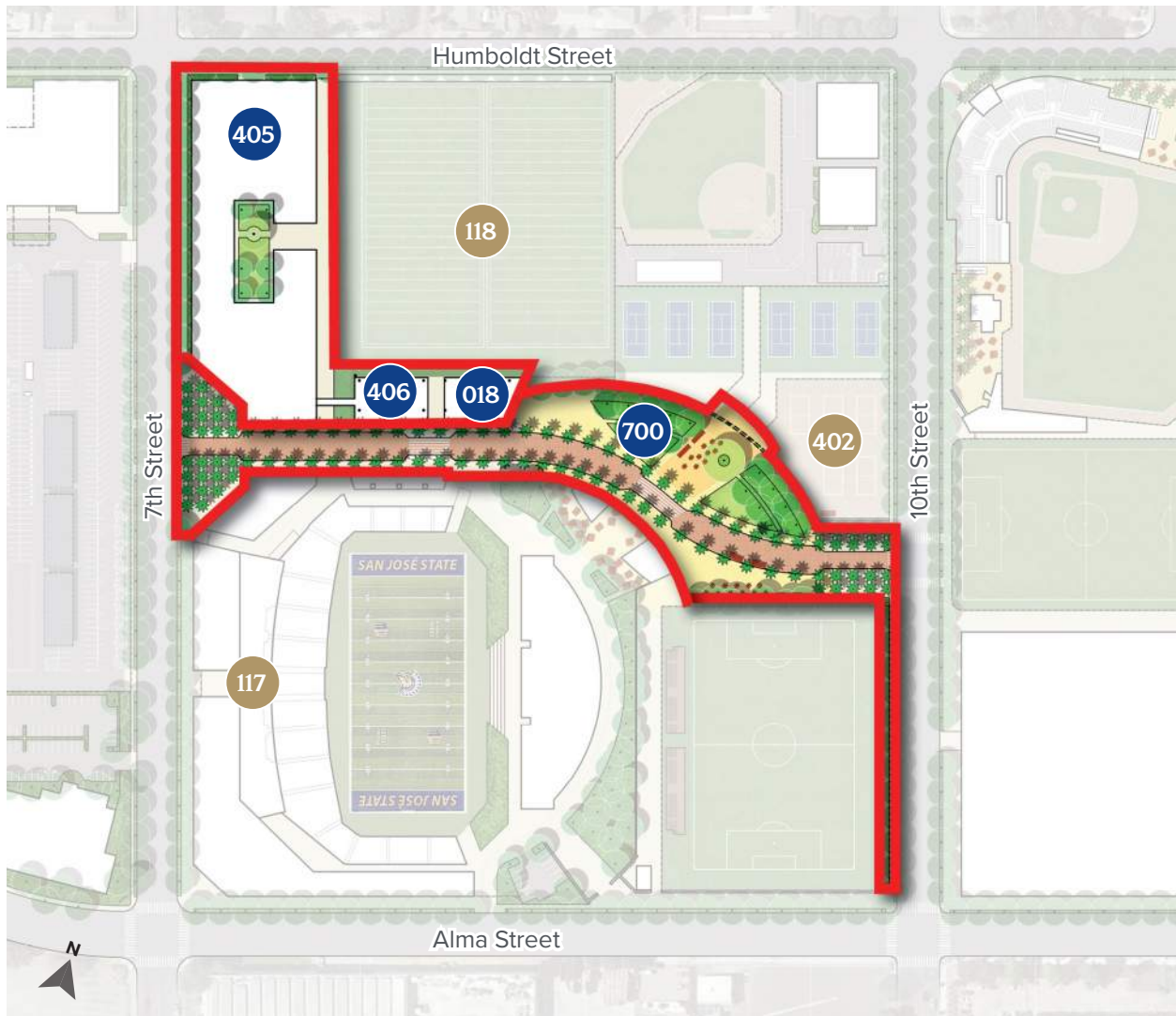
#### Massing

- Multipurpose Practice Facility: 1 story, 6,500 GSF.
- Legacy Center: 1 story, 6,500 GSF.

## New Construction Projects

### 700 Stadium Way Gateway

- The curving walled edges to the north and south of South Campus Plaza define the plaza.
- The walls are an opportunity for public art, branding and landscaping.
- Concession windows and ticketing can be integrated into the walls.
- The entrances at each end of Stadium Way should appear substantial.
- The treatment of the walled edges should relate to Building Athletic Performance Center and the Building the Legacy Center.
- The connections to the programs adjacent to Stadium Way should be supported with intuitive wayfinding and signage.
- The northern edge includes an multi-sport entrance to Beach Volleyball, Tennis and Softball.
- The gateway to the south serves the Stadium, Soccer and a pathway to Alma Street.



## New Construction Projects

### 407 Baseball Stadium

#### Project Scope

- Demolish existing modular buildings and remove contents.
- Demolish the Field House (062) and temporarily relocate baseball locker rooms and coaching offices before constructing them integrated with the stadium stands.
- Reorient the Baseball Field (404).
- Build a new Baseball Stadium (407) for approximately 6,500 fans including bleachers and support facilities, e.g. restrooms, ticketing areas, locker rooms, and offices.
- Create two entrances to the stadium, one off 10th Street and another off Humboldt Street with ticket gates.
- Construct new Food and Beverage Concessions near the entrances.
- Make site improvements to create pedestrian plazas and gathering spaces with outdoor seating areas.



### 017 Facilities Operations

#### Project Scope

The new operations building will consolidate existing operations for South Campus.

- Design Facilities Operations (017) to efficiently store back-of-house equipment used for maintenance, repair, cleaning, security and operations at the entire South Campus.
- Provide a fenced enclosure to secure Facilities Operations.
- Improve access to Facilities Operations by creating a pathway between the baseball stadium and golf complex for access to Humboldt and Alma Streets.



## New Construction Projects

### 408 Golf Clubhouse

#### Project Scope

- Construct a new Golf Clubhouse (408), a single-story 11,500 GSF facility to support athletic and academic programs.
- The Golf Clubhouse (408) will be a Golf Center with offices, meeting rooms, locker rooms and golf focused program spaces.
- The facilities at the Golf Clubhouse (408) will be designed to accommodate events and support operations.

### 022 Golf Hitting Bays

#### Project Scope

- Construct outdoor covered Golf Hitting Bays (022) at the north end of the golf course for academic programs and club sports.
- The hitting bays will include storage, lights and solar panels.



### 900 Alquist Redevelopment

#### Project Scope

- Replace the Alquist Building with up to 1,000 residential units. Approximately half the units are intended for faculty, staff, and graduate students, while the remaining half would be market-rate housing.

# IMPLEMENTATION

# 07



# Chapter 7: Implementation

The Campus Master Plan recommends improvements in facilities, open space, circulation and infrastructure to accommodate future academic and research activities and enrollment growth at SJSU. Implementing this Campus Master Plan will transform SJSU's campuses in multiple phases and involve many parties. This chapter outlines next steps, including an overview of the implementation process and lists capital improvement projects by phase for the Main and South Campuses.

## Next Steps

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### Environmental Impact Report

A comprehensive Environmental Impact Report (EIR) is being prepared concurrently for this Campus Master Plan, pursuant to the California Environmental Quality Act (CEQA.) An EIR is a detailed analysis of the potential environmental effects of a plan or development project. It identifies alternatives to the proposed plan and identifies mitigation measures that reduce or eliminate potential impacts. The EIR for the Campus Master Plan is considered a program EIR which enables implementation of the projects specified in the plan.

Individual projects are assessed for consistency with the Campus Master Plan and EIR as they come forward. The Campus Master Plan provides sufficient detail for full environmental review of projects identified for the first phase of development. As circumstances change over time, some future projects may require further analysis to be in conformance with CEQA.

### Moss Landing Marine Laboratories Campus Master Plan

SJSU is preparing a separate Campus Master Plan and EIR for the Moss Landing Marine Laboratories in Monterey County.

## Supplemental and Related Plans

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The university needs to update existing plans and new plans to supplement the Campus Master Plan. Updates to existing plans will need to address the physical changes anticipated in the future. And essential new plans will be needed to address specific issues in more strategic ways.

### Updates to Existing Plans

- **Utilities Master Plan:** An update to the Utilities Master Plan (2013) follows the adoption of this Plan. The Utilities Master Plan needs to address critical infrastructure on both Main and South including energy (electricity, natural gas, chilled water), domestic water, recycled water, stormwater, and sanitary sewer. In addition, the Plan needs to address information technology infrastructure (i.e., underground network, building entry points, data centers, wireless network, etc.) The development of these Utilities Master Plans needs to be aligned with the physical development of the campus and address the design of utilities to ensure that infrastructure supports the development outlined in the Campus Master Plan. The Utilities Master Plans also need to align with sustainability policies and principles through the advancement of water management, energy management strategies and CSU energy policies and State of California requirements.
- **Landscape Master Plan:** An update to the Landscape Master Plan (2013) was prepared prior to the construction of paseos and pedestrianization of the Main Campus but does not address South Campus. The new Landscape Master Plan should establish guidelines for the design, habitat management and maintenance of all future open space on both campuses, including consistent elements for the public realm (e.g., planting palette, landscape materials, lighting and outdoor furniture.) The new Campus Landscape Plan should incorporate SJSU's commitment to a sustainable landscape with a focus on low water use plants, maintenance cost efficiency, bee friendly planting and use of native landscape plants (local, State and Western Region - with some allowance for specialized areas and specimen planting that supports the academic mission.)
- **Critical Emergency Operations Plan:** An update to the Emergency Operations Plan (2018) needs to address resilience planning and strategies to be incorporated in physical facilities through project design and construction as applicable to both buildings and the campus landscape

## Essential New Plans

- **Transportation Demand Management (TDM) Plan:** Transportation Solutions is to initiate the development of a TDM Plan that covers both physical and operational strategies for future mobility and access to and from the campuses. The TDM Plan will align programs for parking, transit and active modes of transportation to strategically reduce the number of vehicle miles traveled and inform the implementation of open space improvements and integrated features in future and renovated buildings.
- **Wayfinding, Signage and Interpretive Plan:** This new plan needs to comprehensively address physical and digital maps, signage on buildings and directional graphics needed across campuses and the themes, narratives and audiences for explanatory signage. The plan needs to include interpretive signage that tells the story of SJSU and its community; that connects the university community to SJSU's history and that celebrates the wide range of cultures represented at the University.
- **Strategic Academic Facilities Plan:** The Campus Master Plan includes significant additions, renovations and replacement of academic facilities, so Academic Affairs will need to prepare a strategic facilities plan that supports the more general academic direction of the University including academic programs and research. This plan should incorporate the concept of Academic Mixed Use as development in the CMP and include a process and plan assigning academic programs and research activities to new and renovated facilities and what support services, such as student success centers should accompany them.
- **Strategic Campus Life Plan:** SJSU needs a comprehensive plan that addresses student life for the University's increasingly diverse population, other changes in the enrollment profile (such as fewer freshmen, more transfer and graduate students), shifts in learning mode (including services and activities for students learning in hybrid and online formats.) The overall Campus Life Plan needs to provide the context for and coordinate three separate sub-plans for Student Life & Wellness, Student Housing, and Dining.

- Student Life and Wellness Plan should specifically address specific facilities as identified in this Master Plan related to student life that will make SJSU welcoming to students, faculty, staff and visitors from different cultures and backgrounds.
- The Student Housing Plan should address student housing and its potential expansion as detailed further below.
- The Dining Plan should address food and beverage services comprehensively for the Main and South campuses.

The overall plan should begin by setting the strategic direction for the needed activities and services which can then be used to prioritize and program specific facilities. The plan and sub-plans should also address financing and funding sources, such as student fees.

- **Strategic Housing Plan:** The University also needs to take a strategic approach to housing for students, faculty and staff – including but not limited to student housing on and near campus and housing options for faculty and staff. The plan should provide for a periodic review of the housing needs for different profiles, including students of different ages and backgrounds, and students and employees with families or other dependents. It should study different ways that the University can address housing needs, recognizing that providing housing is only one option and that other options may be more appropriate for some student, faculty and staff populations. The plan should include market and financial analysis.
- **Strategic Athletics Plan:** A strategic athletics plan should begin with a review of SJSU's athletics program, including the competitive prospects for different intercollegiate sports. It should include an assessment of current facilities at both the Main and South campuses and how well they serve each sport – including the fans as well as the athletes. It should consider where Athletics can partner with Physical Education and recreation programs, and where SJSU might potentially partner with other institutions for more specialized facilities. This plan would provide the basis for setting priorities and programming future athletic facilities. It should include a financial analysis.

## Implementation Process

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### CSU Board of Trustees and CPDC

The California State University (CSU) Board of Trustees is responsible for the oversight of the CSU. The Board adopts rules, regulations and policies governing the CSU, and has authority over use of property, development of facilities and fiscal resource management. The Board reviews and adopts all Campus Master Plans or Updates, all Campus Master Plan Amendments, development plans, major capital projects and related environmental documents required by the California Environmental Quality Act (CEQA.)

The CSU division of Capital Planning, Design and Construction (CPDC) is responsible for carrying out the authority of the Board of Trustees in the construction and physical development of CSU campuses and any buildings, facilities and improvements connected with the CSU. The CSU's *State University Administrative Manual* sets out the planning and construction requirements, space standards and utilization calculations to be used by each campus in the system.

CPDC staff members guide each university through the planning, design and construction process for each project. Each university submits its plans for projects through annual updates to its Five-Year Major Capital Outlay Plan. This plan includes both State-funded and non-State funded projects with cost estimates for each stage of a project. The Board of Trustees approves a consolidated capital outlay plan annually for all campuses and submits it as a funding request to the State of California for approval ([www.calstate.edu/csu-system/doing-business-with-the-csu/capital-planning-design-construction](http://www.calstate.edu/csu-system/doing-business-with-the-csu/capital-planning-design-construction).) CPDC also supports the campus with respect to real estate, land use planning, environmental regulation, permitting and California Building Code enforcement.

The CSU division of Financing and Treasury (F&T) is another critical partner as this office reviews proposed project budgets and works with CPDC and the university to determine feasible financing strategies. This includes ensuring that project business plans remain in alignment with necessary debt service coverage ratios. F&T is also responsible for the sale of bonds, and coordinates funding and all required financial reporting with the campus.

### San José State University

At the campus level, the President and Executive Cabinet set the priorities for physical development based on the Campus Master Plan with support from Facilities Development and Operations and in consultation with campus constituents.

SJSU leadership is responsible for ensuring the best use of its campuses to support the University's mission, strategic plan and Campus Master Plan encompassing State and non-State facilities, indoor and outdoor space, new construction and renovation, and space allocation and management.

This section of the Campus Master Plan summarizes general policies, administrative structure, project development procedures, space management, communication and consultation processes and advisory committees involved.

### Administrative Structure

Facilities Development and Operations (FD&O), within the Administration and Finance division at SJSU, manages the University's space inventory and database and is responsible for updating and implementing the Campus Master Plan. FD&O reviews all proposed new and renovation projects for consistency with the Campus Master Plan and prioritization and oversees project design and construction. FD&O reviews space utilization across the University and works with other divisions to take advantage of new technologies and assess opportunities for reallocating or repurposing existing space to efficiently meet the University's needs. Specific aspects of space management may be delegated to other divisions, such as academic scheduling to Academic Affairs. FD&O staffs advisory committees that address campus planning, project development and space management.

## Project Development Procedures

Project development at San José State University proceeds as follows:

FD&O engages with campus leadership and stakeholders to understand their needs and also the direction the University is headed with respect to facilities needs.

FD&O maintains facilities condition assessment data and reviews this information to determine the deferred maintenance investments required for the campus and the priorities for addressing building, landscape and infrastructure needs. Other university units also submit facilities needs through a project request process.

Based on this input and analysis, FD&O annually develops a proposed campus five-year capital outlay plan that addresses deferred maintenance, infrastructure improvements, capital renewal and capital improvement needs.

The proposed plan is reviewed with relevant campus committees and campus leadership before being submitted to the CSU. A key focus is to ensure that the SJSU plan aligns with the goals and priorities of the CSU and State of California.

Once the five-year capital outlay plan is approved and funded, FD&O initiates projects in the plan.

Sometimes other projects come up mid-cycle. These are often small projects or campus-, donor- or auxiliary-funded that were not contemplated when the five-year plan was prepared. FD&O reviews and investigates such mid-cycle projects and prioritizes and pursues them when confirmed as funded.

As a project moves forward, FD&O works with a campus client or user-group to program the facility. For academic facilities, each college takes an active role in the programming and development, involving faculty, staff and students alike for their input on how to configure the spaces in which they teach and learn. FD&O reviews all proposed new and renovation projects for consistency with the Campus Master Plan and prioritization and oversees project design and construction.

Individual projects undergo a multi-phase internal review process beginning with a concept that is consistent with the Campus Master Plan. Feasibility Studies for all large capital projects are then reviewed by the CSU division of Capital Planning, Design and Construction (CPDC.) The feasibility studies should include programming needs, funding resources, schedule and physical context of the project that follow CPDC feasibility guidelines.

Physical work whose scope, as defined, would require a building permit under the California Building Code must undergo review and permitting by the Campus. The Campus Deputy Building Official (CDBO) will determine the review process as well as outside agencies which may have regulatory jurisdiction concerning permitting (i.e., DSA, County Public Health, etc.)

No physical work may be initiated without an approved permit. The CDBO, who is part of FD&O, determines whether the design meets current building codes, is seismically sound, ADA compliant, well lit and free of any hazardous materials and certifies compliant projects.

FD&O coordinates with the CSU for all Capital Planning, Design & Construction, Financing and Treasury, and Board of Trustee approvals that are required. FD&O is also responsible for securing entitlements as related to land use planning, ensuring design meets requirements, for securing permits including from outside agencies having jurisdiction over the campus, and then managing construction including a robust code compliance and quality control inspection program.

## Implementation Process (continued)

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### Communication and Consultation

The FD&O website posts the Campus Master Plan and contains all policies and procedures pertinent to campus facilities. (See <https://www.sjsu.edu/fdo/>)

For major campus planning efforts such as the Campus Master Plan Update, the University establishes a focused webpage and undertakes extensive outreach to the campus and broader community. For more focused projects, FD&O interacts with campus clients or user-groups as noted above, posts updates on current projects and makes progress reports through University advisory committees.

The University also informs the City of San José staff, other government partners and elected officials of upcoming physical development plans that might interest or affect the City.

### Advisory Committees

Implementing the new Campus Master Plan is an opportunity to review and update SJSU's advisory committee charges and composition to provide consistent and coordinated input from the campus community and other important stakeholders.

The *State University Administrative Manual* (SUAM) mandates that each University have a campus planning committee to provide advice to University leadership regarding individual projects as well as development or major amendments to the Campus Master Plan. SUAM indicates that this committee should include the CSU system assigned planner assigned to the University to facilitate coordination with CSU policies and procedures. It is also common to include representation from the City or County in which a CSU campus is located. (See SUAM sections 9007, 9013, and 9233.02.)

SJSU needs to establish a permanent committee or committee structure that is SUAM compliant and that can provide input from a University-wide perspective. All matters related to campus planning, physical development projects and space management need to be addressed through a common advisory structure that reports to the President or Cabinet and is staffed by FD&O. The committee or committees need to represent all SJSU divisions and stakeholders. Of course, each division or constituent group may also have an internal committee for more detailed planning, project development and/or space management (such as Academic Affairs, Housing, Student Union or the Academic Senate) which will provide flexibility at the divisional level within the parameters of University policy.<sup>1</sup>

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<sup>1</sup> The positions represented in the membership of the existing Campus Planning Board and Space Advisory Committee do not cover all SJSU stakeholder groups; and the Campus Planning Board is a committee of the Academic Senate, rather than a University committee.



## Capital Improvement Projects

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The Master Plan Map and related tables in this chapter detail the capital improvement projects anticipated over the time horizon of the plan.

The projects are grouped in four phases with a time horizon of five years each plus an independent phase with unspecified timing.

Projects listed include demolition, renovations and new construction, with the approximate scope in terms of gross square footage. Associated open spaces are not listed in the gross square footage, but are noted if included in the project scope.

The projects list should be reviewed annually as part of the Five-Year Major Capital Outlay process.

### Off-Campus Locations

Over time, SJSU has purchased, leased and/or signed agreements to use space off campus to meet University needs. This is understandable given limited space on the Main Campus in particular. The following criteria could be incorporated into a future strategic approach to off-campus locations:

- The site offers a partnership opportunity to further SJSU's presence in the community.
- The activity involves a specialized facility for which there is not sufficient space on the Main or South campus (such as Reid-Hillview Airport.)
- Using an existing off-campus facility would be more cost-effective than constructing it on one of the campuses (e.g., Hammer Theatre, Art Sculpture Facility.)
- The site is near public transportation as well as accessible to the Main or South Campus and can accommodate "backroom" administrative functions, thus releasing limited space on campus for student-facing functions.
- The site is nearby and appropriate for university-supported housing (e.g., International House, Spartan Village on the Paseo, and the former Alfred E. Alquist Building.)

### Master Plan Map

The official Campus Master Plan Maps for Main and South Campuses, Figures 7-1 and 7-2, are accompanied by tables that list all individual buildings.

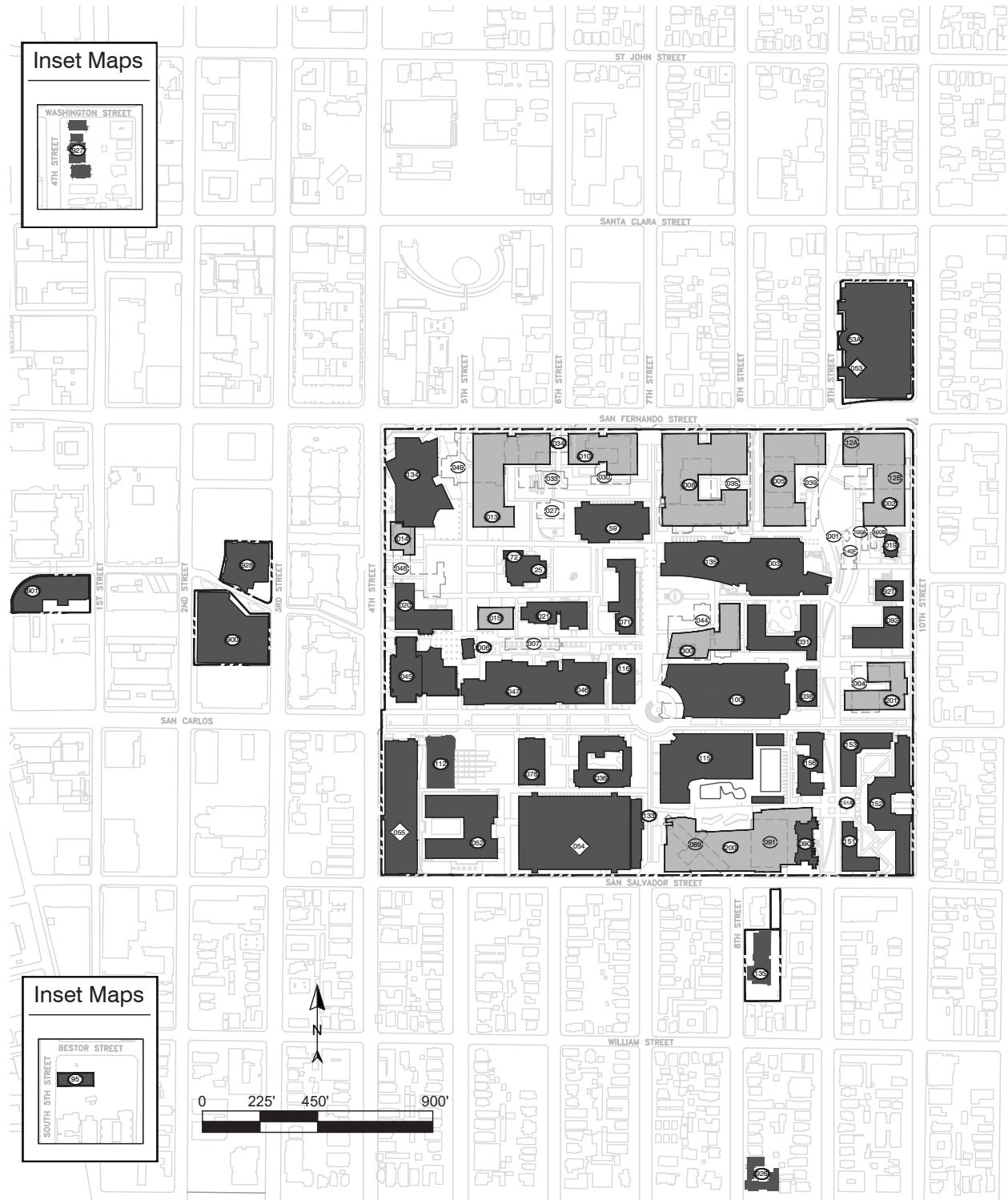
Maps and lists include existing facilities indicated with building numbers that are consistent with the Space and Facilities Data Base (SFDB.) Proposed facilities are listed with letters.

The status of each of the building to remain, demolish, renovate or new is shown in Figure 7-3. Figure 7-4 shows the renovated and new capital improvement projects. Both figures are accompanied by tables that list the buildings by status for reference. This is followed by lists of the amount of development by phase.

Over the lifetime of the plan, the Campus Master Plan may need to be updated as specific projects are designed.








Once adopted, any alteration to the Master Plan Map for either the Main or South Campus will require a formal Master Plan Amendment with California State University (CSU) Board of Trustees approval.

Figure 7-1: SJSU Main Campus Master Plan



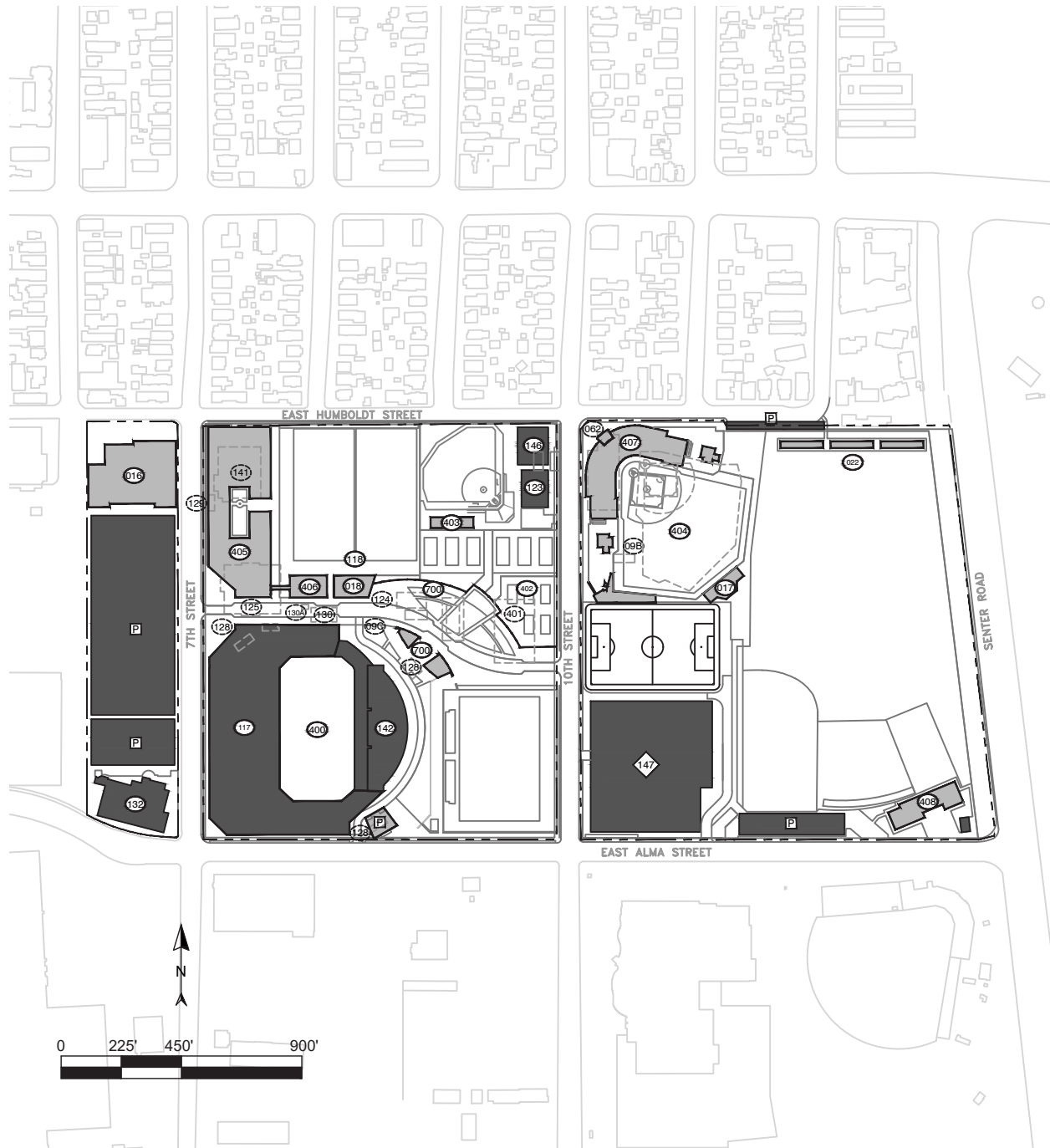
# San José State University

Campus Master Plan  
 Master Plan Enrollment: 27,500 FTE  
 Original Approval: 1965  
 Revised Date: TBD 2024  
 North Main Campus Acreage: 88.5

Buildings	Campus Boundary	Parking
 EXISTING BUILDING	 EXISTING	 EXISTING LOT
 FUTURE BUILDING		 EXISTING STRUCTURE
 DEMOLISHED BUILDING		 FUTURE STRUCTURE

Name		Status	Name		Status
MAIN CAMPUS			MAIN CAMPUS (continued)		
001	Automated Bank Teller Facility	Demolish	052	Duncan Hall	Renovate
002	Engineering A and Central Plant	New	053	North Parking Facility	Renovate
003	Student Union	Existing	53A	Student Services Center	Renovate
004	Central Plant	Demolish	054	South Parking Facility	Renovate
005	Engineering B	New	055	West Parking Facility	Existing
006	Spartan Memorial	Existing	059	Clark Hall	Existing
007	Faculty Office Building	Demolish	071	Central Classroom Building	Existing
008	Building C	New	072	Tower Hall	Renovate
010	Building D	New	078	MacQuarrie Hall	Renovate
12A	Corporation Yard Offices	Demolish	089	Washburn Hall	Demolish
12B	Corporation Yard Trades Buildings	Demolish	090	Joe West Hall	Renovate
013	Building F	New	091	Dining Commons	Demolish
014	Building G	New	092	Boccardo Business Classroom Building	Renovate
015	Building J	New	92T	Business Tower	Existing
019	Associated Students House	Existing	100	Event Center	Renovate
020	Washington Square Hall	Renovate	100A	Modular A	Demolish
021	Dwight Bentel Hall	Existing	100B	Modular B	Demolish
025	Morris Dailey Auditorium	Renovate	112	Interdisciplinary Science Building	Existing
027	Computer Center	Demolish	115	Spartan Recreation and Aquatic Center	Existing
030	Administration	Demolish	116	Student Wellness Center	Existing
031	Art	Renovate	133	University Police Department (UPD)	Existing
033	Instructional Resource Building	Demolish	134	Dr. Martin Luther King, Jr. Library	Existing
034	Dudley Moorhead Hall	Demolish	140F	Modular F	Demolish
035	Engineering	Renovate/ Demolish	151	Campus Village A	Existing
036	Sweeney Hall	Renovate	151A	Campus Village Garage	Existing
038	Health Building	Existing	152	Campus Village B	Existing
039	Industrial Studies	Demolish	153	Campus Village C	Existing
044	Music	Demolish	156	Campus Village 2	Existing
045	Yoshihiro Uchida Hall	Existing	200	Campus Village 3	New
046	SPX East	Existing	201	Campus Village 4	New
047	SPX Central	Existing	300	Building L	New
048	Science	Demolish			

Figure 7-2: SJSU South Campus Master Plan



# San José State University

Campus Master Plan

Master Plan Enrollment: 27,500 FTE  
(Included with Main Campus)

Original Approval: 1965

Revised Date: TBD 2024

South Main Campus Acreage: 62

Buildings	Campus Boundary	Parking
EXISTING BUILDING	EXISTING	EXISTING LOT
FUTURE BUILDING		EXISTING STRUCTURE
DEMOLISHED BUILDING		FUTURE STRUCTURE

Name		Status	Name		Status
<b>SOUTH CAMPUS</b>			<b>SOUTH CAMPUS (continued)</b>		
9B	Modular B	Demolish	400	Stadium Field	Existing
016	Building M	New	401	Beach Volleyball	Existing
017	Facilities Operations	New	402	Beach Volleyball	New
018	Legacy Center	New	403	Viewing Platform	New
022	Golf Hitting Bays	New	404	Baseball Field	New
062	Field House	Demolish	405	Athletic Performance Center	New
117	Stadium	Renovate	406	Multipurpose Practice Facility	New
118	Practice Field	Renovate	407	Baseball Stadium	New
119	Tennis Complex	Existing	408	Golf Clubhouse	New
123	Tennis/ Softball Facility	Existing	700	Stadium Way Gateway	New
124	Storage Building	Demolish			
125	Simpkins Stadium Center	Demolish	<b>OTHER SITES</b>		
128	Concessions Buildings	Demolish	032	Reid-Hillview Airport	Existing
129	Simpkins Center Storage	Demolish	095	Art Sculpture Facility	Existing
130	Training/Locker Facility	Demolish	135	Child Development Center	Existing
130A	Bally Hut	Demolish	205	University House	Existing
132	Simpkins Administration Building (Parking Lot)	Renovate	360	International House	Existing
141	Koret Center	Demolish	900	Alquist Redevelopment	New
142	Spartan Athletic Complex	Existing	901	Spartan Village on the Paseo	Existing
146	Baseball Batting Structure	Existing	926	Faculty Staff Housing	Existing
147	South Campus Garage	Existing	927	Faculty Staff Housing	Existing
			928	Hammer Theater	Existing

Figure 7-3: SJSU Main and South Campus Building Status (for existing buildings)



**Legend**

- To remain as is
- To be renovated
- To be demolished
- Phase 1

Figure 7-4: Capital Improvement Projects



**Legend**

- To remain as is
- To be renovated
- To be built

TO REMAIN		TO BE DEMOLISHED		Phase
003	Student Union	001	Automated Bank Teller Facility	2
006	Spartan Memorial	004	Central Plant	4
019	Associated Students House	007	Faculty Office Building	3
021	Dwight Bentel Hall	9B	Modular B	Ind.
038	Health Building	12A	Corporation Yard Offices	2
045	Yoshihiro Uchida Hall	12B	Corporation Yard Trades Buildings	2
046	SPX East	027	Computer Center	3
047	SPX Central	030	Administration	2
055	West Parking Facility	033	Instructional Resource Building	3
059	Clark Hall	034	Dudley Moorhead Hall	3
071	Central Classroom Building	035	Engineering	4
92T	Business Tower	039	Industrial Studies	1
100	Event Center	044	Music	4
112	Interdisciplinary Science Building	048	Science	2
115	Spartan Recreation and Aquatic Center	049	Hugh Gillis Hall	3
116	Student Wellness Center	062	Field House	Ind.
123	Softball and Tennis Facility	089	Washburn Hall	1
133	University Police Department Building	091	Dining Commons	2
134	Dr. Martin Luther King, Jr. Library	100A	Modular A	2
132	Simpkins Athletics Building	100B	Modular B	2
142	Spartan Athletic Complex	124	Storage Building	1
146	Baseball Batting Structure	125	Simpkins Stadium Center	4
147	South Campus Parking Garage	128	Concessions Buildings	2
151	Campus Village A	129	Simpkins Center Storage	4
151A	Campus Village Garage	130	Training/Locker Facility	1
152	Campus Village B	140F	Modular F	2
153	Campus Village C	141	Koret Center	3
156	Campus Village 2			
135	Child Development Center			
360	International House			
901	Spartan Village on the Paseo			
928	Hammer Theater			



TO BE RENOVATED			TO BE ADDED		
		Phase			Phase
020	Washington Square Hall	2	002	Engineering A	2
025	Morris Dailey Auditorium	Ind.	002	Central Plant	2
031	Art	1	005	Engineering B	1
035	Engineering (Interim)	2	008	Building C	4
036	Sweeney Hall	4	010	Building D	2
052	Duncan Hall	1-4	013	Building F	3
53A	Student Services Center	1	014	Building G	2
053	North Parking Facility	1	015	Building J	1
054	South Parking Facility	3	016	Building M	Ind.
059	Clark Hall	1	017	Facilities Operations	1
072	Tower Hall	Ind.	018	Legacy Center	1
078	MacQuarrie Hall	3	022	Golf Hitting Bays	Ind.
090	Joe West Hall	1	200	Campus Village 3	1-2
092	Boccardo Business Classroom Building	2	201	Campus Village 4	4
100	Event Center	1	300	Building L	4
117	Stadium	Ind.	405	Athletic Performance Center	3
118	Practice Field	3	407	Baseball Stadium	Ind.
119A	Beach Volleyball	2	408	Golf Clubhouse	Ind.
119B	Tennis Complex Raised Bleachers	Ind.	700	Stadium Way Gateway	1-4
130A	Bally Hut	Ind.	900	Alquist Redevelopment	1
132	Simpkins Administration Building (Parking Lot)	Ind.	BB	Paseo de César Chávez	4
			CC	Paseo de San Carlos	1
			DD	Paseo de San Antonio	3

Figure 7-5: Phase 1 Projects

Campus	Facility Name	Associated Projects	GSF	Notes	
<b>PHASE 1</b>					
<b>DEMOLITION PROJECTS</b>					
Main	039	Industrial Studies	B (005)	109,802	<ul style="list-style-type: none"> <li>• Programming to be consolidated, moved to an interim location on Main Campus, then moved to a new building once available.</li> <li>• Existing building to be replaced by Engineering B (005).</li> </ul>
Main	089	Washburn Hall	CV3 (200), BB	38,332	<ul style="list-style-type: none"> <li>• Existing residence hall to be demolished and replaced by CV3 (200).</li> </ul>
South	124	Storage Building	700	3,680	<ul style="list-style-type: none"> <li>• Storage to be relocated to Facilities Operations (017) at South Campus for the realignment of Stadium Way.</li> </ul>
South	130	Training/Locker Facility	700	2,880	<ul style="list-style-type: none"> <li>• Site to be used for realignment of Stadium Way.</li> </ul>
<b>PHASE 1 SUBTOTAL DEMOLISH</b>			<b>154,694</b>		

Campus	Facility Name	Associated Projects	GSF	Notes
<b>PHASE 1</b>				
<b>RENOVATION PROJECTS</b>				
Main	031	Art	IS (039)	40,504 • Renovations to the interior only.
Main	052	Duncan Hall	DH (052)	86,429 • Extensive renovation and upgrade of Duncan Hall to be completed over four phases.
Main	53A	North Parking Facility	A (002)	98,225 • Student Services Center (53A) to be moved on campus and eventually to CV3 (200), Event Center (100) or Building L (300) • North Parking Facility (053) to be renovated to accommodate FD&O offices and trades. University fleet to be moved to the garage and parking to be revised.
Main	059	Clark Hall	SSC (53A)	32,071 • Renovations to the interior only.
Main	090	Joe West Hall		130,000 • Renovation and upgrade of Joe West Residence Hall.
Main	100	Event Center	EC (100), BB, CC	110,000 • The front entrance of the Event Center (100) along Paseo de San Carlos will be renovated to include reconfigured space for athletics and student services. • This project includes improvements to the Event Center Plaza (CC) at the crossroads of Paseo de San Carlos and El Paseo de César Chávez (BB).
Main	CC	Paseo de San Carlos		N/A • Improvements to Paseo de San Carlos include a separated pathway for bicycles and other micromobility devices.
<b>PHASE 1 SUBTOTAL RENOVATE</b>			<b>497,229</b>	

Campus	Facility Name	Associated Projects	GSF	Notes	
<b>PHASE 1</b>					
<b>NEW AND REPLACEMENT PROJECTS</b>					
Main	005	Engineering B	IS (039)	391,200	<ul style="list-style-type: none"> <li>This new high-rise engineering building is a mixed-use building with engineering laboratories.</li> <li>This project replaces the Industrial Studies (039) building.</li> <li>This project includes improvements to the Ninth Street Paseo.</li> </ul>
Main	015	Building J	DD	22,400	<ul style="list-style-type: none"> <li>This new building is a low-rise addition to campus life programming and may serve as a multi-cultural center.</li> </ul>
Main	200	Campus Village 3, Phase I	WSH (089)		<ul style="list-style-type: none"> <li>This new residence hall to include a new dining commons, recreation space and student services.</li> </ul>
		Residential Dining Commons		370,162	<ul style="list-style-type: none"> <li>This project replaces Washburn Hall (089).</li> </ul>
		Student Services		21,000	
				17,000	
Main	900	Alquist Redevelopment		1,000,000	<ul style="list-style-type: none"> <li>This new high rise residential project will replace the existing Alquist Building.</li> <li>It will include up to 1,000 units, half of which would be workforce housing intended for faculty, staff, and graduate students, and the other half as market-rate housing.</li> </ul>
South	017	Facilities Operations	700	10,000	<ul style="list-style-type: none"> <li>This new Facilities Operations building will consolidate existing operations for South Campus.</li> <li>Space to be used for the realignment of Stadium Way (700).</li> </ul>
South	018	Spartan Legacy Center	700	6,500	<ul style="list-style-type: none"> <li>The Legacy Center (018) includes offices, conference rooms and displays. The location of the Legacy Center includes minor adjustments to the Practice Field (118).</li> </ul>
<b>PHASE 1 SUBTOTAL NEW</b>				<b>1,838,262</b>	

Figure 7-6: Phase 2 Projects

Campus	Facility Name	Associated Projects	GSF	Notes
<b>PHASE 2</b>				
<b>DEMOLITION PROJECTS</b>				
Main	001 Automated Bank Teller Facility	A (002)	1,396	<ul style="list-style-type: none"> <li>ATM will be moved and incorporated into a new building or existing building on campus.</li> <li>The project includes plaza and paseo improvements associated with Engineering A.</li> </ul>
Main	12A, 12B Corporation Yard Offices and Trades Building	A (002), NPF (053)	42,019	<ul style="list-style-type: none"> <li>Corporation Yard Offices and Trades programming to be consolidated and relocated to the North Parking Facility (053).</li> <li>Existing site to be replaced with Engineering A (002).</li> </ul>
Main	030 Administration	D (010), BB	39,323	<ul style="list-style-type: none"> <li>Administration (030) programming to move to new academic buildings, offsite and online.</li> <li>Existing building to be replaced with Building D (010) and open space and paseo improvements.</li> </ul>
Main	048 Science	WSQ (020)	91,366	<ul style="list-style-type: none"> <li>Science (048) programming to move to the Interdisciplinary Science Building (112) and new buildings once available.</li> <li>Existing building to be replaced with Building G (014), renovation and extension of Tower Lawn.</li> <li>The project also includes a renovation of Washington Square Hall (020.)</li> </ul>
Main	091 Dining Commons	CV3 (200)	23,925	<ul style="list-style-type: none"> <li>Existing Dining Commons (091) to be replaced with new dining in CV3 (200) Phase I. Once new dining replacement is operational, the Dining Commons can be demolished and replaced with more student housing.</li> </ul>
Main	100 A, B, 140 F Modular A, B, and F	A (002)	6,480	<ul style="list-style-type: none"> <li>Modular programming to move offsite and/or be removed.</li> <li>The site will be used for plaza and paseo improvements associated with Engineering A (002).</li> </ul>
South	128 Concessions Buildings	Stadium (117)	4,320	<ul style="list-style-type: none"> <li>Concessions programming to move to future concessions facilities associated with stadium renovation (117) and/or use temporary structures in the interim.</li> </ul>
<b>PHASE 2 SUBTOTAL DEMOLISH</b>			<b>208,829</b>	

Campus	Facility Name	Associated Projects	GSF	Notes
<b>PHASE 2</b>				
<b>RENOVATION PROJECTS</b>				
Main	020 Washington Square Hall	SCI (048), DD	73,095	<ul style="list-style-type: none"> <li>The related Science (048) building demolition will expose the side of Washington Square Hall (020) and will include facade restoration next to Tower Lawn.</li> <li>Renovation includes the removal of the loading dock on Paseo de San Antonio (DD) and other improvements to make the entrance on 4th Street more pedestrian-oriented.</li> </ul>
Main	035 Engineering	Interim	186,000	<ul style="list-style-type: none"> <li>As engineering programming moves to new spaces, renovation of the existing building will be modified to allow interim uses to be located temporarily.</li> </ul>
Main	052 Duncan Hall		86,429	<ul style="list-style-type: none"> <li>Extensive renovation and upgrade of Duncan Hall will be completed in multiple phases.</li> </ul>
Main	092 Boccardo Business Classroom Building	A (002)	8,371	<ul style="list-style-type: none"> <li>This project includes renovations related to raising the grade of the plaza. It may include renovations of exits and modifications to the facade of ground floor adjacent to the plaza.</li> </ul>
South	402 Beach Volleyball	700	N/A	<ul style="list-style-type: none"> <li>The existing Beach Volleyball (401) program will shift north next to the existing six tennis courts for the realignment of Stadium Way.</li> </ul>
<b>PHASE 2 SUBTOTAL RENOVATE</b>			<b>353,841</b>	

Campus	Facility Name	Associated Projects	GSF	Notes	
<b>PHASE 2</b>					
<b>NEW AND REPLACEMENT PROJECTS</b>					
Main	002	Engineering A and Central Plant	ATM (001), CP (004), CY (12A, 12B)	342,400	<ul style="list-style-type: none"> <li>This new high-rise Engineering building will be a mixed-use building with engineering laboratories, associated plaza and paseo renovation.</li> <li>This project includes the replacement or removal of the ATM (001), modular buildings and Corporation Yard Offices (12A) and Trades Buildings (12B).</li> <li>The project includes a plaza that extends to the Associated Student House (019) and includes raising the grade of the Boccardo Business School (092) courtyard to be level with the Ninth Street Paseo.</li> <li>A new Central Plant will be located in the basement of Building A to replace the existing Central Plant (004).</li> </ul>
Main	010	Building D	ADM (030)	292,800	<ul style="list-style-type: none"> <li>This new high-rise mixed-use building will include laboratories and the extension of El Paseo de César Chávez at San Fernando Street.</li> <li>This project includes replacement of the Administration (030) building.</li> </ul>
Main	014	Building G	SCI (048)	31,020	<ul style="list-style-type: none"> <li>This new low-rise mixed-use building will serve as a showcase of work for the University, providing a place for convening, displaying and co-working on 4th Street next to the Dr. Martin Luther King Jr. Library.</li> <li>This project includes improvements to Tower Lawn associated with the replacement of the Science Building (048).</li> </ul>
Main	200	Campus Village 3, Phase II	JW (090) DC (091)	276,000 24,000	<ul style="list-style-type: none"> <li>CV3 Phase II includes residential, dining commons extension, amenity deck and a connection to Joe West Hall (090). At the ground floor there is a residential lobby, amenities and circulation.</li> <li>This project demolishes the existing Dining Commons (091) and extends the new Dining Commons from Phase I.</li> </ul>
South	700	Stadium Way Gateway		N/A	<ul style="list-style-type: none"> <li>This multi-sport gateway defines the South Campus Plaza and includes an entry to Beach Volleyball, Tennis and Softball to the north of the plaza and Soccer and the Stadium to the south of the plaza.</li> </ul>
<b>PHASE 2 SUBTOTAL NEW</b>				<b>966,220</b>	

Figure 7-7: Phase 3 Projects

Campus	Facility Name	Associated Projects	GSF	Notes	
<b>PHASE 3</b>					
<b>DEMOLITION PROJECTS</b>					
Main	007	Faculty Office Building	DD	16,397	<ul style="list-style-type: none"> <li>Faculty Office Building (FOB) programming to move to new and existing buildings.</li> <li>Site to be used for a renovated open space along Paseo de San Carlos.</li> </ul>
Main	027	Computer Center	F (013)	12,900	<ul style="list-style-type: none"> <li>Computer Center programming to move offsite, to the cloud and new buildings.</li> <li>Site to be used for more open space with an outdoor performance area associated with Building F and enlarged rose garden.</li> </ul>
Main	033	Instructional Resource Building	F (013)	18,803	<ul style="list-style-type: none"> <li>Instructional Resource Building (IRB) programming to move to new buildings, offsite and online.</li> <li>Site to be used for Building F.</li> </ul>
Main	034	Dudley Moorhead Hall	F (013)	57,541	<ul style="list-style-type: none"> <li>Dudley Moorehead Hall (DMH) programming to move to new buildings.</li> <li>Site to be used for Building F.</li> </ul>
Main	049	Hugh Gillis Hall	F (013)	66,525	<ul style="list-style-type: none"> <li>Hugh Gillis Hall (HGH) programming to move to new buildings.</li> <li>Site to be used for Building F.</li> </ul>
South	129	Simpkins Center Storage	APC (405)	768	<ul style="list-style-type: none"> <li>Simpkins Center Storage programming to move offsite and to the new Multipurpose Practice Facility.</li> <li>Site to be used for a new training center, Building N.</li> </ul>
South	141	Koret Center	APC (405)	15,000	<ul style="list-style-type: none"> <li>Koret Center programming to move to the Spartan Athletic Complex, Legacy Center or interim location before relocating back to new Building N.</li> </ul>
<b>PHASE 3 DEMOLISH</b>			<b>187,934</b>		



Campus	Facility Name	Associated Projects	GSF	Notes	
<b>PHASE 3</b>					
<b>RENOVATION PROJECTS</b>					
Main	052	Duncan Hall	86,429	<ul style="list-style-type: none"> <li>Extensive renovation and upgrade of Duncan Hall will be completed in multiple phases.</li> </ul>	
Main	054	South Parking Facility	BB	218,657	<ul style="list-style-type: none"> <li>South Parking Facility (054) will be renovated to provide new pedestrianized entrance and extension of El Paseo de César Chávez at San Salvador Street. Vehicular access to the parking garage will be moved to the west side of the facility.</li> </ul>
Main	078	MacQuarrie Hall		104,392	<ul style="list-style-type: none"> <li>MacQuarrie Hall will be renovated to include classroom upgrades and improvements to open space, including Paseo de San Carlos.</li> </ul>
Main	DD	Paseo de San Antonio	DD, J (015), FOB (007)	N/A	<ul style="list-style-type: none"> <li>Improvements to Paseo de San Antonio will be included with scope of Building J (015)</li> </ul>
South	118	Practice Field	LC (018), MPF (406) 700	N/A	<ul style="list-style-type: none"> <li>The Practice Field may be modified to better accommodate the realignment of Stadium Way (700).</li> </ul>
<b>PHASE 3 SUBTOTAL RENOVATE</b>			<b>409,478</b>		
<b>NEW AND REPLACEMENT PROJECTS</b>					
Main	013	Building F	IRC (033), DMH (034), HGH (049), CC (027)	551,400	<ul style="list-style-type: none"> <li>This is a new high-rise mixed-use building that will include laboratories, academic and performance spaces.</li> <li>This project includes additional open space to add a new performance garden adjacent to the existing rose garden.</li> <li>This project includes replacement of four buildings within the project area.</li> </ul>
South	700	Stadium Way Gateway Concessions		4,400	<ul style="list-style-type: none"> <li>New concessions and associated fencing shape the west side of South Campus Plaza and entrance to the Stadium.</li> </ul>
South	405	Athletic Performance Center	SCS (129) KC (141)	70,000	<ul style="list-style-type: none"> <li>A new two-story facility will include space for multiple sports and recreation including offices, athletics storage and locker rooms.</li> <li>This project includes replacement of two buildings within the project area.</li> </ul>
South	406	Multipurpose Practice Facility	700	6,500	<ul style="list-style-type: none"> <li>This project includes a new Multipurpose Practice Facility and minor adjustments to the Practice Field.</li> <li>This facility includes storage and support spaces.</li> </ul>
<b>PHASE 3 SUBTOTAL NEW</b>			<b>632,300</b>		

Figure 7-8: Phase 4 Projects

Campus	Facility Name	Associated Projects	GSF	Notes	
<b>PHASE 4</b>					
<b>DEMOLITION PROJECTS</b>					
Main	004	Central Plant	CV4 (201)	36,755	<ul style="list-style-type: none"> <li>The existing Central Plant (004) will be replaced with new facility in Building A (002). The existing Central Plant will not be decommissioned until new infrastructure is in operation.</li> <li>Site will be used for a new expansion of the Campus Village Residences (201).</li> </ul>
Main	035	Engineering	C (008)	372,000	<ul style="list-style-type: none"> <li>Once interim space is no longer needed in the existing Engineering building (035), the building can be replaced with a new building (008).</li> </ul>
Main	044	Music	L (300)	64,072	<ul style="list-style-type: none"> <li>Music Building (044) programming to move to new buildings.</li> <li>Site will be used for an expansion of the Central Plaza and Building L (300).</li> </ul>
South	125	Simpkins Stadium Center	APC (405)	21,091	<ul style="list-style-type: none"> <li>Programming to move to the Spartan Athletic Complex (142).</li> <li>Space to be used for the realignment of Stadium Way (700).</li> </ul>
<b>PHASE 4 SUBTOTAL DEMOLISH</b>			<b>493,918</b>		
<b>RENOVATION PROJECTS</b>					
Main	036	Sweeney Hall		101,932	<ul style="list-style-type: none"> <li>Sweeney Hall renovations include classroom upgrades and improvements to open space.</li> </ul>
Main	052	Duncan Hall		86,429	<ul style="list-style-type: none"> <li>Extensive renovation and upgrade of Duncan Hall will be completed in multiple phases. (Area provided is half of the total.)</li> </ul>
Main	BB	Paseo de César Chávez	C (008), D (010), L (300), EC (100), CV3 (200)	N/A	<ul style="list-style-type: none"> <li>Improvements to Paseo de César Chávez involve multiple projects that extend it to the edges of Main Campus on 7th Street and San Salvador Street.</li> </ul>
South	130A	Bally Hut	700	342	<ul style="list-style-type: none"> <li>This facility includes information technology infrastructure for South Campus and needs to remain operational.</li> <li>Site to be used for the realignment of Stadium Way (700).</li> </ul>
<b>PHASE 4 SUBTOTAL RENOVATE</b>			<b>188,703</b>		

Campus	Facility Name	Associated Projects	GSF	Notes	
<b>PHASE 4</b>					
<b>NEW AND REPLACEMENT PROJECTS</b>					
Main	008	Building C	550,200	<ul style="list-style-type: none"> <li>This new high-rise mixed-use building will include laboratories and academic spaces.</li> <li>The project is contingent on the discontinued need for interim space in ENG (035).</li> <li>The project includes open space improvements to El Paseo de César Chávez, a courtyard and the path adjacent to the Student Union (003).</li> </ul>	
Main	201	Campus Village 4	CP (004)	296,600	<ul style="list-style-type: none"> <li>This is a new residence hall.</li> <li>The project is contingent on the replacement of the existing Central Plant (004).</li> <li>The project includes open space improvements along the Ninth Street Paseo and Paseo de San Carlos.</li> </ul>
Main	300	Building L	BB, MUS (044)	228,000	<ul style="list-style-type: none"> <li>This is a high-rise mixed-use building that will include student services, dining and performance spaces at lower levels, university union meeting rooms and offices on upper levels.</li> <li>The project includes open space improvements to the Central Plaza.</li> </ul>
<b>PHASE 4 SUBTOTAL NEW</b>			<b>1,074,800</b>		

Figure 7-9: Independently Phased Projects

Campus	Facility Name	Associated Projects	GSF	Notes	
<b>INDEPENDENTLY PHASED</b>					
<b>DEMOLITION PROJECTS</b>					
South	9B	Modular B	Baseball Stadium (407)	2,880	<ul style="list-style-type: none"> <li>Modular programming to be consolidated into Facilities Operations (017) or removed.</li> </ul>
South	062	Field House	Baseball Stadium (407)	15,438	<ul style="list-style-type: none"> <li>Field House (062) programming to be relocated or removed.</li> <li>Existing site to be used for the new Baseball Stadium (407)</li> </ul>
<b>IND. PHASE SUBTOTAL DEMOLISH</b>			<b>18,318</b>		
<b>RENOVATION PROJECTS</b>					
Main	025	Morris Dailey Auditorium		10,358	<ul style="list-style-type: none"> <li>This project includes an interior renovation.</li> </ul>
Main	072	Tower Hall		7,857	<ul style="list-style-type: none"> <li>This project includes an interior renovation.</li> </ul>
South	117	Stadium		137,200	<ul style="list-style-type: none"> <li>Renovation will replace existing stands on the west side of the Stadium and improve access and circulation around the Stadium.</li> <li>The project includes regrading the south part of the stadium and building out the edges of the stadium to 7th Street and Alma Street.</li> <li>The renovated stadium will include restrooms, concessions, offices and support spaces.</li> </ul>
South	403	Viewing Platform		N/A	<ul style="list-style-type: none"> <li>This project includes a new viewing platform that can serve both the Softball Center (122) and Tennis Complex (119).</li> </ul>
South	132	Simpkins Administration Parking Lot		N/A	<ul style="list-style-type: none"> <li>This project includes reconfiguration of the parking lot to consolidate and secure the SJSU fleet.</li> </ul>
<b>IND. PHASE SUBTOTAL RENOVATE</b>			<b>155,415</b>		
<b>NEW AND REPLACEMENT PROJECTS</b>					
South	016	Building M		200,000	<ul style="list-style-type: none"> <li>This new academic mixed use building includes classroom, laboratory space, research facilities and meeting rooms.</li> </ul>
South	407	Baseball Stadium	Baseball Field (404)	24,570	<ul style="list-style-type: none"> <li>This new baseball stadium will be shared with the City of San José minor league team</li> <li>The stadium includes a renovated field, concessions and 6,500 seats. .</li> </ul>
South	408 022	Golf Club House Golf Hitting Bays	Golf Driving Range	11,500 6,840	<ul style="list-style-type: none"> <li>The new Golf Clubhouse will include a pro-shop, offices, locker rooms and lounge areas.</li> <li>New Golf Hitting Bays are for academic use and will be added at the north end of the Golf Driving Range (162).</li> </ul>
<b>IND. PHASE SUBTOTAL NEW</b>			<b>242,910</b>		

**Figure 7-10: Summary of Construction Activity by Location and Phase\* (GSF)**

The table below is a summary of proposed development includes all phases and categories to demolish, remodel or construct new buildings.

	Phase 1 (GSF)	Phase 2 (GSF)	Phase 3 (GSF)	Phase 4 (GSF)	Independent Phases (GSF)	All Phases (GSF)
<b>MAIN</b>						
Demolish	148,134	204,509	172,166	472,827	0	<b>997,636</b>
Renovate	497,229	353,841	409,478	188,703	18,215	<b>1,467,466</b>
New	1,821,762	966,220	551,400	1,074,800	0	<b>4,414,182</b>
<b>SOUTH</b>						
Demolish	8,000	4,320	15,768	21,091	18,318	<b>67,497</b>
Renovate	0	0	0	0	137,200	<b>137,200</b>
New	16,500	0	80,900	0	242,910	<b>340,310</b>
<b>TOTAL</b>						
Demolish	156,134	208,829	187,934	493,918	18,318	<b>1,065,133</b>
Renovate	497,229	353,841	409,478	188,703	155,415	<b>1,604,666</b>
Total New and Replacement	1,838,262	966,220	632,300	1,074,800	242,910	<b>4,754,492</b>
Minus Replacement						<b>1,065,133</b>
Net New Building Space						<b>3,689,359</b>

*\*The Campus Master Plan also calls for the construction and renovation of open spaces, paseos and athletic fields.*

## Sources of Funding

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Implementing the entire Campus Master Plan depends on funding from a number of key sources through the State, auxiliaries, donations and partnerships. Table 7-6 indicates primary funding source(s), recognizing that some projects may involve funding partners in addition to the primary source(s.) Replacement projects cover the demolition costs for buildings they replace and are not listed separately in this table.

### State Funding

The CSU provides State Funding for academic and instructional support structures, including administration, library and student administration buildings, classrooms and infrastructure improvements. State Funding is secured through the Major Capital Outlay process, typically funded through revenue bonds.

### Auxiliaries and other Self-Support Sources

SJSU has self-support sources of funding for auxiliary and self-support enterprise programs, such as parking, housing, extended education, student union, recreation and health facilities.

### External Support from Grants and Gifts

The Tower Foundation is SJSU's auxiliary organization dedicated solely to philanthropy. Tower Foundation assists with the development, investment, administration and banking of all SJSU philanthropic donations.

### Potential Future Partnerships

The Campus Master Plan provides an opportunity for development partnerships in the heart of Downtown San José. The location of SJSU at the edge of Downtown and next to City Hall, coupled with local and regional market trends, creates the potential to attract future partners such as private companies, other higher education institutions and/or neighboring organizations. Partnerships can support a range of projects, varying from physical improvements to surrounding streets, to housing, to regional energy resources. Partnerships may also support events, research and academic programs by being part of the synergy on campuses. Partnerships may involve land use as well as financing and delivery.

### Land Use Partnerships

Land use partnerships refer to the joint use of land or facilities by the University and non-affiliates. SJSU's partnership with the City of San José to build and operate the Dr. Martin Luther King Jr. Library began in the 1990's. More recently, the University and the City established a joint use agreement to operate the Hammer Theater. Both examples help meet the facility needs of the University and supports its engagement with the broader community. Benefits of these partnerships can:

- Generate revenue to support construction and operating costs of new facilities.
- Build on the University's reputation as a leading academic institution.
- Expand opportunities for experiential learning and collaborative research.

### Financing and Delivery Partnerships

Financing and delivery partnerships involve contractual agreements with private or non-profit partners to implement campus development projects, including academic uses and joint use facilities. Under this type of public-private partnership (P3), the private sector assumes a significant role in the design, construction, financing, operation and/or maintenance of campus facilities. Benefits of these partnerships include:

- Efficiencies in design, construction, operation or maintenance of facilities.
- Access to alternative financing sources.
- Sharing of project implementation risks (cost, schedule and operations) with a third party.

Considering the cost of construction for large buildings in Silicon Valley, multiple streams of funding will need to be considered in order to meet SJSU's future educational and research needs.

Figure 7-6 shows the primary potential funding source for the total are (GSF) in each project category, recognizing that other sources, including non-state resources and donor funds may also be contributed for instructional projects. Figure 7-7 indicates potential funding sources for specific projects. Most building projects will include demolition of facilities that they are replacing and landscaping for the surrounding area.

**Figure 7-11: SJSU Santa Clara County Locations - Funding Sources (GSF)**

	Master Plan Total Proposed	Proposed by Primary Funding Source			
		State Support	State Support/ Auxiliary	Non-State, Auxiliary & Self-Support	Donor or Partner
Instruction and Related Space	653,789	587,439		66,350	
Research and Scholarly Activity Space	822,485		822,485		
Administration and Student Support Space	-87,373	-87,373			
Campus Life Space	303,500			303,500	
Housing Space*	1,904,430			1,904,430	
Dining Space	21,075			21,075	
Athletics (Buildings only)	71,453				71,453
Parking	0			0	
<b>Total New Building Space to Meet Future Demand</b>	<b>3,689,359</b>	<b>500,066</b>	<b>822,485</b>	<b>1,295,355</b>	<b>71,453</b>
<i>*Student Beds</i>	<i>2,100</i>			<i>2,100</i>	
<hr/>					
Instruction and Related Space	689,166	689,166			
Research and Scholarly Activity Space	120,240		120,240		
Administration and Student Support Space	123,217	123,217			
Campus Life Space	1,396			1,396	
Housing Space*	38,332			38,332	
Dining Space	23,925			23,925	
Athletics (Buildings only)	68,857				68,857
Parking	0				
<b>Total Replacement Space for Buildings to be Demolished</b>	<b>1,065,133</b>	<b>812,383</b>	<b>120,240</b>	<b>63,653</b>	<b>68,857</b>
<i>*Student Beds</i>	<i>260</i>			<i>260</i>	
<hr/>					
Instruction and Related Space	870,314	870,314			
Research and Scholarly Activity Space	0				
Administration and Student Support Space	138,495	138,495			
Campus Life Space	110,000			110,000	
Housing Space*	130,000			130,000	
Dining Space	0			0	
Athletics (Buildings only)	137,200	45,733		45,733	45,733
Parking	218,657			218,657	
<b>Total Existing Building Space to be Renovated**</b>	<b>1,604,666</b>	<b>1,054,542</b>	<b>0</b>	<b>504,390</b>	<b>45,733</b>
<i>*Student Beds</i>	<i>663</i>			<i>663</i>	

\*\* The Campus Master Plan also calls for the construction and renovation of open spaces, paseos and athletic fields.

**Figure 7-12: SJSU Campus Master Plan Projects by Phase and Potential Funding Source**

The table below is a list of projects by phase and potential funding source. It takes into account the sequence based on anticipated sources of funding as a starting point for further study. This table includes projects across all SJSU locations in Santa Clara County.

Renovation Projects		State Support	State Support/ Auxiliary	Non-State, Auxiliary	Donor or Partner
<b>PHASE 1: 0-5 YEARS</b>					
031	Art	X			
052	Duncan Hall	X	X		X
53A	North Parking Facility		X	X	
059	Clark Hall	X			
090	Joe West Hall			X	
100	Event Center			X	
	<i>Paseo de San Carlos</i>	X		X	X
<b>PHASE 2: 5-10 YEARS</b>					
020	Washington Square Hall	X			
035	Engineering	X			
052	Duncan Hall	X	X		X
092	Boccardo Business Classroom Building	X			X
119A	Beach Volleyball	X			X
<b>PHASE 3: 10-15 YEARS</b>					
052	Duncan Hall	X	X		X
054	South Parking Facility			X	
	<i>Paseo de César Chávez</i>	X			X
078	MacQuarrie Hall	X			
118	<i>Practice Field</i>	X		X	X
	<i>Paseo de San Antonio</i>	X		X	X
<b>PHASE 4: 15-20 YEARS</b>					
036	Sweeney Hall	X			
052	Duncan Hall	X	X		
130A	<i>Bally Hut</i>	X			
	<i>Paseo de César Chávez</i>	X			X
<b>PHASED INDEPENDENTLY</b>					
025	Morris Dailey Auditorium	X			X
072	Tower Hall	X			X
117	Stadium	X		X	X
403	Viewing Platform	X			X



New and Replacement Projects		State Support	State Support/ Auxiliary	Non-State, Auxiliary	Donor or Partner
<b>PHASE 1: 0-5 YEARS</b>					
005	Engineering B	X	X		X
015	Building J: Multi-Cultural Center		X	X	
017	Facilities Operations	X			
018	Legacy Center		X		X
200	Campus Village 3, Phase 1			X	
700	<i>Stadium Way Gateway</i>	X			
900	<i>Alquist Redevelopment</i>			X	
<b>PHASE 2: 5-10 YEARS</b>					
002	Engineering A and Central Plant	X	X		X
010	Building D	X	X		X
014	Building G	X	X		X
200	Campus Village 3, Phase II			X	
402	Beach Volleyball	X	X		
700	<i>Stadium Way Gateway</i>	X			
<b>PHASE 3: 10-15 YEARS</b>					
013	Building F	X	X		X
405	Athletic Performance Center	X	X		X
406	Multipurpose Practice Facility	X	X		X
700	<i>Stadium Way Gateway</i>	X			
<b>PHASE 4: 15-20 YEARS</b>					
008	Building C	X	X		X
300	Building L	X	X		X
201	Campus Village 4			X	
<b>PHASED INDEPENDENTLY</b>					
016	Building M	X	X	X	X
407	Baseball Stadium				X
022	Golf Hitting Bays				X
408	Golf Clubhouse				X

# APPENDIX

A large, white, stylized letter 'A' is centered on a blue-tinted photograph of a university campus. The background shows a wide walkway lined with palm trees and other greenery, with several students walking. A tall black lamppost stands on the right side of the path. The overall scene is bright and clear, suggesting a sunny day. The letter 'A' is the central focus, rendered in a clean, sans-serif font.

# Appendix A: Campus Master Plan Population Estimates and Space Calculations

This appendix explains how the Campus Master Plan team estimated future space needs, as derived from San José State University's future academic and research programs, enrollment growth, emerging pedagogy and the changing nature of work. The estimates cover all future indoor space needs for the University as envisioned in its strategic plan, *Transformation 2030*, and in its new Campus Master Plan for properties in Santa Clara County. The estimates are based on the maximum realistic development over the next 20 years, or future capacity of each campus. Thus, the estimates include facilities that would be supported by auxiliaries, donors and partnerships, as well as facilities eligible for State or General Fund support.

Each section of the appendix explains the underlying assumptions, methods or calculations, and how the Campus Master Plan team used them. The first section addresses the University population; the second, space requirements; and the third, implications for campus capacity. The overall population data applies to the entire University. However, most of the detailed space estimates pertain to the Main Campus. Additional notes indicate how the South Campus or other locations in Santa Clara County are affected.

This analysis has several important premises. It starts with student enrollment because individual students receive or participate in services, housing, recreation, entertainment and parking facilities; and student headcount drives the amount of instruction required, based on average unit load. As a measure of instruction, Full-Time Equivalent Students (FTES) determines the need for faculty, based on the student-to-faculty ratio (FTES/FTEF), and faculty headcount, depending on the proportion of tenured and probationary faculty and faculty workload. Total FTES also drives the need for most administrative and support facilities, except for research, which is a function of faculty involvement in the University's research program. The amount and nature of instructional space depends on the discipline, instructional mode and student level of courses taught in person.

Most importantly, these Campus Master Plan estimates represent the capacity or total amount of space the University needs in the future, based on general assumptions about space types and uses. This analysis does not address the specific location, configuration, technology, scheduling or other qualitative characteristics of classrooms, labs, offices or other support spaces. Elsewhere, the Campus Master Plan discusses some of the needs and principles associated with particular facilities and spaces, leaving more precise programming and design to the project level.

The Campus Master Plan team used fall 2019 or Academic Year 2018-19 as the baseline for space utilization as the most recent term or year prior to the COVID-19 pandemic. Most of the historical data for the analysis come from the SJSU Institutional Research (IR) website. The IR reports use common definitions, but sometimes draw from different files. As a result, totals sometimes differ from one report to another. Further, some reports apply only to State-supported Regular Session instruction while others include data for self-supported Special Session. The Campus Master Plan team has strived for internal consistency within each table. **All future numbers are rounded to emphasize that they are estimates based on the assumptions stated in this appendix - which could be adjusted as new trends emerge and needs are re-evaluated.**

# **San José State University Population – Students, Faculty, Staff, Guests and Visitors**

## **Headcounts**

The first set of estimates addresses the numbers of individual students, faculty, staff and others who have been and are likely to be involved regularly with San José State University. Headcount estimates are essential for determining the kinds and amounts of services needed, and for assessing impacts, for example, on resource consumption, traffic and transportation.

## **Student Headcount**

Important distinctions for campus master planning are student level, students living on and near the campus, commuting patterns, full-time/part-time mix and the type of program in which students are involved (e.g., Regular or Special Session, online or off-campus.) The Campus Master Plan team estimated future student headcounts based on discussions with the enrollment planning staff in Student Affairs and their assessment of the future student market.

## **Staff Headcount**

Staffing depends on three factors: (1) student numbers, (2) the nature and amount of student services and (3) characteristics of the academic and research programs. The most important distinctions are the full-time/part-time mix and employee work schedule. Staff headcounts include regular State and auxiliary employees, but not seasonal or intermittent workers or vendors. Staff headcounts do not include student employees, as including them would result in double-counting the total University population. The Campus Master Plan team estimated future staffing based on ratios to student headcount for most functions, and to research funding for research staff.

## **Faculty Headcount**

The number of faculty members depends on academic programs, enrollment and research initiatives. Importantly, tenured and probationary faculty have different patterns than lecturers, with different full-time/part-time mixes and weekly work schedules. The Campus Master Plan team estimated future faculty requirements based on the composition of the faculty, assuming an increase in the number of tenured and probationary faculty and the amount of instruction to be provided.

## **Guests, Visitors, Vendors, etc.**

Identifying and estimating other populations are important to campus master planning so that their individual needs can be accommodated (e.g., for wayfinding.) Importantly, the Campus Master Plan must provide for occasional or seasonal events that generate short-term needs and impacts, such as athletic competitions, performances and commencement ceremonies. The Campus Master Plan team estimated these based on the nature and size of facilities involved.

## Table A: SJSU Headcounts

This table summarizes recent history and CMP estimates for the future.

	History Fall 2015	Pre- Pandemic Fall 2019	Recent Fall 2020	Recent Fall 2021	Recent Fall 2022	Master Plan Estimate
<b>Total Headcount (HC)</b>			<b>40,494</b>			<b>49,260</b>
Students	35,229	36,182	36,302	37,208	35,809	44,000
Faculty	1,938	2,137	2,111	2,225	2,263	2,500
Staff and Administrators			2,081			2,760
<b>Student Headcount (detail)</b>	<b>35,229</b>	<b>36,182</b>	<b>36,302</b>	<b>37,208</b>	<b>35,809</b>	<b>44,000</b>
By Session						
Regular	32,773	33,282	33,027	33,849	32,432	37,500
Special Session	2,456	2,900	3,275	3,359	3,377	6,500
By Location						
On-site (Regular Session)	32,773	33,282	33,027	33,849	32,432	37,500
Living on Campus	3,450	4,450	4,450	4,450	4,450	6,550
Other Full-time	22,021	22,393	22,074	21,985	20,648	23,850
Part-time	7,302	6,439	6,503	7,414	7,334	7,100
Not on-site (Special Session)	2,456	2,900	3,275	3,359	3,377	6,500
<b>Fall 2016*</b>						
<b>Instructional Faculty Headcount*</b>	<b>2,004</b>	<b>2,150</b>	<b>2,145</b>	<b>2,224</b>	<b>2,183</b>	<b>2,500</b>
Tenured or Probationary	626	644	678	667	649	850
Full-time Lecturer	96	177	183	195	200	300
Part-time Lecturer	1,055	1,087	1,047	1,104	1,088	1,100
Other	227	242	237	258	246	250

\* Instructional faculty numbers are not identical to total faculty as these data are drawn from different files.

\*\* Instructional faculty data were not available for Fall 2015 so Fall 2016 data are shown.

Sources: Historical data from SJSU IR Website - Enrollment Summary, Employee Quick Facts, Instructional Faculty and Auxiliary Annual Reports.

## Full-Time Equivalents

The next set of estimates uses the concept of full-time equivalency to balance needs and impacts of students, faculty and staff based on their student load or workload. The most important relationship is the amount of instruction required or provided.

### Full-Time Equivalent Students (FTES)

In California, full-time equivalency is based on a 15-unit load for undergraduates and a 12-unit load for graduate students. For campus master planning, important distinctions include what proportion of instruction occurs in person, whether it is in a laboratory or lecture setting and the academic discipline involved. The Campus Master Plan team estimated future FTES based on recent trends, assuming an increase in the average unit load to 14.5 for undergraduate students in Regular Session, consistent with recent trends and student success initiatives at SJSU and in the CSU in general.

**Table B: SJSU Full-Time Equivalents**

This table shows FTES and FTEF history and estimates for the future.

	History Fall 2015	Pre- Pandemic Fall 2019	Recent Fall 2020	Recent Fall 2021	Recent Fall 2022	Master Plan Estimate
<b>Full-Time Equivalent Students (FTES)</b>	<b>27,705.8</b>	<b>29,903.9</b>	<b>30,207.2</b>	<b>30,262.2</b>	<b>28,872.8</b>	<b>39,200</b>
By Session						
Regular	26,569.1	28,490.4	28,600.6	28,609.0	27,164.6	<b>35,625</b>
Special Session	1,136.7	1,413.5	1,606.6	1,653.0	1,708.2	<b>3,575</b>
<b>Full-Time Equivalent Faculty (FTEF)*</b>						
	Fall 2016**					
Instructional Faculty	1,031.0	1,122.1	1,110.7	1,161.0	1,132.4	<b>1,409.2</b>
Tenured or Probationary	422.7	451.3	435.2	416.3	410.5	<b>566.7</b>
Lecturer	550.0	605.0	612.8	676.5	659.1	<b>780.0</b>
Other	58.3	65.8	62.7	68.2	62.8	<b>62.5</b>
<b>Student to Faculty Ratio (SFR = FTES/FTEF)*</b>						
	25.86	25.39	25.75	24.64	23.99	<b>25.28</b>

\* FTEF and SFR calculations apply only to Regular Session (State-supported instruction.)

\*\* Instructional faculty data were not available for Fall 2015 so Fall 2016 data are shown.

Source: Historical data from SJSU IR Website - Instructional Faculty.

## Full-Time Equivalent Faculty (FTEF)

FTEF is the amount of faculty time required to offer instruction, based on the student-to-faculty ratio (SFR), where the **SFR = FTES / FTEF**.

The Campus Master Plan team estimated future FTEF requirements based on recent trends, adjusting for an increase in the number of tenured and probationary faculty and in the number of full-time lecturers. The team used the following ratios to convert FTEF to headcount based on recent trends:

- Tenured and probationary faculty: 0.67 FTEF per headcount
- Full-time lecturers: 0.95 FTEF per headcount
- Part-time lecturers: 0.45 FTEF per headcount

## Full-Time Equivalent Staff

This calculation balances full-time and part-time workloads for staff (and administrators.) At SJSU about 95 percent of the staff work full-time so the Campus Master Plan team just used staff headcount rather than FTES to estimate future staffing needs.

**Table C: SJSU FTES by Mode of Delivery**

This table shows the distribution of FTES taught by location or mode of delivery.

	AY 2015-2016	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	Master Plan Estimate
<b>Full-Time Equivalent Students (FTES)</b>	<b>26,556.0</b>	<b>28,126.5</b>	<b>28,815.0</b>	<b>29,138.4</b>	<b>28,804.3</b>	<b>39,200</b>
By Session						
Regular	25,381.7	26,848.0	27,330.0	24,476.8	27,154.0	<b>35,625</b>
Special Session	1,174.3	1,278.5	1,485.0	1,661.6	1,650.3	<b>3,575</b>
By Location/Delivery						
Regular Session	25,381.7	26,848.0	27,330.0	N/A	N/A	<b>35,625</b>
Scheduled Face-to-Face	21,762.2	22,015.4	21,965.2			<b>27,000</b>
Other On-Site (TBA)	1,726.0	2,016.3	1,973.2			<b>2,525</b>
Off-Site or Online	1,893.5	2,816.3	3,391.6			<b>6,100</b>
Scheduled as % of Regular Session	85.7%	82.0%	80.4%			<b>75.8%</b>
Scheduled as % of Total Instruction	81.9%	78.3%	76.2%			<b>68.9%</b>
Total Off-Site or Online including Special Session	3,067.8	4,094.8	4,876.6			<b>9,675</b>

Source: Historical data from CSU 1-2 forms for SJSU.

# San José State University Main Campus: Calculating Master Plan Space Requirements

A formulaic approach to space requirements has many limitations. Nonetheless, the CSU formulas provide a baseline for reference. The Campus Master Plan team adapted the CSU model to achieve a more realistic and appropriate estimate of future space needs. The model does not include space for associated organizations and auxiliaries such as Associated Students, Parking, Housing, other auxiliaries or self-support programs so the Campus Master Plan team used a separate approach for them.

## CSU ASF per FTE Model

The CSU published its Assignable Square Feet (ASF) per FTE model for calculating campus space requirements in 1998. The model updates historical data for each campus each year to estimate the Full-Time Equivalent Faculty (FTEF) and space needs based on enrollment by discipline, student level and mode of instruction for State-supported programs (Regular Session.) The model is driven by Full-Time Equivalent Students (FTES) based on where and how courses are taught. The model includes formulas for academic offices and administrative space for all instruction, but only allocates classroom and laboratory space for instruction scheduled and taught on campus, excluding online and off-campus instruction. Historical data is from the CSU 1-2 forms for SJSU.

The Campus Master Plan team used the 2020-2021 ASF per FTE model for SJSU (which is based on the 2018-2019 APDB report), with the following adjustments:

- Increase in the proportion of instruction taught in a hybrid format, online or off-campus as compared with the proportion taught exclusively face-to-face on campus, based on recent trends and leadership direction.
- Increase in the proportion of lab and activity instruction compared with lecture, based on the assumption that the lecture portion of some hybrid courses would be online and that face-to-face instruction would emphasize labs and other forms of active learning.
- Reduction in large lecture space with fixed seating.

- Recognition of the importance of research space for faculty and students.
- Assignment of offices to full-time faculty, with shared workspace for part-time faculty.
- Reduction in administrative office space based on the assumption that 25 percent of administrative work could be performed off-site or remotely.

Together, these adjustments reduced SJSU's future space requirements by about 100,000 ASF compared with an unadjusted application of the CSU ASF per FTE model.

## Non-State Funded Space

The Campus Master Plan team estimated non-State funded space for auxiliaries (excluding Parking and Housing) in proportion to student headcount on campus. The team used student headcount rather than FTES because most services and facilities are designed to meet the needs of individual students regardless of their average unit load. The Campus Master Plan team first estimated that the current deficit in non-State space is roughly proportionate to the current deficit in State-funded space. The team used the resulting ratios to estimate the additional space required to support future enrollment to be served on the Main Campus.

## Housing

The amount of housing to be provided is a policy decision. The SJSU Executive Cabinet would like to increase the amount of student housing to potentially accommodate 20 percent of students regularly on campus. The Campus Master Plan brings the percentage up to 19 percent living on or near campus in university-sponsored housing.

## Parking

The Campus Master Plan calls for a modal shift to alternative transportation. It consolidates and reduces surface parking and does not provide additional parking at the Main Campus for students, faculty and staff. The University expects that parking at the South Campus with shuttle service to the Main Campus will be sufficient to meet future needs.



**Table D1: SJSU Space Summary - Santa Clara County Properties (ASF)**

	Existing Building Space	Building Space Required by Enrollment in 2019 (Baseline)	Total Building Space Required to Meet Future Demand	Net New Building Space Required to Meet Future Demand
<b>Instruction and Related Space (ASF)</b>	<b>1,579,690</b>	<b>2,036,003</b>	<b>2,385,000</b>	<b>805,310</b>
Lab/Instructional Activity	659,957	826,321	940,000	186,495
Lecture	137,785	129,072	145,000	7,215
Academic Offices	225,630	191,609	185,000	-40,630
Library and Media	376,261	393,900	535,000	158,739
Graduate Research	86,509	495,101	580,000	493,491
Plus ISB	93,548			
<b>Administration and Student Support Space</b>	<b>292,424</b>	<b>252,664</b>	<b>240,000</b>	<b>-52,424</b>
Administrative Support	242,401	208,509	205,000	-37,401
Plant Operations	50,023	44,155	35,000	-15,023
<b>Subtotal: Instruction, Research, Administration &amp; Student Support</b>	<b>1,872,114</b>	<b>2,288,667</b>	<b>2,625,000</b>	<b>752,886</b>
Campus Life Space (Union, AS)	388,189	499,523	570,000	181,811
Housing & Dining*				1,165,000
Athletics				45,000
<b>Subtotal: Campus Life Space</b>				<b>1,391,811</b>
<b>TOTAL ADDITIONAL SPACE REQUIRED TO MEET FUTURE DEMAND</b>				<b>2,144,697</b>
* Student Beds on Campus	5,170		7,270	2,100

Source: Historical data from CSU ASF/FTE model for SJSU. Projections using the ratios in the model. ASF for housing, dining and athletics computed as 0.6 X GSF.

**Table D2: SJSU Space Summary - Santa Clara County Properties (GSF)**

	Existing Building Space**	Replacement for Buildings to be Demolished	Minimum New Building Space to Meet Future Demand	Net New Building Space Proposed****	Total Building Space at Build Out
Instruction and Related Space		689,166	519,698	653,789	
Research and Scholarly Activity Space		120,240	822,485	822,485	
Administration and Student Support Space		123,217	-87,373	-87,373	
<b>Subtotal: Instruction, Research, Administration &amp; Student Support Building Space (GSF)**</b>	<b>3,180,754</b>	<b>932,623</b>	<b>1,254,810</b>	<b>1,388,901</b>	<b>4,569,655</b>
Campus Life Space	523,318	1,396	303,018	303,500	826,818
Housing Space*	1,864,713	38,332	900,000	1,904,430	3,510,502
Dining Space**		23,925		21,075	21,075
Athletics (Buildings only)(including SAC) ***	689,053	68,857		71,453	760,506
Parking	1,864,386	0	0	0	1,864,386
<b>Subtotal: Campus Life</b>	<b>4,941,470</b>	<b>132,510</b>	<b>1,203,018</b>	<b>2,300,458</b>	<b>6,983,297</b>
<b>TOTAL BUILDING SPACE (GSF)**</b>	<b>8,122,224</b>	<b>1,065,133</b>	<b>2,457,828</b>	<b>3,689,359</b>	<b>11,552,942</b>

\* Student Beds on Campus  
5,170                      260                      2,100                      2,100                      7,270

\*\* In the space inventory, GSF is recorded by building and is not distinguished by use in mixed use buildings.

\*\*\* The Campus Master Plan also calls for construction and renovation of open spaces, paseos and athletics fields.

\*\*\*\* GSF is computed for future buildings as ASF/0.6 to allow for lobbies, exhibit areas, etc.

## San José State University South Campus and Other Sites in Santa Clara County: Calculating Master Plan Space Requirements

The SJSU population history and estimates for the future discussed above include all faculty, staff and students who are involved at the South Campus or at other locations in Santa Clara County. University-level data does not distinguish individuals or activities that are primarily at the South Campus as compared to the Main Campus.

### South Campus

The Campus Master Plan provides for significant development at the South Campus to meet the needs of the University's athletics and recreation programs. These space requirements are not driven by student population or FTES, as they are based on the nature of the activity. The South Campus provides offices, locker rooms and support space for coaches and related sports, but does not include any indoor space scheduled for instruction. The garage and surface parking at the South Campus serve athletic events there as well as overflow parking for the Main Campus. The Campus Master Plan team estimated potential for academic mixed-use space at the South Campus on the site, on Alma Avenue and west of 7th Street.

### Other Santa Clara County Sites

Most off-campus properties are small and have been acquired for specific programmatic purposes that are not expected to change. The Campus Master Plan assumes that the 4th Street Building (or its equivalent) will continue to provide administrative office space.

Reid-Hillview Airport has a formal SJSU off-campus teaching laboratory. The Airport has been proposed for closure, but no timetable has been established. SJSU will address the space needs of its aviation programs when more clarity about the future of Reid-Hillview Airport becomes available.

The University may consider adding other off-site properties and would address their uses and impacts as specific project opportunities occur.

## San José State University: Future Campus Capacity

The CSU measures total campus capacity “by calculating the total FTE capacity of all lecture/ seminar classrooms and teaching laboratory space” for permanent facilities, “using the appropriate utilization measures and space standards approved by the state” (<https://calstate.policystat.com/policy/10747382/latest>.) During the campus master planning process each University calculates the capacity required to accommodate future enrollment. The Board of Trustees approves this future capacity or ceiling in round numbers.

San José State University has had an approved master plan ceiling of 25,000 academic year FTES; however, the University does not currently have that instructional capacity. Also in recent years, the University's actual instruction has exceeded its calculated built capacity. The accompanying table shows that in 2015-2016 SJSU taught 21,762 FTES in scheduled face-to-face classes, nearly an exact match to the calculated capacity of 21,811 for that year. By 2019-2020 there was a capacity gap of about 700 FTES as enrollment grew without any additional teaching space (and a small reduction in capacity as a result of minor remodels.) The Interdisciplinary Science Building adds some capacity, but not enough to meet current teaching requirements. At buildout for the new Campus Master Plan, SJSU will need to add nearly 6,000 FTES in capacity to eliminate the current gap and accommodate future enrollment. Rounding up, SJSU will need a new master plan ceiling of 27,500 FTES.

Utilization data show that SJSU has provided more instruction than its calculated capacity by over-scheduling laboratories while under-utilizing lecture rooms. Analysis completed in 2017 showed that the apparent under-utilization of lecture space results in part from a mismatch between class size and classroom capacity. Some smaller classes were scheduled in larger rooms because the University does not have enough smaller rooms to meet demand, leaving vacant seats in these larger rooms. Further, some seminar classes met in laboratories rather than lecture rooms, either for convenience or because small rooms are not available, adding to over-scheduling of lab space. This over-scheduling for laboratories means that they are not as available for students to complete lab-based assignments or independent projects on their own time.

## Table E: SJSU Main Campus Capacity

This table summarizes campus capacity based on FTES taught.

	AY 2015-2016	AY 2018-2019 Baseline	AY 2019-2020 Baseline	Master Plan Build Out
<b>Total FTES</b>				39,200
FTES Regular Session	26,556	28,127	28,815	35,625
Scheduled Face-to-Face	21,762	22,015	21,965	27,500
<b>Built Capacity in FTES</b>				
Plus ISB				294
Total	21,811	21,500	21,258	21,735
Surplus/ Deficit in FTES Capacity, Compared with Actual Instruction	(49)	(515)	(707)	(5,765)
<b>Master Plan Ceiling</b>	25,000	25,000	25,000	27,500
Surplus/ Deficit in FTES Capacity, Compared with Master Plan Ceiling	(3,189)	(3,500)	(3,742)	(5,765)
	<b>Fall 2015</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	
<b>Instructional Space Utilization</b>				
Lecture	77.8%	84.4%	86.1%	
Laboratory	122.5%	133.8%	130.8%	

Source: Historical data from CSU 1-2 forms and Utilization reports for SJSU.

# Glossary: Acronyms and Measures

## Enrollment and Population Measures<sup>1</sup>

Academic Year (AY) begins with the fall term and ends with the spring term.

College Year (CY) begins with the summer term and ends with the spring term.

Full-Time Equivalent Student (FTE, FTES) is based on the units required for an undergraduate to complete a degree in four years (or one to two years for a graduate student.)

- 1 Undergraduate FTE = 15 units
- 1 Post-baccalaureate FTE = 15 units (e.g., teaching credential student)
- 1 Graduate FTE = 12 units

Headcount (HC) is the total number of individual students, faculty or other employees, usually measured at fall census.

## Space Measures<sup>1</sup>

ASF per FTE Model (ASF/FTE) uses the concept of assignable square feet per Full-Time Equivalent Student to evaluate space needs and project future space requirements.

Assignable Square Footage (ASF): The assignable square footage (ASF) of a facility is the floor area within any building or structure. The ceiling-to-floor usable portion of the inside of a space or room including the interior area of building equipment rooms (basement or penthouse) is counted in building ASF (except separate parking facilities.)

Inclusive of:

- Built-in or free-standing furniture and equipment.
- Alcoves and similarly recessed areas.

Exclusive of:

- Public corridors, lobbies, stairways, elevators and other general-circulation facilities.
- Janitor's closets and other specialized custodial facilities usable only for building maintenance.
- Building chases, tunnels and interstitial areas used for heating, ventilating, air conditioning, electrical and other utility facilities required for building operation, excluding equipment rooms.
- Public toilets.

Capacity is expressed in terms of AY FTES capacity, student stations or office stations, using CSU utilization and space standards.

Gross Square Footage (GSF) is the outside measurement of a facility or structure. Outside gross area is computed by floor level, outside-to-outside of exterior walls, excluding fins, pilasters and similar projections beyond face of wall. (See SUAM for additional details regarding what is included and excluded.)

Utilization is based on the number of seats occupied in a classroom or laboratory per week:

- Lecture Utilization Standard: 53.0 hours/week at 66% occupancy = 35 hours/week/student station.
- Lab Utilization Standard, for Lower Division: 27.5 hours/week at 85% occupancy = 23.4 hours/week/student station.
- Lab Utilization Standard, for Upper and Grad Division: 22.0 hours/week at 80% occupancy = 17.6 hours/week/student station.

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<sup>1</sup> Source: State University Administrative Manual (SUAM), Section V - Measurement Devices for Campus Physical Planning, Sections 9045-9050