



STRATEGIC DRIVERS & MASTER PLAN GUIDELINES VISION

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STRATEGIC DRIVERS

The strategic drivers of these Guidelines include the University's existing vision statement, mission, and strategic plan, as well as the Second Nature Climate Commitment. The Guidelines goals and recommendations reflect the objectives laid out in these documents.

Vision Statement

CSUMB's founding vision statement is a far-reaching and aspirational document that has served the University since its inception. Written in 1994, the statement is still highly relevant and speaks to many of the values that helped shape these Guidelines. The vision statement is located to the right. Key excerpts that are relevant to the Guidelines are highlighted.

Mission

CSUMB's mission is intended to guide the day-to-day operations of the University. Every faculty, staff, and administrator is encouraged:

"To build a multicultural learning community founded on academic excellence from which all partners in the educational process emerge prepared to contribute productively, responsibly, and ethically to California and the global community."

*California State University, Monterey Bay
Founding Vision Statement*

California State University, Monterey Bay (CSUMB) is envisioned as a comprehensive state university which values service through high quality education. The Campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations. It will feature an enriched living and learning environment and year-round operation. The identity of the University will be framed by substantive commitment to multilingual, multicultural, gender-equitable learning. The University will be a collaborative, intellectual community distinguished by partnerships with existing institutions both public and private, cooperative agreements which enable students, faculty, and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

The University will invest in preparation for the future through integrated and experimental use of technologies as resources to people, catalysts for learning, and providers of increased access and enriched quality learning. The curriculum of CSUMB will be student and society centered and of sufficient breadth and depth to meet statewide and regional needs, specifically those involving both inner-city and isolated rural populations, and needs relevant to communities in the immediate Tri-County region (Monterey, Santa Cruz, and San Benito). The programs of instruction will strive for distinction, building on regional assets in developing specialty clusters in such areas as: the sciences (marine, atmospheric, and environmental); visual and performing arts and related humanities; languages, cultures, and international studies; education; business; studies of human behavior, information, and communication, within broad curricular areas; and professional study.

The University will develop a culture of innovation in its overall conceptual design and organization, and will utilize new and varied pedagogical and instructional approaches including distance learning. **Institutional programs will value and cultivate creative and productive talents of students, faculty, and staff, and seek ways to contribute to the economy of the state, the wellbeing of our communities, and the quality of life and development of its students, faculty, and service areas.**

The education programs at CSUMB will:

- Integrate the sciences, the arts and humanities, liberal studies, and professional training;
- Integrate modern learning technology and pedagogy to create liberal education adequate for the contemporary world;
- Integrate work and learning, service and reflection;
- Recognize the importance of global interdependence;
- Invest in languages and cross-cultural competence;
- Emphasize those topics most central to the local area's economy and ecology, and California's long-term needs;
- Offer a multicultural, gender-equitable, intergenerational, and accessible residential learning environment.

The University will provide a new model of organizing, managing, and financing higher education:

- The University will be integrated with other institutions, essentially collaborative in its orientation, and active in seeking partnerships across institutional boundaries. It will develop and implement various arrangements for sharing courses, curriculum, faculty, students, and facilities with other institutions.

- The organizational structure of the University will reflect a belief in the importance of each administrative staff and faculty member, working to integrate the University community across "staff" and "faculty" lines.
- The financial aid system will emphasize a fundamental commitment to equity and access.
- The budget and financial systems, including student fees, will provide for efficient and effective operation of the University.
- University governance will be exercised with a substantial amount of autonomy and independence within a very broad CSU systemwide policy context.
- Accountability will emphasize careful evaluation and assessment of results and outcomes.

Our vision of the goals of California State University, Monterey Bay includes: a model pluralistic academic community where all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence; a faculty and staff motivated to excel in their respective fields as well as to contribute to the broadly defined university environment. Our graduates will have an understanding of interdependence and global competence, distinctive technical and educational skills, the experience and abilities to contribute to California's high quality work force, the critical thinking abilities to be productive citizens, and the social responsibility and skills to be community builders. CSUMB will dynamically link the past, present, and future by responding to historical and changing conditions, experimenting with strategies which increase access, improve quality, and lower costs through education in a distinctive CSU environment. University students and personnel will attempt analytically and creatively to meet critical state and regional needs, and to provide California with responsible and creative leadership for the global 21st century.

~ September 27, 1994

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Strategic Plan

Adopted in September 2008, the CSUMB 2008–2018 Strategic Plan identified goals and initiatives to support the long-term growth and success of the Campus. At that time the goals were:

- Increase student success
- Continue to develop as a comprehensive state university
- Increase institutional capacity
- Attract, retain, and develop faculty, staff, and administrators

This strategic plan was updated in 2013. The goals were revised to the following themes:

- Student success
- Academic excellence
- Institutional capacity
- Regional stewardship

These strategic themes have informed the Master Plan Guidelines vision, as well as the planning, design, and development strategies and recommendations embodied in this document. These Guidelines provide a physical framework to support these themes.

The Campus has announced its intention to develop a new Strategic Plan for the coming 25th Anniversary in academic year 2019/20.

Student Success

Student success can be understood as meeting three goals: transitioning successfully into college, remaining enrolled and rising through a program of study, and graduating on time. These goals can be more readily realized if the Campus is welcoming and accessible; if it creates an appropriate collegiate environment; and if it offers the range of facilities necessary for an institution of higher education. One strategy identified in the 2013 strategic plan is to “improve retention and graduation rates.”

Placemaking, one of the core tenets of the Guidelines, will lead to a more welcoming, dynamic, and student-oriented Campus that will support student success.

Academic Excellence

Academic excellence can be understood as the ability to perform and excel in scholastic activities. While academic excellence is associated with superior performance and high grades, it is more than this alone. Academic excellence strives to maximize each student’s development, intellectual capacities, and contributions to society. Among several strategies, those most relevant to the Guidelines and the Campus’s built environment include:

- *“Develop academic centers of excellence”*
- *“Continue to support faculty, staff, and students (we note that ‘faculty/staff working conditions are student learning conditions’)”*
- *“Foster active and engaged learning with high-impact practices”*
- *“Increase utilization of our Campus, including more support and opportunities for study abroad, as well as increased international student enrollment”*

These Guidelines recommend land use and planning strategies that will encourage the University to develop in ways that promote academic excellence.

Institutional Capacity

The strategic plan notes:

“CSUMB endeavors to build its institutional capacity by deliberately and carefully planning the judicious use of its human, technological, organizational, and resource assets and capabilities. Our goal is to maximize the number of people we serve and to meet the needs of the 21st century subject to our institutional constraints.”

Institutional capacity at CSUMB is currently stressed; space demands exceed the institutional resources. This insufficient capacity is reflected in high classroom utilization rates, waiting lists for residential halls, closed academic course sections, and myriad other factors.

The immediate needs are somewhat alleviated by recent and ongoing construction (Promontory housing, Building 506, and both the Student Union and Academic III, which are currently in design), but this construction does not yet meet the needs of the University’s current enrollment. In order to achieve the targeted enrollment growth to 12,700 FTE, the University will need to significantly expand its building inventory.

The Strategic Plan identifies strategies and sets goals that will be met through planning and development. These include:

- *Ensure alignment of public and private resources with institutional priorities*
- *Continue improvement and construction of the physical Campus*
- *Incorporate planning principles of sustainable design and operations, a strong Campus Core, valuing natural resources, efficient transportation and social interaction between the University and its environs*
- *Enhance use of academic space and academic week as enrollment grows*

The Guidelines recommend land use and building strategies that will increase institutional capacity to accommodate 12,700 FTE, and will house 60 percent of students and 65 percent of faculty and staff on Campus.

Regional Stewardship

CSUMB is dedicated to serving the diverse people of California, especially the working class and historically undereducated and low-income populations. The University’s vision statement also charges the institution with economic stewardship of the region.

Since the University’s founding in 1994, more than nine thousand students have graduated with bachelor’s degrees and one thousand with graduate degrees, going on to careers in fields ranging from marine science to education to social work. Many of these graduates have stayed in Monterey County, contributing their skills and productivity to the region. As the only four-year public university in the county, CSUMB provides broadened access to high-quality higher education. While only 32 percent of enrolled undergraduates come from the tri-county area, 45 percent of CSUMB graduates remain in the tri-county area after graduation.

As envisioned in the Base Reuse Plan, CSUMB is also a major economic driver and a leader in the economic development of the region. The State of California established CSUMB as an economic development engine for Monterey County and the tri-county region.

CSUMB’s economic impacts begin with direct spending by the University itself, and its faculty, staff, and students, which then ripples through the economy, creating additional benefits through successive rounds of spending. On the whole, CSUMB contributes 2,900 jobs to Monterey County. This includes the University’s employees residing in the county, as well as jobs resulting from spending by the University, faculty, staff, and students. University expenditures for wages and salaries, books and supplies, facilities operations, and other items related to ongoing operations and maintenance generate almost \$230 million in total spending a year throughout the county. Student spending—on housing, transportation, retail, food and drink—further bolsters the regional economy, resulting in annual economic

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impacts of \$90 million in Monterey County (see the Appendix for additional economic impact information). Many CSUMB students also contribute to the workforce while enrolled, primarily working part-time in the service industries of the surrounding communities.

Beyond the economic benefits generated by University operations and student spending, CSUMB invests significant resources every year in major capital improvements. In fiscal year 2015/16, CSUMB budgeted \$60 million for capital improvements, supporting local construction jobs and additional spending. The University's annual capital expenditures will increase as the University continues to grow.

CSUMB has a state-of-the-art fiber optic infrastructure that provides wireless and hardline high speed internet to the Campus and some community partners, and supports regional cellular service. The network is both resilient in its redundancy and has a capacity well beyond the foreseeable future Campus needs. The satellite CSUMB properties in Salinas and Ryan Ranch each have similar network capacity and network resource access. The University's network capacity allows CSUMB to share excess capacity with adjacent agencies and municipalities enhancing community partnerships and resource sharing.

University administration and faculty have also had success in identifying community partners that align students' service and experiences with the needs and goals of the region, with the ultimate goal of impacting both student learning and institutional and community change. CSUMB is a winner of the President's Award for Higher Education Community Service and two CSUMB programs— Computer Science in 3 Years (CSin3) in collaboration with Hartnell College, and the Math Hugs developmental programs—have won State of California awards for higher education innovation, receiving a total of \$8 million in grants, more than any other state university.

Many centers and institutes complement academic programs and serve the local community, including:

- Bright Futures Education Partnership
- Center for Reading Diagnosis and Instruction
- Institute for Applied Marine Ecology
- Institute for Community Collaborative Studies
- Institute for Innovation and Economic Development
- Panetta Institute for Public Policy
- Service Learning Institute
- Small Business Development Center
- The Watershed Institute

CSUMB faculty have also contributed to regional projects and programs such as FORTAG, the Sustainable Hospitality program, and proposals for eco-tourism as a way to create more jobs in the region.

MASTER PLAN GUIDELINES VISION

The vision for the Master Plan Guidelines is one of sustainability. During the planning process, the larger master planning team identified nine sustainability priority elements, selected from a larger group of sixteen aspects of sustainability typically addressed on university campuses (see Figure 3.1). These were then distilled into three core sustainability tenets—place-making, stewardship, and partnership—that guide the goals and recommendations of the Guidelines.

In conjunction, by drawing upon the existing CSUMB Vision Statement, mission, strategic plan, and input from an extensive community engagement process, several planning systems and key themes were developed to guide an updated vision of the Guidelines for the twenty-first century.

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Figure 3.1: Sustainability Priorities

SOCIAL ELEMENTS

 COMMUNITY	 PLACE	 LEARNING
<ul style="list-style-type: none"> • Ensure that Campus spaces are accessible to all, following a universal design standard • Support a sense of belonging for all students • Provide economic and social benefits to the local community 	<ul style="list-style-type: none"> • Design spaces that are responsive to the culture, history, traditions, and context of the Campus and region 	<ul style="list-style-type: none"> • Foster a culture of sustainability in students; facilitate more student engagement in sustainability to foster behavior change • Make sustainability visible; utilize the campus environment as a learning laboratory

NATURAL ENVIRONMENT ELEMENTS

 WATER	 ENERGY	 HABITAT/ BIODIVERSITY
<ul style="list-style-type: none"> • Reduce reliance on potable water and design infrastructure for compatibility with future non-potable water goals 	<ul style="list-style-type: none"> • Implement 2013 Climate Action Plan goal of carbon neutrality by 2030 • Create an infrastructure plan to achieve net zero energy 	<ul style="list-style-type: none"> • Conserve and enhance native and rare species on Campus • Connect with the larger Fort Ord region to create wildlife corridors

BUILT ENVIRONMENT ELEMENTS

 BUILDINGS	 MOBILITY
<ul style="list-style-type: none"> • Design buildings to meet the highest standards, including net zero energy • Educate building users and visitors in the benefits of energy-conscious design 	<ul style="list-style-type: none"> • Prioritize bicycles and pedestrians on campus • Increase TDM measures to reduce vehicle trips to Campus • Improve the Campus bicycle system • Create a pedestrian-only Campus Core

ECONOMIC ELEMENTS

 ECONOMIC DEVELOPMENT
<ul style="list-style-type: none"> • Promote partnerships that benefit CSUMB and the local community and region • Support academic programs that address the needs of the region

These nine elements were selected from a larger group of sixteen aspects of sustainability typically addressed on university campuses. The master planning process at CSUMB included a prioritization exercise conducted with the Master Plan Sustainability Committee that resulted in nine sustainability elements chosen as priorities for the Guidelines. Those nine elements are displayed here and list their accompanying objectives.

Three Tenets of Sustainability

The three tenets guide the Guidelines components but also help express the interconnections among the elements. For example, the design of a new building achieves placemaking by creating community and learning spaces for people to gather and interact; it practices stewardship by reducing the consumption of resources and by connecting building occupants to the natural landscape through daylighting and landscaping; and it considers partnership options to complement regional development.

At its heart, the 2017 Master Plan Guidelines provide a framework for the physical manifestation of sustainability. By fostering partnerships, honoring and respecting our natural resources, and creating a welcoming environment, CSUMB will continue to flourish long into the future.

Each chapter of the Guidelines integrates sustainability into the goals and recommendations using the three tenets, described as follows:

Placemaking - Create interesting, pleasurable and welcoming community spaces that attract people, encourage interaction, or allow movement at a comfortable pace, while promoting health, happiness, and well-being.

This tenet applies to the creation of a unique campus character and identity through the buildings, formal and informal outdoor spaces, and the pathways, bikeways, and roadways that connect those spaces. It produces a sense of community on Campus and helps “form the nucleus of the future Fort Ord community envisioned to grow at this site” (Base Reuse Plan, page 8) for both the Campus and the former Fort Ord.

Stewardship - Conserve our natural resources and ecosystem services; connect people to the natural environment.

While the Strategic Plan’s Regional Stewardship theme focuses on the economic stewardship of the region, the sustainability tenet relates to environmental stewardship.

The natural environment is central to the Campus identity at CSUMB. The CSUMB community connects with the natural environment directly when hiking through Fort Ord, surfing in the Monterey Bay, or walking through the oak woodlands on the way to class. In addition, they connect to the environment indirectly when turning on the faucet or the lights, or driving or bicycling to class. These Guidelines incorporates direct and indirect stewardship for the environment.

Partnership - Support the redevelopment of Fort Ord by actively fostering partnerships and supporting high-quality economic development opportunities.

As envisioned by the Base Reuse Plan, CSUMB serves as a catalyst for economic development in the region. As one of the largest employers in the region, CSUMB will expand its attractiveness as an economic partner and will work with others to develop mutually beneficial amenities and economic returns for the Campus and Fort Ord community.

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Existing Sustainable Building Certifications

Since the development of more environmentally-conscious CSU and state building standards, new construction on Campus has integrated systems such as LEED (Leadership in Energy and Environmental Design) into the design and construction of new facilities.

In support of CSUMB’s sustainability goals and the Second Nature Climate Commitment, the Master Plan sustainability subcommittee facilitated a discussion concerning the feasibility and utility of adopting a sustainability framework or third-party structure for measuring sustainability efforts. Several systems—LEED for Neighborhood Design (LEED ND), Living Community Challenge (LCC), Sustainable Sites Initiative, and One Planet Living—were evaluated to determine relative benefits, fit for CSUMB, and effort and complexity to implement. While the Committee recognized that achieving framework certification would be ambitious, it also recognized that certification could distinguish CSUMB nationally as a leader in sustainability.

After a deep review of the LCC and LEED ND frameworks, the Campus determined that the LCC best supports the Campus vision and mission and incorporate elements of social justice, beauty, and equity in a way that allows the Campus to be more creative, flexible and visionary in its application of these elements. LEED ND remains an important design tool and includes principles foundational to this plan; for example, emphasizing a compact campus, with walkable, vibrant and mixed used neighborhoods connected to nearby communities. Although the University does not intend to apply for LEED ND certification, LEED ND principles and standards will continue to be employed as a basis for implementing good design principles.

The Living Community Challenge is an ambitious challenge that strives to create “socially just, culturally rich and ecologically restorative” communities. The LCC is designed around seven “petals”:

- Place
- Water
- Energy
- Health and Happiness

- Materials
- Equity
- Beauty

Each of these petals is addressed throughout the plan. Some petals align directly with chapters (e.g., energy and water); other petals, such as Health and Happiness, and Place, are integrated into multiple chapters.

The Campus will maintain status as an emerging living community following the review of this document. As new projects come to fruition, there will be periodic reviews to maintain this designation. The LCC allows full certification, petal-level certification which requires achievement of three petals, one of which must be energy, water, materials, or CORE certification, which requires achievement of 10 sub-Petal Imperatives. The Campus can determine, as buildout occurs and petal imperatives are met, whether to choose full certification or petal certification. The campus will continue to pursue LEED Platinum for all new construction.

Resiliency

CSUMB also recognizes the necessity to be resilient to natural disasters, weather disruption caused by climate change, and other community safety concerns. The Campus maintains an emergency operations plan that address “all hazards” (including natural disasters and other health and safety disruptions). CSUMB is prepared to maintain community operations following an incident and to work with neighboring communities to provide mutual aid as necessary. In addition, CSUMB provides certified emergency responder training opportunities for community members. Campus staff and faculty also engage with the Central Coast Climate Collaborative and other regional stakeholders to better plan for resiliency and adaptation needs.

Land Use: Cluster and Density Campus Activity



Figure 3.2: 2020 Illustrative Plan

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Open Space: Connect and Enhance Campus Open Space



Figure 3.3: *Bicycle and Pedestrian Path Rendering*

Mobility: Create a Pedestrian Prioritized Campus



Figure 3.4: Inter-Garrison Road at Fifth Avenue Rendering

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***Water: Respect Scarcity and Manage Run-off &
Energy: Adapt with Technology at a District Scale***



Figure 3.5: Residential Neighborhood Rendering

Design Themes: Enhance Campus Identity



Figure 3.6: Divarty Mall Rendering



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