CAMPUS MASTER PLAN

California State University | Stanislaus

Campus Master Plan

California State University, Stanislaus

March 2009

Campus Master Plan
Prepared by:
California State University, Stanislaus
RSK Associates

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I. Introduction

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Executive Summary

Over the past forty years California State University, Stanislaus has been guided by its 1968 Physical Master Plan. The previous plan served the University well, but the need for a new vision was apparent. Variations from the 1968 plan were accommodating contemporary needs, however, technology had evolved beyond anticipated demand, new buildings not included in the previous plan were being proposed in response to new programs, and the balance between new construction and open space faced a significant potential for compromise. Therefore, the University found itself with a unique opportunity to examine the forces that have formed the campus over the past forty years and to determine how it can respond to those forces over the next ten to fifteen years. The 2009 Campus Master Plan Revision seeks to incorporate needed changes while maintaining the positive campus character. Since its beginnings, the campus has responded to the dynamic changes that have taken place in Stanislaus County. It is both an understanding of how this change has occurred and its influence on how the campus has taken shape that the Campus Master Plan Revisionwill explore.

Scope of the Plan

The focus of this Campus Master Plan Revision is based on the assumption that change brought about by increased enrollment will continue. This proved to be relevant in 2005, when enrollment increased to just over 6,000 full-time equivalent (FTE) students, of the University's approved 12,000 FTE cap. At that time the campus administration initiated the early steps for an update of the Campus Master Plan. Numerous incentives prompted the need for an update, headed by the premise that enrollment growth would continue upward, reaching capacity within the next twenty years. This doubling of enrollment requires increases within instructional space, parking, student housing and the support services necessary to operate the University. Likewise, it would be necessary to assess the impact of this growth on both the resources of the University and on the surrounding community. Agricultural fields that were once dominant around the campus have now become residential and commercial areas. This urban evolution has helped to define the boundary of the campus in addition to bringing growth pressures from both sides. As a result, in order to understand emerging concerns from the campus and surrounding community, the University established a steering committee to develop the Goals and Key Components that define the direction of the Campus Master Plan Revision. The Campus is poised to take the next step in its maturity by altering the distribution of land use through classroom facilities, parking areas, housing zones and physical education facilities.

Since the projects' start in 2005, various sessions have helped to identify the goals, planning issues and facilities that would prepare the campus for the future. In the interim, enrollment has increased to over 7,000 FTE, testifying to the assumption of continued growth. To accommodate this and future increases, the campus will need to enlarge its total space by an additional 1,433,325 gross square feet (GSF) totaling 2,700,999 GSF within approximately thirty buildings. The 12,000 FTE enrollment capacity number is consistent with planning criteria that relates campus population to land area. A generally accepted standard for the instructional portion of a campus provides 250 square feet of land area per FTE enrollment. By that standard, the requirement for land to accommodate a capacity of 12,000 FTE is fewer than 70 acres. With 228 acres of land within its boundaries, the anticipated growth of enrollment and programs can easily be accommodated. Other support uses in-

Goal of the 2009 Campus Master Plan Revision:

The Campus Master Plan Revision shall uphold the objective of the University in providing a distinct and attractive physical environment that supports the delivery of quality higher education. To assist the University in reaching its targeted capacity enrollment of 12,000 FTE (15,000 headcount), the Campus Master Plan Steering Committee established standards for development of the 10-15 year plan that will:

- continue to facilitate high quality teaching, learning and working activities at the University;
- enhance the student life experience;
- adapt to the changing world;
- preserve the aesthetic qualities of the campus;
- sustain the University's commitment to responsible financial and environmental practices;
- and allow the University to interact positively with the community.

crease the need for land, e.g. parking, housing and outdoor physical education areas.

Academic expansion is proposed with a new quadrangle in the southeast area of the campus as a way of balancing the distribution of instructional space. Land area for new buildings will increase by ten acres to a total of twenty-seven.

Parking will take a dramatic new direction for the campus by incorporating four multi-level structures to accommodate anticipated enrollment growth. Parking spaces for the increased population will climb from 2,667 surface spaces to over 6,000 structure and surfaces spaces. The new structures will minimize the amount of additional land required by occupying land currently used as surface parking. New parking distribution patterns will help establish a balance of ingress and egress as a means of mitigating traffic issues brought about by vehicle increases.

A major commitment by the University is to retain the 1968 Master Plan goal for on-campus housing of 3,000 beds, or 25% of FTE students. To reach this goal multi-story student housing units will be developed to preserve green space. Presently there are 656 beds on campus, leaving a need for an additional 2,344 beds. The University recognizes the importance of student housing and its contribution to promoting student life and fostering community. Additional housing, which will be located in the new southeast quadrangle of the campus and across Geer Road, will accommodate the shifting demographics as more students opt for full-time attendance.

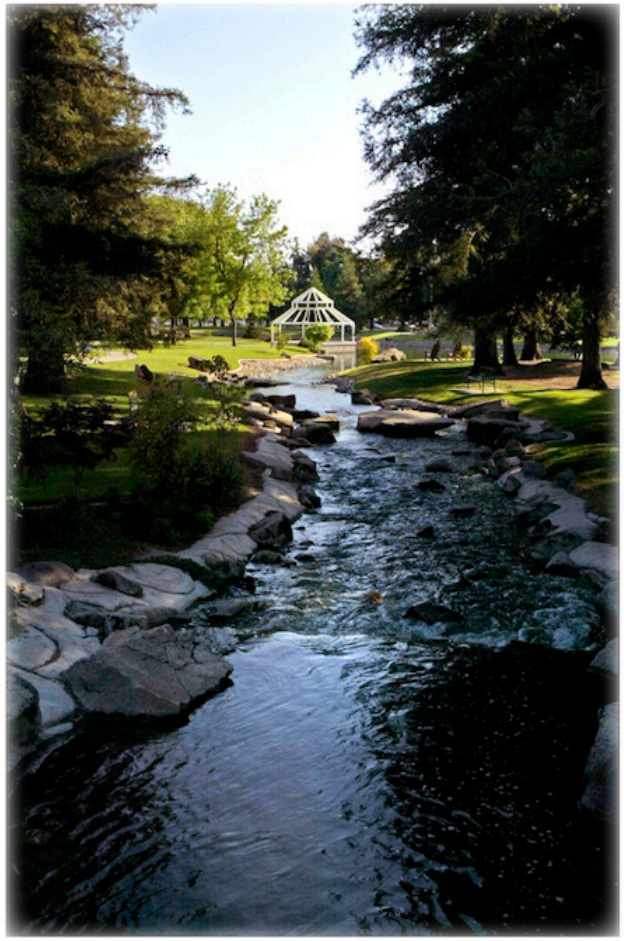
The update shows an enhanced and reorganized outdoor physical education area. This adjustment is intended to create a more vital center of activity in the northeast quadrant of the University property – a move that will help distribute activities more evenly throughout the campus.

The conclusions that emerge from analyzing future enrollment and space needs can only satisfy program requirements and standards. It is the placement, organization and phasing of these needs that brings challenge to the Campus Master Plan Revision process.

From its beginnings on a vacant site of over 200 acres, the University has become an oasis of mature landscaping. With these changes there is recognition that the highly valued open space of the campus could be compromised through new construction. Careful planning and infill techniques will be necessary to ensure that future changes are skillfully integrated into the landscape. The updated 2009 Campus Master Plan offers a solid plan for the future.

Key Components of the 2009 Campus Master Plan Revision:

1. Serve as a 10-15-year guide for development.
2. Maintain current student capacity at 12,000 FTE.
3. Multi-story student housing will preserve green space, and on-campus housing capacity will remain fixed at 25% of enrollment (3,000 beds).
4. Multi-level parking structures will preserve green space while accommodating 6,000 vehicles.
5. Preserve and honor campus green space and a park-like setting.
6. Minimize traffic congestion by concentrating future construction around the campus core and in southeast corner of campus.
7. Perimeter Road will remain as shown in the 1968 Master Plan.
8. Remove parking lot 8 (south of Warrior Arena and within the perimeter road) to provide green space for Physical Education programs and student activities.
9. Develop "Yosemite" property on east side of Geer Road for student housing.
10. Future acquisition of land at the northwest corner of campus is anticipated.



II. The University

- Historical Summary
- Campus Organization
- University Vision and Mission Statement
- Enrollment and Capacity
- Enrollment Projections

Historical Summary

In 1957 the State Legislature established what was then known as Stanislaus State College. The college was created to allow the maximum number of students within a 30-mile radius an opportunity for a college education with minimal cost and commute time. The first classes opened in September of 1960 in a temporary location at the Stanislaus County Fairgrounds. A Master Plan for a permanent location was approved by State College Trustees in 1962, setting an enrollment capacity of 10,000 FTE for the new campus. The selected site for the permanent campus was a former 228 acre vineyard. It was a relatively flat, vacant piece of land at the northern edge of the City of Turlock. Population growth in the county has continued to exceed expectations, which have translated to the University's enrollment growth. Similarly, the development of the area has altered the commuting time and patterns of those who attend the University.

In June 1965, the College moved to its new campus. Prior to the move, the academic program was limited to upper division and graduate courses. In September 1965, the first freshman class was admitted and lower division courses were offered. 1974 also saw the College's conversion to a 4-1-4 academic calendar and, later, in 1985 the College was awarded university status and renamed California State University, Stanislaus.

Left: Master Plan Architect (right) & Executive Dean Gerard Crowley talk at the the 'Future Home of Stanislaus State College' sign after the selection of the new site in Turlock.

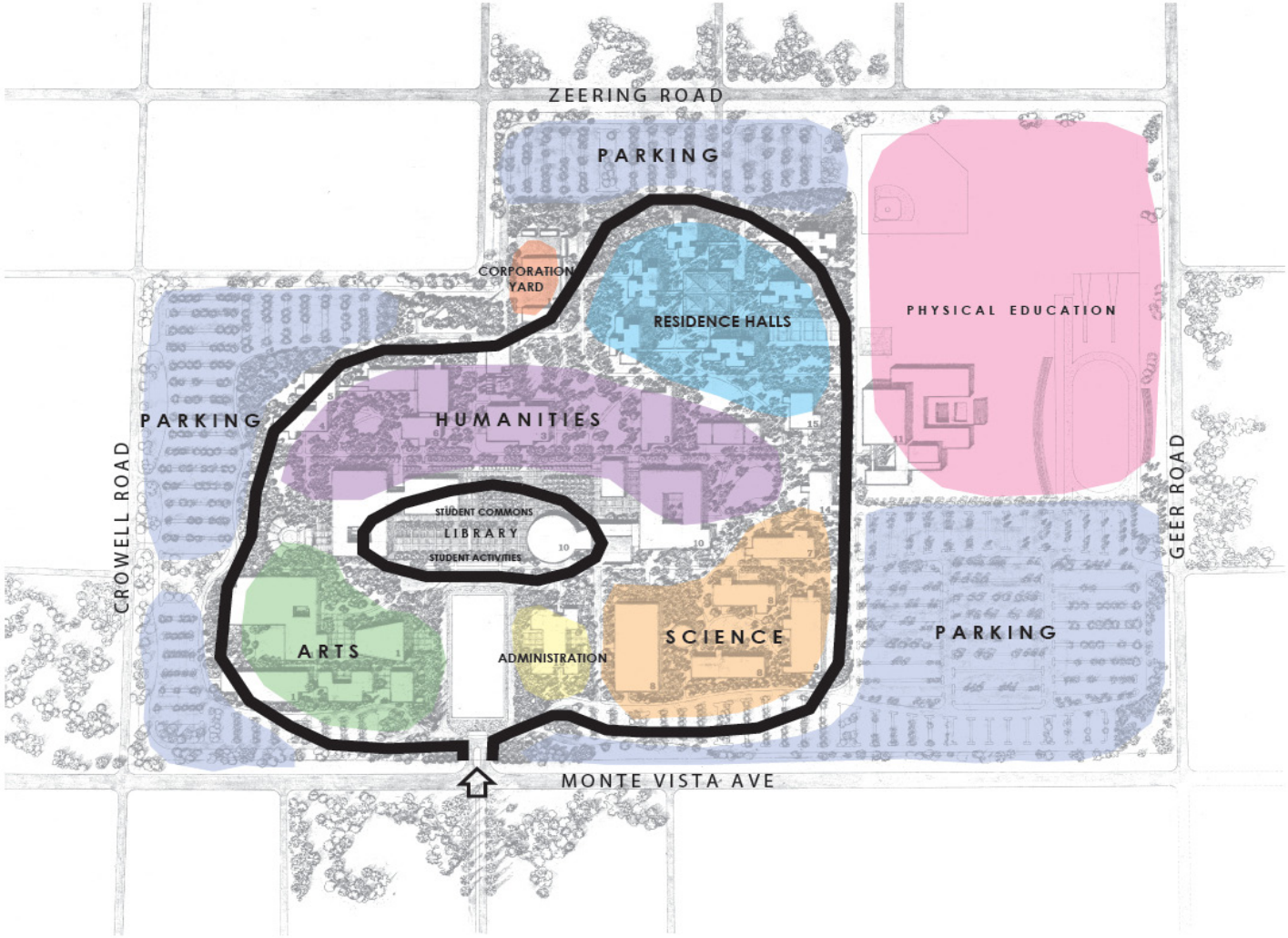
Right: Construction of the Classroom Building, Library, Central Plant and Reflection Pond in 1964.

Left: A crowd gathers at the center of the new campus at the site of the present day Quad in 1965 for dedication ceremonies.

Campus Organization - 1968 Physical Master Plan

Recognizing a need to organize the facilities on the new site, the 1968 Master Plan was prepared and approved. The layout and road system of the 1962 plan were unchanged, but the student enrollment capacity was increased to 12,000 FTE, the same level used today. The 1968 plan also called for increases in parking areas, residence halls and physical education fields. The plan envisioned 1,265,225 GSF of instructional space, 631,000 GSF of residence halls, 6,000 parking spaces and 32.6 acres of outdoor physical education area.

The concept established forty years ago is essentially unchanged, suggesting that the criteria used in creating the 1968 Physical Master Plan was correct and has formed a solid foundation for future growth and expansion.



University Vision and Mission Statements

Vision Statement

CSU Stanislaus strives to become a major center of learning, intellectual pursuit, artistic excellence and cultural engagement for California's greater Central Valley and beyond. We will serve our diverse student body, communities and state by creating programs, partnerships and leaders that respond effectively to an evolving and interconnected world.

Mission

The faculty, staff, administrators, and students of California State University, Stanislaus are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative, and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning. To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.

To achieve our mission and vision:

- We inspire all members of the campus community to demand more of self than we do of others to attain new knowledge and challenge assumptions.
- We challenge one another to be fully engaged, responsible citizens with the ethics, knowledge, skills, and desire to improve self and community.
- We value learning that encompasses lifelong exploration and discovery through intellectual integrity, personal responsibility, global and self-awareness, grounded in individual student-faculty interactions.
- We are a student-centered community committed to a diverse, caring, learning-focused environment that fosters collegial, reflective and open exchange of ideas.
- We, as students, create the collegiate experience through initiative, participation, motivation, and continual growth to meet the demands of self and others.
- We, as faculty, elicit, nurture, and enhance the different voices of our selves, students and communities through deliberate engagement, continual discovery and ongoing transformation. We, as staff and administrators, contribute to the learning environment by demonstrating the knowledge, skills and values that serve and support the University's mission.

Enrollment and Capacity

The Stanislaus campus is part of the California State University System, one of the largest systems for higher education in the country, with a student headcount enrollment of over 400,000. The System consists of twenty-three campuses throughout the State. Each of the campuses tracks its enrollment on a college year basis and strives to meet the growth targets established by the Office of the Chancellor. In general, the system anticipates that growth will take place at about two-and a-half percent, annually.

The University has an approved enrollment capacity; the maximum enrollment that can take place on the campus is 12,000 full time equivalent students. At its current enrollment of 7,042, there is sufficient availability to add buildings to the campus in anticipation of future growth. However, without specific programs for future buildings, it is unknown how much capacity can be built into the campus incrementally. It is possible though to identify building locations based on various planning criteria and to include capacity space through project-by-project programming demand.

Accommodating Enrollment

The educational specifications that guided the Trustees 1962 approval, proposed that the campus would provide for an enrollment of 10,000 FTE or Full-Time Equivalent students. Within six years that number increased to 12,000 FTE. It has not changed in forty years because the systematic growth of the campus has remained well within this cap. And it is anticipated that growth will continue to remain below this number through the year 2027. The importance of enrollment capacity is its relationship to how the University requests funding for instructional space. As new buildings are proposed for the campus, they fall into funding categories that use various criteria for approval. Student Housing, parking structures and student-fee funded projects when approved, are paid for through non-State sources. Buildings that contain instructional space, e.g. lecture halls, classrooms and laboratories, are State funded and contribute to the "capacity space" of the campus. In general, enrollment FTE cannot exceed capacity FTE. According to the Space and Facilities Database Management System (SFDB) of November 2008, the Stanislaus campus had an existing capacity space of 5,928.6 FTE.

Capactiy Space

Capacity space for each new building is calculated on a formula that considers the type of instructional space, number of stations, utilization and levels of instruction. The building on campus with the greatest amount of capacity space is Bizzini Hall with 2,506.4 FTE.

5-Year Capital Improvement Plan (CIP)

Each year the 23 campuses of the CSU System prepare requests for new projects to be funded, in part, through State funds. Non-state funded projects are also listed. The request describes priorities identified for a five-year period. A state-wide evaluation for all the institutions results in an overall list of priorities. Capital Improvements are approved by the Board of Trustees in accordance with available funding.

Enrollment Projections

The following chart depicts the enrollment trends of the University in a number of categories. The chart suggests that continued increase in enrollment will require a parallel increase in capacity space to accommodate future students. For purposes of the growth analysis, only the "Turlock CY FTES" numbers are used as a guide of annual or College Year enrollment.

YEAR	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
FALL HC	7,858	8,137	8,374	8,836	8,606	8,839	9,175	9,523	9,895	10,281	10,682	11,098
STOCKTON CY FTES	429	455	467	462	459	471	489	508	528	548	570	592
TURLOCK CY FTES	5,826	6,277	6,541	7,042	6,713	6,996	7,202	7,414	7,632	7,856	8,087	8,325
FALL FTE	5,778	6,020	6,314	6,640	6,455	6,629	6,881	7,142	7,421	7,710	8,011	8,324
CY FTE Resident	6,255	6,732	7,008	7,504	7,250	7,468	7,692	7,922	8,160	8,405	8,657	8,917
CSU TARGET Resident	6,462	6,624	6,765	7,090	7,090	7,280	7,560	7,849	8,155	8,472	8,801	9,141
CSU TARGET TOTAL	6,255	6,732	7,085	7,552	7,172	7,366	7,646	7,936	8,246	8,567	8,901	9,248

YEAR (cont.)	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FALL HC	11,531	11,981	12,304	12,661	13,028	13,406	13,795	14,195	14,606	15,030	15,466	15,914
STOCKTON CY FTES	615	639	656	675	695	715	736	757	779	802	825	849
TURLOCK CY FTES	8,569	8,821	9,087	9,360	9,642	9,932	10,231	10,538	10,855	11,182	11,518	11,864
FALL FTE	8,648	8,985	9,228	9,496	9,771	10,054	10,346	10,646	10,955	11,272	11,599	11,936
CY FTE Resident	9,184	9,460	9,743	10,036	10,337	10,647	10,966	11,295	11,634	11,983	12,343	12,713
CSU TARGET Resident	9,495	9,884	10,154	10,440	10,743	11,012	11,331	11,660	11,998	12,346	12,704	13,072
CSU TARGET TOTAL	9,609	9,984	10,253	10,551	10,857	11,172	11,496	11,829	12,172	12,525	12,888	13,262

III. Existing Conditions

- The Campus Today
- Existing Master Plan and Legend
- Current Campus Statistics

The Campus Today

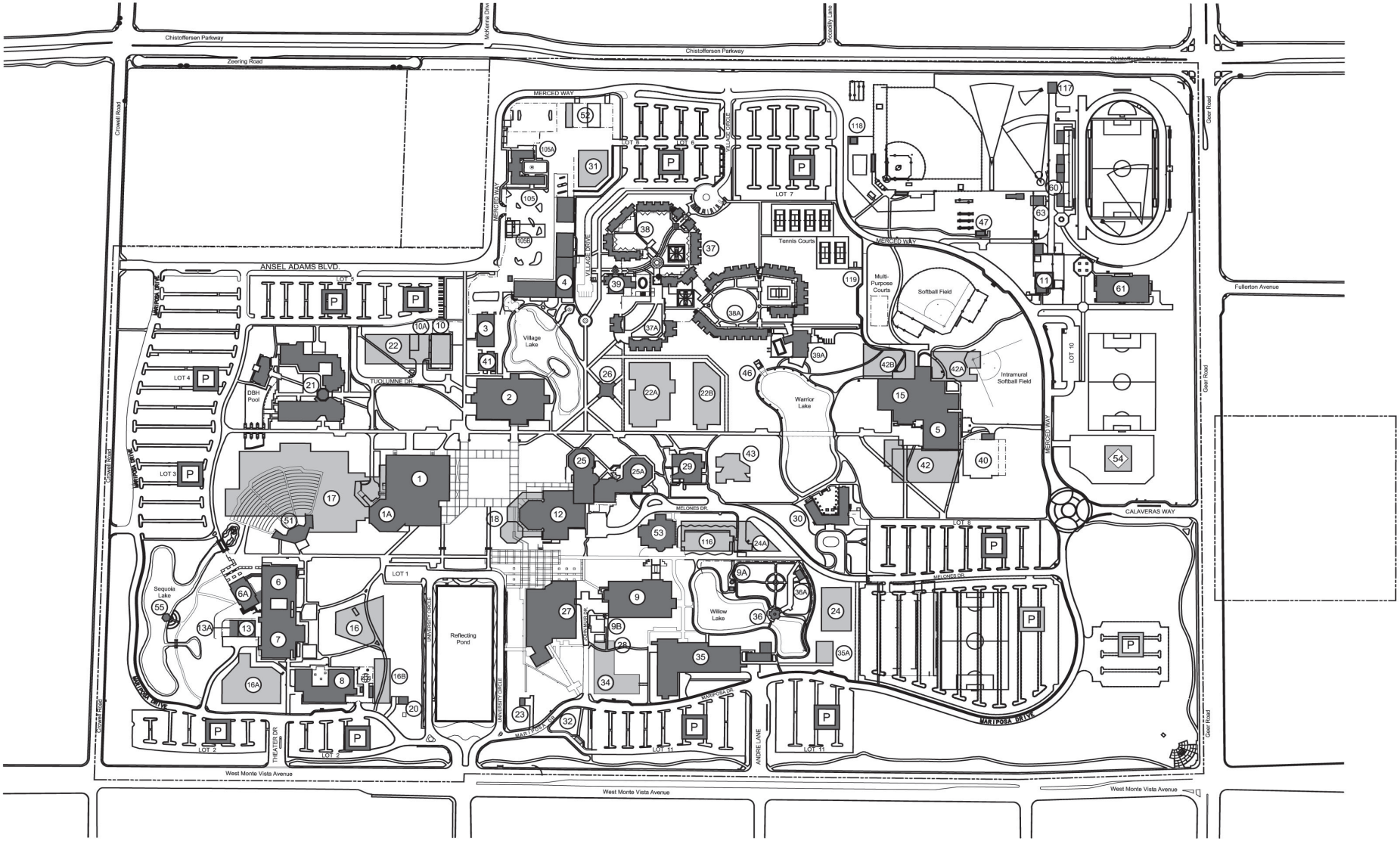
Located in California's Central Valley, the 228 acre campus lies within the City of Turlock, the second largest city in Stanislaus County. The City population has grown steadily from 14,000 when the campus opened in 1965 to 69,321 according to the 2007 census. The City of Turlock provides an ideal setting for a quality educational environment within a relaxed community that prides itself on its small-town atmosphere. The University's website describes the campus in a way that is universally agreed upon by the community.

"The campus itself is a beautiful, park-like setting in an environment condusive to learning. Shaded by hundereds of trees and graced by ponds, trickling streams and waterfalls, the picturesque campus offers moments of peace and relaxation to busy students, faculty, staff, and the community to actively participate in the learning-centered activities sponsored by the campus."

In 1968 the approved Master Plan described locations and adjacencies of land uses within the campus. The plan showed a major entry point on the south edge of campus, off Monte Vista Avenue/University Way. An interior loop road allowed traffic to access all parts of the campus while effectively maintaining an auto-free zone in the core area. Outside the core, the plan showed parking areas distributed along the campus perimeter, plus one area of 32 acres set aside for physical education and a smaller area for the University's Corporation Yard. Within the loop road were the academic/administrative functions, student activities and housing. The 'heart" of the campus includes a central quad surrounded by the Library, Bizzini Hall, the Cafeteria, and the Student Union building.

The most striking characteristic of the campus is the way landscaping has fulfilled its intended purpose. An important recommendation in the 1968 plan was that plantings and open space be used to define areas of the campus, create buffers and soften the inevitable contrasts between the shape and mass of future buildings. Another goal of the landscape was to offer a pleasant campus edge to the surrounding community. On seeing the campus, one would agree that all of this has happened.

Existing Campus Master Plan



Buildings
- EXISTING BUILDINGS
- FUTURE BUILDINGS
- TEMPORARY BUILDINGS
- EXISTING BUILDINGS NOT IN USE

Campus Boundary
- EXISTING
- FUTURE

Parking
- EXISTING LOT
- FUTURE LOT
- EXISTING STRUCTURE
- FUTURE STRUCTURE

California State University, Stanislaus

Campus Master Plan
Master Plan Enrollment: 12,000 FTE
Approved Date: March 1962
Revised Date: November 2006
Main Campus Acreage: 228.8

Existing Building Legend

No.	BUILDING NAME
1	J. BURTON VASCHE LIBRARY 2
1A	J. BURTON VASCHE LIBRARY ADDITION
2	DOROTHY AND BILL BIZINNI HALL
3	BOILER PLANT
4	CORPORATION YARD
5	FIELD HOUSE
6	MUSIC
6A	BERNELL AND FLORA SNIDER MUSIC RECITAL HALL
7	DRAMA
8	ART
9	SCIENCE BUILDING I
9A	OBSERVATORY
9B	GREENHOUSE
10	EDUCATIONAL SERVICES - TEMPORARY
10A	CLASSROOM ANNEX - TEMPORARY
11	FIELD HOUSE ANNEX
12	CAFETERIA
13	SCENE SHOP
15	PHYSICAL EDUCATIONAL FACILITY
20	IRRIGATION PUMP STATION BUILDING
21	DEMERGASSO BAVA HALL
22	CLASSROOM BUILDING
23	SEWER PUMP STATION BUILDING
25	UNIVERSITY UNION
25A	UNIVERSITY UNION ADDITION
26	PERGOLA
27	MARY STUART ROGERS EDUCATIONAL SERVICES GATEWAY BUILDING
28	ANIMAL CARE FACILITY

NO.	BUILDING NAME
29	HEALTH CENTER
30	JOHN STUART ROGERS FACULTY DEVELOPMENT CENTER
35	NORA AND HASHEM NARAGHI HALL OF SCIENCE
35A	GREENHOUSE II
36	BIOLOGY FIELD SITE SUPPORT DOME
36A	BIOLOGY FIELD SUPPORT RESTROOM AND STORAGE
37	RESIDENCE LIFE VILLAGE APARTMENTS I
37A	RESIDENCE LIFE VILLAGE APARTMENTS II
38	RESIDENCE LIFE VILLAGE SUITES
38A	RESIDENCE LIFE VILLAGE APARTMENTS III
39	RESIDENCE LIFE VILLAGE COMMUNITY CENTER
39A	RESIDENCE LIFE VILLAGE DINING HALL
40	POOL FACILITY
41	INNOVATIVE CENTER
46	WARRIOR LAKE PUMP HOUSE
47	TEAGUE PARK RESTROOM
51	AMPHITHEATER
53	UNIVERSITY BOOKSTORE
55	ARTS AMPHITHEATER AND GAZEBO
60	STADIUM PRESSBOX
61	STUDENT FITNESS CENTER
63	STADIUM RESTROOMS
105	CAMPUS SERVICES BUILDING
105A	CAMPUS SERVICES ADDITION
105B	ARCHEOLOGY STORAGE - TEMPORARY
116	STUDENT SERVICES - TEMPORARY
117	ATHLETIC STORAGE - TEMPORARY
118	BASEBALL STORAGE - TEMPORARY

Current Campus Statistics

Prior to determining the extent of change needed for the University to continue meeting the demands of enrollment growth, it is necessary to take a statistical "snapshot" of the campus today. This will be useful in comparing the impact of new construction on the sites that have been identified in this Master Plan Revision.

Category	Quantity	%	Unit	Source
Land Area by Acreage				
Structures	17.4	7.7%	acres	CSUS
Parking	21.8	9.6%	acres	CSUS
Water Areas	8.1	3.6%	acres	CSUS
Outdoor Physical Education	32.0	14.0%	acres	CSUS
Open	148.0	65.1%	acres	CSUS
Total	227.3	100.0%	acres	
Campus Buildings				
Gross Square Feet (GSF)	1,267,674		GSF	2007 SFDB
Assignable Square Feet	760,537		ASF	2007 SFDB
Number of Stations	9,562			2007 SFDB
Percentage Breakdown of GSF by Use				
Administrative/Student Services	227,642	18.0%	of GSF	CSUS
Instructional	623,482	49.2%	of GSF	CSUS
Library	123,319	9.7%	of GSF	CSUS
Housing/Dining	226,292	17.9%	of GSF	CSUS
Other Support	66,939	5.3%	of GSF	CSUS
Statistics				
2007 CY Enrollment FTE	7,042			CSUS
Faculty - Total	432			CPDC 1-2
Faculty Offices	433			CPDC 1-2
Student/Faculty Ratio	15.41			CPDC 1-2
Housing (and % of FTE)	656	9.3%	beds	CSUS
Parking (and % of FTE)	2667	37.9%	spaces	CSUS

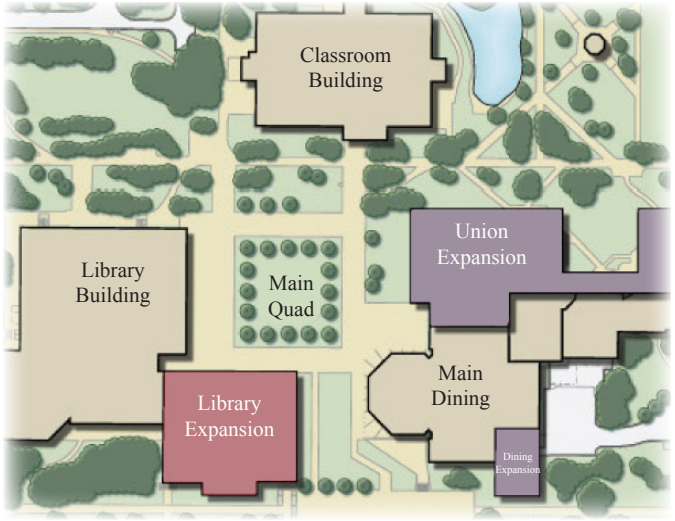
IV. The Plan

- Guiding Principles
- Recommendations
- Campus Aerial Photo
- 2009 Campus Master Plan Revision
- Existing and Planned Building Legend
- Architectural Guidelines
- Transportation and Parking
- Vehicular and Pedestrian Circulation
- Landscape and Open Space
- Sustainability

Guiding Principles

The Guiding Principles define a direction for the Campus Master Plan Revision Future goals, objectives, and implementation measures are developed from these principles. Therefore, the Guiding Principles must reflect and consider all issues of importance to the physical campus and the campus' philosophy. Guiding principle issues often incorporated into a Campus Master Plan Revision include the character of the campus, architectural guidelines for height, mass and density, vehicular circulation and parking, universal access, open space, housing, infrastructure and sustainable design and landscape.

The California State University, Stanislaus Campus Master Plan Revision Guiding Principals are as follows:



Shown above: The Main Quad surrounded by the Classroom Building, Library Building and Main Dining.

Shown below: View of the main Quad from the Cafe towards Bizzini Hall.

A Dynamic Campus Core

A dynamic campus core shall be the center of student life on campus. The core will become the central community, turning the campus inward and encouraging interaction. Activities will be integrated with the campus providing events and services to foster social relations on campus. Building density will be greatest surrounding the Main Quad with primary building entrances oriented toward this center of activity. A balance shall be maintained between building footprints, open space, vistas, and the surrounding facilities to enhance the pedestrian experience.

Centers of Activity

Surrounding the campus core are the academic clusters of Humanities, Sciences, and Arts; immediately outside these inner clusters are the Physical Education Complex and Student Housing. Each academic cluster and center of activity shall retain an individual character defined by the programs and activities unique to the area. A portion of open space will be incorporated into each cluster emphasizing and defining the cluster's boundaries and character.

Campus Coherence through Landscaping, Pathways, Signage and Building Design

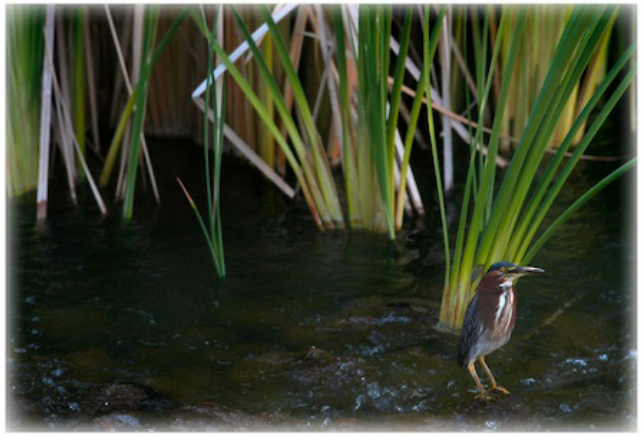
Landscaping, pathways, and signage shall connect the various campus elements and create overall campus coherence. The pedestrian experience will be enhanced as orientation and movement is strengthened across campus; this is accomplished through the use of defined pathways, building design, and vistas. Campus edges will be primarily defined through landscape, not buildings. The entire campus should be viewed as a special, inviting place within its surrounding community.

Housing Neighborhoods

Housing clusters shall evoke a neighborhood environment, promoting resident kinship. These neighborhoods will incorporate areas of open space, and be placed outside of the campus core and academic clusters. Adjacency to co-curricular activities is determined by the resident type.

Positive Presence in Community

The University shall continue to foster a positive physical and intellectual relationship within the community. Community members will be welcomed on campus. The campus boundaries will be clearly defined, creating a distinct edge to identify the campus within the surrounding community. Future land acquisitions will be accomplished with community support.



Precedent for Sustainability

Sustainable practices shall be established on campus to provide an example of an environmentally sensitive existence for campus users and the community. The stewardship of campus land will efficiently balance building footprint with open space needs. Facilities and infrastructure will be fully utilized to reduce energy use. Landscaping will attempt to minimize irrigation and maintenance. Buildings will be oriented to embrace nature, use locally available materials, and be efficient to operate.

Adaptability

Design of buildings and grounds will allow future adaptability and renovation. Campus infrastructure will be accessible, expandable, reliable, and simultaneously, unobtrusive.

Vehicular Perimeter

A vehicular perimeter shall be maintained and enhanced to retain a pedestrian campus core. Campus entry points will be located on all four sides of campus. The southern University Way entrance at the Reflection Pond will remain the ceremonial entrance. Vehicular traffic will be easy to navigate and travel along a loop road outside the pedestrian core. Required vehicular service access to buildings will be visually minimized. Surface parking will be landscaped to give a park-like character, and parking structures sited, designed, and constructed to minimize the impacts on the campus and the surrounding community.

The Campus Master Plan Revision is guided by these principles so that a broader long term vision for the campus can be realized by the decisions that are made today. The Guiding Principles are planning benchmarks for this document – and for those that are charged with implementing future campus projects.

Recommendations

Campus Character

The necessary steps will be taken to enhance and strengthen the unique aspects of the University by emphasizing its strong landscaped character within the community and the region. A branding evaluation will be useful in expressing the campus image and its translation through history, school colors and signage.

Campus Access

Arrival and way finding should be improved for all campus users. The main campus entry needs greater emphasis as the preferred point of arrival for visitors. Coordinated directional signage will help improve circulation around the Reflection Pond. All campus entry points will benefit from widening and enhancement of landscaping and signage. The Christoffersen Parkway entry will benefit from site improvements on the north campus edge.

Relationship with Community

A positive relationship with the community has always been an important University priority. Following the involvement of community members in the preparation of this plan, it will be important to continue a working dialog with the City of Turlock. Many overlapping areas such as regulation of traffic, parking demand, noise, and neighborhood light pollution need continuing attention. The University should establish a way to inform the community of University events related to campus change. As much as possible, the community should feel welcome and encouraged to enjoy the campus grounds for passive and casual recreation. Access to University resources and programs helps neighbors feel connected to the University.

Vehicular Circulation

The plan emphasizes the need to retain vehicular circulation at the campus perimeter and to buffer the road and parking from the community through planting areas. The perimeter road should serve as a guide to campus locations through a coordinated and enhanced directional signage system. An informational kiosk located near the main entry will assist in orienting visitors. Circulation on the perimeter road will also benefit from additional drop-off locations that will be designed to not affect the flow of campus traffic.

Informational signage announcing the University on major approaches to the campus will minimize any confusion for visitors. The University should coordinate off-campus signs with appropriate jurisdictions. Future consideration should be given to implementing appropriate controls based on volume shifts with increased campus parking. An improved entry/exit point on Christoffersen Parkway will help to distribute traffic on the campus perimeter.

Bicycle racks and related facilities distributed on the campus will help promote alternate means of reaching and circulating on campus.

Parking

The 2009 Campus Master Plan Revision reinforces the 1968 Plan in calling for an increase in parking spaces up to 6,000 by the year 2027. Since surface spaces will result in a loss of open space, the implementation of this is possible only through the construction of multi-story parking structures. Four structures consisting of four stories each are recommended in three locations. This will accommodate 3,860 vehicles on land predominantly used for surface parking. The structures are to be strategically located on three perimeter sites. The locations of all parking facilities will be evenly distributed around the campus to accommodate access to all destinations.

Pedestrian Circulation

The entire campus is contained within a ten-minute radius of the Library commons, making pedestrian travel convenient to most areas. A major improvement for pedestrian circulation will be the systematic addition of directional signs and visual clues as building projects are added to the campus. Much of this can be accomplished through paving design, lighting and landscape.

Landscaping and Open Space

Landscape is considered the most important element in defining campus character. Its park-like atmosphere is important to maintain. Future plantings should frame and emphasize views of existing water features – these are among the most valued physical features of the campus.

Certain areas of the campus landscape are in need of improvement and renewal including the Arts complex, the Athletic complex and currently undeveloped portions of the campus. North and East edges of the campus require definition that can be achieved through enhanced landscaping. Campus intersections at University Way/Crowell Road, University Way/Geer Road and Geer Road/Christoffersen Parkway will benefit from signage, landscape, and edge definition. The area of open space between the University Union and student housing should be preserved.

Because the University will be adding substantial housing facilities, there will be a need for designated recreation areas. Suggested locations include north of the University Union, incorporated into housing complexes or off the main campus.

Housing

The original Physical Master Plan goal for 3,000 beds should be maintained, but remain flexible to accommodate future needs. This is important as development studies are prepared for the property east of campus across Geer Road. Future housing will retain the "neighborhood" qualities of existing student housing. Available future housing typologies should be explored to provide a mix of options. Demand will determine the growth rate for future campus housing.

Future Land Acquisitions

The properties contiguous to the University on the northwest side are identified on the Master Plan Revision for future acquisition.

Campus Aerial Photo - June 2008

2009 Campus Master Plan Revision

Existing and Planned Building Legend

No.	BUILDING NAME	NO.	BUILDING NAME	NO.	BUILDING NAME
1	J. BURTON VASCHE LIBRARY 2	25A	UNIVERSITY UNION ADDITION	51	AMPHITHEATER
1A	J. BURTON VASCHE LIBRARY ADDITION	26	PERGOLA	52	HEALTH CENTER ADDTION
2	DOROTHY AND BILL BIZINNI HALL	27	MARY STUART ROGERS EDUCATIONAL SERVICES GATEWAY BUILDING	53	UNIVERSITY BOOKSTORE
3	BOILER PLANT	28	ANIMAL CARE FACILITY	54	PARKING STRUCTURE EAST
4	CORPORATION YARD	29	HEALTH CENTER	55	ARTS AMPHITHEATER AND GAZEBO
5	FIELD HOUSE	30	JOHN STUART ROGERS FACULTY DEVELOPMENT CENTER	56	CONFERENCE CENTER
6	MUSIC	31	CORPORATION YARD	57	INFORMATION BOOTH
6A	BERNELL AND FLORA SNIDER MUSIC RECITAL HALL	32	PERFORMING ARTS CENTER SUPPORT	60	STADIUM PRESSBOX
7	DRAMA	33	PERFORMING ARTS SCENE SHOP	61	STUDENT FITNESS CENTER
8	ART	34	SCIENCE RESEARCH	63	STADIUM RESTROOMS
9	SCIENCE BUILDING I	35	NORA AND HASHEM NARAGHI HALL OF SCIENCE	64	FITNESS CENTER ADDITION
9A	OBSERVATORY	35A	GREENHOUSE II	65	STUDENT HOUSING I
9B	GREENHOUSE	36	BIOLOGY FIELD SITE SUPPORT DOME	66	STUDENT HOUSING II
10	EDUCATIONAL SERVICES - TEMPORARY	36A	BIOLOGY FIELD SUPPORT RESTROOM AND STORAGE	67	STUDENT HOUSING III
10A	CLASSROOM ANNEX - TEMPORARY	37	RESIDENCE LIFE VILLAGE APARTMENTS I	68	RESOURCE CONSERVATION CENTER
11	FIELD HOUSE ANNEX	37A	RESIDENCE LIFE VILLAGE APARTMENTS II	71	STUDENT HOUSING IV
12	CAFETERIA	38	RESIDENCE LIFE VILLAGE SUITES	72	STUDENT HOUSING COMPLEX
13	SCENE SHOP	38A	RESIDENCE LIFE VILLAGE APARTMENTS III	73	HOUSING COMMUNITY CENTER
14	CHILD DEVELOPMENT CENTER	39	RESIDENCE LIFE VILLAGE COMMUNITY CENTER	74	BOILER PLANT
15	PHYSICAL EDUCATIONAL FACILITY	39A	RESIDENCE LIFE VILLAGE DINING HALL	76	SOFTBALL FIELD FACILITIES (3 BUILDINGS)
16	PERFORMING ARTS CENTER THEATRE	40	POOL FACILITY	81	PARKING STRUCTURE NORTH 1
17	LIBRARY INFORMATION TECHNOLOGY ADDITION	41	INNOVATIVE CENTER	82	PARKING STRUCTURE NORTH 2
18	CAFETERIA ADDITION	42	PHYSICAL EDUCATIONAL/WELLNESS FACILITY	83	PARKING STRUCTURE SOUTH
19	PHYSICAL EDUCATION FACILITY	43	LIBRARY ADDITION	105	CAMPUS SERVICES BUILDING
20	IRRIGATION PUMP STATION BUILDING	45	BASEBALL FIELD FACILITIES (3 BUILDINGS)	105A	CAMPUS SERVICES ADDITION
21	DEMERGASSO BAVA HALL	46	WARRIOR LAKE PUMP HOUSE	105B	ARCHEOLOGY STORAGE - TEMPORARY
22	CLASSROOM BUILDING I	47	TEAGUE PARK RESTROOM	116	STUDENT SERVICES - TEMPORARY
23	SEWER PUMP STATION BUILDING	48	CLASSROOM BUILDING II	117	ATHLETIC STORAGE - TEMPORARY
24	SCIENCE BUILDING	49	CLASSROOM BUILDING III	118	BASEBALL STORAGE - TEMPORARY
25	UNIVERSITY UNION	50	UNIVERSITY UNION ADDITION	119	TENNIS STORAGE

Architectural Guidelines

As stated earlier, the 1968 Physical Master Plan proposed that the college would conform to a set of Architectural Guidelines in order to avoid the potential for chaos as new buildings were added to the campus. Today, the look of the campus has benefitted from a maturing landscape, while building variations, even as they conform to earlier guidelines, blend into their environment and are softened by the plantings that surround them. As with most of the campuses of the California State University System, no identifiable or distinct architectural style is apparent on the Stanislaus campus. However, individual buildings do exhibit design clues that stem from the "campus language" and can be incorporated in future structures. With 228 acres of land available on the main campus, the opportunity to zone different uses has resulted in yet another layer of "visual control" of the campus. It is this zoning that will continue to influence how certain building designs will be implemented based on their location.

The following are the Architectural Guidelines that will be considered for future additions to the campus:

Building Height and Density

Of the approximately 45 buildings on campus, most are single story with few two and three story buildings, the tallest being the Mary Stuart Rogers Educational Services Gateway Building and the Nora and Hashem Naraghi Hall of Science at four stories. The Library Addition is five stories. As future space is needed, the low scale trend of the campus will need to change and increase its density. Taller buildings up to five stories should be planned in the core area to increase the identity of the campus center. These will harmonize with the existing four story buildings.

New student housing may also be built to five story levels to concentrate housing and to minimize the ground area coverage of these structures.

Other campus structures, depending on function, can continue to remain at one to two stories, helping to emphasize land use contrast and offering a greater focus on the core.

Building Location and Orientation

The academic complex concept forming much of the campus core is still an effective idea and will be continued as instructional space is added. Buildings should not be located on the campus edge, but rather as part of a defined campus use. In California's Central Valley, the orientation of windows away from the sun can help minimize glare and reduce energy consumption.

Building Character

While many believe that the first generation of campus buildings are dated, inconsistent and of varying styles, this condition is partially mitigated by the plantings and open space that are so prominent on campus. Buildings that have used natural looking materials fit in better and offer clues for future projects. Outdoor seating spaces and plazas for different size groups to congregate are needed and will be considered when adding new structures to the campus.

Materials and Textures

The mix of materials on campus will align with existing conditions regarding scale, module and texture. Natural materials on smaller buildings can be appropriate contrasts to plainer surfaces on larger buildings. New technology can provide greater options in the appearance of new buildings.

Entrances and Arrival Points

Points of arrival to any building will be easily recognized and inviting. They will include paving materials that are consistent with the campus pedestrian system and with access require-

ments. Entrances will be scaled to the anticipated traffic of the building and should strive to "connect" the interior with the exterior. Sufficient urban furniture will be considered at all building entrances to allow for seating, trash disposal and other appropriate needs.

Energy Efficiency

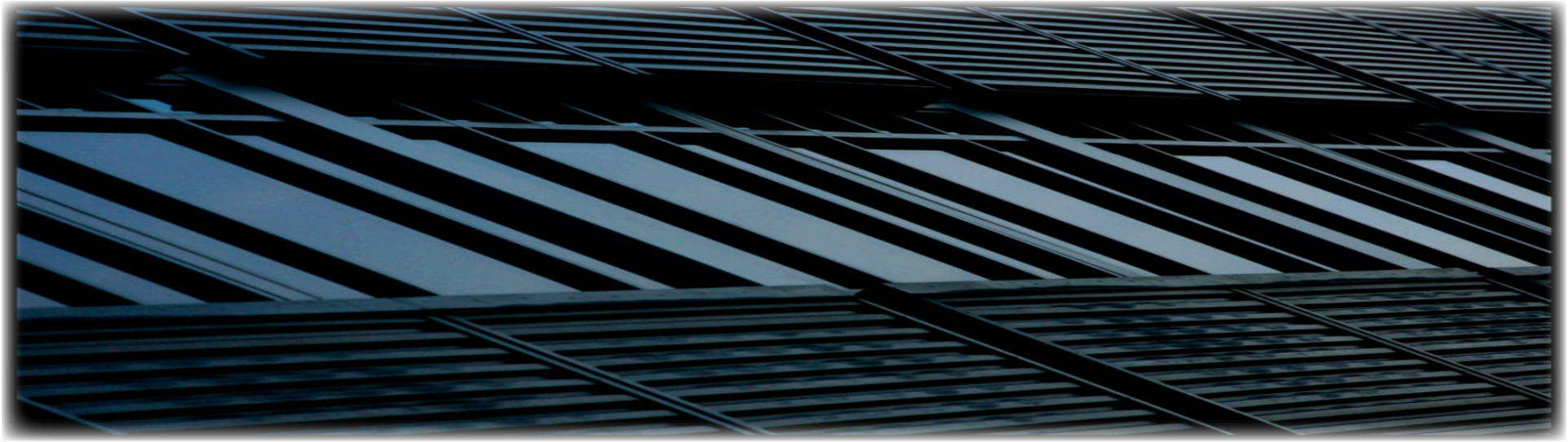
In addition to the orientation of new buildings stated above, there is a need to follow the procedures of the Chancellor's Executive Order No. 987 in designing and constructing new campus facilities.

Parking Structures

The Campus Master Plan Revision has emphasized the need to park cars in structures in an effort to minimize the spread of surface parking. Today the campus has space on the ground for 2,667 vehicles. At 350 square feet per car, almost twenty-two acres of land is dedicated to parking. When the capacity of the campus is reached in approximately twenty years, almost fifty acres would be needed to accommodate vehicles, not including the area of campus roadways. The Campus Master Plan Revision calls for four structures on campus to hold a total of 3,860 cars, leaving 2,140 surface spaces, a reduction in surface parking of 18%.

Adding structures to the campus brings new challenges not previously faced on campus; that of adding structures of significant mass to an otherwise low-scale development. Two of the four structures would have 900 spaces and two would have 1000. Also, the preferred placement of future buildings is internal, avoiding the campus edges. Parking structures are best located at the perimeter to allow easy and efficient in and out circulation.

Since the floor to floor distance of a parking structure is less than typically occupied space, it is possible to have four or five levels per building. The structures will allow sufficient space for tree planting on the community edge to help scale the building down. On the campus exposures, plantings consistent with internal varieties will help to blend the mass of the structures. Pedestrian access, stair units and connectors will be as open and exposed as possible to enhance safety. These areas will be well lighted.



Transportation and Parking

A Traffic Impact Analysis Report was prepared by OMNI-MEANS to track movement in and out of the campus at peak times, both morning and afternoon. The data accumulated serves to reveal the trip generation information that is then used to examine how enrollment growth affects community traffic patterns and volumes.

The full report provides detailed evaluations of traffic patterns for roadway intersections surrounding the campus. Rather than repeat the data, the intent of this section is to offer a reaction that can give guidance on how certain traffic and parking development can occur within the campus.

A measure of efficiency is known as "Level of Service," or LOS. The traffic report defines the LOS rating system, from level "A" to level "F" and offers mitigation measures to improve level of service as campus growth increases trip generation.

The mitigation measures focus on intersection and signal improvement in the public right-of-way to allow improved flow to and from the campus.

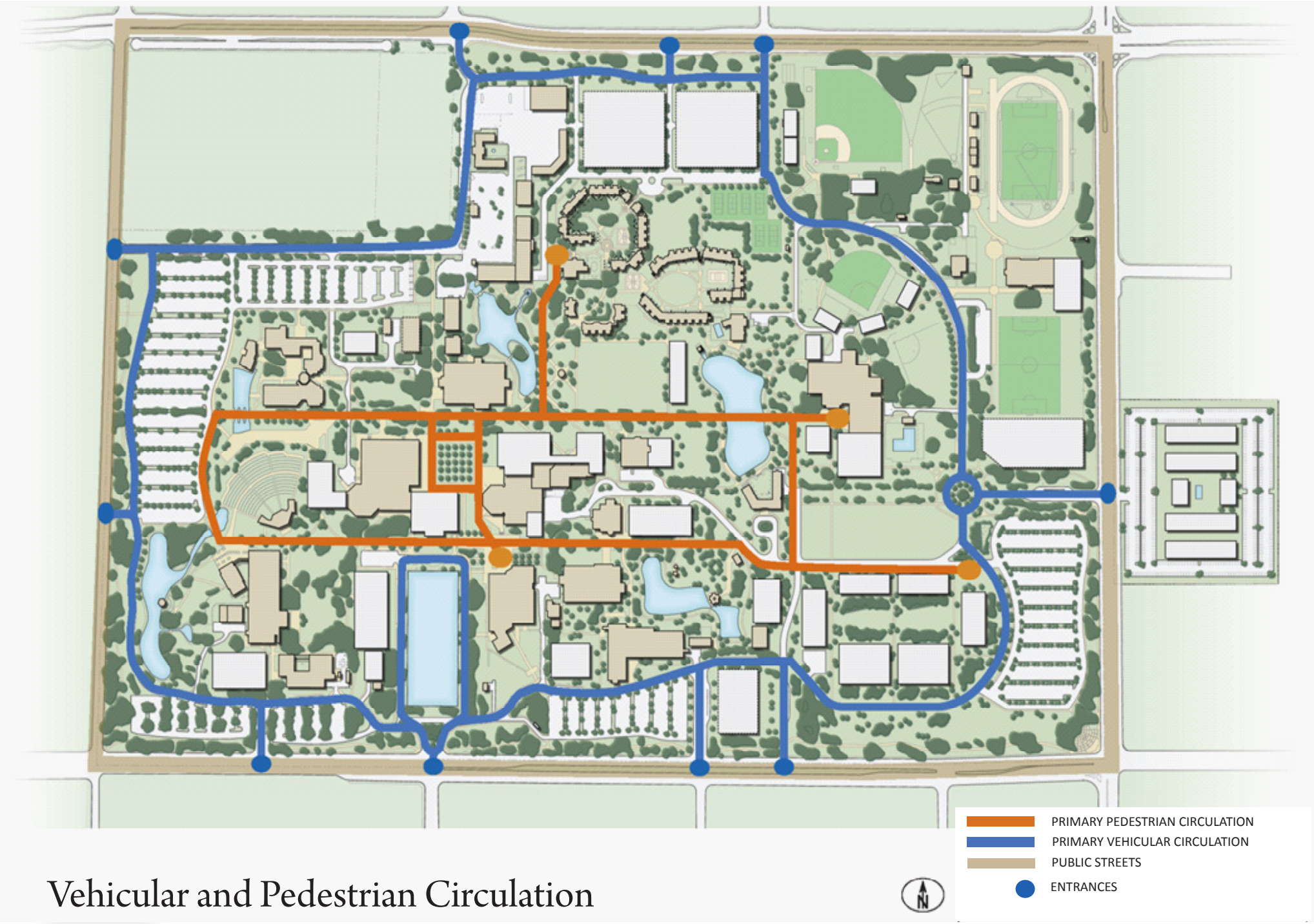
In conjunction with the detailed improvements identified in the traffic report is the need to determine how campus projects, through their implementation, can assist in lowering trip generation and improving the current Levels of Service.

Some possibilities exist; they are, however, tied, in part, to how the University implements its parking program. Presently there are 2,667 parking spaces in thirteen parking lots. These lots serve six categories of users including open or general use, faculty/staff, handicapped, service/visitor, State vehicles and motorcycles.

Campus parking availability provides spaces for 38% of the FTE enrollment. The goal for build out of the campus to accommodate 12,000 FTE is to provide 50% or 6,000 spaces. This will require building up rather than maintaining the present pattern of surface lots. How the University can assist in mitigating the impact of growth will depend on the distribution of spaces and the specific design and placement of out-ramp capacity.

Parking Summary	Existing parking					Pending surface		Future parking						
Parking Lot Number	1	2	3	4	5	9	10	11	12	PS 1	PS 2	PS 3	PS 4	TOTAL
Master Plan	25	222	291	536	284	500	44	232	500	1010	1050	800	700	6,194
														6000 Required

Notes: Black indicates existing parking Red indicates future parking projects.



Vehicular and Pedestrian Circulation

Landscape and Open Space

Status of the Campus

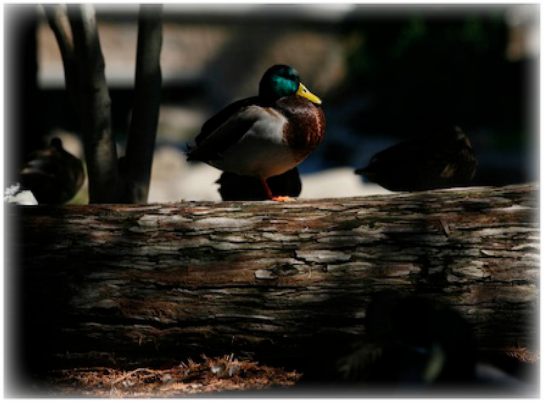
The original landscape plan was implemented in 1965 and sought to tie together the campus core with the rest of the University. Since then, the landscape of the campus has matured well. Trees and lawn along the campus edges present a park-like character. Older trees planted throughout the campus are magnificent in height and spread. They provide shade and a three-dimensional character to the campus that is situated in relatively flat surroundings. New building projects have also contributed to the character of the campus. While these facilities are unique, each is tied to the overall campus through landscape features, open-vistas, lawn, and strong east-west axial walkways.

As the landscape has grown and evolved, the campus has become a destination for those in the surrounding community.

Landscape Master Plan Design

The landscape plan for the campus will, in general, continue to tie the University together through a common planting theme while fostering an environment that acknowledges the unique character of different spaces on campus. It will continue to provide a restive environment for students, faculty and staff. The plan will emphasize the need to adapt to changing conditions of the campus, and to set a precedent for sustainability. The Campus Master Plan Revision for California State University, Stanislaus highlights the need to plan for the future of the campus based on eight guiding principles previously stated. Those principles pertain to the development of a coherent landscape plan that maintains or builds upon the character of individual spaces, ties the entire campus together with common features, enhances visual and physical connections, defines boundaries, is adaptable, environmentally sustainable and easily maintained.

Sustainability



In August 2006, the Office of the Chancellor issued Executive Order No. 987, titled Policy Statement on Energy Conservation, Sustainable Building Practices, and Physical Plant Management for the CSU System.

The policy delegates the President or a designee to implement sustainability. It encourages the universities within the System to continue to adopt an integrated approach that includes sustainable materials and practices. It also requires new goals for energy conservation and the purchase and generation of renewable power.

The California State University and other state institutions are major consumers of energy and natural resources. Therefore, CSU has the responsibility to be a wise steward of scarce resources by reducing the use of non-renewable resources and increasing energy efficiency. CSU is also committed to promoting the continued economic and ecological viability of the State.

Members of a Sustainability Advisory Committee were selected for the leadership they provide in engaging faculty, students, and staff in on-campus sustainability efforts. To follow up on campus interest, the subcommittee of the CSU Academic Senate, Academic Affairs, Capital Planning, Design, and Construction, and Advancement are collaborating to consider ways to develop partnerships and funding to support the educational, research, and public service missions of higher education as they relate to sustainability.

Many campuses have established sustainability coordinators and advocates. These positions are staffed by a variety of people from diverse fields, including plant and energy, architecture, facilities management, and administration. An overview of these positions, campus sustainable building projects, and sustainability websites can be found in the CSU System-Wide Sustainability Summary.

CSU's best institutional practices, as well as its hallmark strengths - teaching, applied research and community service - advocate for a special role for the CSU in sustaining the continued economic and ecological viability of the State.

Shown below: Naraghi Hall of Science - Awarded Silver LEED Certification from the U.S. Green Building Council in August 2008.

V. Utility Master Plan

- Executive Summary
- Water Distribution System
- Sanitary Sewer
- Storm Drain
- Electrical
- Natural Gas
- Chilled Water Plant
- Hot Water Heating Plants
- Chilled & Hot Water Distribution System
- Campus Air & Water Systems
- Telecommunications

Executive Summary

In collaboration with the University's consulting engineers, the Campus has developed a Utility Master Plan. The goals and objectives of this Utility Master Plan are to evaluate the existing conditions of campus utilities (gas, electric, potable water, irrigation water, sanitary sewer, storm drainage, heating and cooling systems, telecommunication systems) and identify necessary improvements and upgrades to meet the demands of the present and the next 10-15 years.

Water Distribution System

The campus water distribution system is a dual water system, comprised of the irrigation system and the potable water distribution system.

The potable water is provided to the campus by the City of Turlock through two 10-inch water mains. The distribution system beyond these two meters and within the campus is maintained and operated by the campus. The current campus average daily water demand for all uses, except irrigation, is approximately 130 gallons per minute (gpm) and a maximum day water demand is 250 gpm with a peak hour demand of approximately 599 gpm. There are two 7.5 horsepower (hp) pumps with variable frequency drives installed at the Monte Vista/University Way water mains connection point. These currently run when water pressure goes below 55 pounds per square inch (psi). At build out, the campus will need to install a booster pump on the north side of campus.

Irrigation water is provided by a campus owned water well. The water is being pumped from this well to the existing reflection pond, and from that pond the water is pumped directly into the irrigation system via a hydro pneumatic irrigation well. The irrigation pump system is adequate at this time. The campus will need additional capacity through build out to provide the needed water pressure.

Upon examination of several alternatives, the following improvements for the campus' water distribution system will take place:

1. Construct new water lines to replace some of the smaller diameter pipelines, or provide additional loops in the domestic and irrigation water distribution system to improve the water flow conditions.
2. Installed additional irrigation pump station before build out of the campus to provide adequate water pressure.

Sanitary Sewer

The campus owns and maintains approximately 10,000 linear feet (L.F.) of sanitary sewer lines, ranging from 4-inch to 18-inch diameter pipeline, mostly Vitrified Clay Pipe (VCP). The campus sanitary sewer collection system functions by gravity flow into a wet well located near Monte Vista Avenue/University Way from which the sewage is pumped into the City owned collection system.

The pipeline diameter sizes of the existing sewage collection system appear to be adequate for the current sewage flow and ultimate future campus growth. Although the existing sewage collection system is sized to carry the required flow to the wet well, the slope of these sewer lines seems to be extremely flat. Therefore, the velocity of flow in the pipe line will never reach the cleansing velocity (2 ft/sec.).

All future building laterals will be a minimum of 6-inches in diameter and shall be properly sized to carry the estimated flow; additionally, where possible, a minimum slope of 1% will be provided, or the collection system will be designed for a 2 ft/sec. velocity.

Storm Drain

The Campus owns and maintains approximately 15,000 L.F. of storm drain pipe lines ranging from 4-inch through 24-inch diameter throughout the campus. The entire campus storm flow is collected into a concrete retention basin at the south end of campus, or pumped in the multiple lakes located on campus if additional capacity is needed. There are three electric motor driven pumps, with one gas driven emergency engine, to pump the storm flow from the retention basins into the Turlock Irrigation District or the campus retention pond. The existing collection system appears to have been properly sized to carry the 100 year storm flow. This report has not identified the need for construction of any new storm drain facilities. Storm drain collection systems for future improvements must be designed to convey the flow from each drainage area.

Electrical

The campus electric power is provided by the Turlock Irrigation District (TID) through a 15 kV feeder. The current campus power demand is approximately 3MVA and is expected to reach 10 MVA at the projected ultimate growth. The main switchgear is new and expandable. The power distribution employs a loop distribution system with two feeders to distribute electricity throughout the campus. Distribution switchgear is installed at various locations of the main feeder providing connection points to the building service feeders. All of the campus oil switches and cabling have been replaced over the last ten years and should serve the campus needs for the next 40 years. Most of the building transformers are new and have adequate reserve capacity. The main electrical duct bank runs have available space for additional main feeder backup. As the campus reaches its build-out an additional main distribution switch will need to be installed at the main switchgear location.

Natural Gas

The existing campus gas service is provided by the Pacific Gas & Electric Company (PG & E) through a 6-inch natural gas line located at the east end of the campus. The natural gas is provided with a pressure of 15 psi where a pressure reducer is utilized at the service connection to drop the pressure to 10 psi. All natural gas lines beyond the service connection are maintained and operated by the campus. The existing service connection is adequate to provide for the current and future campus natural gas demand. The existing black iron distribution system is forty (40) years old. The total length is about four thousand (4000) feet. The natural gas distribution lines will need to be replaced to reduce maintenance and operation costs.

Chilled Water Plant

The chillers cooling load will proportionately increase with future additions throughout the campus. The existing load is currently at 2000 tons cooling and is expected to rise to 4000 tons. There are 5 existing chillers on the campus. Two of which are at 350 tons, one at 600 tons, one at 800 tons and one at 1200 tons. The existing 600 ton chiller requires more frequent maintenance than others.

The two 350 ton existing chillers are no longer in operation due to wear and age they also use Chloro-Flouro-Carbon (CFC, R-13) refrigerants that are ozone depleting and are strictly regulated by recent Federal laws that control their use.

The two existing 350 ton chillers and 600 ton chiller will be replaced with a new 1200 ton centrifugal chiller equipped with a variable frequency drive (VFD). Future building additions will require a 1000 ton chiller with VFD to complete the central cooling system.

As part of the chiller system upgrade, the existing cooling towers will be completely upgraded and new cooling tower(s) will be added to ensure that higher chiller operating efficiencies are achieved.

Hot Water Heating Plants

The existing three 300 HP boilers are capable of meeting campus heating needs through the completion of the build out of the campus. The loop will need to be expanded and lateral connections made to new buildings.

Chilled & Hot Water Distribution System

The existing underground distribution and pumping system has reached its maximum capacity. Future buildings will also require additional pump and pipe capacity to a total of 4000 tons of cooling demand. The distribution system is designed with a high system pressure loss and full flow water circulation with a by-pass system that does not function correctly at low load conditions.

The chilled and hot water pumping distribution system will need to be upgraded to allow for a more efficient chiller and boiler system. The new distribution system will include variable speed pumping and new 3000 L.F. underground direct burial piping loop. As future buildings are added to the campus, these buildings will be fed through the new distribution loop. The existing distribution tunnel piping will not have to be altered; however, piping modifications at the points of connection to the existing buildings will be needed.

In order to increase energy efficiency and to reduce maintenance and operation cost, buildings that are not presently served by the Central Plant will be connected to the new distribution loop. The new loop will result in lower pumping energy, maintenance ,and operation costs and will provide more accurate control during low load conditions campus wide. A building will be constructed near the Gymnasium to house chiller operations to serve the future development of the east area of the campus.

Campus Air & Water Systems

The Central Plant upgrades, as described, will produce a significant operational and maintenance cost savings. In addition, further savings may be achieved with the modification of campus building air conditioning systems.

A detailed analysis of these air conditioning systems in each major building will include:

1. Fan operation efficiency
2. Air distribution
3. Terminal devices
4. HVAC controls

Telecommunications

The campus telecommunications cable was upgraded in 2002 to CSU Standards. The infrastructure has the projected capacity to meet the University's needs for the next 20 years. Some lateral duct banks with cabling will need to be installed to serve new buildings. Category 6 cabling has been installed in recently constructed buildings. In the future, buildings with Category 5e or older cabling will need to be upgraded to Category 6 or the latest standard.

IV. Acknowledgements

- President
- Steering Committee Chairs
- Steering Committee Members
- Focus Group Participants

President

Dr. Hamid Shirvani

Steering Committee

Mary Stephens, Chair
Fernando Beltran
Alan Brown
Michael Cooke
Larry Giventer
Maithreyi Manoharan
Cesar Rumayor
Brian Velthoen
Ted Wendt

Focus Groups

Faculty

Molly Crumpton Winter
Shuo Wang
Geoffrey Mulder
Keith Larsen
Dean DeCocker
Daniel Afonso

Labor Council

Don Kolodzieczak
Cindy Lindo
Donevon Murrell
Jacque Keeney
Rose Hefley
Mike Chavez

Non State Functions

Clyta Polhemus
Lori Cole
Tawn Gillihan
Denise Barr
Jill Tiemann-Gonzalez
John Potter
Reggie Thompson
Fred Edmondson
Steven Thomas
Roger Pugh
Anne Harris
Cari Stammler

Staff Council

Julie Gerardin
Connie Bratten
Jennifer Rose
James Koelewyn
Elisa Johnson
Tyler Summerset

Facilities

Victor Takahashi
Melody Maffei
Robert Gallegos
Julia Reynoso
Sherri Dougan
Travis Key

Administrators

Ron Noble
Christine Hollister
Lee Renner
Jaime Alcaraz
Michele Lahti
Milt Richards
Jim Phillips
Julia Fahrenbruch

Students

David Reyes
Mayra Zequeida
Jose Perez
Jason Shaw
Lindbergh Porter
Bridgett Gyorfi
Justin Brewer
Joanna Leal
Brandon Price
Jessica Morgan

Consultants

RSK Associates, Campus Master Plan Architect
Thomas Gordon Smith, Architect
Bob Borchard, Environmental Impact Report Consultant
Omni-Means, Traffic Study Consultants

CALIFORNIA STATE UNIVERSITY STANISLAUS
ONE UNIVERSITY CIRCLE | TURLOCK, CA 95382

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