





10

DESIGN THEMES  
ENHANCE CAMPUS IDENTITY

## INTRODUCTION

In order to support the diverse student body and create a successful learning and living environment, the campus must be designed to foster communication, collaboration, and a sense of community (placemaking). To truly embody sustainability, the campus must continue to work toward climate neutrality in its operations and physical context (stewardship), and to model sustainable practices to its own community as well as the region and state (partnership).

Two types of design themes are presented here: architectural design themes, and landscape design themes. These are then put into practice in the special area plans laid out in Chapter 11, providing detail for several key areas on campus.

In addition to the recommendations contained in this chapter, all future improvements on the campus edges should adhere to the recently adopted Fort Ord Regional Urban Design Guidelines (RUDG).

## ARCHITECTURAL DESIGN THEMES

These architectural design themes articulate an architectural vocabulary that will result in a distinctive character for the CSUMB campus. The existing campus is a diverse mix of different building styles. While many of the former military buildings will remain for some time, the newly constructed buildings have embraced the opportunity to establish a design vocabulary more appropriate to a university campus - a vocabulary that reflects the three tenets of sustainability: placemaking, stewardship, and partnership. While there is a natural desire to promote consistency among campus buildings by providing a basic level of similarity among them, these architectural design themes allow greater freedom of architectural expression and visual distinction where it is appropriate, especially for special use or landmark buildings.

### Design Precedents

There are no remaining buildings of historical style or significance on the campus site that could form the basis for developing an architectural theme. However, northern California and the Monterey Peninsula have a rich history of architectural development influenced by culture, climate, and local materials, and the newer buildings on campus have begun to create a distinctive architectural character for the CSUMB campus.

### *Regional Design Precedents*

#### **Mission San Juan Bautista**

Beginning with the missions and the use of adobe and hand-hewn wood construction methods, the region showed its colonial inheritance from Mexico, the first true architectural style on the West Coast. Later, in the twentieth century, this heritage gradually developed into a more complex Spanish Colonial style.

Original examples like Mission San Juan Bautista were a functional juxtaposition of simple volumes, plastered and whitewashed. Overhanging eaves and deeply recessed windows created strong shadow lines. Continuous arcades sheltered outdoor circulation from sun and inclement weather, and became a comfortable outdoor extension of interior living spaces. The

cloisters developed a microclimate that supported lush interior working gardens, protected from winds and wildlife.

### Monterey Vernacular

Out of the mission style, Monterey developed its own recognized vernacular style with the advent of sawn lumber, which was used for roof and floor framing, exterior balconies, and door and window trim. These simple, rectangular, adobe and plaster building masses had long, low-pitched overhanging eaves and second-floor balconies with wood or wrought iron handrails that provided additional outdoor living spaces. The materials were locally procured, and both wood shake and clay tile roofs were common.

### Bay Area Rustic Style

The Arts and Crafts style was an international movement that was interpreted locally as a Bay Area Rustic Style. The movement was characterized by the use of hand-crafted natural materials. Typically these buildings have exposed structural framing, redwood shingle cladding, and rustic stonework. Facades tend to be complex compositions of simple elements. Local materials were used in rational and economical ways, and buildings were sited in relationship to their settings, integrated with the landscape.

### Bay Area Modernism

Post World War II architecture in northern California had a distinctively unpretentious feeling that is very different from the glass and steel modernism practiced elsewhere. It used smooth surfaces of natural materials, simple details, and a careful juxtaposition of spartan shapes. Minimal forms integrated modern building processes with the traditional feeling for natural materials and the environment.

The starkly simple interior volumes are animated with light. A studied artlessness belies the sophistication of their designs.



*The Bay Area Rustic Style (upper left) is exemplified by use of rugged, local materials, and a combination of themes arranged to form a cohesive composition. The Monterey Customs House (upper right) is an example of Monterey vernacular architecture, with its long gable red-tiled roof, cantilevered second floor porch, and whitewashed adobe walls. Bay Area Modernism (lower) features minimal forms, modern techniques and a traditional feeling for natural materials.*

## **Architecture at CSUMB**

The newer buildings on the CSUMB campus, in particular Chapman Science Academic Building, the Tanimura & Antle Family Memorial Library, and the Joel and Dena Gambord Business and Information Technology Building, form the basis of a new, distinct CSUMB architectural style.

### **Chapman Science Academic Center**

The Chapman Science Academic Center, built in 2003, was the first new academic building built on the CSUMB campus. The 68,000-square-foot, three-story building embodies a strong commitment to sustainable design, reflecting the nature of the environmental science curriculum it supports. Sun shades, for example, are employed to reduce energy demand and provide a sustainability-oriented aesthetic. The exterior is a combination of wood, glass, and stonework, and uses color to add vibrancy and interest. Chapman's massing and finishes reflect the primary programmatic elements of laboratories, offices, and classrooms. The landscape surrounding the building utilizes a native, low-water-use plant palette.

### **Tanimura & Antle Family Memorial Library**

The Tanimura & Antle Family Memorial Library serves as the centerpiece for the university. The building is located on Divarty Street at the Fifth Avenue circular roundabout. The main entry activates Divarty Street, and the secondary entry opens to the Crescent open space. The library features a sweeping three-story atrium that runs the length of the building, bringing daylight into the interior. The building is certified LEED Silver, and features a range of sustainable design strategies from daylighting and low-energy use, to water conservation and recycled content materials. An exterior sun shading system eliminates solar glare from the building's interior, and mitigates solar heat gain on the east and west façades. The sun shading system still allows for expansive exterior views, which include Monterey Bay and the Salinas Valley.

### **Joel and Dena Gambord Business and Information Technology Building**

The Joel and Dena Gambord Business and Information Technology Building continues the tradition of building sustainably on campus. The addition of this building on Divarty Street adjacent to the library further enlivens Divarty Street as an active campus corridor. The closure of Divarty Street adjacent to the building creates a safe environment for students. Sustainability strategies for the building include provision of natural light, on-site stormwater management, water conservation, and energy use reductions through the use of exterior sun shades. The building is LEED Platinum certified, the highest green building rating awarded by the US Green Building Council.

***Shared Architectural Characteristics***

To varying degrees, these regional historic and existing campus building precedents share several characteristics:

- Integration with landscape
- Local and natural materials
- Indoor / outdoor connection
- Exterior circulation / solar shading
- Daylighting and attention to views
- Integral climatic response



## Overall Architectural Design Concepts

### ***Seek Design Authenticity***

Seek design authenticity appropriate to the site context, purpose and building materials.

Authentic architectural character is not a style applied to buildings, but derives from climatic response strategies and sensitivity to the materials and forms that resonate with the site. Culture, climate, context, and available technology have always been the primary determinants of built form. What we now recognize as historical styles were most often vernacular ways of building using the materials and technology available at a specific time and place.

Building design today should be similarly direct and honest, using the appropriate modern materials and technology. The result may recall the elements of regional historical styles that responded to the same climatic conditions, but will do so in a way that is appropriate to contemporary purposes and available resources; and it will be inherently functional and economical.

### ***Engage the Site***

Use the natural character of the landscape to shape building form and design.

The almost contradictory essence of the campus landscape is conveyed by the combination of low vegetation in the foreground and gently folded landforms rolling into the distance. Up close, the environment is enveloping and intimate, while distant views and the ocean air lend a sense of breadth and openness where wind, land, and sky are the dominant forces. Building in this landscape requires engaging with both of these experiences.

Building forms, materials, and colors should exhibit integrity, directness and permanence; and they should be sensitive to the colors, materials, vegetation, and landforms that characterize the site. They should be durable to weathering forces unique to this climate.

Buildings should settle on the site and extend into the landscape to encourage direct user interaction with the landscape. Interior and exterior should be experienced as a continuous environment with as few barriers as possible.

### ***Integrate Sustainability***

Integrate sustainable design with building form.

Environmental quality has direct impacts on occupant satisfaction and productivity. As a deliberate and integral part of the design process, architects and engineers should consider alternative ways to provide human comfort, reduce dependence on artificial systems, and promote local and low-energy products.

The campus itself should be an active teaching tool to instill the concepts of foresight and stewardship of the environment in the student body. The sustainable college campus should be designed as a learning opportunity for everyday practices that will use resources responsibly and reduce waste. Users should be encouraged to participate directly in building operations and to understand their resource use choices. In addition, direct connection with nature should be incorporated into campus and building design, using biophilic design principles and strategies that incorporate nature through environmental features, light and space, natural shapes and forms, natural patterns and processes, evolved human-nature relationships, and cultural elements that create place-based relationships.



*The new academic and library buildings on campus, including the Joel and Dena Gambord Business and Information Technology Building (upper left), Chapman Science Academic Center (lower left), and Tanimura & Antle Family Memorial Library (upper and lower right), the architectural design concepts.*



## Building Design Recommendations

This section outlines design strategies and criteria to inform the building design vocabulary at CSUMB.

### Building Siting

Building forms should be sensitive to the landforms that characterize the site, allowing building users direct interaction with the landscape. Building forms should respond to the gently rolling topography and broad horizons by accentuating horizontal massing and limiting vertical forms to place-making landmarks, similar to the effect of stands of cypress.

Interior and exterior spaces should be experienced as a continuous environment with as few interruptions or barriers as possible. The Monterey Bay area is a desirable environment for outdoor living, provided there is sufficient exposure to the sun and protection from the wind.

- Settle buildings into the site and extend building elements into the landscape
- Promote views of and interaction with the landscape
- Avoid building and landscape features that appear to separate the building from its site
- Group buildings to define spaces and courtyards between them, and create opportunities for social interaction
- Configure building groupings to protect from undesirable wind effects

Residential building clusters should be arranged around usable outdoor spaces of various sizes and configurations suitable for informal outdoor gatherings and activities. The traditional residential quadrangle should be used where appropriate to foster a sense of connectedness between residential buildings and to make places of special significance. Informal recreation, such as fields and courts, should be located in close proximity to student residences.



*Building forms providing interaction with the environment (upper); building siting responsive to landform and landscape (lower).*



*South exposures should be articulated to control solar gain (upper). East and west-facing windows may require vertical solar shading (lower).*

### **Orientation**

Buildings should be oriented to provide comfort and facilitate solar and wind control. As a passive design strategy, the primary axis of academic buildings should be oriented east-west. This allows a reduction of wall areas on the east and west exposures, and greater north and south exposures that can be controlled with window opening sizes and horizontal solar shading devices.

Variations in height are encouraged within and among groupings of buildings, with taller buildings located on the north and west sides of outdoor spaces to permit more favorable and easily controlled morning and midday sun, while providing protection from afternoon winds.

- Primary axes of academic buildings should be oriented east-west
- Articulate south exposures to provide solar control
- Reduce west exposures and protect against solar gain and the steady ocean winds blowing from the northwest.
- Variations in height are encouraged, with taller elements on the north side and defining the edges of pedestrian malls
- Carefully study the orientation of glazing on landmark buildings with regard to the function of different interior spaces

Residential buildings have a more varied use profile than academic buildings, so orientation of building facades is less important than having adequate fixed or manually controlled solar shading devices. Orientation of landmark buildings and their glazed surfaces should be carefully considered according to their use patterns.

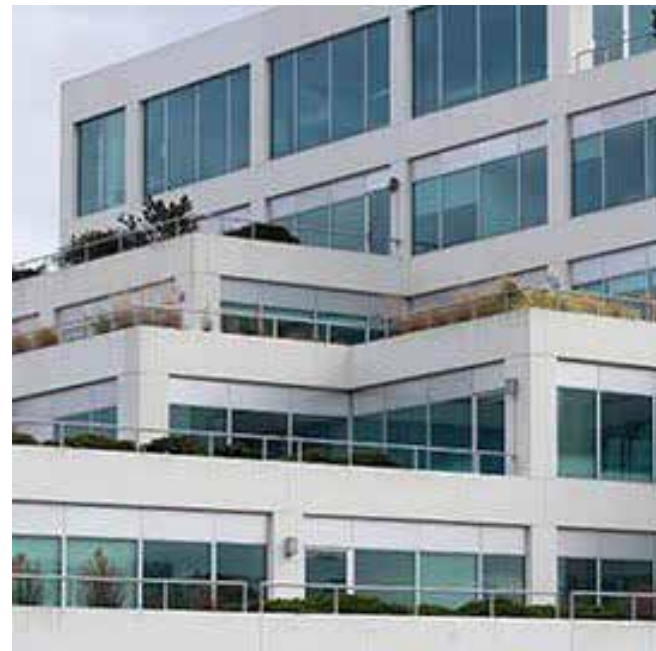
### **Massing**

Massing will define the formal organization of the campus. Building mass should also be used strategically to provide indoor and outdoor comfort, promoting sun-lighting of adjacent walkways and courtyards, and protecting gathering spaces from strong winds. Simple building forms should be grouped together to define outdoor spaces.

Buildings in this sunny, mild climate with cool morning fog and afternoon breezes should be designed with relatively narrow floor plates, or with elements such as atria so they can take advantage of natural cross-ventilation and daylighting.

- Use predominantly horizontal massing
- Buildings should promote sunlight to adjacent open spaces and protect them from wind
- Building edges should be used to define open spaces and the core area circulation framework
- Massing of academic, landmark, and residential buildings should be differentiated to promote identity. Generally, landmark buildings, such as the library and student union, should be prominent and architecturally significant

The massing of residential buildings should be distinct from that of the other campus building types. The scale should be more intimate and inviting. Housing should be articulated with distinctive bays, arcades, and entryways. Ground level spaces should house shared student uses such as dining, common areas, and study rooms to activate both interior and exterior spaces, and glazing should be used for transparency and interest where appropriate.



*Building facade treatments reflecting different interior uses (upper). Articulated facades facing open space (lower).*

**Materials**

Colors and materials should exhibit integrity and directness and demonstrate responsiveness to the character and forces of the site. Materials should be durable against weathering forces unique to this climate, and the color palette should derive from and complement the landscape. In some cases, materials can take advantage of natural weathering processes to improve their character over time.

Buildings should use a consistent palette of primary and secondary materials. Higher quality and more visually interesting materials should be applied to the bases of buildings, to emphasize the importance of the pedestrian scale.

Materials should be justifiable on a life-cycle cost basis, rather than their initial cost. The selection of high-durability, low-maintenance materials will contribute to the longevity of buildings.

Materials fabricated using energy-intensive processes are discouraged. Material selection should favor locally and regionally available products to reduce transportation-related carbon impacts as well as supporting the local economy.

- Use a consistent palette of primary and secondary materials
- Encourage use of local, natural, and tactile materials
- Choose materials that are durable and easily maintained, express permanence, and weather gracefully
- Design buildings such that proportions and texture are appropriate to both human and building scale, with higher-quality materials at the pedestrian level
- Specify integral-color building materials
- Use the effects of light and shadow as design elements
- Select materials with high recycled content

- Specify materials that minimize waste, including planning for end-of-service-life adaptable reuse, deconstruction, or recycling
- Evaluate materials on a life-cycle cost basis
- Select materials that are non-toxic and socially equitable
- Incorporate aesthetic preferences for re-used materials on new building projects and renovations
- Explore options to account for total embodied carbon of building projects as much as feasible



*Use of natural stone enhances building color and texture (above left and right).*

### **Efficiency**

Increasing energy, water, waste, and mobility efficiency within buildings is crucial to achieving sustainability goals. Creative solutions should be applied to maximize building potential for resource efficiency.

As CSU and state of California standards evolve, buildings at CSUMB should be designed to meet the highest standards and to educate buildings users and visitors about the benefits of energy-conscious design.

### **Energy**

- Design buildings with relatively narrow floor plates to promote daylighting and natural ventilation
- Use vertical elements such as atriums or vent shafts that draw outside air through the building
- Draw in ventilation air at low levels (away from vehicles or equipment) and exhaust air at high levels to enhance thermal flow
- Consider glazing carefully to maximize daylighting and minimize solar gain to promote comfort
- Use external shading devices to protect clear glazing from excessive solar gain
- Utilize efficient technologies to minimize the amount of energy needed to meet heating or cooling loads not met through passive strategies
- Design roofs to accommodate photovoltaic or similar energy generation equipment
- Plan building for flexibility to accommodate foreseeable future technologies
- Use thermal mass to mitigate or offset heating and cooling demands

- Utilize occupancy sensors to automatically turn off equipment and lighting in order to lower demand and reduce peak equipment sizing
- Design buildings to meet lower-temperature heat distribution

### **Water**

- Design buildings with high water use, such as residence halls, recreation centers, etc., to be ready for future greywater.
- Pursue aggressive water conservation goals for all buildings
- Design residential laundry facilities to allow for laundry-to-landscape projects; this would support the campus as a learning laboratory and allow greywater to be used on site

### **Waste**

- Consider placement areas for recycling, landfill, and compost in common areas of all buildings as well as within offices and classrooms
- Incorporate signage with detailed information on where to place materials
- Ensure enough space is available for custodians to service the area
- Accommodate dishwashing facilities where appropriate to allow the use of reusable dishes in campus food service locations

**Mobility**

- Integrate accessibility into primary building circulation; avoid separate circulation elements for accessible and non-accessible routes, where possible
- Incorporate internal wayfinding to direct people to closest parking lots, transit stops, and bicycle storage
- Introduce technology to improve information sharing, such as passenger information display systems that provide real-time transit arrival and departure times



*Building envelope, including the use of sun shades, modulates ventilation and solar gain.*

**Service**

Service spaces and loading areas need to be carefully planned to meet the demands of each building use. They are not desirable to be seen, heard, or encountered by most members of the campus community.

- Service bays should be located as far as possible from quads, courtyards, and major pedestrian walkways
- Wherever possible, service bays should be located within the building envelope and placed behind doors integrated with the façade design
- Noise-generating equipment at grade should be studied for acoustic impact, and appropriate mitigation measures should be used



*Design service docks and loading areas in keeping with building envelope (left). Screen service areas from view and isolate to mitigate noise with physical barriers including landscape (right).*



## LANDSCAPE DESIGN THEMES

Building upon its unique natural heritage, the landscape at CSUMB campus should be used to create a coherent and universally attractive campus by integrating the various spaces, places, circulation ways, and buildings of different styles and eras. The themes that follow express the overall landscape design concepts, respond to the various campus open space types. A discussion about appropriate plant selection and campus landscape maintenance is also included.

### Overall Landscape Design Concepts

#### ***Connect and Enhance Open Space to Create a Vibrant Campus***

Utilize the landscape vocabulary of the existing natural areas on campus to create a vibrant and attractive campus with a distinct sense of place

The landscape can be a key factor in creating a vibrant and attractive campus environment. By expanding upon the existing natural landscape resources on campus, in particular the native oak woodlands, and extending this vocabulary, the campus will evolve a distinct sense of place at CSUMB. A more densely and cohesively planted campus will contribute to the beauty and natural habitat of the campus, aiding student recruitment efforts and increasing satisfaction among continuing students. Campus pedestrian and bicycle circulation systems should be incorporated into the landscape, linking on-campus as well as regional destinations.

#### ***Create Usable Outdoor Places***

Create comfortable outdoor spaces for socializing and studying

As the campus continues to grow, efforts should focus on creating spaces of multiple scales and types to accommodate various activities, from graduation ceremonies, to outdoor classes, student group meetings, socializing, and studying. These spaces should be human-scaled, protected from the wind, and wherever possible, sunny. Seating and other amenities should be provided.

#### ***Ensure Safety and Accessibility on Campus***

Provide adequate pedestrian lighting on campus

Design open spaces to be universally accessible

Student safety on campus is imperative. Provide adequate lighting levels and emergency call boxes for pedestrians and bicyclists, particularly in the campus core and between the core and the student residential neighborhoods.

It is the intent of CSUMB to create a welcoming campus environment that accommodates the needs of all campus users. Major campus open spaces and pedestrian pathways should be universally accessible to meet the mobility needs of the entire community.

**Minimize Water Use**

Minimize potable water use for irrigation

Water use is a local and statewide concern due to ongoing drought conditions and limitations to the regional water supply. Irrigated areas should be concentrated in the most visible and utilized open spaces, and around building entries. While some irrigation is necessary to establish and maintain healthy and attractive plants, the use of potable water for irrigation should be minimized through selection of plants requiring little water, effective irrigation systems, and other strategies. Irrigation demand should utilize non-potable water when it becomes available.

**Integrate Art**

Integrate art into the campus to foster community, and to add beauty and interest to the campus open spaces

Public art is a great way to add interest to a space. It can direct views, promote gathering, and create photo opportunities. Art can also foster attachment to the campus and community. Integrating art into the campus landscape can be done on a temporary or permanent basis and can solicit the work of students, faculty, or outside artists. Art installations should be located throughout campus, prioritizing gathering spaces and areas with higher visibility.





## Landscape Themes by Open Space Types

The open space types are described in Chapter 6: Open Space. The design themes that follow relate to those designations, as each landscape type has its own characteristics and requirements.

### *Natural Open Space*

The natural open spaces provide a distinguishing landscape backdrop to many areas of the campus. These natural areas are attractive, provide habitat, and can be used for educational purposes and passive recreation. Several rare species are found on campus, and others are suited to the area.

- Preserve and enhance the native coastal live oak stands. Protect federally- and state-listed rare plants. Support habitat through invasive plant removal and restoration with native species.
- Provide walking, jogging and bicycling trails, as well as quiet spaces for studying, gathering, and contemplation. Provide seating and trash receptacles.
- Allow limited more structured recreation, such as the ropes course and the disc golf course.
- Incorporate art to engage viewers and promote inspiration. Integrate art where it can highlight or interpret the site's natural features and educate viewers about the Monterey Bay region.
- Install interpretive signage to engage students and provide informal education opportunities.
- Provide legible connections and adequate wayfinding signage to the regional trail network.





### ***Connecting Open Space***

The connecting open spaces are naturalistic landscapes that link the more formal academic core with the residential and athletics and recreation areas. These are intended to celebrate the natural open space of the campus by extending it with similar materials and forms in an informal pattern. Pedestrian and bicycle facilities follow these linkages. Use of this planting palette, coupled with the natural areas, will give the campus the coherent identity it currently lacks.

- Utilize the Monterey area native landscape vocabulary to give the campus a coherent identity. Incorporate and feature the mature stands of Monterey pines, Monterey cypress, and coast live oaks.
- Support habitat through invasive plant removal and restoration with native species.
- Locate pedestrian and bicycle facilities in these areas.
- Depending on location and intensity of use, pedestrian pathways may be concrete or unit pavers; bicycle facilities may be concrete or a pervious material such as decomposed granite.
- Provide adequate pedestrian lighting and emergency call boxes.
- Provide wayfinding signage.

### ***Stormwater Management Areas***

In keeping with the sustainable vision for the CSUMB campus, stormwater management will feature visible, surface installations to the extent feasible. These should be attractive features, integrated into the landscape design of the connecting open spaces.

- Construct stormwater management areas to be attractive open spaces, integrated into the larger landscape design. Design stormwater infrastructure to be visible for educational purposes.
- Utilize a native or climate-appropriate planting palette; avoid use of invasive species. Utilize species that will be attractive in the dry season.
- Use permeable pathway materials to percolate water without hindering accessibility or emergency vehicle access.
- Install interpretive signage to engage students and provide informal education opportunities.





### ***Formal Campus Open Spaces***

The formal campus open spaces are the most visited and heavily utilized open spaces on campus. These are the visitor and community destinations, and the places where larger events and gatherings are held. They also provide a place for students to gather and socialize. Whereas the remainder of the campus retains a more naturalistic quality, the formal campus open spaces can be more formal in design. Specific concepts for these spaces are detailed in the Special Area Plans.

- Design spaces to accommodate large gatherings and small group interaction, anticipating use by both the campus population and members of the broader community.
- Spaces can be designed with a more formal design sensibility than the naturalistic areas.
- Provide ample seating and other furniture such as tables, trash receptacles, and bicycle racks. Seating areas should accommodate groups of varying sizes and different program needs.
- Use landform, walls, and plantings to create windbreaks where suitable.
- Integrate public art as a focal point of the space. Site public art to engage viewers and promote interaction.
- Incorporate plantings to soften the space, add comfort, and define distinct areas.

## Academic Open Spaces

Academic open spaces are the entry plazas and courtyards adjoining the academic buildings. These spaces need to accommodate heavy pedestrian circulation as well as studying and socializing.

- Locate spaces adjacent to and between buildings at a variety of scales to support activities such as socializing and studying.
- Design spaces to prioritize sun access and wind-protection through location, and the use of landform, walls, and plantings.
- Provide a range of seating options to accommodate groups of varying sizes. Provide additional furniture such as tables, trash receptacles, and bicycle racks where appropriate.
- Provide plantings to soften the space and add comfort. Plantings can be more formal than in the naturalistic areas.





### ***Residential Neighborhood Open Spaces***

The residential open spaces play an important role in supporting student success on campus. A variety of activities and spaces are needed to support the different needs of students, including large spaces for gathering and smaller spaces for studying.

- Include a diversity of spaces ranging from large spaces for gathering to smaller spaces for quiet studying.
- Design spaces to prioritize sun access and wind-protection through location, and the use of landform, walls, and plantings.
- Provide a range of seating options to accommodate groups of varying sizes. Provide additional furniture such as tables, trash receptacles, and bicycle racks.
- Provide plantings to soften the space and add comfort. Plantings can be more formal than in the naturalistic areas.
- Spaces can be a combination of paved and planted.
- Provide formal and informal recreation opportunities, such as open fields and sand volleyball and basketball courts.
- Consider opportunities for art installations to add whimsy and interest to the residential neighborhoods.

### **Entries and Arrival Sequence**

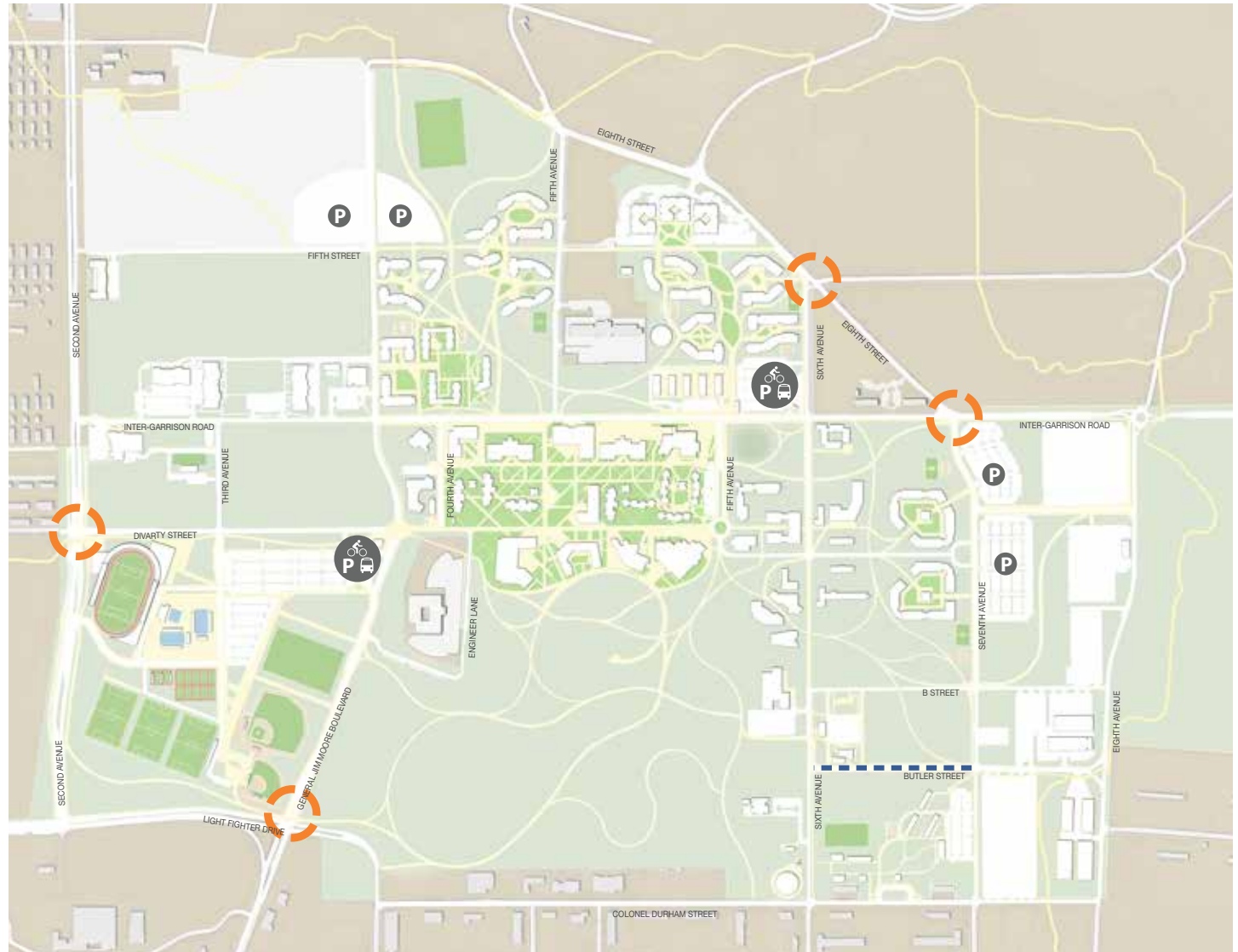
The entries to CSUMB announce the arrival onto the campus. They should be visible and attractive, projecting the campus identity to visitors. The arrival sequence onto campus should be appealing and marked clearly for ease of wayfinding and should promote the sense of arrival on campus.

- Locate entries as noted in Figure 10.1.
- Provide monument signage and special landscaping that evokes the CSUMB identity to mark entries.
- Design entrances to be legible from a distance and to contribute to the high-quality public face and distinct identity of the campus. For example, the windrow vocabulary employed at the Main Quad could be repeated at the gateways to signal arrival on campus. A distinct tree type should be used for the entry/gateway windrows with a repeated palette of paving, site walls and signage to allow variable but recognizable vocabulary at each campus entry.
- Provide clearly marked wayfinding signage guiding visitors to parking facilities at the Alumni & Visitors Center, as well as to the Athletics District and other major campus destinations.
- Create an attractive arrival sequence using landscape and streetscape improvements.



*Monument signage such as the CSUMB sign at General Jim Moore Boulevard and Lightfighter Drive announce the entrance to campus. Monument signage should be integrated into a gateway landscape at the four campus gateways.*

*Figure 10.1: CSUMB Entries*





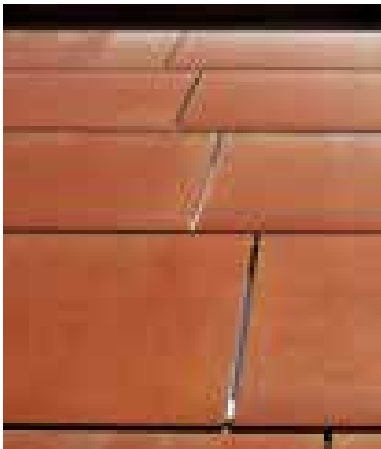
## Planting and Materials

The Monterey Bay environmental conditions, including wind, salt, and sandy soils, significantly limit the available planting palette. Invasive species, such as the widespread ice plant, thrive in this environment, crowding out native species. Restoration projects should seek to remove the invasive species and replace with native ones. The 2008 Landscape Maintenance Plan contains a detailed planting palette that addresses these issues; it should continue to be referenced. Monterey Bay Friendly Landscaping, a program of Ecology Action, also provides helpful plant lists and other resources specific to the Monterey Bay region. General planting recommendations for the campus follow.

### General Planting Recommendations

- Support sustainability goals by selecting climate-appropriate, drought-tolerant plants requiring limited resource input. Favor Monterey Bay natives. Avoid planting invasive species
- Restore native habitat by removing invasive species and replacing with native species
- Locate higher-maintenance plants only in visible, heavy-use areas and formal campus open spaces
- Utilize synthetic turf in lieu of turf grass on athletic and recreation fields, where feasible
- Relate planting design to campus buildings to strengthen the connection between architecture and landscape
- Utilize trees and landform to deflect wind and create sheltered spaces throughout campus





### ***Landscape Materials***

- Choose colors and materials to respond to and complement the existing physical setting and be in harmony with the architecture
- Specify local and regional materials whenever feasible
- Focus on natural materials that complement the site and surrounding landscape, including concrete, concrete pavers, special accent paving, and decomposed granite
- Specify site furnishings from the same family to provide continuity and identity throughout the campus
- Utilize permeable pavement wherever feasible to percolate water

### **Landscape Maintenance**

The CSUMB Landscape Maintenance Plan (2008) provides a structure for landscape maintenance on campus. The landscape is divided into zones in order to focus campus resources where they are most needed. Each zone has particular maintenance requirements as well as plant selection recommendations.

This Landscape Maintenance Plan is a beneficial document; however, it should be updated to integrate the design goals and strategies found in this master plan. For example, the recent drought has fueled stronger goals on campus around water conservation. The master plan also introduces new approaches to stormwater management that will need to be incorporated into the maintenance plan.

