

	2001 Master Plan Principles and Policies	Relevance/Notes
Overarching Principles		
Balance	<ul style="list-style-type: none"> Cal Poly’s land and resource uses should advance the University’s academic mission. Planning should consider not only current needs and trends, but also changing academic priorities and new pedagogical techniques. 	
Environmental Suitability and Sustainability	<ul style="list-style-type: none"> Land uses should be suitable to their locations considering the environmental features of the proposed sites. Cal Poly should be sustainable with regard to its land and resource planning, site and building design, and operations. As an important element of Cal Poly’s academic mission, the University should be an exemplar <u>a proactive leader in</u> -of-wise and sustainable land and resource management. 	<u>The committee noted that these policies did not place the environment at the forefront of decision making</u>
Compatibility	<ul style="list-style-type: none"> Cal Poly should consider potential impacts on surrounding areas, especially nearby single-family residential neighborhoods, in its land use planning, building and site design, and operations. 	
Proximity	<ul style="list-style-type: none"> In siting new land uses and buildings, functional connections among related activities should be considered, including the nature of activities, “adjacencies” and paths of travel. 	
Green Space	<ul style="list-style-type: none"> Cal Poly’s scenic setting – a campus surrounded by open spaces -- should be preserved. 	
Community	<ul style="list-style-type: none"> Cal Poly should continue to develop into a residential campus, where academic facilities, housing, recreation, social places, and other support facilities and activities are integrated. 	
Visual Continuity	<ul style="list-style-type: none"> Campus buildings should incorporate the best design elements regarding massing, human scale, materials, articulation, architectural interest, and a connection with surrounding urban spaces. 	

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	2001 Master Plan Principles and Policies	Relevance/Notes
Transportation and Circulation		
Access	<ul style="list-style-type: none"> • Campus pathways should provide an efficient and effective means of pedestrian circulation and orientation, for all people. 	
Public Transportation	<ul style="list-style-type: none"> • The campus circulation system should integrate public transit routes and stops. 	
Vehicle Trip Reduction	<ul style="list-style-type: none"> • Reduce private vehicle trips to campus by increasing the number of persons in a vehicle and substituting alternative transportation, including public transportation, bicycles and pedestrians. 	
Access to Campus	<ul style="list-style-type: none"> • Cal Poly should coordinate its on-campus pedestrian, bicycle and vehicle circulation systems and public transportation routes with those of the City, County and transit providers. 	
Strategic Parking Locations	<ul style="list-style-type: none"> • Parking facilities should be primarily concentrated near campus entrances, near major athletic and performing arts venues, and in conjunction with housing. 	
Bicycle Friendly	<ul style="list-style-type: none"> • <u>Cal Poly should incorporate its Bicycle Plan into the Master Plan.</u> • <u>Cal Poly should provide adequate bicycle facilities.</u> 	
Compatibility of Circulation Systems	<ul style="list-style-type: none"> • Cal Poly should avoid or reduce conflicts among circulation modes through such methods as separated routes, grade separated paths, traffic calming, and intersection controls. 	
Pedestrian Orientation	<ul style="list-style-type: none"> • Cal Poly should continue to convert the campus instructional core to a primarily pedestrian character. • As anticipated in the current Master Plan, North Perimeter between the Poly Canyon Road intersection and University Avenue will be relocated farther north (toward Brizzolara Creek) to improve vehicle circulation and to further the pedestrian character of the campus instructional core. • Where feasible, existing roads in the campus instructional core will be reduced in width and/or converted to pedestrian and bike paths, or, possibly, the land used for right-of-way may be utilized for other purposes. 	
Service Access	<ul style="list-style-type: none"> • Automobile and truck through-traffic in the campus instructional core will be reduced; however, convenient access will be maintained for deliveries, maintenance, public safety, disabled accessibility and public transit/internal shuttles. 	

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	2001 Master Plan Principles and Policies	Relevance/Notes
Safety	<ul style="list-style-type: none"> • All modes of the circulation system should be safe. • Pedestrian routes need to be lighted, graded and surfaced for ease of movement and safety. 	
Alternative Transportation	<ul style="list-style-type: none"> • Cal Poly should continue its regional leadership role in fostering the use of alternative transportation and discouraging the use of single-occupant automobiles. 	
Education	<ul style="list-style-type: none"> • Cal Poly should continue to improve its programs encouraging the use of transit services and other forms of alternative transportation. 	
Encouragement	<ul style="list-style-type: none"> • Cal Poly should continue, and where feasible enhance, its incentive programs encouraging the use of alternative transportation. 	
Support	<ul style="list-style-type: none"> • Cal Poly should continue to provide financial support for public transportation and balance the allocation of resources toward trip reduction measures rather than providing more parking on-campus. 	
Convenience	<ul style="list-style-type: none"> • Cal Poly should continue to work with city and regional agencies to make alternative transportation increasingly convenient through scheduling, access and quality of service. 	
Reduction	<ul style="list-style-type: none"> • Cal Poly should use policies and incentives to reduce parking demand. 	
Neighborhoods	<ul style="list-style-type: none"> • Cal Poly should be sensitive to the impact of campus circulation and parking policies on adjacent neighborhoods. 	

	2001 Master Plan Principles and Policies	Relevance/Notes
Recreation and Athletics Principles and Policies		
Proximity	<ul style="list-style-type: none"> Recreational facilities should be in close proximity to the population they are intended to serve. Recreational field and facility design should incorporate space for spectators, ancillary facilities, and access to field maintenance equipment. 	
Green Space	<ul style="list-style-type: none"> Open spaces should form links (spaces and corridors) at all scales to form visual, recreational and access connections. 	
Multipurpose Use	<ul style="list-style-type: none"> In general, recreational and athletic spaces should be designed for multiple users and a variety of activities, and should accommodate both informal recreation and organized sports programs. 	
Specialization	<ul style="list-style-type: none"> In some instances, athletic facilities must meet specific standards and/or must be designated for certain programs that may preclude use for multiple purposes. 	
Continuity	<ul style="list-style-type: none"> In cases where existing recreation facilities must be relocated, new sites should be identified and replacement facilities developed first. 	

	2001 Master Plan Principles and Policies	Relevance/Notes
Campus Life Principles and Policies		
Compatibility	<ul style="list-style-type: none"> Faculty/staff housing options may be suitable for off-campus locations. 	
Proximity	<ul style="list-style-type: none"> Additional first year housing should be located near existing dormitories and other support services such as campus dining. Support services and facilities such as retail, food outlets, study and workspaces, and recreational amenities should be incorporated into new housing where possible. 	
Social Environment	<ul style="list-style-type: none"> Residential complexes should include food service, retail, housekeeping and other related services. As Cal Poly becomes even more of a residential campus, entertainment, recreation, and social facilities should be provided to support a 24-hour community. 	
Student Learning	<ul style="list-style-type: none"> Create residential environments that support learning, including study space, internet infrastructure and learning support within residential complexes. Such environments are particularly important to undergraduate students living away from home for the first time. 	
Housing Types	<ul style="list-style-type: none"> Housing for first year students should generally be dormitory style, in proximity to other first-year housing, campus dining and other support services. New student housing not oriented primarily to first-year students, should emphasize apartment style living. 	
Feasibility	<ul style="list-style-type: none"> University provided housing must be self-supporting. Cal Poly may utilize a variety of development and funding options for housing, including private party partnerships. 	

	2001 Master Plan Principles and Policies	Relevance/Notes
Academic/Instructional Space Principles and Policies		
Proximity	<ul style="list-style-type: none"> In general, instructional facilities (apart from various outdoor teaching and learning areas and crops science/animal science facilities) should be located within a 10-minute walk of one another in the campus instructional core. 	
Compactness	<ul style="list-style-type: none"> The instructional core should be reserved primarily for teaching and learning activities (including mixed-use learn-by-doing spaces), faculty offices, and other related support functions, while integrating a network of open spaces for outdoor learning, recreation, and social functions. 	
Community	<ul style="list-style-type: none"> Several places within the instructional core should continue to develop into more intense centers of community activities, including but not limited to, a “Learn-by-Doing” commons, the expanded library, the UU and Mustang Way areas. 	
Critical Size	<ul style="list-style-type: none"> Sites for Outdoor Teaching and Learning (OTL) activities should be “right sized” for best management practices and the most appropriate educational experiences. 	
Investment	<ul style="list-style-type: none"> Cal Poly should evaluate both past investment (such as plants and infrastructure) and the need for future expansion when planning for Outdoor Teaching and Learning activities. 	
Protection and Management	<ul style="list-style-type: none"> Cal Poly should minimize relocations or disturbances of OTL activities that depend on long-term use of a site for research or related educational purposes, unless other important University goals override. 	
Continuity	<ul style="list-style-type: none"> In cases where an OTL activity must be relocated, new sites should be identified and replacement facilities developed prior to the move. Locations for OTL activities that are necessarily linked to site-specific biological or geological features that cannot be moved should be protected and appropriately managed. 	

	2001 Master Plan Principles and Policies	Relevance/Notes
Accessibility	<ul style="list-style-type: none"> • Cal Poly should continue recognize OTL as important to the University’s character, history and ongoing mission. • Where practical, OTL sites and facilities should be located near the campus instructional core. • OTL activities that do not require extensive amounts of land should be integrated within the instructional core. • Where OTL activities are located beyond walking distance from the instructional core, alternative transportation for students should be provided. 	
Student Centered and Learner Friendly	<ul style="list-style-type: none"> • The campus core should be a mixed-use environment that enables learning and fosters intellectual inquiry through the siting and design of buildings, outdoor spaces, and social places. 	
Flexibility	<ul style="list-style-type: none"> • Learning spaces should be kept as flexible as possible to ensure viability long into the future considering changes in academic priorities, technology and pedagogy. • A variety of learning spaces should be available to support different types of interactions, e.g. private (individual) study, small groups, large groups, formal and informal meetings. 	
Redevelopment	<ul style="list-style-type: none"> • Older, inefficient one-story buildings should eventually be redeveloped with multi-story structures and associated open spaces. • No new building with fewer than three stories should be developed in the campus core. 	<u>A policy regarding deferred maintenance and building reuse should be included.</u>
Multidisciplinary Districts	<ul style="list-style-type: none"> • The campus should include various “districts” that consolidate and connect related disciplines, rather than distinct areas based on the colleges. • Each district should include instructional facilities for a group of related disciplines, general-purpose classrooms, student and faculty research space, offices, and support functions. 	
Integration of Support Activities	<ul style="list-style-type: none"> • The campus core should provide a variety of support service centers where informal learning, interaction and socialization can occur as well as formal instruction. New buildings should integrate these activities within a single structure. 	

	2001 Master Plan Principles and Policies	Relevance/Notes
Sustainability and Natural Environment Principles and Policies		
Environmental Suitability and Sustainability	<ul style="list-style-type: none"> Impacts to environmentally sensitive areas should be avoided, unless other goals of the University override. Where practical, environmentally degraded areas should be enhanced or restored. 	<u>Cal Poly is part of the region and needs to look further than its fence line.</u>
Stewardship	<ul style="list-style-type: none"> The Morro Bay estuary is a nationally recognized environmental resource; Cal Poly should be a leader in land and resource stewardship through the use and management of its properties in the Chorro Valley and estuary watershed. <u>Cal Poly should develop strategic partnerships with other organizations to preserve the areas natural resources.</u> 	
Understanding	<ul style="list-style-type: none"> Cal Poly should manage and conserve its biological and other natural resources so that they are not only available for current research and educational experiences but also for those of future generations <u>as they are integral to practice, teaching, research, and outreach.</u> 	
Conservation and Sustainability	<ul style="list-style-type: none"> Cal Poly should cooperate and participate with other <u>take a leadership role with</u> federal, state and local efforts to conserve and manage <u>its</u> natural resources <u>as well as those in the region.</u> 	
Viability	<ul style="list-style-type: none"> Cal Poly should preserve and enhance the viability of <u>agriculture and</u> natural habitat systems on its holdings by providing adequate land area including <u>appropriate</u> buffers where appropriate, connectivity or corridors between related natural communities, and linear continuity along streams. 	
Access	<ul style="list-style-type: none"> <u>Trails and roads should be carefully designed and managed to avoid degradation of natural areas.</u> Cal Poly should provide <u>appropriate</u> access to its natural resources to enhance recreation and education. but trails and roads should be carefully designed and managed to avoid degradation of natural areas. 	<u>A trail plan with appropriate use limitations should be included in the update.</u>

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	2001 Master Plan Principles and Policies	Relevance/Notes
Campus Character Principles and Policies		
Visibility and Safety	<ul style="list-style-type: none"> • Parking lot and structures should be designed to reduce their visual obtrusiveness, but at the same time be responsive to concerns about safety and vandalism. 	
Sense of Place	<ul style="list-style-type: none"> • The siting and design of campus buildings and other features should reflect and enhance visual and physical connections to the surrounding landscape context. • The campus core should have an organized network of green spaces with clear interconnections. • The extent practical, a cohesive urban design treatment should be developed for the campus core to enhance a unifying campus character. • Campus design should enable people to know where they are, wherever they are on the campus and enable them to find any destination with ease. • The campus should offer a variety of climate-adapted indoor and outdoor spaces. 	
Visual continuity	<ul style="list-style-type: none"> • Outdoor spaces should have a sense of boundary and “sense of space” that help to define them as a recognizable campus places. • Landscaping and features such as light standards, signage, paving, benches and trash receptacles should tie these spaces together and create a unifying visual campus character. • The distinctive early California architecture in the southwest corner of campus should be recognized and the architecturally significant UU building should be preserved. • Landmarks and place-making elements that identify special campus locations such as Dexter Lawn, the Engineering Quad, Via Carta Plaza and Mustang Way should be preserved and enhanced, and new ones created. • The design of the built environment (interior and exterior) should take full advantage of the Central Coast’s Mediterranean climate for health, environmental, energy efficiency, and aesthetic reasons. 	
Gateways	<ul style="list-style-type: none"> • Gateway entrances to Cal Poly should reflect its mission as an institution of higher learning. 	

	2001 Master Plan Principles and Policies	Relevance/Notes
Districts	<ul style="list-style-type: none"> • Campus buildings and spaces should be designed appropriately with regard to their respective district, and also connect with adjacent districts. For example, buildings may need multiple fronts and entrances. • Landscape design should reinforce the identity of each district as well as tie the campus together visually. 	
Invisibility	<ul style="list-style-type: none"> • In general, public facilities and utility support structures should be concealed from view unless its visibility serves an explicit educational function. 	

	2001 Master Plan Principles and Policies	Relevance/Notes
Support Services, Utilities, Facilities and Operations Principles and Policies		
Proximity	<ul style="list-style-type: none"> Public facilities and services should be located outside the campus core unless their academic mission or functional nature requires immediate access to the core. 	
Dependability	<ul style="list-style-type: none"> Public services and utilities should support the University efficiently, with the flexibility to meet changing needs, and designed for ease of maintenance and renovation. 	
Balance Between Cost and Environmental Impact	<ul style="list-style-type: none"> Development of campus facilities and their utility infrastructure support should consider sustainability, alternative sources, self-sufficiency, life-cycle costing and/or other strategies to minimize impacts on the environment. 	
Array	<ul style="list-style-type: none"> The following types of services should be provided on campus: (1) services that are needed specifically by students (e.g., library, advising, bookstore); (2) services that benefit from or require knowledge of the campus and that require coordination with academics or other campus services (e.g., financial aid, academic assistance, disability resources, personal counseling for students); and (3) services used frequently by a considerable number of students, faculty and/or staff daily (e.g., food service, banking, health care). 	
Commercial Services	<ul style="list-style-type: none"> Cal Poly should provide some commercial services on campus, especially those that help to reduce the need for students, faculty and staff to run errands off campus during the day. 	
Diversity of Needs	<ul style="list-style-type: none"> To better accommodate a diverse community that reflects people with different learning styles, as well as people from different personal, ethnic and cultural situations and needs, University-provided services should be offered in a variety of cost ranges and forms. 	
Use Patterns	<ul style="list-style-type: none"> Support services should be sized and designed to accommodate peak periods, or demand managed so as to even out peaks - e.g., class schedules and exams spread out over the day and week, rotation of registration priorities. Service centers of all types (e.g., advising, counseling, health care) need sufficient space to accommodate students (or other clientele) waiting for service. 	

	2001 Master Plan Principles and Policies	Relevance/Notes
Coordination	<ul style="list-style-type: none"> • Support services should be planned with a holistic approach using collaborative interactive processes to involve all parties delivering and receiving services. • Related services that require face-to-face interactions should be coordinated and consolidated in central, accessible locations, convenient to their clientele. 	
Accessibility	<ul style="list-style-type: none"> • Services with frequent off-campus interaction - such as visits by potential students, donors, parents, vendors or other guests - should be located close to off-campus circulation routes and parking facilities. 	
Legal Compliance	<ul style="list-style-type: none"> • Campus services and facilities must be designed to meet or exceed applicable legal guidelines such as access for those with physical or learning disabilities, fire safety, and emergency response systems. 	
Ancillary Activities and Facilities	<ul style="list-style-type: none"> • Ancillary activities should clearly complement teaching and learning. • Ancillary facilities should not compete with core instructional needs for land within or near the campus core and can generally be located at more remote sites unless other considerations override. 	