

CAL POLY MASTER PLAN UPDATE  
MASTER PLAN ADVISORY COMMITTEE  
ACADEMIC AND INSTRUCTIONAL SPACE

MEETING NOTES  
Meeting #3  
December 05, 2014

Attendance: (Asterisks mark those present)

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|-------------------------|--|
| 1. Anna Gold (Chair)    | * Dean, Library Services   |
| 2. Linda Dalton         | * Facilitator  |
| 3. Nicole Billington    | * ASI, Chair of the Board  |
| 4. Matt Burd            | College of Agriculture, Forestry, and Environmental Science (absent)   |
| 5. Mark Cabrinha        | * College of Architecture and Environmental Design                     |
| 6. Beth Chance          | * College of Science and Math, Statistics                              |
| 7. Charlie Crabb        | Assistant to Provost for Academic Facilities (absent)                  |
| 8. Blake Irving         | GoDaddy.com (absent)   |
| 9. Robert Koob          | * Provost Emeritus   |
| 10. Ryan Matteson       | * Information Services, Technology Strategist                          |
| 11. Kris McKinlay       | * Orfalea College of Business, Assistant Dean                          |
| 12. Stern Neill         | Orfalea College of Business, Marketing (Academic Senate appt) (absent) |
| 13. Susan Olivas        | * Associate Registrar, Catalog, Scheduling                             |
| 14. Nelda Olvera        | * Student Affairs, Director of Academic Services                       |
| 15. Pierre Rademaker    | * Rademaker Design   |
| 16. Dylan Retsek        | * College of Science and Math, Math (Academic Senate appt)             |
| 17. Jim Sargen          | * Triactive America  |
| 18. Hugh Smith          | College of Engineering, Computer Engineering (absent)                  |
| 19. Terry Spiller       | * College of Liberal Arts, Music                                       |
| 20. Taryn Stanko        | * Orfalea College of Business  |
| 21. Joi Sullivan        | * ASI, President   |
| 22. Stacey White        | * Mode Associates  |
| 23. Forrest Chamberlain | * MCRP, CRP 552 Studio   |
| 24. David Pierucci      | * MCRP, CRP 552 Studio   |

MEETING NOTES:

1. Updates and questions
  - New members present introduced themselves.
  - Dalton reported that about 200 participants (total) attended the two outreach events (Cal Poly Library and Ludwick Community Center). Information is being compiled and will be posted on the website soon.
  - On the academic planning front, departments, colleges and programs submitted narratives for the strategic plan. Dalton will share compiled work from the academic planning work to date at the January meeting of this committee.
  - Committee members asked about the feasibility of accomplishing master plan goals without adequate state resources. The President is always looking to supplement state funding. Other committee members commented on other funding opportunities that are not dependent on the state.
2. Review of November 14, 2014 meeting summary
  - The notes were approved with one clarification: the suggested new overarching principle regarding “integration” should clearly incorporate integration across disciplines. Also, the importance of sustainability was emphasized.

### 3. What are the emerging trends?

Two interactive discussions among committee members focused on trends in learning, and related trends and implications for academic and instructional spaces. More detailed notes are available but the following are examples of ideas shared:

- **Learning Trends:**

- There will be a greater emphasis on empowering students to direct and manage their own learning.
- There will be greater emphasis in space planning on the interdependence between different people and environments, specifically space as an empowering / democratic (or disempowering / less inclusive) element in learning. Our intentionality in design of spaces / places for learning will impact what kind of learning takes place.
- Problem-based learning will move from practicing 'set' problems to focusing on risky problems (with the potential for learning through failure), and the requirement – or freedom - to tackle big ('wicked') problems.
- Technology will impact learning - not always in positive ways - and there will still be "magic" in a student-teacher relationship that is not mediated by technology.
- An important issue in future learning is what balance will be found between a general education and a specialized education. Committee members emphasized the goal of the Cal Poly experience as "learning to live" and not just learning to earn. How might general education requirements be altered in view of this goal in the future?
- Related questions were raised about how to provide foundational experiences and knowledge that make learning meaningful. On the one hand, students need to see the relevance of what they are learning before they learn it. "I need to see a tangible connection between what I'm learning and what I'm doing in the future." On the other hand core disciplinary knowledge and experiences are essential foundations for more advanced problem solving and creative work.

- **Learning Spaces – Physical Learning Environment** (implications of learning trends)

Inside the classroom – examples

Corridor / adjacent spaces to classrooms help key conversations happen: just as at conferences you have the opportunity for key sidebar discussions.

Qualities of spaces can be intentionally matched to the ideas being contributed or developed (consider spaces that are: unplugged, inspiring, polished, unfinished).

Classrooms can be designed in a way that facilitates quality discussions, including democratic / equitable participation.

In general the feeling of academic spaces including classrooms should be inviting, warm, etc., just as when students visit an advisor's office, they comment on how inviting the space is. The advisors make an effort to create that atmosphere.

Other qualities of classroom spaces are also very important: temperature, air, acoustics, lighting, and technological adaptation.

Quality design costs more up front, but the outcome is a longer lasting space. Older spaces become obsolete over time (many examples across campus).

#### Outside the classroom – examples

We need more beautiful outdoor spaces where teachers can hold seminars: interaction and presence in natural settings has a positive role in learning.

More intimate/optimal office hour space can encourage more faculty-student interactions (e.g. shared office space ‘places’?)

The uniqueness and variety of non-classroom settings change the learning experience and support integration and other goals of student learning.

Some of the best locations for course reviews have occurred off campus. Looking for community venues and audiences for reviewing /sharing student work can be helpful.

In general, use by the campus of spaces and places in the non-university community is a promising practice for achieving integration of learning and perspectives important to future learning.

- Both inside and outside classrooms

Distinguishing learning inside and outside the classroom is too binary – learning transcends the classroom.

Interest increases by not having classes meet in the same room every week. Meeting in different locations also helps to encourage greater attendance.

More learning might happen in online communities, so we also need to create flexible online spaces. This gives students greater freedom in scheduling.

Personalization or customization of learning is a key trend. We need to provide opportunities for each student to choose and create the environment in which they learn best. This supports the idea of student empowerment.

We need stronger integration of student housing and learning spaces – we can better integrate living and learning. (Yet students also need personal ‘away’ space from learning and academic life.)

Learning happens everywhere—there is no inside and outside. Learning should not just be restricted to space inside buildings.

Both classrooms and courses and the curriculum can be artificial containers for learning. The container is helpful, but it can also be limiting.

- Other – examples

We need to create more opportunities for chance encounters across disciplines – more social (and neutral) gathering spaces—example is Dexter lawn, which is not a silo.

We should provide places for napping on campus—students nap in the library (consider how airports, libraries, universities – JMU is an example - , Google provide “sleep pods” or “nap rooms”)

The future of education suggests more people will be learning at Cal Poly before the age of 18 and beyond the age of 22. What are the space implications for a richer mixture of ages at Cal Poly, (e.g. family-friendly qualities, accessibility) and how we can accommodate learning for different age groups.

We need to have physical space that allows for failure. There is room for failure for in Poly Canyon Design Village. We also need to allow for messiness, like the HP or Apple garage, and space neutrality.

With the discussion of flexibility, there still has to be some structure. The idea of interactive, flexible learning spaces is good, but there needs to be space tailored to specific disciplines. How should we balance flexible and specific space?

It is important for many disciplines to have that specialized space—e.g. music practice. On the other hand it is great to be able to share / see / hear specialized learning and practice (examples: walking through building full of music practice rooms; practice rooms next to dining hall).

We can provide more places for people to display their competence continuously through their education and not just at the very end of the year (capstone performances, presentations etc.).

Big data allows for tracking of student attendance, etc., which may be unsettling, but can be helpful to how students learn. The concept should be to personalize the learning experience for each student (this is presently a big trend).

Beyond GPA's and completion rates, how can we measure and assess student performance in these different learning spaces?

4. Future agenda items:

- Synthesis of discussion from December 5, 2014
- Broader external context for academic and master planning
- University scheduling
- ASI facility planning (covered briefly on November 14)
- Campus tour

5. Next meeting:

The next meeting of the Academic and Instructional Space Master Plan Advisory Committee will be held January 23, 8-10 am.

The suggestion was made that our committee could meet in a variety of rooms / locations. Members were encouraged to suggest alternative meeting locations to Dalton, who will schedule our meetings.

Following the suggestion made at our November meeting, Gold asked committee members if they are still interested in seeing a digital portfolio of interesting images of academic and instructional spaces. She asked committee members to send links, images, or suggestions to her ([akgold@calpoly.edu](mailto:akgold@calpoly.edu)) and she will follow up before our January meeting.