

CAL POLY MASTER PLAN UPDATE, March 2015

Some Key Themes in the General Guiding Principles

Academic Mission

- The plan must foremost advance the University's academic mission and student success.

Foresight and Adaptability

- The plan should take the long view, be adaptable and consider how technological, pedagogical and socio-economic changes could affect the University.

Sustainability and Environmental Suitability

- Cal Poly should be a leader in sustainable land planning, design, operations and resource management.
- All proposed land uses should be suitable to the environmental features of their locations.

Context and Inter-relations among Facilities and Uses

- Planning and building design should focus not only on the particular location but also on the larger campus context, considering factors such as potential efficiencies, synergies, as well as visual and access connections among uses.

Open Space

- Cal Poly's open lands are highly valued and the scenic setting should be preserved.
- Open spaces should be integrated into every new project and should form visual, recreational and access connections throughout campus.

On Campus Residential Community

- Cal Poly should continue to develop into a residential campus with more housing as well as a wide range of support facilities and activities for residents.

Scale and Visual Interest

- Campus buildings should incorporate best design practices and incorporate "360-degree architecture" that considers all sides of a building.

Transparency and Off Campus Impacts

- Cal Poly should keep local agencies and the community informed about the master plan and major development projects.
- Potential impacts on surrounding areas, especially single-family neighborhoods, should be carefully considered in campus planning and development.

CAL POLY MASTER PLAN UPDATE, March 2015

Some Key Themes from the Academic and Instructional Space Advisory Committee

General themes about student learning:

- Learning occurs everywhere, both within and outside structured learning environments.
- Learning engages faculty and students beyond the classroom.
- Learning requires social and collaborative interaction.
- Learning and creativity require individual reflection and thought.
- Learning is active and experiential (learn by doing).
- Learning happens when students are empowered.
- Learning crosses disciplines.

Implications for land use and the spatial context for learning:

Compact Campus Core as a Connected Community of Teaching and Learning

- A more dense instructional core will focus primarily on teaching and learning activities including mixed-use spaces, faculty offices, individual and reflective spaces, and academic support functions.
- The campus core will be a mixed-use environment that uses siting, visual transparency, design of buildings, and integration with outdoor spaces to advance inquiry and learning. Mixed-use spaces will integrate social interaction, food, cultural activity, events, and meeting spaces with learning spaces.
- Activity centers within the campus core will include distinctive multi-use buildings, or commons with a variety of neutral collaboration spaces that promote connections among disciplines through visibility and adjacencies.
- A network of open spaces used for outdoor learning, recreation, and social functions, as well as reflection and retreat, will connect buildings in the campus core.

Outdoor Teaching and Learning

- Outdoor Teaching and Learning (OTL) will remain an essential element of the University's character, history and ongoing mission.
- The campus commitment to OTL extends beyond agricultural facilities to include OTL features in support of the sciences, design, and other disciplines. OTL will also encompass the learning potential of campus environmental features, as well as outdoor student work and exhibit areas.

Quality, Variety, and Flexibility of Facilities

- Flexible design and variety within and across learning facilities will be essential to accommodate a wide variety of pedagogical goals across all disciplines.
- Flexible design will ensure viability of learning spaces as academic priorities, technologies and pedagogy change dynamically.
- Some discipline-specific learning will continue to require specialized and fixed equipment or configurations.
- Integration of the community into learning will be a growing factor in design of learning spaces.
- High quality infrastructure and technology is essential as well as attention to human factors (windows, views, natural light, color, adjacencies and circulation).

CAL POLY MASTER PLAN UPDATE, March 2015

Some Key Themes from the Campus Character and Place Making Committee

Campus Setting

- Views to the surrounding hills and countryside from public spaces and thoroughfares should be preserved and enhanced by careful siting of new structures and facilities.
- The design of campus facilities should incorporate “360-degree” architecture where all sides of new facilities contribute to a cohesive and aesthetically pleasing campus environment.
- The siting and design of campus buildings and circulation should enhance the visual and physical connection to the surrounding natural environment.

Sense of Place

- The campus should incorporate a “central” gathering space, unifying the upper and lower campus core.
- The campus core should be intensified in a “compact urban form” to create additional open spaces and a vertical mix of instructional, office and support space.
- The campus core should be designed as a pedestrian/bike only environment with special attention paid to creating human scale and transparency in ground level spaces.

Pathways and Way Finding

- Campus pedestrian ways and signage should create clearly identified routes, identifiable destinations and enable people to orient themselves and find their destinations easily.
- Special attention should be paid to developing the in-between or interstitial spaces into well-designed gathering and social places.

Gateways and Community

- Gateway entrances to Cal Poly should be easily recognizable and reflect the university’s mission.
- The edges of campus should be transparent, friendly and aesthetically pleasing to the surrounding community.

Neighborhoods

- Landscape and urban design of campus should help create identity to each academic neighborhood and serve to physically and visually tie the campus together. Special attention should be paid to unifying the upper and lower campus areas.

CAL POLY MASTER PLAN UPDATE, March 2015

Some Key Themes from the Campus Life Committee

Housing

- 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.
- Faculty/staff housing options may be suitable for off-campus locations

Related Support Services

- Support Services and facilities such as retail, food outlets, study and workspaces, and recreational amenities should be incorporated into new housing where possible.
- As Cal Poly becomes even more of a residential campus, entertainment, recreation, and social facilities should be provided to support a 24-hour community.
- Services should be supportive of the diversity of students, faculty and staff in the on-campus community.

Student Learning

- 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 their first time.

Feasibility

- University provided housing must be self-supporting.
- Cal Poly may utilize a variety of development and funding options for housing, including private party partnerships.

Wellness

- Cal Poly should work to promote healthy living through health, counseling and other support services.

CAL POLY MASTER PLAN UPDATE, March 2015

Some Key Themes from the Circulation/Transportation Committee

Modal Shift to Active Transportation

- The campus circulation system should be designed with this modal hierarchy: 1) pedestrians; 2) bikes, e-bikes, etc.; 3) transit and intra-campus shuttles; 4) cars.
- Cal Poly should partner with local, regional and national public and private organizations so that San Luis Obispo is a model of modal shift to an active transportation system.

Pedestrian Core

- The campus core should be primarily pedestrian oriented.

Bicycles and E-bikes

- The on-campus bike system should seamlessly connect to that of the city and should provide convenient access to destinations throughout campus.
- Bike parking should be adequate in terms of amount, location and design.

Trip Reduction and Parking

- The use of cars should be reduced through policies, incentives, new technologies, educational programs, and the provision of alternative options.
- Parking for on-campus and near-campus residents should be restricted.
- Trip reduction efforts should have priority over new parking facilities.
- Parking facilities should “intercept” cars outside the campus core.

On Campus Residential Development

- Campus residential projects should provide convenient walking, bike and transit access. Design should emphasize appropriate bicycle parking, not car parking.
- The residential campus should provide sufficient services and amenities, as well as access to convenient active transportation modes, so that students will not want a car.

Safety and Special Access

- The circulation system must be safe for all modes.
- Access for emergencies and public safety, as well as for maintenance, deliveries and special needs persons will be provided.

CAL POLY MASTER PLAN UPDATE, March 2015

Some Key Themes from the Recreation and Athletics Committee

Multipurpose Use

- In general, recreational and athletic spaces should be designed for multiple users and a variety of activities, including academic purposes, and should accommodate both informal recreation and organized sports programs.
- Leisure and active recreation opportunities should be provided throughout the campus.

Proximity to Users

- Recreation opportunities should be located throughout the campus and be integrated with housing, academic and student activity centers.
- Future intercollegiate facilities and large programmable recreation facilities (fields, gyms, courts) shall be located outside of the campus core with integrated amenities promoting access.

Quality of Facilities

- As expansion or redevelopment is planned, leisure and programmable recreation should be incorporated.
- Winning athletic programs require dedicated facilities.

Linkage to campus and community

- Coordination with city, regional, and federal trail systems and wildlife corridors will allow more opportunities for appropriate recreational use.
- Open spaces should form links at all scales to form visual, recreational and access connections.

CAL POLY MASTER PLAN UPDATE, March 2015

Some Key Themes from the Sustainability and Natural Resource Committee

General

- The campus should consider the natural environment and sustainability as a driver for land use decisions and University priorities.
- Both agricultural lands and natural habitat should play a major role in campus land use discussions.
- The campus should be a leader in preserving its natural resources and sustainable principles.

Campus as a Living Lab

- The campus and its surrounding lands should be used as an education tool.

Energy

- The campus should investigate and plan for alternative forms of energy.
- The campus should strive to be a net zero campus.
- Energy conservation should be one of the primary drivers of all new and retrofitted buildings.

Access

- The campus should provide appropriate access to its lands and trails.