	Committees and Recommendations	Reference to Master Plan Edited Principles
No.	The following are principles reviewed and/or recommended by the various Master Plan Advisory Committees. These recommendations were later edited for inclusion in the Master Plan; the edits were to reduce redundancy, to increase clarity and consistency, and to incorporate considerations from other sources of input. The column to the right indicates where among the Master Plan's DRAFT edited principles a committee recommendation has been addressed.	
	GUIDING PRINCIPLES	GP 6
1	Cal Poly's land and resource uses should advance the University's academic mission.	GP 8, MPP 12
2	Planning should consider not only current needs and trends, but also changing academic priorities and new pedagogical techniques.	MPP 12
3	Cal Poly should continue to develop into a livable residential campus, where academic facilities, housing, recreation, social places, and other support facilities and activities are integrated.	GP 12
4	Land uses should be suitable to their locations considering the environmental features of the proposed sites.	GP 5
5	Cal Poly should be sustainable with regard to its land and resource planning, site and building design, and operations.	GP 3
6	Cal Poly should meet or exceed all state and system-wide sustainability policies.	GP3
7	The siting of new land uses and buildings should always be considered within the context of the greater campus; functional connections among related activities should be considered, including the nature of activities, "adjacencies" and safe and healthy paths of travel.	GP 9
8	Cal Poly's scenic setting – a campus surrounded by open spaces -- should be preserved.	GP 10, 13
9	Cal Poly's open lands and the surrounding natural environment are highly valued and should be considered in any future campus planning efforts.	GP 13
10	Open spaces should form links (spaces and corridors) at all scales to form visual, recreational and access connections.	GP 14, MPP 55
11	Campus buildings should incorporate the best design elements regarding massing, human scale, materials, articulation, architectural interest, and a connection with surrounding urban spaces.	GP 11
12	Cal Poly should consider potential impacts -- including but not limited to traffic, parking, noise and glare -- on surrounding areas, especially nearby single-family residential neighborhoods, in its land use planning, building and site design, and operations.	GP 1
	ACADEMIC FACILITIES COMMITTEE	
13	Cal Poly should continually evaluate how changes in technology and socio-economic forces affect both pedagogy and the development of the physical campus, and adapt its plans, teaching and management practices when appropriate.	GP 8, OAP 10
14	The design of the instructional core should emphasize the quality of the learning experience that occurs there.	MPP 2
15	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.	GP 14, MPP 3,24,55
16	In general, instructional facilities (apart from various outdoor teaching and learning areas) should be located within a 10-minute walk of one another in the campus instructional core.	MPP 4
17	The campus core should be developed at densities that reflect the limited availability of land in that central location.	MPP 5
18	Older, inefficient one-story buildings should eventually be redeveloped with multi-story structures and associated open spaces.	MPP 5
19	No new building with fewer than three stories should be developed in the campus core.	MPP 5
20	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.	MPP 2,3,6,8
21	The entire campus environment affects teaching and learning and, therefore, should be viewed as a place for teaching and learning, including informal as well as formal and outdoor as well as indoor spaces.	GP 6,7
22	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.	MPP 2,3,6,8
23	Several places within the 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.	MPP 22,42
24	Such areas may include instructional facilities such as general-purpose classrooms, student and faculty research space, and offices as well as related support facilities accommodating co-curricular activities, food service and recreation/leisure.	MPP 3,6
25	The campus should include places where all Cal Poly community members, including faculty and staff, may interact and socialize in a collegial environment.	MPP 6,7,8,11, 42
26	The campus should emphasize opportunities for interactions across disciplines.	MPP 6,7,8,11,42
27	It is important to provide visible opportunities for interactions between different colleges that are otherwise "siloed" - students, faculty, and staff need to be more aware of and involved in what is going on in other colleges and departments.	MPP 6,7,8,11,26, OAP 9
28	The campus should include neutral places -- including multi-use buildings or commons -- that promote collaboration and connections among disciplines.	MPP 6,7,8,11,26, OAP 9
29	Sites and facilities for all activities should be sized appropriate to their expected purposes.	MPP 9,11,20, OAP 9
30	The quality of interior space is critical to learning; the design of new building should consider factors such as floor plans, adjacencies, window views and natural light, lighting, air quality, and sustainability.	GP 11, MPP 10

31	In addition to appropriate infrastructure and technology, instructional spaces should be designed to best enhance the teaching/learning environment considering such variables as windows, views, natural light, adjacencies and circulation.	GP 10, MPP 10, IP 5
32	Classroom design should be informed by the following principles from the literature on effective teaching and learning space: room geometry, comfortable furniture, flexible seating, space for the instructor to move around, good sight lines (including placement of projection equipment and screens), color, acoustics, zoned lighting, access and egress, space to congregate before and after class.	MPP 10, IP 5
33	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.	MPP 11, OAP 9
34	Because academic priorities, technology and pedagogy are dynamic and changing, learning spaces should be kept as flexible as possible to ensure viability long into the future.	MPP 12
35	Cal Poly should minimize relocations or disturbances of activities that depend on long-term use of a site for research or related educational purposes, unless other important University goals override.	MPP 15
36	In cases where an activity must be relocated, new sites should be identified and replacement facilities developed prior to the move.	MPP 16
37	Cal Poly should evaluate both past investment and the need for future expansion when planning for new and redeveloped facilities.	MPP 17
38	Cal Poly should continue to recognize Outdoor Teaching and Learning (OTL) as important to the University's character, history and ongoing mission.	MPP 18
39	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.	MPP 18
40	Where practical, OTL sites and facilities should be located near the campus instructional core.	MPP 19
41	OTL activities that do not require extensive amounts of land should be integrated within the instructional core.	MPP 19
42	In addition to considering pedagogy, OTL sites should also be sized appropriately for application of best practices for managing natural resources.	MPP 20
43	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.	GP 4, MPP 15, OAP 7
44	Cal Poly should consider greater flexibility and efficiency in scheduling, including summer session, to serve more students and decrease time to degrees, without requiring new capital investment.	IP 6
45	Informal learning spaces such as meeting, seminar and conference rooms should be designed with a variety of sizes to accommodate different group sizes and purposes.	OAP 9
46	As an important element of Cal Poly's academic mission, the University should be a proactive leader, facilitator and communicator in wise and sustainable land and resource management.	GP 4
47	Cal Poly should inform local agencies and the community prior to amending the Master Plan or developing major new projects, and provide opportunities for comments.	GP 2
	HOUSING AND CAMPUS LIFE COMMITTEE	
48	Housing for first year students should generally be dormitory style, in proximity to other first-year housing, campus dining and other support services.	MPP 33
49	New student housing not oriented primarily to first-year students, should emphasize apartment style living.	MPP 34
50	Faculty/staff housing options may be suitable for off-campus locations.	OAP 15
51	Support services and facilities such as retail, food outlets, study and workspaces, and recreational amenities should be incorporated into new housing where possible.	MPP 35
52	As Cal Poly becomes even more of a residential campus, entertainment, recreation, and social facilities should be provided to support a 24-hour community.	MPP 36
53	Residential environments should 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.	MPP 37
54	University provided housing must be self-supporting.	OAP 13
55	Cal Poly may utilize a variety of development and funding options for housing, including private party partnerships.	OAP 14
	CAMPUS CHARACTER AND PLACEMAKING COMMITTEE	
56	Special attention should be placed on preserving and encouraging the "learn by doing" approach related to Cal Poly's academic curriculum and overall campus character, including outdoor teaching and learning (OTL).	GP 7
57	The "upper" (north of the Baker Science building) and "lower" campus areas should be better connected. Methods may include location of open spaces, routing of circulation systems, design of new facilities, and interdisciplinary class scheduling.	MPP 25
58	The siting and design of campus buildings and other features should recognize the importance of preserving certain open space areas including Dexter Lawn, Poly Grove, the Arboretum, and Poly Canyon, and strive to create additional outdoor spaces.	MPP 21,22
59	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.	MPP 21,22
60	Efforts should be taken to intensify the academic core to create additional open space and mixed-use facilities (e.g., integrated services; residential uses over academic and support space.)	MPP 2,3,4,6,8
61	Vehicular circulation within the campus core should be minimized to allow for additional gathering spaces and increased pedestrian circulation.	MPP 27,29
62	Parking facilities should generally be located at the campus perimeter to support and encourage a safe, pedestrian-friendly campus core.	MPP 69

63	Special attention should be placed on developing the in-between, or interstitial, spaces into well-designed social gathering opportunities.	MPP 24
64	The campus should incorporate a "central" gathering space unifying the upper and lower campus areas for the faculty-student community.	MPP 25
65	Campus buildings and spaces should be designed appropriately with regard to their respective academic neighborhood and also connect and integrate with adjacent academic neighborhoods.	MPP 7,8
66	Landscape and urban design should reinforce the identity of each academic neighborhood and serve to visually tie the campus together.	MPP 7,8
67	Increased connectivity between the campus instructional core and peripheral facilities, residential communities, and academic neighborhoods should be encouraged.	MPP 64,65,66, IP 20,21,22, OAP 20
68	The planning, siting, design and construction of campus facilities should incorporate the concept of transparency with regard to people-facility relationships (e.g. increased use of glass in building; exposure to processes).	MPP 26
69	The design of campus facilities should maintain and incorporate a pedestrian sense of scale.	GP 11, MPP 27,29
70	Outdoor spaces should have a sense of boundary and "sense of space" that help to define them as a recognizable campus places.	MPP 28
71	Campus public areas should incorporate landscaping and amenities such as flexible seating areas, wireless technology, electrical power, trees, public art, food vendors, and other student –focused amenities.	MPP 43
72	Campus planning efforts should consider the increasingly important role of technology in defining campus character for on-campus, commuting, and distance-learning students.	MPP 13
73	The design of campus facilities should incorporate "360-degree" architecture where all sides of a building contribute to a cohesive and aesthetically pleasing pedestrian experience.	MPP 23
74	The design and construction of campus facilities should reflect authenticity and attention to detail in materials, historical context and architectural style.	GP 11
75	The siting and design of campus facilities, including public spaces and thoroughfares, should maintain, enhance or create aesthetically pleasing views and vistas.	GP 10,13, MPP 55,56
76	Views from public spaces and thoroughfares should be enhanced by careful siting of new structures, preservation of views to surrounding hillsides, and screening of unsightly utilitarian systems.	GP 10,13, MPP 55,56,77
77	The siting and design of campus buildings and other features should reflect and enhance visual and physical connections to the surrounding natural environment and outdoor spaces on campus.	GP 10,13, MPP 55,56
78	In general, public facilities and utility support structures should be concealed from view unless their visibility serves an explicit educational function.	MPP 77
79	Connecting spaces between campus facilities should promote simple, cohesive and straightforward pedestrian circulation.	MPP 27,29,54
80	Campus wayfinding should clearly identify places, routes, and destinations and enable people to orient themselves wherever they are on the campus and to find any destination with ease.	MPP 67
81	The percentage of students living in on-campus housing should be increased.	GP 12
82	On-campus residential enclaves or neighborhoods should consider the importance of proximate, high quality food establishments and additional student-focused activities, events, amenities, services, and extended hours.	GP 12, MPP 35,36,37,38, OAP 16
83	Residential communities should be supported by social infrastructure (i.e. food, entertainment, recreation, gathering spaces, activities, and services).	GP 12, MPP 35,36,37, OAP 16
84	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.	OAP 11
85	Student involvement should be maintained and encouraged in the development of campus facilities, enrollment planning, campus character, and the "learn by doing" approach.	OAP 1
86	The design of campus buildings and outdoor spaces, with regard to climate control, should recognize the purpose and intent of the facility (i.e. technology lab vs. lecture space) and the effects of siting, sun exposure, wind, materials, and air circulation. The design of outdoor spaces on campus should also consider these effects and the regional temperate climate.	OAP 12
87	Parking facilities should be sited and designed to reduce their visual obtrusiveness but at the same time be responsive to safety and vandalism concerns.	MPP 69
88	Gateway entrances to Cal Poly should easily recognizable and reflect its mission as an institution of higher learning.	MPP 30
89	Campus design and wayfinding should reflect an enhanced connection to, and interaction with, the surrounding City of San Luis Obispo.	MPP 31,66
90	The edge of campus should be transparent, friendly, and aesthetically pleasing to the surrounding community.	MPP 32
91	Campus development should incorporate facilities designed to accommodate extended and/or executive education.	MPP 14
	RECREATION AND ATHLETICS COMMITTEE	
91	Recreation and athletic facilities should be designed to meet specific standards when necessary, such as those required for intercollegiate competitions.	MPP 45
92	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.	MPP 46
93	Recreation and athletics field and facility design should incorporate space for spectators, ancillary facilities, and access to field maintenance equipment.	MPP 47
94	Recreational and athletic facilities should be in close proximity to the population they are intended to serve.	MPP 48

95	Incorporate alternative methods of travel within the core campus and outlying areas of the campus and beyond.	MPP 64,65, OAP 20
96	As expansion or core redevelopment is planned, leisure and active (programmable) recreation should be incorporated.	GP 14, MPP 44,49
97	Future intercollegiate facilities and large programmable recreation facilities (fields, gyms, courts) should be located outside of the campus core with integrated amenities promoting access.	MPP 50, OAP 20
98	For athletics to be competitive, dedicated facility use or priority schedule through mutual use agreements will be required.	MPP 46
99	Health and welness should be encouraged by providing a variety of types of opportunities for the campus community to engage in healthy behaviors.	OAP 17
100	As Cal Poly's existing recreational spaces are not sufficient to support the current needs of students, faculty and staff, additional recreation and sports facilities should be developed prior to (or in conjunction with) additional on-campus housing or significant increases in student enrollment.	MPP 44
101	The Mustang Way 'downtown' neighborhood should continue to be enhanced with gathering places, services and activities, and a second satellite activity neighborhood should be considered.	MPP 42
102	In cases where existing recreation or athletic facilities must be relocated, new sites should be identified and replacement facilities developed first.	MPP 51
103	Trails should be developed on campus where appropriate to link City and federally owned open spaces (which may also function as wildlife corridors).	IP 8
104	On campus residential areas should include spaces and facilities that support a sustainable lifestyle.	MPP 1
105	Open spaces should form links (spaces and corridors) at all scales to form visual, recreational and access connections	GP 9, MPP 24,55
106	Open space should be integrated into the scope of every new building project, for aesthetics and well as for leisure and activities contributing to a healthy lifestyle.	GP 14
107	Cal Poly should encourage more student, faculty, staff and community use of facilities by managing the cost of use/participation.	OAP 18
108	Cal Poly should pursue partnership opportunities for development, management and use of recreation facilities by community residents.	IP 7
	OPEN SPACE AND NATURAL RESOURCES COMMITTEE	
106	Impacts to environmentally sensitive areas should be avoided.	MPP 54
107	Cal Poly should preserve and enhance the viability of agriculture and natural habitat systems on its holdings by providing adequate land area including appropriate buffers, connectivity or corridors between related natural communities, and linear continuity along streams.	MPP 57
108	As an important element of Cal Poly's academic mission, the University should be a proactive leader, facilitator and communicator in wise and sustainable land and resource management.	GP 4
109	Trails and roads should be carefully designed and managed to avoid degradation of natural areas; a trail plan should be developed addressing appropriate use and signage.	IP 8
110	Cal Poly should provide appropriate public access to its natural resources to enhance recreation and education.	IP 8
111	Cal Poly should provide adequate bicycle facilities.	MP 58,59,60,IP 19,20,21
112	Cal Poly should work with regional agencies to provide appropriate bike routes.	MPP60, IP 19
113	On campus bike routes should limit speed to reduce conflicts with pedestrians.	MPP 72, IP 10
114	Cal Poly should limit the use of vehicles for first year students.	IP 14
115	Cal Poly should set aside areas for solar and other forms of renewable energy.	IP 1
116	Cal Poly should focus on retrofitting older buildings for energy efficiency.	IP 2
117	Environmentally degraded areas should be enhanced or restored.	PP 54
118	Cal Poly should develop strategic partnerships with other organizations to preserve the area's natural resources.	IP 9
119	Cal Poly should investigate the use of reclaimed water and the use of grey water systems; turf should be limited to high use areas only.	IP 3
120	Cal Poly should plan for solid waste management, and in particular for recyclables, in all future development.	OAP 5
121	Cal Poly should vigorously strive to exceed Title 24 Cal Green requirements.	OAP 4
122	Cal Poly should strive to be the model for Low Impact Design principles.	OAP 6
123	Cal Poly should be a leader in land and resource stewardship through the use and management of its properties.	GP 4, IP 9, OAP 7
124	Cal Poly should manage and conserve its biological and other natural resources so that they are an integral component of current and future research, education and living experiences involving daily student, faculty and staff participation.	GP 4, IP 9, OAP 7
125	Cal Poly should integrate sustainability principles into fundraising priorities.	OAP 8
126	Cal Poly should provide for both formal and informal learning regarding sustainability and the natural environment.	OAP 7
127	Cal Poly should manage its lands and develop future buildings to aid in the education of our students regarding sustainable practices.	OAP 7
128	Cal Poly should take a proactive leadership role with federal, state and local efforts to conserve and manage its natural resources, as well as those in the region.	GP 4, IP 9, OAP 7
129	Infrastructure development should maximize resource conservation, leverage current policy and practice in support of sustainable design, consider long-term return on energy investment, and establish a foundation for future revenue potential.	OAP 2
130	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.	MPP 76

131	A policy regarding deferred maintenance and building reuse should be included.	IP 26
132	Cal Poly should investigate the potential of becoming a climate action reserve and implementing relevant protocols on campus were existing protocols are available (climateregistry.org)	IP 4
133	Cal Poly should strive to be a net zero campus by investing in renewable power and prioritizing on-campus generation.	OAP 3
134		
	CIRCULATION COMMITTEE	
135	Access to and on campus should be efficient and effective for all modes, while establishing the following modal priorities in the core campus: 1) pedestrians; 2) bikes, e-bikes and similar technologies; 3) public transit and any future intra-campus shuttles or other technologies; 4) cars.	MPP 58
136	Existing roads in the campus core, including North Perimeter between the Poly Canyon Road intersection and University Avenue, should be re-designed and managed to reflect mode priorities.	MPP 58
137	Conflicts among circulation modes should be avoided through such methods as separated routes, grade separated paths, traffic calming, and intersection controls.	MPP 61
138	A multi-modal transportation center should be planned and funded on the campus.	MPP62
139	Single occupancy vehicle trips to campus should be reduced by increasing ride sharing and by substituting cars with active transportation options, including walking, bicycling and transit.	MPP 59
140	Cal Poly's on-campus pedestrian, bicycle, transit and vehicle circulation systems should seamlessly connect with those of the City, County, RTA and Cal Trans.	MPP 60
141	Cal Poly should give higher priority in committing resources to active transportation and trip reduction measures over providing more parking on-campus.	MPP 63
142	On-campus residential developments should be designed with convenient access to the core campus, including safe and convenient pedestrian and bicycle paths; consideration should be given to a shuttle service or other intra-campus alternatives when residential developments are beyond convenient walking distance.	MPP 65
143	On-campus residential developments should be provided convenient access to public transportation stops and improved transit access to off-campus amenities.	MPP 66
144	The campus instructional core should be primarily pedestrian oriented.	MPP 29
145	Parking should be provided in appropriate amounts and locations depending on the purpose.	MPP 68
146	Major parking facilities should be located to "intercept" cars outside the campus core; drivers should be able to conveniently transition to other active modes or intra-campus shuttles or other options.	MPP 69
147	The campus circulation system should accommodate access for deliveries, maintenance, public safety, persons with other needs, and public transit/internal shuttles.	MPP 71
148	All modes of the circulation system should be safe; routes for all modes should be adequately lighted, graded and constructed for both ease of movement and safety.	MPP 72
149	Convenient bicycle parking should be provided as near as practical to campus origins and destinations.	IP 20,21
150	Any future or renovated parking facility should meet the certification standards of the Green Parking Council or similar organization.	OAP 19
151	Educational and information campaigns related to modal shift should be compelling, consistent, effective and across multiple media.	IP 15
152	Measurable objectives should be established to track progress toward shifting modes to an active transportation system including social science metrics related to attitudinal as well as behavior shifts.	IP 17
153	Cal Poly should work toward restoring, expanding and publicizing extra-regional bus service.	IP 23
154	For the desired modal shift to be expeditiously implemented, more robust and sustainable funding sources must be identified.	IP 18
155	Intra-campus shuttles or similar future services should be low or zero emission (such as electric, CNG or gas hybrid).	OAP 21
156	Cal Poly should use policies and incentives, including pricing strategies, to reduce parking demand.	IP 24
157	Cal Poly should incorporate existing pedestrian, bicycle and transit planning into a comprehensive and updated multi-modal active transportation plan designed consistent with leading standards.	IP 11
158	Cal Poly should strengthen policies that discourage people from bringing cars to campus, especially for on-campus residents and students who reside near campus, and should concurrently provide the services, infrastructure and incentives for using active transportation options so that most students will not want a car.	IP 14
159	On campus housing should be designed to accommodate bicycle parking that is indoors or otherwise protected from the elements.	IP 21
160	Cal Poly should be a national leader in multi-modal transportation best practices, related research and technology transfer and should develop a multidisciplinary center or institute focused on transportation issues including planning, research and modeling actual practices.	IP 12
161	Cal Poly should partner with local, regional and national public and private organizations including but not limited to the City, County, Caltrans, SLOCOG, RTA, Amtrak, and Union Pacific Railroad to make San Luis Obispo a model for modal shift from single occupancy autos to a complete active transportation system.	IP 12,13
162	Educational programs that promote safety in all modes should be improved and better directed to target audiences.	IP 10
163	Cal Poly should be the leader in the region fostering the use of active transportation and discouraging the use of single-occupant automobiles; Cal Poly should set targets, identify priorities and increase funding for this purpose.	IP 13
164	Education, incentives and the use of emerging technologies such as dynamic matching should all be supported and utilized to improve ridesharing and the choice of active transportation modes.	IP 15
165	Bike paths and bike parking should be installed in locations that encourage the campus community to use bicycles.	MPP 64,65, IP 11,19,20

166	Cal Poly should partner with the City to help develop off-campus bicycle improvements as prescribed in the city's bike plan and that improve connections between the campus and community.	IP 19
167	Cal Poly should continue to work with the City and RTA to make public transportation more convenient than automobile use through such improvements as shorter headways, increased evening and weekend services, and greater convenience for on-campus residents.	IP 22
168	Cal Poly should work toward restoring, expanding and publicizing extra-regional bus service.	IP 23
169	Cal Poly should use policies and incentives, including pricing strategies, to reduce parking demand.	IP 24
170	A system should be established whereby sponsored guests can obtain parking passes without crossing the campus to a single staffed kiosk on Grand Avenue.	IP 25
171	Intra-campus shuttles or similar future services should be low or zero emission (such as electric, CNG or gas hybrid).	OAP 21
172	Parking should be efficiently managed to reduce the need for parking spaces through real time information regarding space location and availability, variable time pricing, and other best practices.	IP 24
173	Any future or renovated parking facility should meet the certification standards of the Green Parking Council or similar organization.	OAP 19
174	On campus housing should be designed to accommodate bicycle parking that is indoors or otherwise protected from the elements; convenient bicycle parking should be provided as near as practical to campus origins and destinations.	IP 20,21
175	Where activities are located beyond walking distance from the instructional core, alternative transportation options should be provided.	OAP 20
	INFRASTRUCTURE AND SUPPORT SERVICES	
176	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).	MPP 38
177	Commercial services should be provided on campus that support residents and that help to reduce the need for students, faculty and staff to run errands off campus during the day.	MPP 39
178	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.	MPP 40
179	Related services that require face-to-face interactions should be coordinated and consolidated in central, accessible locations, convenient to their clientele.	MPP 41
180	Public services and utilities should support the University efficiently, with the flexibility to meet changing needs, and designed for ease of maintenance and renovation.	MPP 73
181	Service centers of all types (e.g., advising, counseling, health care) should be designed with sufficient space to accommodate students (or other clientele) waiting for service.	MPP 75
182	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.	OAP 16
183	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.	MPP 74
184	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.	MPP 76
185	Ancillary activities should clearly complement teaching and learning.	MPP 52
186	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.	MPP 53
187	Support services should be planned with a holistic approach using collaborative interactive processes to involve all parties delivering and receiving services.	OAP 22
188	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.	OAP 23