

Sustainable Living	MPP	1	On campus residential areas should include spaces and facilities that support a sustainable lifestyle.	X			X	X				
Renewables	IP	1	Cal Poly should continue its program of identifying areas for solar and other forms of renewable energy.	X								X
Energy and Water Conservation	IP	2	Cal Poly should continue its program of retrofitting older buildings for energy and water efficiency.	X		X			X			
	IP	3	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.	X		X	X	X	X			
	IP	4	Cal Poly should investigate the potential of becoming a climate action reserve.	X								
	OAP	2	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.	X		X			X			
	OAP	3	Cal Poly should strive to be a net zero campus by investing in renewable power and prioritizing on-campus generation.	X								
	OAP	4	Cal Poly should continue to exceed Title 24 Cal Green requirements in new construction.	X	X	X	X	X	X	X	X	X
Solid Waste and Recycling	OAP	5	Cal Poly should plan for solid waste management, and in particular for recyclables, in all future development.	X	X	X	X	X	X	X	X	X
Low Impact Design	OAP	6	Cal Poly should be the model for Low Impact Design principles.	X	X	X	X		X	X	X	X
Resource Stewardship and Academic Mission	OAP	7	Cal Poly should be a leader in resource stewardship; it should manage its natural resources and design and operate its buildings so that they are an integral component of current and future research, education and living experiences involving daily student, faculty and staff participation.	X	X	X	X	X	X			
Fundraising	OAP	8	Cal Poly should integrate sustainability principles into fundraising priorities.	X								X
TEACHING AND LEARNING												
GP: Primacy of Academic Mission	GP	6	Cal Poly's land and resource uses should advance the University's academic mission.		X				X			

GP: Learn by Doing	GP	7	Planning should preserve and encourage the “learn by doing” approach to Cal Poly’s academic curriculum and reflect that approach in the overall campus character, including outdoor teaching and learning (OTL).		X				X			
GP: Forward Looking and Adaptability	GP	8	Planning should consider not only current needs and trends, but also changing academic priorities and new pedagogical techniques.		X	X			X			
Campus Core: Emphasis on Teaching and Learning	MPP	2	The mix of uses and the siting and design of buildings and open spaces in the instructional core should create an environment that fosters high quality learning experiences, intellectual inquiry and collegial interaction.		X	X			X			
	MPP	3	The instructional core should be reserved primarily for teaching and learning activities (including mixed-use learn-by-doing spaces), faculty offices, labs and research, and other related support functions including co-curricular activities, food service and recreation/leisure.		X	X	X	X				
Campus Core: Efficient Use of Land	MPP	4	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.	X	X	X	X	X				
	MPP	5	The campus core should be developed at densities that reflect the limited availability of land in that central location. 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.	X	X	X						
Informal Learning and Cross Discipline Collaboration	MPP	6	The campus core should include a variety of places, indoor and outdoor, where informal learning, interaction and socialization can occur as well as formal instruction. Where feasible, new buildings should integrate these activities within a single structure.		X	X	X	X				
	MPP	7	The siting and design of a new facility should acknowledge its context and enhance connections among related functions; generally, more specialized facilities should be located farther from the center of campus while those that are more general and flexible in nature should gravitate toward the center.		X	X	X	X				

Collaboration	MPP	8	The core should be designed with visible opportunities for interactions between different colleges so that students, faculty, and staff are aware of and involved in other colleges and departments; these should include, for example, neutral multi-use buildings and commons that promote collaboration and connections among disciplines.		X	X		X					
Size and Setting	MPP	9	Sites and facilities for all activities should be sized appropriate to their expected purposes.		X	X	X	X	X	X	X		
	MPP	10	In addition to appropriate infrastructure and technology, instructional spaces should be designed to best enhance the teaching/learning environment considering such variables as floor plans, windows, views, natural light, air quality, adjacencies and circulation.	X	X	X			X				
Flexibility and Adaptability	MPP	11	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.		X	X	X	X	X				
	MPP	12	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.		X	X		X	X				
	MPP	13	Campus planning efforts should consider the increasingly important role of technology in defining campus character for on-campus, commuting, and distance-learning students.		X	X							
	MPP	14	Some facilities should be designed to accommodate the needs of extended and/or executive education.		X	X							X
Relocations	MPP	15	Cal Poly should minimize relocations or disturbances of activities that depend on long-term use of a site, including links to its biological or geological features, for research or related educational purposes, unless other important University goals override.		X	X	X	X	X	X	X	X	X
	MPP	16	In cases where an activity must be relocated, new sites should be identified and replacement facilities developed prior to the move.		X	X	X	X	X	X	X	X	X
	MPP	17	Cal Poly should evaluate both past investment and the need for future expansion when planning for new and redeveloped facilities.		X	X	X	X	X	X	X	X	X
Outdoor Teaching and Learning	MPP	18	Cal Poly should continue to recognize Outdoor Teaching and Learning (OTL) as important to the University's character, history and ongoing mission and that OTL extends beyond agricultural facilities and encompasses many kinds of teaching and learning opportunities across numerous disciplines.		X	X	X	X	X				

Teaching and Learning	MPP	19	OTL activities that do not require extensive amounts of land should be integrated within the instructional core where practical.		X	X	X	X	X			
	MPP	20	In addition to considering pedagogy, OTL sites should also be sized appropriately for application of best practices for managing natural resources.		X	X			X			
Design of Instructional Spaces	IP	5	Cal Poly should apply the most current research regarding effective learning environments -- including such factors as classroom configuration, technology, furniture, lighting, acoustics, color, access and egress -- to the programming, design and construction of new or remodeled buildings that include instructional space.	X	X	X			X			
Flexible Scheduling	IP	6	Cal Poly should evaluate the potential for greater flexibility and efficiency in scheduling, including summer session, to serve more students and decrease time to degrees, without requiring new capital investment.	X	X	X	X	X				
Variety in Size and Type of Spaces	OAP	9	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.		X							
Continual Adaptation	OAP	10	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.		X	X	X	X	X			
CAMPUS DESIGN CHARACTER												
GP: Consider Context	GP	9	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 paths of travel.		X	X		X				
GP: Connections and Views	GP	10	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, and should maintain, enhance or create aesthetically pleasing views and vistas.			X						
GP: Best Design Practices	GP	11	Campus buildings should incorporate the best design elements regarding massing, human scale, materials, articulation, architectural interest, sustainability and connections with surrounding buildings and spaces; design should reflect authenticity and attention to details in materials, historical context and architectural style.	X		X						

Landmark Spaces	MPP	21	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.			X	X	X				X	
	MPP	22	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.			X	X	X					
Design and Scale	MPP	23	The siting and design of campus facilities should incorporate a full 360-degree approach, where all sides of the facility contribute to a cohesive and aesthetically pleasing experience.			X							
	MPP	24	Special attention should be placed on developing the in-between, or interstitial, spaces into well-designed social gathering opportunities.			X	X	X					
	MPP	25	The campus should incorporate a “central” gathering space unifying the upper and lower campus areas for the campus community. Additional ways to better connect these areas include circulation routes and the location and design of open spaces.			X	X	X					
	MPP	26	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).		X	X	X	X	X				
	MPP	27	The design of campus facilities should maintain and incorporate a pedestrian sense of scale.			X		X					
	MPP	28	Outdoor spaces should have a sense of boundary and “sense of space” that help to define them as a recognizable campus places.			X		X					
Pedestrian Emphasis	MPP	29	The campus instructional core should be primarily pedestrian oriented with simple, cohesive and straightforward pedestrian circulation and appropriate amenities, scale and design at the ground level.	X	X	X	X	X					
Gateways and Edges	MPP	30	Gateway entrances to Cal Poly should easily recognizable and reflect its mission as an institution of higher learning.			X	X	X				X	
	MPP	31	Campus design and wayfinding should reflect an enhanced connection to, and interaction with, the surrounding City of San Luis Obispo.			X		X				X	
	MPP	32	The edge of campus should be transparent, friendly, and aesthetically pleasing to the surrounding community.			X		X				X	

Temperate Climate	OAP	11	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.	X		X							
Design and Climate Control	OAP	12	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.	X	X	X							
RESIDENTIAL CAMPUS													
GP: Increase Students Living on Campus	GP	12	The percentage of students living in on-campus housing should be increased and 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.	X			X	X					
Student Housing Types	MPP	33	Housing for first year students should generally be dormitory style, in proximity to other first-year housing, campus dining and other support services.				X	X					
	MPP	34	New student housing not oriented primarily to first-year students, should emphasize apartment style living.				X	X					
Services and Amenities	MPP	35	Support services and facilities such as retail, food outlets, study and workspaces, and recreational amenities should be incorporated into new housing where possible.				X	X					
	MPP	36	As Cal Poly becomes even more of a residential campus, entertainment, recreation, and social facilities should be provided to support a 24-hour community.				X	X			X		
	MPP	37	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.		X		X	X					
Funding	OAP	13	University provided housing must be self-supporting.				X						X
	OAP	14	Cal Poly may utilize a variety of development and funding options for housing, including public private partnerships.				X						X
Faculty Off Campus Option	OAP	15	Faculty/staff housing should be considered for appropriate on-campus sites, but off-campus options may also be suitable.				X						X
CAMPUS LIFE													

Modal Shift to Active Transportation	MPP	58	Access to and on campus should be efficient and effective for all modes, while shifting to an active transportation system that gives priority to walking, bikes and electric bikes (and similar technologies), and transit and intra-campus shuttles over cars. Existing roads in the campus core, including North Perimeter, should be re-designed and managed to reflect mode priorities.	X		X	X	X				
	MPP	59	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.	X		X	X	X				
	MPP	60	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.	X			X	X				
	MPP	61	Conflicts among circulation modes should be avoided through such methods as separated routes, grade separated paths, traffic calming and intersection controls.			X		X				
	MPP	62	A multi-modal transportation center should be planned and funded on the campus.	X		X	X	X				
Trip Reduction Over Parking	MPP	63	Cal Poly should give higher priority in committing resources to active transportation and trip reduction measures over providing more parking on-campus.	X		X	X	X				
Connectivity	MPP	64	Increased connectivity between the campus instructional core and peripheral facilities, residential communities, and academic neighborhoods should be encouraged.		X	X	X	X	X	X		
	MPP	65	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.	X			X	X				
	MPP	66	On-campus residential developments should be provided convenient access to public transportation stops and improved transit access to off-campus amenities.	X			X	X				
Wayfinding	MPP	67	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.			X						
	MPP	68	Parking should be provided in appropriate amounts and locations depending on the purpose.			X	X	X	X	X	X	X

Parking	MPP	69	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.			X	X	X	X	X	X	X
	MPP	70	Parking facilities should be sited and designed to reduce their visual obtrusiveness but at the same time be responsive to safety and vandalism concerns.			X				X	X	
Comprehensive System	MPP	71	The campus circulation system should accommodate access for deliveries, maintenance, public safety, persons with other needs, and public transit/internal shuttles.					X				
Safety	MPP	72	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.		X	X	X	X				
	IP	10	Educational programs that promote safety in all modes should be improved and better directed to target audiences.									
Updated Implementation Plan	IP	11	Cal Poly should incorporate pedestrian, bicycle and transit plans into a comprehensive and updated multi-modal active transportation plan designed consistent with leading standards.	X								
National Leader and Multi Disciplinary Center	IP	12	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.	X								
SLO an Active Transportation Model Community	IP	13	As a regional leader in fostering active transportation, 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.	X								
Implementing the Model Shift	IP	14	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.	X		X	X					
	IP	15	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.	X								

Appropriate Size and Flexibility	MPP	73	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	74	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.		X		X	X					
	MPP	75	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.					X					
Sustainable Design	MPP	76	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.	X									
Invisibility	MPP	77	In general, public facilities and utility support structures should be concealed from view unless their visibility serves an explicit educational function.			X							
Deferred Maintenance and Adapted Re-use	IP	26	Cal Poly should develop a program to adequately maintain its infrastructure and other physical assets, including addressing deferred maintenance, to extend the useful lives of those assets; the adaptive re-use of existing buildings should be considered in lieu of new construction where appropriate based on the evaluation of such factors as costs (including future maintenance and operating costs), the program/use of the facility, the adequacy of technology for contemporary and future users, the appropriate intensity/density of development for the site location, and environmental impacts.	X		X							
Collaborative Planning	OAP	22	Support services should be planned with a holistic approach using collaborative interactive processes to involve all parties delivering and receiving services.					X					
Accessibility and Safety	OAP	23	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.					X					

Circulation	Open Space and Natural Resources	Safety	Infrastructure & Maintenance	Support Services
X	X	X	X	X
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