I. Enable Learning and Foster Intellectual Inquiry

A. Learning can happen anywhere. Each space should be designed to fulfill its potential as a learning environment. Cal Poly’s ‘learn-by-doing’ implies that active learning happens everywhere.

1. There are a wide variety of successful learning strategies. Classrooms and labs should be flexible and be of a size and shape for the most efficient learning scenario.
   Seminars @ 20 max, Classroom @ 40 max, Lectures from 60 to 150 max, specific to discipline. Technology for presentation is compact and handles multiple media.

2. All buildings should be evaluated for their needs for technology and technology support (computer, communication, presentation, HVAC), plans should be made for implementing an upgrade to a campus standard of excellence. All rooms should be evaluated for the audibility of the presentation modes used.

3. Outdoor rooms should be upgraded with teaching in mind and be comfortable for small groups or individuals to use as well. This includes agricultural lands as well as the academic core.

4. On-campus residences should accommodate married students and new faculty as well as single students or groups of students.

B. As a polytechnic University infrastructure for learning should include the best available design and technology, especially in classrooms, labs, libraries, residence halls, and all informal study spaces indoors and out.

1. All rooms with scheduled class activities should be flexible and efficient to allow for the maximum possible control of lighting, furniture placements, temperature, air quality, presentation equipment, and teaching mode or research needs.

2. In addition to infrastructure, the furniture and equipment should support the teaching/learning mission. All furniture and equipment should be ergonomically such as desks sized for college students’ use.

3. Flexibility of changing use of technology needs should be an integral part of the design of learning spaces. Walls that are easily reconfigured.

4. Technology should be appropriately integrated into the identified learning space.

C. All support spaces should promote interactions among students, faculty, and staff that contribute to an atmosphere of intellectual inquiry.

1. Faculty offices should support student conferences and collegiality among faculty members. Groups of appropriately-sized offices near their departmental offices with shared conference and printing facilities.

2. Student clubs and organizations should have meeting spaces and storage spaces that encourage participation and leadership.

3. Flexible research facilities should be provided in each college to encourage both long term and short term projects.
4. Meeting spaces that promote collegiality should be built into each new building and developed in exterior spaces around existing buildings if no space is available for upgrade within, then exterior space around existing buildings should be utilized. A faculty club would be an excellent support facility to promote the learning by the faculty as a place for seminars and conferences. Coffee houses, snack ‘mini-marts’, places to read current periodicals & view student work on display.

5. Each department should have facilities for advising, tutoring, and counseling.

6. Daycare on site should be expanded to meet the needs of students, faculty, and staff.

7. Public art should be placed in area which will promote discussions and provoke a sense of inquiry.

II. Create a Sense of Place
A. Campus planning, including the placement of buildings, circulation paths, entries, and landscaping should reflect and enhance the connection to the surrounding landscape.
   1. Views to the surrounding hillsides should be maintained. Creating framed views between buildings or from a building.

2. Buildings should be set into the landscape to facilitate level changes by pedestrians and people in wheelchairs as well as minimize the size of buildings and integrate them into their setting.

   Use elevators and connecting bridges to ‘level out’ the terrain for people with mobility difficulties.

3. The surrounding natural environment should be preserved and the interior of campus should be infused with elements of the natural environment.

   Fingers or pockets of live oaks and chaparral in the campus landscaping.

B. Establish an identifiable hierarchy of spaces on campus: the heart of the campus, the heart of each college, the hearts of each social and residential area, the hearts of each building.
   (See Kevin Lynch, districts, nodes, landmarks)
   1. The heart of the campus should be a gathering space (such as a quad on other campuses) that can be used for large and small groups and enjoyed by individuals as well.

2. New buildings and landscaping should create boundaries for zones and outdoor districts and spaces. Each college as a district would have its own visual vocabulary for buildings and landscaping, including art, water features, landscape palate, etc.

3. All buildings should have informal meeting spaces either indoors or out that serve as a center focus.

4. All buildings should be walkable with no more than five stories.

5. The edges of campus should be good neighbors on the outside and good boundaries for the inside.

6. The procession through campus, through each zone, and into each building should be clearly identified and assist in understanding the hierarchy of the campus.

C. There should be a common visual thread that connects all parts of campus to give a
sense of continuity from entrance to entrance and to the heart of the campus. Overall design for campus’ street furniture, lighting standards, trash and recycling receptacles, street signs & directions to buildings, plus standard vocabulary for road and sidewalk materials, plant materials, benches/seating, etc.

D. Landscaping should reinforce the identities of each specific zone. Landscaping should also and tie the campus together with a visual unity that links the zones together...a theme within a theme, or a signature within a theme.

1. All spaces should be maintained at a high level to give the message that Cal Poly is well cared-for.
   - Create trash cans and recycling containers that are visually pleasing and easy to use without overflowing; sweep public stairs every day.

2. Landscaping should be used to soften the hard edges of some buildings and eliminate the blank wall image.

3. Landscaping in each zone should be consistent within that zone and should segue to the next zone in a conscious manner.

E. Traveling through campus should be a pleasurable, invigorating experience.

1. Landscaping should visually enhance the pedestrian’s experience.

2. Loading docks should be cleaned up and hidden from view as much as possible.

3. Every building should have all fronts and no ugly back doors. Hide all vending machines and utility boxes from public view and create “mini-marts” that are easily accessible for each zone, eliminate open storage of obsolete equipment and trash.

F. Each College/District should have its own identity and sense of community.

1. Create places to sit that are inviting and encourage conversation. (”People sit where there are places to sit.”)
   - Enhance the area around the flagpole at the Administration Building as a gathering/meeting spot.

2. Public art is a great implement for creating a sense of place from railings you can sit on to sculptured walls, to earthworks.
   - The breezeway in Building 52, the zig-zag wall at the entry to Poly Canyon.

G. Buildings should be of the best design, addressing massing, human scale, materials, transparency, solid/void ratio, etc. appropriate to the district/college within the total campus framework.

H. Outdoor spaces should have a sense of boundary, a sense of space, and a visual unity that creates a sense of belonging to a particular zone and enhances the sense of community.

1. Buildings and landscaping should work together to create a human scale and a sense of invitation to use the space.

2. Plantings for outdoor rooms should have a theme or overall design intent.

   - Xeriscape, Mediterranean, California natives, layers to create a ‘bowl-like’ enclosure, etc.

III. Wayfinding with Ease and Security

A. Entries to campus should create a solid sense of arrival.

1. Gateways should reflect Cal Poly as an institution of higher learning.
Built Environment & Technology

B. People should know where they are on campus at all locations and be able to find any campus destination with ease. (See Lynch again)
   1. Create a strong graphic system for building names and numbers, directions, room numbers, bus stops, etc. such that people with low vision can find their way easily and high vision people will appreciate the aesthetics and unity of the system.
   2. Create landmarks to identify districts and zones and to clarify directions. More large trees, tall parts of buildings, public art, special vistas.

C. Paths through campus should be efficient for moving people to their destinations whether by car, bike, foot, or wheelchair.
   1. Make paths where people want to go. Stepping stones through landscaped areas, rounding corners on frequently traveled paths.
   2. Create vehicular, bicycle, and pedestrian hierarchies to maximize vehicular traffic at the perimeter, maximize pedestrian traffic at the core and bicycle traffic to overlap both zones. Eliminate parking in the campus core (except for minimum service and handicapped parking zones) and emphasize its pedestrian nature. Make paths usable by vehicles but subordinate to pedestrian use.

D. Everyone should feel safe on campus 24 hours a day. Lighting levels should be sufficient for ease of travel at night and to promote visibility of pedestrians and to deter assault or vandalism. Identify paths regularly traveled and analyze for appropriate light levels and 24 hour ‘eyes-on-the-street.’

IV. Efficient Use of Resources
A. Cal Poly should be a leader in environmental sustainability and resource conservation.
   1. Campus planning should capitalize upon opportunities for the campus to foster environmental awareness and environmental literacy.
   2. Utilities and technology infrastructure should be easily accessible for maintenance and upgrade to more efficient systems.
   3. Recycling should be made easy for all to do on a regular basis.

B. Sound buildings should be reused and upgraded for new functions to facilitate appropriate reconfiguration.
   1. Technology (computers and HVAC) should be upgraded to a standard that supports learning and inquiry.
   2. Remodeling should take into account any potential for future reconfiguration and technology upgrades.
   3. A phasing plan for the replacement and/or upgrading of older structures should be developed in keeping with the growth plans for the University.
   4. Historical resources such as the Power House, Chase Hall, Crandall Gym should be restored and integrated into the life of the campus with updated uses and contemporary services.

C. Intensification of the campus core should concentrate efficient operations and keep travel distances to a minimum.
   1. Scheduling efficiency of all classrooms and labs should be increased.
   2. Maximum of a 10 minute walk from parking to office or classroom.
3. There should be incentives and encouragement for replacing single-story and some two-story academic buildings with buildings up to 5 stories, in keeping with principles for good campus planning.

D. All buildings should be designed or upgraded for maximum energy efficiency.
   1. Every room should have the possibility to get natural light and natural ventilation as desired by the users.
   2. Consideration of the life-cycle costs of each building should be included in the design and/or remodeling to insure long-term savings and high level of quality and durability.

E. Impact of the car (or truck) on campus should minimized and alternative modes of transportation strongly encouraged.
   1. Inner Perimeter Road should be enhanced as a pedestrian zone. Paving uniform and good for walking, for wheelchairs or for low-vision. Differentiate paving pattern for vehicles (service, emergency, bikes)
   2. All circulation systems should be rethought to reduce the conflicts between pedestrian and vehicular traffic.
   3. Carpools should be given priority parking.

   4. Bike racks should be visually pleasing and located in spots of high usage, convenient for the user and aesthetically pleasing for the pedestrian.

   5. Service vehicles should be limited to a few service drives and to a few hours of the day.

F. The natural environment should be a laboratory for learning.
   Poly Canyon, Stenner Creek, Brizzolara Creek, etc.
   1. Xeriscape as much of the campus core as possible using California native plants reflecting our diversity.

   2. Identify those areas to be preserved as habitats or for their visual resources.

G. Swanton and the ranches in SLO are to be treated like satellite campuses with many of the same principles as given here for the main academic core being applicable.