Master Plan Principles for Public and Support Services

Preamble

The Public and Support Services Task Force used the following approach to identify the kinds of issues and activities that the Master Plan update should address.

First, the group looked at services from two perspectives: (1) the present organizational structure on campus, and (2) a typical “day in the life” of the different kinds of people whom Cal Poly serves. This analysis led to the development of a matrix that identified the population groups and activities involved. See Appendix for detail regarding the following factors that the group considered to be important to master planning for meeting service needs.

- Population Groups
  - Students (of various types, including non-traditional)
  - Faculty (of all ranks and status)
  - Staff (including State, Foundation, and ASI employees)
  - Visitors/Guests (involved for different purposes)

- Special Needs of all Population Groups (e.g., child care, disability, ethnic origin/cultural background)

- Routine Activities to Be Considered (whether daily, weekly, quarterly)
  - Academic and academic support activities
  - Institutional support activities
  - Governance
  - Social, cultural and recreational activities
  - Access
  - Basic living activities

- Occasional or Non-Routine Activities (e.g., orientation, health care)

Please note that many of the principles address the nature and quality of support services because the group felt that it could not express physical or spatial requirements without addressing these issues first.

General/Overall Principles Regarding Public and Support Services

- Public and support services should be offered in keeping with the characteristics and needs of students, faculty, staff, and visitor populations, including the needs of particular groups, such as students in different parts of their careers, faculty and staff with different kinds of assignments, visitors for different kinds of occasions, and any special needs associated with persons from different backgrounds, ages, family status, or physical or learning abilities. See Appendix for suggested list of populations whose needs may require special attention in planning and offering facilities and services.

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1 The list covers all principles discussed. Please note that the format varies, but that the content was discussed one or more times for each issue.
The Master Plan should address the University’s physical or visual image, with particular attention to helping all groups find their way around.

Consolidated services may be desirable in different locations on campus for different groups of students, faculty, staff, and visitors, including particular sub-groups, such as new employees.

Campus services should be designed to meet or exceed applicable legal guidelines in order to provide an environment that is safe, accessible, and supportive of students, faculty, staff, and visitors.

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.

Facility and circulation system capacities should be designed with peak use patterns in mind.

Facility design for all campus functions – academic, residential, social, cultural, recreational – should be flexible enough to keep pace with changing technology.

Services that benefit from or require knowledge of the campus should be offered on campus (e.g., Student Academic Services, Disability Resource Center).

Services that frequently require coordination with academics or other campus services should be provided on campus (e.g., Psychological Services for students).

Services used frequently by a considerable number of students, faculty, and/or staff daily should be provided on campus (e.g., food service, banking, health care.)

Services that are needed specifically by students should be provided on campus (e.g., Campus bookstore, health care).

Cal Poly should provide opportunities to contribute to services required by the larger community through such programs as service learning and the activities of clubs and organizations.

The Master Plan should be designed with the acknowledgement that Cal Poly is not immediately adjacent to a commercial district, which limits student, faculty and staff access to commercial services.

The Master Plan should reflect intentional planning of services to meet the needs of changing student, faculty, staff and visitor populations, per the different enrollment scenarios under consideration. For example:

- The student progress scenario may require additional advising or other support services to assure higher retention and graduation rates.
- The distributed teaching and learning scenario implies that some students will be learning away from campus. The service needs of these students need to be addressed – including direct academic services, such as computing, library access, academic advising, counseling, health care, etc.
- Any growth or change in the composition of the student population needs to be accompanied by a commensurate increase and/or adjustment in the nature of services provided. These may include service availability during evenings and weekends if classes and other learning opportunities are scheduled during those times.
- Any change in summer enrollment (e.g., year-round operations) should be accompanied by commensurate support services, including advising, financial aid, etc.

**Academic and Institutional Support Activities**

- Spaces designed for teaching and learning should be conducive to learning, including ventilation, lighting, furnishings, furniture, sound quality, physical accessibility, technology access, security, sufficient area. This principle applies to traditional classrooms and labs as well as non-traditional learning spaces campuswide – e.g., in residence halls, university union, library, etc.
- Faculty and staff offices should be conducive to effective performance of the function for which they are intended, including ventilation, lighting, furnishings, furniture, sound quality, physical accessibility, technology access, security, sufficient area.
- 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 – with appropriate privacy and the other qualities noted above.
- Learning space should be designed flexibly or for multiple purposes where possible to accommodate changing pedagogy, student needs, technology, etc.
• All spaces require maintenance appropriate to the function of the space, including sufficient quantity for rotation to accommodate routine maintenance and periodic renovation or upgrading. Where possible design should consider future maintenance requirements.
• Standardized time clocks should be installed where intrusion alarms are installed or other time-sensitive access must occur.

Governance – The following principles are intended to meet the governance and collegiality needs of students, faculty and staff, and to inform visitors as well.

• Adequate space needs to be available for organized groups to meet, including consideration of ventilation, lighting, furnishings, furniture, sound quality, physical accessibility, technology access, security, sufficient area. Such spaces should be available to accommodate groups of varying sizes. Flexibility in furniture should allow for a variety of meeting and seating arrangements.
• The University needs an effective, internal communications system that is thorough, up-to-date, well-maintained, accessible, reliable, affordable, and which provides consistent information about a topic.
• Physically, information needs to be dispersed through different media to a variety of locations and activity centers on campus, including signage.

Social, Cultural and Recreational Activities

• Spaces designed for social, cultural and recreational activities should be conducive to effective performance of their intended function, including ventilation, lighting, furnishings, furniture, sound quality, physical accessibility, technology access, security, sufficient area. This principle recognizes that some social, cultural, and/or recreational activities required specialized facilities.
• Adequate interior and exterior space needs to be available for informal group meetings and social activities, including consideration of ventilation, lighting, furnishings, furniture, sound quality, physical accessibility, technology access, security, privacy, and sufficient area. Such spaces should be available to accommodate groups of varying sizes. Flexibility in furniture should allow for a variety of seating arrangements. This principle includes the concept of the informal “living room” for sharing, networking, talking, etc.
• Ethnically inclusive design and décor should be provided, representative of multiple cultures so as to offer comfortable surroundings for people of different cultures.
• Social, cultural and recreational activities need to be located in close proximity to food vending opportunities.
• Social, cultural and recreational activities need to be integrated with residential living.

Recreational

• Spaces and facilities need to be flexible to accommodate informal recreational activities as well as organized recreational sports. Outdoor and interior facilities need to be adequate in number to accommodate free play as well as scheduled activities.
• Both the quantity and nature of recreational facilities and spaces should be designed with the specific needs of a college population in mind rather than general community recreation standards.
• The Master Plan should provide space and building accommodation for ticket sales and concessions for athletic and other events on campus.
• Indoor and outdoor spaces for intercollegiate athletics should be designed to meet Division I standards.
• Informal athletic spaces should be designed flexibly for multiple uses or dual purposes.

Access – Referred to Circulation Task Force

Basic Living

Eating
The Master Plan should provide adequate physical space to accommodate an appropriate number of eateries reflective of a residential and commuting student population.

The Master Plan should provide adequate physical space to accommodate a variety of diverse cash food operations to provide service for campus community, reflecting a range of prices and levels of convenience.

The Master Plan should acknowledge the need for food sales in a variety of convenient locations based on the site plan and to meet the needs and tastes of a diverse and changing campus population.

The campus should provide offer basic groceries for sale for those residing on campus, or wishing to prepare simple meals.

Basic food storage and preparation areas and equipment should be available in residential facilities, and, as appropriate, to occupants of other buildings (e.g., refrigerators, microwave ovens).

Safety

The campus should be prepared through emergency response planning to address the essential needs of students, faculty, staff and guests in the event of a significant campus or community emergency.

Campus efforts should be made to ensure that students, faculty, staff and guests are provided with reasonable assurances of personal safety.

Students, faculty, staff and guests should be provided with adequate resources and training to maximize safety in campus learning and working environments.

Campus facilities and grounds should be constructed and maintained in a manner conducive to individual safety.

The campus should meet or exceed applicable building, fire and other facility and equipment standards to maximize the safety of students, faculty, staff and visitors. E.g., fire alarm considerations for different building occupancies should include liability exposure and replacement costs as well as minimum requirements.

Emergency lighting should be provided in all areas, as required by code functions.

Family Care

The campus should enable working students, faculty and staff to fulfill family care needs, through policies, programs and services such as flex-time, family leave, child care, and other dependent care programs.

New residential facilities should be planned with family needs and family care in mind.

Other Basic Living Services

The campus should ensure that students, faculty, and staff have access to adequate housing services and options.

The campus should consider how to address housing needs of guests.

The campus should ensure that students have access to reasonable options for meeting financial needs for college attendance.

Student employment should be designed to reinforce learning opportunities as well as to meet financial needs.

Occasional or Non-Routine Activities

Services should be provided to assist students through all stages of their academic career – from recruitment and orientation through advising, registration and enrollment through graduation and career placement.

Campus services should be developed, staffed and funded adequately to care for the physical and emotional well-being of students, faculty and staff, and guests, as appropriate.