Planning is about the future. Tomorrow matters! This is one reason that the idea of sustainable communities is attractive to planners. Although defining sustainability has been a challenge to many, the idea that future generations have a rightful interest in the conduct of current human activity is basic to the planning profession (Wheeler, 2005). Another aspect of sustainability attractive to planners is reflected in the first law of ecology: “Everything is connected to everything else” (Commoner, 1971), which acknowledges the important relationship between the economic, environmental, and social forces of humanity. Added to the mix is the need to appreciate the scale of design which defines the scope of the built environment, including products, interiors, structures, landscapes, cities, regions, and the earth (Bartuska and Young, 1994).

The City and Regional Planning (CRP) Department has been part of the College of Architecture and Environmental Design’s (CAED) interdisciplinary effort for the past 15 years to incorporate the idea of sustainability into the curriculum. Today, there is a CAED Sustainable Environments minor and three core EDES (Sustainable Environments) courses with rapidly increasing enrollments. It all started with a unique course offered by two CAED faculty members, Dan Panetta and Henry Hammer, entitled “Sustainable Community Development”. It was an immediate success since the subject was not part of other existing courses on the campus. CAED faculty interest grew and the Sustainable Environments Emphasis (SEE) Group was established, including those that entered and won an American Institute of Architects (AIA) design competition involving an innovative waste recovery proposal for Los Osos.

From these beginnings, the SEE Group became a forum for faculty from several CAED departments to begin building a sustainability curriculum at the college level, starting with the EDES 406 (Sustainable Environments) course. This course was originally designed for about 30 students, seasoned with guest speakers and class discussion sessions to exchange global to local ideas and information about sustainable principles and practice. One of the activities requires each class member to complete the “Ecological Footprint Quiz” to determine how many planets it takes to support their current lifestyle (Wackernagel and Rees, 1996). Most students consume resources and generate waste requiring the support of three to five planets, which is clearly not sustainable. However, from this information the students quickly develop ideas and practices to reduce their impact in the “learn by doing” tradition of Cal Poly.

Student demand increased allowing for the establishment of a studio course (EDES 408, Implementing Sustainable Principles) for students to apply what they learned in the first course. Every year, the EDES 408 final group projects are presented at a festive open house with many campus and community leaders invited to see the display of powerpoint presentations, brochures, and posters. Interest continued to build leading to the creation of a CAED Sustainable Environments (SE) minor and the addition of the EDES 410

Figure 1. Mr. Chris Bar, agent of the National Fish and Wildlife Service, discussing the beach environment with Cal Poly students at the Guadalupe Nipomo Dunes National Wildlife Refuge. (photo by Jonathan Reich)
(Advanced Implementation of Sustainable Principles) course to allow individual students to pursue specific projects from the studio course.

The popularity of the CAED sustainability curriculum has continued to expand almost exponentially. The EDES 406 course has increased to almost 80 students, with more students being turned away for lack of space and resources. The EDES 408 studio has expanded to more than 40, double its original design capacity. Restructuring has become necessary to meet demand, including the establishment of a theme for each academic year. Past years have included water, energy, housing, and consumption. This year it is values. Last year, through the efforts of Architecture professor Jonathan Reich, the CAED Sustainable Environments program received the top award from the American Institute of Architects Committee on the Environment (AIACOTE) for demonstrating exemplary initiative for teaching environmental awareness and ecological design.

Although systemic budgetary constraints remain a problem, with most faculty support over the years provided beyond normal teaching loads, student interest in sustainable planning, design and development continues to multiply. The CRP Department remains committed to the interdisciplinary value of this sustainability project and is hopeful that this award winning CAED program will continue to contribute to the educational experience of future planners and designers committed to the seventh generation.

For more information about Cal Poly’s CAED Sustainable Minor, please write to Professor Margot McDonald at: mmcdonal@calpoly.edu

References


Figure 2. One of the “Food Posters”, a project proposing Cal Poly buying more local produce to serve on campus. It resulted in the university changing its food procurement and menu. (from EDES 408 - Implementing Sustainable Principles)

WHAT DO YOU EAT? A Cal Poly Farm to College Project

Strategies

We propose to influence change primarily through education. We designed tasks that would easily be used in the various food establishments on campus to spread awareness about the positive aspects of eating locally grown, organic food. We also designed this teaching tool with continuous consultation so we were aware of what would work for individuals on what they eat on campus.

In order to get a true farm-on-campus food system strongly institutionalized and mainstreamed into the campus culture, there would need to be student involvement in helping to maintain the Cal Poly Organic Farm, or even a new farm design to include organic foods at establishments on campus already.

Another great education event would be an educational forum on the topic of organic farming. Organic Food Demonstration would be a great way to integrate existing programs in campus culture. The organic demonstration would be another great way to get people aware of how to cook great tasting organic food as well as eating it in the Cal Poly milieu.

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Figure 2. One of the “Food Posters”, a project proposing Cal Poly buying more local produce to serve on campus. It resulted in the university changing its food procurement and menu. (from EDES 408 - Implementing Sustainable Principles)
Figure 3 & 4. The “Magic Bus Proposal”, a project for an improved bus system for San Luis Obispo, including route planning, bus and signage design. (from EDES 408 - Implementing Sustainable Principles)

Figure 5. The “SLO Freeway Lid” was proposed for two miles of the Highway 101 through San Luis Obispo to reconnect both sides of the city. Image by Duk Chang. (from EDES 408 - Implementing Sustainable Principles)