

ACADEMIC SENATE – Sustainability Committee

Spring 2017

Due: Friday, June 23, 2017

MEMBERS	
Name	College/ Unit
Bemmett, Penny	Admin
Borin, Norm	OCOB
Braun, David (CH)	OENG
Day, Kenneth	ASI
Elliot, Dennis	Admin
Fernsler, Jonathan	CSM
Hawkins, Julie	Admin
Pompeii, Brian	CLA
Reich, Jonathan	CAED
Thomas, Shelby	ASI
Tool, Katie	Admin
Vestermark, Jesse	PCS
Yarrow, Nelson	OENG
Yiwen, Chiu	CAFES

CHARGES	
Charge	Status/ Notes
<p>Respond to AS-787-14</p> <ol style="list-style-type: none"> 1. Produce a list of courses meeting at least two SLOs and review new courses for the 2017-19 catalog. 2. Encourage faculty to teach sustainability in new and existing courses 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability 	<p>1. GE Courses reviewed by ASSC and approved via AS Consent Agenda May '15. Green leaf indicators appear on GE website as of Spring 2017.</p> <p>1. CAED, OENG, CLA, COB, & CSM courses approved via AS Consent Agenda May '16, Dec. '16.</p> <p>1. CAFES courses approved via Consent Agenda April '17.</p> <p>2&3. Planned and began the CTLT Sustainability Learning Community. Rebekah Oultan and Brian Pompeii facilitated meetings on Oct. 7, Oct. 21, Nov. 4, and Dec. 9, 2016; Jan. 20, Feb. 3, Feb. 24, Mar. 10, Apr. 14, Apr. 21, May 5, May 12, May 26, Jun. 9, Jun. 20, 2017.</p>
<p>Develop procedure to identify sustainability courses in catalog.</p>	<p>Developed a way to distinguish sustainability courses now appearing on the Sustainability Catalog (http://suscat.calpoly.edu/) from courses that include sustainability courses based on the AS Suscat Eval Rubric score. See Oct. 18, Nov. 1, Jan. 13, Jan. 27, Feb. 17, and Mar. 3 minutes, plus the memo on pp. 3-6 of the Winter Quarter ASSC Report. Both appear on suscat.calpoly.edu as of Spring 2017, but not yet in the catalog.</p>

<p>Respond to 2014 CSU Sustainability Policy directives.</p> <ol style="list-style-type: none"> 1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process. 2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development." 	<p>The Academic Senate Sustainability Committee unanimously endorsed the draft language developed by the Sustainability Advisory Committee proposing a sustainability section for the Strategic Plan. The draft language appears on pages 6 – 9 of the Fall quarter ASSC Report.</p>
<p>Support campus efforts to achieve, measure, document, and improve Cal Poly's AASHE STARS certification credits.</p>	<p>Discussed during each meeting. with several Actions taken to identify sustainability courses, concentrations, majors, minors, and programs include expanding the list of sustainability courses and piloting a rubric to identify sustainability concentrations, majors, minors, and programs. The data collection and certification process finalized in February of 2017 earned Cal Poly a silver rating. The full report appears here: https://stars.aashe.org/institutions/california-polytechnic-state-university-ca/report/2017-02-16/</p>
<p>Support campus efforts toward the Second Nature Climate Commitment. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.</p>	<p>Please see the Revised Sustainability Practices Section prepared for the 2017-2019 Catalog on pp. 7-9 of the Winter quarter ASSC Report.</p>
<p>Develop and pilot more SLOs assessments.</p>	<p>Working with the CTLT Learning Community to Teach Sustainability Across the Curriculum to complete this.</p>
<p>Work with students to better integrate approaches to sustainability inside and outside the classroom/ curriculum.</p>	<ol style="list-style-type: none"> 1. In Spring 2016, sent the Senate a Resolution on Adding a Sustainability Catalog Option to PASS. The resolution was agendized by the Executive Committee and pulled from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution. Page 4 of the Fall quarter report contains a screen shot of the SUSCAT link added to PASS during Fall 2016 for Winter 2017 registration. 2. Worked with the Registrar's office to identify an issue with the SUSCAT PASS link, namely, that it only appears on browser desktop versions, but not on the PASS mobile version as of Spring 2017.

<p>Follow up with the April 2016 Sustainability Charette Action Items.</p> <ol style="list-style-type: none"> 1. Define a Cal Poly statement on sustainability and integrate into the hiring process. 2. Study how Cal Poly might implement a sustainability graduation requirement. <p>Define organization and responsibility for a Cal Poly Office of Sustainability.</p>	<p>2. Discussion took place during the Nov. 15 meeting based on Cal Poly's diversity and inclusivity hiring processes. See p. 10 of the Winter Quarter ASSC Report for the Statement on Sustainability approved by the Provost on Jan. 11, 2017.</p> <p>2. Discussion took place during the Nov. 15, Nov. 29, Jan. 13, Jan. 27, Mar. 3, and Mar. 17 meetings regarding ways to improve the hiring process.</p> <p>2. Academic Personnel included the statement in its <i>Procedure for Recruiting Tenure-Track Faculty</i> posted to https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/ProcedureforRecruitingTenure-TrackFaculty%283-2017%29.pdf</p> <p>2. Drafted a resolution for 2017-18 supporting Cal Poly's Statement on Sustainability. See p. 8-9.</p> <p>2. Developed slides intended for faculty recruitment training sessions. Discussion appears in the Jan. 27, Mar. 3, and Mar. 17 meeting minutes. Please see p. 4-5.</p> <p>3. Tracked courses approved for SUSCAT and determined that too few section/ seats are available in sustainability courses to serve all students for a graduation requirement.</p>
<p>Work with GEGB to develop sustainable pathways in GE.</p>	<p>GE Courses reviewed by ASSC and approved via AS Consent Agenda May '15. Green leaf indicators appear on GE website as of Spring 2017.</p>
<p>Comment on Vision 2022 sustainability issues.</p>	<p>The Academic Senate Sustainability Committee unanimously endorsed the draft language developed by the Sustainability Advisory Committee proposing a sustainability section for the Strategic Plan. The draft language appears on pages 6 – 9. See Nov. 1 minutes on p. 18 of the Fall quarter report..</p>

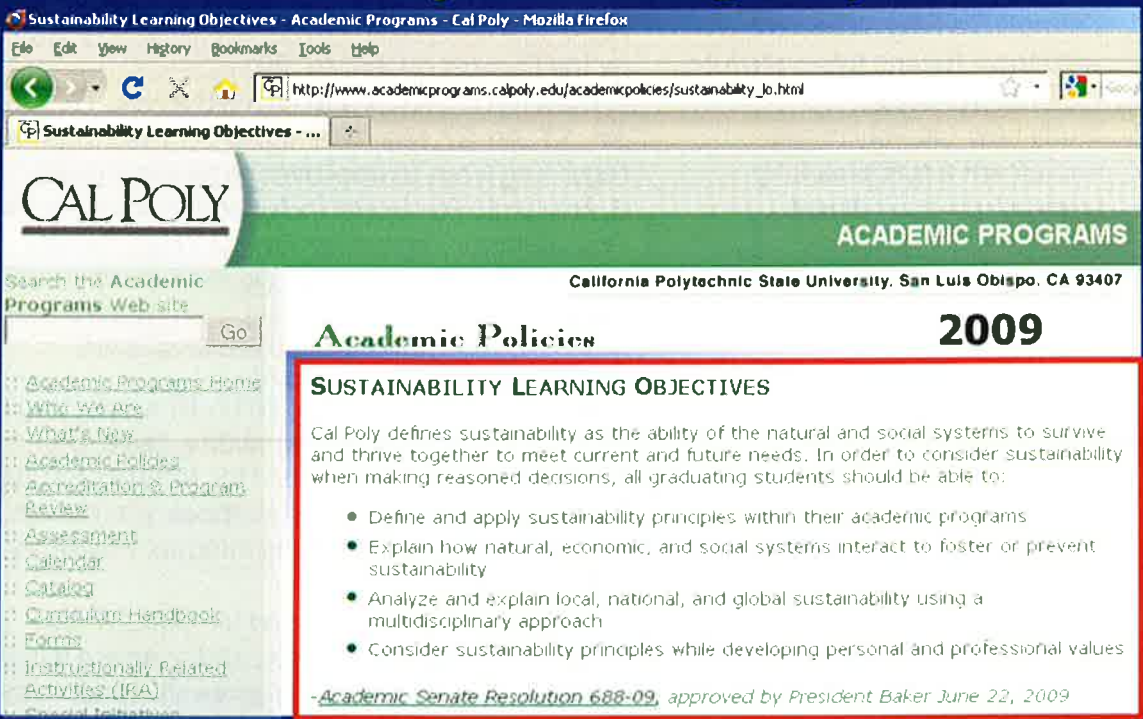
NOTES:

The Committee met five times during Spring quarter. Above please find a table summarizing the committee charges and progress made. Below, please find the detailed meeting minutes on pp. 10 – 25.

Report Appendices:

<p> OUDI Search Committee Training -- Sustainability Slides V6.pptx ASSC_Charges_2017-18_060617.docx Resolution on Sustainability Statement V2.docx Resolution on CAP Endorsement V1.docx Meeting Minutes </p>	<p> p. 4-5 p. 6 p. 7-8 p. 9 p. 10-25 </p>
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Sustainability Learning Objectives



http://ulo.calpoly.edu/

Sample Sustainability Interview Questions

- How might you contribute to the university's mission to foster and teach sustainability?
- Please describe your experience teaching sustainability, and how does your teaching philosophy foster sustainability?

Translate into hiring rubric

- 0) **Pre-structural:** no understanding of sustainability.
- 1) **Uni-structural:** only one item relevant to sustainability.
- 2) **Multi-structural:** more than one relevant sustainability item, but sees items as independent or unrelated to each other.
- 3) **Relational:** describes sustainability elements as part of an overall structure and interrelated (not necessarily a greater number of items nominated than in multi-structural).
- 4) **Extended abstract:** describes sustainability items as part of an overall structure, and sees elements of the structure as applicable in other situations (i.e. transferable or generalizable).

Based on Sustainability SOLO Evaluation from Carew & Mitchell [1],

Notes:

Renumbered based on comments to align the number zero with no understanding.

[1] A. L. Carew; C. A. Mitchell, "Characterizing undergraduate engineering students' understanding of sustainability," EUR. J. ENG. ED., 27 (4) 2002, p. 349-361.

Five stages of the SOLO taxonomy

Pre-structural: student demonstrates no understanding of the desired learning.

Uni-structural: student demonstrates understanding of only one item relevant to the desired learning.

Multi-structural: student demonstrates understanding of more than one relevant item, but items are seen as independent or unrelated to each other.

Relational: items are described as part of an overall structure and interrelated (not necessarily a greater number of items nominated than in multi-structural).

Extended abstract: items are described as part of an overall structure, and elements of the structure are seen to be applicable in other situations (i.e. transferable or generalizable).

Sustainability SOLO Evaluation from Carew & Mitchell [1], p. 354-5

How to Evaluate Sustainability Responses?

Sustainability SOLO Evaluation from Carew & Mitchell [1], p. 356

1. A. L. Carew; C. A. Mitchell, "Characterizing undergraduate engineering students' understanding of sustainability," EUR. J. ENG. ED., 27 (4) 2002, p. 349-361.
2. M. Svanstrom, F. J. Lozano-Garcia, and D. Rowe, "Learning outcomes for sustainable development in higher education," *International Journal of Sustainability in Higher Education*, 9 (3) 2008, p. 339-351.
3. ACPA American College Personnel Association Sustainability Learning Objectives http://www.myacpa.org/task-force/sustainability/docs/Learning_Outcomes_Sustainability_Map.pdf
4. Cal Poly, *University Learning Objectives*, <http://ulo.calpoly.edu/>

Cal Poly Sustainability Learning Objectives:¹

Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

- Define and apply sustainability principles within their academic programs
- Explain how natural, economic, and social systems interact to foster or prevent sustainability
- Analyze and explain local, national, and global sustainability using a multidisciplinary approach
- Consider sustainability principles while developing personal and professional values

Academic Senate Resolution 688-09 approved by President Baker June 22, 2009

ASSC Committee Charges for 2017-18:²

- Respond to AS-787-14
 1. **Review new courses in the 2017-19 catalog for SUSCAT. (Revised)**
 2. Encourage faculty to teach sustainability in new and existing courses
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability
- Develop procedure to identify sustainability courses in catalog & on PASS
- Respond to 2014 CSU Sustainability Policy directives.
 1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.
 2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development."
- Support campus efforts to improve Cal Poly's AASHE STARS certification credits.
- Support campus efforts toward the Second Nature Climate Commitment.
 1. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.³
- Develop and pilot more SLOs assessments.
- Work with students to better integrate approaches to sustainability inside and outside the classroom/ curriculum.
- **Follow up the April 2017 Sustainability Charrette Action Items (New)**
 1. Define a Cal Poly statement on sustainability and integrate into the hiring process
 2. Study how Cal Poly might implement a sustainability graduation requirement.
 3. Define organization and responsibilities for a Cal Poly Office of Sustainability.
- Work with GECB to develop sustainability pathways in GE.

¹ www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo

² www.academic senate.calpoly.edu/content/acadsen_comm/sustainability

³ <http://secondnature.org/wp-content/uploads/2015/09/Climate-Commitment-Second-Nature.pdf>

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-17

RESOLUTION ON CAL POLY STATEMENT ON SUSTAINABILITY

- 1 WHEREAS, The Academic Senate has approved several resolutions since 2003 regarding
2 sustainability and the importance of sustainability (AS-598-03, AS-605-03, AS-606-03,
3 AS-622-04, AS-623-04, AS-642-06, AS-651-06, AS-660-07, AS-679-09, AS-688-09,
4 AS-734-11, AS-784-14, AS-787-14, and AS-792-15); and
5
6 WHEREAS, Cal Poly has made significant progress teaching sustainability and operating the campus
7 more sustainably; therefore be it
8
9 RESOLVED: That the Academic Senate at Cal Poly approves the attached Cal Poly Statement on
10 Sustainability.

Proposed by: Sustainability Committee

Date: August ??, 2017

Cal Poly's Statement on Sustainability

In 1987, the United Nations' World Commission on Environment and Development defined sustainable development as, "development which meets the needs of current generations without compromising the ability of future generations to meet their own needs." In 2009, Cal Poly's Academic Senate adopted a more academically focused definition of sustainability with the passage of Sustainability Learning Objectives:

"Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. Cal Poly students should be able to consider sustainability when making reasoned decisions. Students should be able to:

- *Define and apply sustainability principles within their academic programs*
- *Explain how natural, economic, and social systems interact to foster or prevent sustainability*
- *Analyze and explain local, national, and global sustainability using a multidisciplinary approach*
- *Consider sustainability principles while developing personal and professional values"*

As a comprehensive polytechnic university with a hands-on, Learn-by-Doing pedagogy, Cal Poly offers a wide breadth of academic programs in technical disciplines, the arts, and humanities. A Cal Poly education seeks to achieve two distinct but complementary goals – technical knowledge and proficiency in a chosen discipline to prepare for the workplace, and a transformative exposure to diverse cultures and critical thinking to create life-long learners and responsible global citizens.

By definition, sustainability seeks to balance three things - protection of the natural environment, healthy economy, and social justice and equity. As a framework in higher education, sustainability helps foster critical and systems thinking, development of personal and professional ethics, a commitment to environmental stewardship, and inspires students to make positive contributions to human society.

As a Charter Signatory to the Second Nature Climate Commitment, Cal Poly is committed to achieving carbon neutrality and climate resilience as soon as possible, and is infusing this work into curriculum, research, and student experience.

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS__-17

RESOLUTION ON THE CLIMATE ACTION PLAN

- 1 WHEREAS, Cal Poly adopted the Talloires Declaration in 2003; and
2
3 WHEREAS, The CSU upgraded its Sustainability Policy in 2014; and
4
5 WHEREAS, By signing the Second Nature Climate Commitment in 2016, Cal Poly has
6 committed to
7 achieving carbon neutrality and climate resilience as soon as possible; and
8
9 WHEREAS, Cal Poly applied for AASHE/ STARS certification in 2017 and earned a Silver rating;
10 and
11
12 WHEREAS, Cal Poly has prepared a comprehensive Climate Action Plan; therefore, be it
13
14 RESOLVED: That the Academic Senate endorse the 2017 Climate Action Plan; and be it further
15
16 RESOLVED: That faculty should be encouraged to involve the 2017 Climate Action Plan in their
17 teaching, professional development, service, and personal activities.

Proposed by: Sustainability Committee

Date: August ??, 2017

ASSC Meeting Minutes
April 11, 2017 20A-206 (1:10-2:00 pm)

Committee Members (and designations)

<i>Name</i>	<i>Dept.</i>	<i>College/ Unit</i>	<i>Exp. Term/ Other</i>	<i>Present</i>
Borin, Norm	Marketing	OCOB	2016	
Braun, David (Ch)	ElecEngr		2017	Y
Chiu, Yiwen	NRES	CAFES	2018	Y
Fernsler, Jonathan	Physics	CSM	2016	Y
Nelson, Yarrow	ENVE	CENG	2018	Y
Pompeii, Brian		CLA	2016	Y
Reich, Jonathan	Arch	CAED	2017	Y
Vestermark, Jesse	Library	PCS	2017	Y
Bennett, Penny	GrC	Provost	Ex Officio	
Eliot, Dennis	Fac. Serv.	Dir. E&U	Ex Officio	Y
Francis, Hunter	CFS	Guest		
Greenwald, Harvey	Math	Guest		
Hawkins, Julie	Fac. Plan	Admin	Ex Officio	
Day, Kenneth	Student	ASI	Ex Officio (ASI)	
Singh, Kylee	Fac. Serv.	Guest		
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	Y

Cal Poly Sustainability Learning Objectives:⁴

Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

- Define and apply sustainability principles within their academic programs
- Explain how natural, economic, and social systems interact to foster or prevent sustainability
- Analyze and explain local, national, and global sustainability using a multidisciplinary approach
- Consider sustainability principles while developing personal and professional values

Academic Senate Resolution 688-09 approved by President Baker June 22, 2009

⁴ www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo

ASSC Committee Charges for 2016-17⁵

- Respond to AS-787-14
 1. Produce a list of 2015-17 catalog courses meeting at least two SLOs and review new courses for the 2017-19 catalog.
 - GE Courses reviewed by ASSC and approved via AS Consent Agenda May '15
 - Other course review began. CAED, CENG, CLA, COB, CSM completed. CAFES started. Approved via AS Consent Agenda May '16, Dec '16.
 2. Encourage faculty to teach sustainability in new and existing courses
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability
 - Plan Sustainability Learning Community during 2016-17.
 - Facilitated by Rebekah Oultan and Brian Pompeii starts Oct. 7, 2016.
 - Plan workshop for Summer 2017.
- Develop procedure to identify sustainability courses in catalog
 - Use AASHE/ STARS lists of sustainability courses and courses that include sustainability.
- Respond to 2014 CSU Sustainability Policy directives.
 1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.
 2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development."
- Support campus efforts to achieve, measure, document, and improve Cal Poly's AASHE STARS certification credits.
 - Retain SUSCAT review documentation in a form we can use for STARS.
- **Support campus efforts toward the Second Nature Climate Commitment. (New)**
 1. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.⁶
- Develop and pilot more SLOs assessments.
- Work with students to better integrate approaches to sustainability inside and outside the classroom/ curriculum.
 - Sent Senate a Resolution on Adding a Sustainability Catalog Option to PASS. The resolution was agendized by the Executive Committee and pulled from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution.
- **Follow up the April 2016 Sustainability Charrette Action Items (New)**
 1. Define a Cal Poly statement on sustainability and integrate into the hiring process
 2. Study how Cal Poly might implement a sustainability graduation requirement.
 3. Define organization and responsibilities for a Cal Poly Office of Sustainability.
- Work with GEGB to develop sustainability pathways in GE.
 - Discussed SUSCAT GE Courses on 5-22-15
- Comment on Vision 2022 sustainability issues.

⁵ www.academicssenate.calpoly.edu/content/acadsen_comm/sustainability

⁶ <http://secondnature.org/wp-content/uploads/2015/09/Climate-Commitment-Second-Nature.pdf>

Winter Quarter Meeting Schedule:

Tuesday, April 11 (1:10 – 2 pm, 20A-206)

Tuesday, April 25 (1:10 – 2 pm, 20A-206)

Tuesday, May 9 (1:10 – 2 pm, 20A-206)

Tuesday, May 23 (1:10 – 2 pm, 20A-206)

Tuesday, June 6 (1:10 – 2 pm, 20-126)

The meeting began at 1:12 p.m.

1. The committee approved the Minutes from the March 17 meeting.
2. Discussion took place regarding the Suscat course list progress & green leaf catalog indicators progress. The lists of additional *sustainability courses* and *courses that include sustainability* await approval via the Academic Senate Consent Agenda. Translating those lists into the online catalog using green leaf graphic indicators faces a hurdle regarding the limited ASCII text limitations imposed by the software tools.
3. Discussion took place regarding where the Sustainability Practices section hides in the latest 2017-2019 catalog draft. Without input from the ASSC, the section was moved from the ULO section.
 - a. Discussion favored the links to the Sustainability Practices section and SUSCAT added to the ULO section.
 - b. The Sustainability Practices section should move from its current hidden location to a more visible spot. In order of preference:
 - i. Place the Sustainability Practices section between the University Policies section and the Accreditation section
 - ii. Place the Sustainability Practices section as a sub-section under University Policies
 - iii. Place the Sustainability Practices section as a sub-section under Academic Support and Campus Life.
 - c. The ASSC does not support leaving the Sustainability Practices section as a sub-section of a sub-section of the Academic Support and Campus Life section.
4. Discuss OUDI Search committee sustainability training slides. Jen Myers requested ASSC guidance on helping search committees to evaluate the quality of responses to sustainability questions. Discussion took place and a scheme based on the SOLO Evaluation from Carew & Mitchell (A. L. Carew; C. A. Mitchell, "Characterizing undergraduate engineering students' understanding of sustainability," EUR. J. ENG. ED., 27 (4) 2002, p. 349–361) now appears in the *ODUI Search Committee Training -- Sustainability Sides V4.pptx* (slide 7) posted to: https://cpslo-my.sharepoint.com/personal/dbraun_calpoly_edu/_layouts/15/guestaccess.aspx?guestaccess_token=uC2mpoe88ALcD8vxxT8rFxKFIHj6nfm9en9oAsOsfs8%3d&docid=2_1b7c0f033201d4767899ef54dac68e766&rev=1

The meeting adjourned at 2:04 p.m.

Attachments:

ODUI Search Committee Training -- Sustainability Sides V4.pptx (on OneDrive)

ASSC Meeting Minutes
April 25, 2017 20A-206 (1:10-2:00 pm)

Committee Members (and designations)

<i>Name</i>	<i>Dept.</i>	<i>College/ Unit</i>	<i>Exp. Term/ Other</i>	<i>Present</i>
Borin, Norm	Marketing	OOOB	2016	
Braun, David (Ch)	ElecEngr		2017	Y
Chiu, Yiwen	NRES	CAFES	2018	
Fernsler, Jonathan	Physics	CSM	2016	
Nelson, Yarrow	ENVE	CENG	2018	
Pompeii, Brian		CLA	2016	Y
Reich, Jonathan	Arch	CAED	2017	
Vestermark, Jesse	Library	PCS	2017	
Bennett, Penny	GrC	Provost	Ex Officio	
Elliot, Dennis	Fac. Serv.	Dir. E&U	Ex Officio	Y
Francis, Hunter	CFS	Guest		
Greenwald, Harvey	Math	Guest		
Hawkins, Julie	Fac.Plan	Admin	Ex Officio	
Day, Kenneth	Student	ASI	Ex Officio (ASI)	
Singh, Kylee	Fac. Serv.	Guest		
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	Y

Cal Poly Sustainability Learning Objectives:⁷

Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

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- Analyze and explain local, national, and global sustainability using a multidisciplinary approach
- Consider sustainability principles while developing personal and professional values

Academic Senate Resolution 688-09 approved by President Baker June 22, 2009

⁷ www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo

ASSC Committee Charges for 2016-17⁸

- Respond to AS-787-14
 1. Produce a list of 2015-17 catalog courses meeting at least two SLOs and review new courses for the 2017-19 catalog.
 - [GE Courses reviewed by ASSC and approved via AS Consent Agenda May '15](#)
 - [Other course review began. CAED, CENG, CLA, COB, CSM completed. CAFES started. Approved via AS Consent Agenda May '16, Dec '16, Apr '17.](#)
 2. Encourage faculty to teach sustainability in new and existing courses
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability
 - [Plan Sustainability Learning Community during 2016-17.](#)
 - [Facilitated by Rebekah Oultan and Brian Pompei starts Oct. 7, 2016.](#)
 - [Plan workshop for Summer 2017.](#)
- Develop procedure to identify sustainability courses in catalog
 - [Use AASHE/ STARS lists of sustainability courses and courses that include sustainability.](#)
- Respond to 2014 CSU Sustainability Policy directives.
 1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.
 2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development."
- Support campus efforts to achieve, measure, document, and improve Cal Poly's AASHE STARS certification credits.
 - [Retain SUSCAT review documentation in a form we can use for STARS.](#)
- **Support campus efforts toward the Second Nature Climate Commitment. (New)**
 1. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.⁹
- Develop and pilot more SLOs assessments.
- Work with students to better integrate approaches to sustainability inside and outside the classroom/ curriculum.
 - [Sent Senate a Resolution on Adding a Sustainability Catalog Option to PASS. The resolution was agendaized by the Executive Committee and pulled from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution.](#)
- **Follow up the April 2016 Sustainability Charrette Action Items (New)**
 1. [Define a Cal Poly statement on sustainability and integrate into the hiring process](#)
 2. [Study how Cal Poly might implement a sustainability graduation requirement.](#)
 3. [Define organization and responsibilities for a Cal Poly Office of Sustainability.](#)
- Work with GEEB to develop sustainability pathways in GE.
 - [Discussed SUSCAT GE Courses on 5-22-15](#)
- Comment on Vision 2022 sustainability issues.

⁸ www.academicssenate.calpoly.edu/content/acadsen_comm/sustainability

⁹ <http://secondnature.org/wp-content/uploads/2015/09/Climate-Commitment-Second-Nature.pdf>

Spring Quarter Meeting Schedule:

~~Tuesday, April 11 (1:10 – 2 pm, 20A-206)~~

Tuesday, April 25 (1:10 – 2 pm, 20A-206)

Tuesday, May 9 (1:10 – 2 pm, 20A-206)

Tuesday, May 23 (1:10 – 2 pm, 20A-206)

Tuesday, June 6 (1:10 – 2 pm, 20-126)

The meeting began at 1:15 p.m.

1. The committee didn't have a quorum to approve the Minutes from the April 11 meeting.
2. Discussion took place on the Senate approving the latest Suscat course list and courses including sustainability.
3. Discussion took place regarding the Provost posting her office hours video devoted to sustainability.
4. The green leaf course indicators now appear on the GE Website indicating which GE courses teach sustainability.
5. Discussion took place regarding Earthweek activities and plans for the sustainability charrette.
6. Discussion took place regarding the Sustainability Practices catalog section for 2017-2019 catalog and plans for a meeting with Mary Pedersen and Bruno Giberti.

The meeting adjourned at 1:43 p.m.

Attachments:

ASSC Meeting Minutes
May 9, 2017 20A-206 (1:10-2:00 pm)

Committee Members (and designations)

<i>Name</i>	<i>Dept.</i>	<i>College/ Unit</i>	<i>Exp. Term/ Other</i>	<i>Present</i>
Borin, Norm	Marketing	OOOB	2016	
Braun, David (Ch)	ElecEngr		2017	Y
Chiu, Yiwen	NRES	CAFES	2018	Y
Fernsler, Jonathan	Physics	OSM	2016	Y
Nelson, Yarrow	ENVE	CENG	2018	
Pompeii, Brian		CLA	2016	Y
Reich, Jonathan	Arch	CAED	2017	Y
Vestermark, Jesse	Library	PCS	2017	Y
Bennett, Penny	GrC	Provost	Ex Officio	
Elliott, Dennis	Fac. Serv.	Dir. E&U	Ex Officio	Y
Francis, Hunter	CFS	Guest		
Greenwald, Harvey	Math	Guest		
Hawkins, Julie	Fac. Plan	Admin	Ex Officio	
Day, Kenneth	Student	ASI	Ex Officio (ASI)	
Singh, Kylee	Fac. Serv.	Guest		Y
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	Y

Cal Poly Sustainability Learning Objectives:¹⁰

Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

- Define and apply sustainability principles within their academic programs
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- Consider sustainability principles while developing personal and professional values

Academic Senate Resolution 688-09 approved by President Baker June 22, 2009

¹⁰ www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo

ASSC Committee Charges for 2016-17¹¹

- Respond to AS-787-14
 1. Produce a list of 2015-17 catalog courses meeting at least two SLOs and review new courses for the 2017-19 catalog.
 - [GE Courses reviewed by ASSC and approved via AS Consent Agenda May '15](#)
 - [Other course review began. CAED, CENG, CLA, COB, CSM completed. CAFES started. Approved via AS Consent Agenda May '16, Dec '16, Apr '17.](#)
 2. Encourage faculty to teach sustainability in new and existing courses
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability
 - [Plan Sustainability Learning Community during 2016-17.](#)
 - [Facilitated by Rebekah Oultan and Brian Pompeii starts Oct. 7, 2016.](#)
 - [Plan workshop for Summer 2017.](#)
- Develop procedure to identify sustainability courses in catalog
 - [Use AASHE/ STARS lists of sustainability courses and courses that include sustainability.](#)
- Respond to 2014 CSU Sustainability Policy directives.
 1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.
 2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development."
- Support campus efforts to achieve, measure, document, and improve Cal Poly's AASHE STARS certification credits.
 - [Retain SUSCAT review documentation in a form we can use for STARS.](#)
- **Support campus efforts toward the Second Nature Climate Commitment. (New)**
 1. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.¹²
- Develop and pilot more SLOs assessments.
- Work with students to better integrate approaches to sustainability inside and outside the classroom/ curriculum.
 - [Sent Senate a Resolution on Adding a Sustainability Catalog Option to PASS. The resolution was agendized by the Executive Committee and pulled from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution.](#)
- **Follow up the April 2016 Sustainability Charrette Action Items (New)**
 1. [Define a Cal Poly statement on sustainability and integrate into the hiring process](#)
 2. [Study how Cal Poly might implement a sustainability graduation requirement.](#)
 3. [Define organization and responsibilities for a Cal Poly Office of Sustainability.](#)
- Work with GEGB to develop sustainability pathways in GE.
 - [Discussed SUSCAT GE Courses on 5-22-15](#)
- Comment on Vision 2022 sustainability issues.

¹¹ www.academicssenate.calpoly.edu/content/acadsen_comm/sustainability

¹² <http://secondnature.org/wp-content/uploads/2015/09/Climate-Commitment-Second-Nature.pdf>

Spring Quarter Meeting Schedule:

~~Tuesday, April 11 (1:10 – 2 pm, 20A-206)~~

~~Tuesday, April 25 (1:10 – 2 pm, 20A-206)~~

Tuesday, May 9 (1:10 – 2 pm, 20A-206)

Tuesday, May 23 (1:10 – 2 pm, 20A-206)

Tuesday, June 6 (1:10 – 2 pm, 20-126)

The meeting began at 1:10 p.m.

1. The committee approved minutes from the April 11 & April 25 meetings.
2. Discussion took place about how to recruit faculty for the 2017-2018 CTLT programs:

- a. “Quick Qualify” Sustainability Course Workshops
- b. Sustainability Learning Community
- c. Sustainability In the Curriculum Community of Practice (CoP)

Brainstorming took place regarding recruiting strategies, how to institutionalize infusing sustainability into the curriculum, and how to institutionalize the SUSCAT process.

Ideas include:

- Identify faculty teaching sustainability courses and courses that include sustainability.
 - Anticipate moving the Sustainability in the Curriculum CoP into University Assessment activities through Academic Programs.
 - Market the Workshops and Learning Community more widely thru Deans and other campus avenues:
 - Facilities has open forums
 - Go on a roadshow of Department and College meetings
 - Department retreats
 - New faculty orientation
 - New faculty breakfasts
 - Create an ASSC award for Sustainability Curriculum Development
 - Kylee wants to recruit faculty for the Workshops and needs Dates plus Times.
 - Katie offers support from Academic Programs
 - Patrick may have stipends through the CTLT
3. Discussion took place regarding the April 2016 Sustainability Charrette Action Items
 - a. Define a Cal Poly statement on sustainability and integrate into the hiring process – in progress.
 - b. Study how Cal Poly might implement a sustainability graduation requirement – Jonathan Reich described an EDES 408 project to create Sustainability Awareness training modules.
 - c. Define organization and responsibilities for a Cal Poly Office of Sustainability.
 4. Discussion took place regarding the Sustainability Practices catalog section for 2017-2019 catalog. Instead of placing the entire section on the University Policies page, the committee decided to recommend adding the Statement on Sustainability to the University Policies page, plus links on that page and the ULO page to the Sustainability Practices section.

The meeting adjourned at 1:59 p.m.

ASSC Meeting Minutes
May 23, 2017 20A-206 (1:10-2:00 pm)

Committee Members (and designations)

<i>Name</i>	<i>Dept.</i>	<i>College/ Unit</i>	<i>Exp. Term/ Other</i>	<i>Present</i>
Borin, Norm	Marketing	OOOB	2016	
Braun, David (Ch)	ElecEngr		2017	Y
Chiu, Yiwen	NRES	CAFES	2018	Y
Fernsler, Jonathan	Physics	CSM	2016	Y
Nelson, Yarrow	ENVE	CENG	2018	Y
Pompeii, Brian		CLA	2016	Y
Reich, Jonathan	Arch	CAED	2017	Y
Vestermark, Jesse	Library	PCS	2017	Y
Bennett, Penny	GrC	Provost	Ex Officio	
Eliot, Dennis	Fac. Serv.	Dir. E&U	Ex Officio	Y
Francis, Hunter	CFS	Guest		
Greenwald, Harvey	Math	Guest		
Hawkins, Julie	Fac. Plan	Admin	Ex Officio	
Day, Kenneth	Student	ASI	Ex Officio (ASI)	
Singh, Kylee	Fac. Serv.	Guest		Y
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	Y

Cal Poly Sustainability Learning Objectives:¹³

Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

- Define and apply sustainability principles within their academic programs
- Explain how natural, economic, and social systems interact to foster or prevent sustainability
- Analyze and explain local, national, and global sustainability using a multidisciplinary approach
- Consider sustainability principles while developing personal and professional values

Academic Senate Resolution 688-09 approved by President Baker June 22, 2009

¹³ www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo

ASSC Committee Charges for 2016-17¹⁴

- Respond to AS-787-14
 1. Produce a list of 2015-17 catalog courses meeting at least two SLOs and review new courses for the 2017-19 catalog.
 - [GE Courses reviewed by ASSC and approved via AS Consent Agenda May '15](#)
 - [Other course review began. CAED, CENG, CLA, COB, CSM completed. CAFES started. Approved via AS Consent Agenda May '16, Dec '16, Apr '17.](#)
 2. Encourage faculty to teach sustainability in new and existing courses
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability
 - [Plan Sustainability Learning Community during 2016-17.](#)
 - [Facilitated by Rebekah Oultan and Brian Pompeii starts Oct. 7, 2016.](#)
 - [Plan workshop for Summer 2017.](#)
- Develop procedure to identify sustainability courses in catalog
 - [Use AASHE/ STARS lists of sustainability courses and courses that include sustainability.](#)
- Respond to 2014 CSU Sustainability Policy directives.
 1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.
 2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development."
- Support campus efforts to achieve, measure, document, and improve Cal Poly's AASHE STARS certification credits.
 - [Retain SUSCAT review documentation in a form we can use for STARS.](#)
- **Support campus efforts toward the Second Nature Climate Commitment. (New)**
 1. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.¹⁵
- Develop and pilot more SLOs assessments.
- Work with students to better integrate approaches to sustainability inside and outside the classroom/ curriculum.
 - [Sent Senate a Resolution on Adding a Sustainability Catalog Option to PASS. The resolution was agendaized by the Executive Committee and pulled from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution.](#)
- **Follow up the April 2016 Sustainability Charrette Action Items (New)**
 1. [Define a Cal Poly statement on sustainability and integrate into the hiring process](#)
 2. [Study how Cal Poly might implement a sustainability graduation requirement.](#)
 3. [Define organization and responsibilities for a Cal Poly Office of Sustainability.](#)
- Work with GEGB to develop sustainability pathways in GE.
 - [Discussed SUSCAT GE Courses on 5-22-15](#)
- Comment on Vision 2022 sustainability issues.

¹⁴ www.academicssenate.calpoly.edu/content/acadsen_comm/sustainability

¹⁵ <http://secondnature.org/wp-content/uploads/2015/09/Climate-Commitment-Second-Nature.pdf>

Spring Quarter Meeting Schedule:

Tuesday, April 11 (1:10 — 2 pm, 20A-206)

Tuesday, April 25 (1:10 — 2 pm, 20A-206)

Tuesday, May 9 (1:10 — 2 pm, 20A-206)

Tuesday, May 23 (1:10 — 2 pm, 20A-206)

Tuesday, June 6 (1:10 — 2 pm, 20-206)

The meeting began at 1:15 p.m.

1. The committee reviewed and approved minutes from the May 9 meeting.
2. Dennis described what happened at the joint SAC/ ASSC meeting on May 18. Both committees shared their updates. The SAC is working on a Green Building Policy document. Discussion ensued and veered in the direction of the CAP (Climate Action Plan). Braun has the task of drafting a CAP Endorsement resolution.
3. Discussion took place regarding how to recruit faculty for the 2017-2018 CTLT programs. Following up the May 9 brainstorming, perhaps, we need to reframe the marketing message in a way that makes it seem less like an added burden and more like a time saver and teaching enhancement.
4. Discussion took place regarding how to follow up the April 2017 Sustainability Charrette. A lead person for each focus area should follow up. The curriculum group had so few members, that the ASSC will probably need to follow up in this area.
5. Discussion took place regarding the Sustainability Practices catalog section for 2017-2019 catalog. The group reaffirmed the desire to have the section appear as a high level category at the same level as the University Policies. At minimum, it should appear at the same level as Campus Life. Braun has the task of drafting a resolution on the Statement on Sustainability.

The meeting adjourned at 2:00 p.m.

Attachments:

ASSC Meeting Minutes
June 6, 2017 20A-206 (1:10-2:00 pm)

Committee Members (and designations)

<i>Name</i>	<i>Dept.</i>	<i>College/ Unit</i>	<i>Exp. Term/ Other</i>	<i>Present</i>
Borin, Norm	Marketing	OCOB	2016	
Braun, David (Ch)	ElecEngr		2017	Y
Chiu, Yiwen	NRES	CAFES	2018	Y
Fernsler, Jonathan	Physics	CSM	2016	Y
Nelson, Yarrow	ENVE	CENG	2018	Y
Pompeii, Brian		CLA	2016	Y
Reich, Jonathan	Arch	CAED	2017	Y
Vestermarck, Jesse	Library	PCS	2017	Y
Bennett, Penny	GrC	Provost	Ex Officio	
Elliott, Dennis	Fac. Serv.	Dir. E&U	Ex Officio	Y
Francis, Hunter	CFS	Guest		
Greenwald, Harvey	Math	Guest		
Hawkins, Julie	Fac. Plan	Admin	Ex Officio	
Day, Kenneth	Student	ASI	Ex Officio (ASI)	
Singh, Kylee	Fac. Serv.	Guest		Y
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	

Cal Poly Sustainability Learning Objectives:¹⁶

Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

- Define and apply sustainability principles within their academic programs
- Explain how natural, economic, and social systems interact to foster or prevent sustainability
- Analyze and explain local, national, and global sustainability using a multidisciplinary approach
- Consider sustainability principles while developing personal and professional values

Academic Senate Resolution 688-09 approved by President Baker June 22, 2009

¹⁶ www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo

ASSC Committee Charges for 2016-17:¹⁷

- Respond to AS-787-14
 1. Produce a list of 2015-17 catalog courses meeting at least two SLOs and review new courses for the 2017-19 catalog.
 - GE Courses reviewed by ASSC and approved via AS Consent Agenda May '15
 - Other course review began. CAED, CENG, CLA, COB, CSM, CAFES completed. Approved via AS Consent Agenda May '16, Dec '16, Apr '17.
 - Courses that don't entirely qualify for SUSCAT but include sustainability also identified and posted to <http://suscat.calpoly.edu/other-courses/>
 2. Encourage faculty to teach sustainability in new and existing courses
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability
 - Plan Sustainability Learning Community during 2016-17.
 - Facilitated by Rebekah Oultan and Brian Pompeii starts Oct. 7, 2016.
 - The learning community transformed into a research project aimed at identifying successful strategies and barriers to teaching sustainability at Cal Poly.
 - Plan workshop for Summer 2017. (Not completed)
- Develop procedure to identify sustainability courses in catalog
 - Use AASHE/ STARS lists of sustainability courses and courses that include sustainability.
- Respond to 2014 CSU Sustainability Policy directives.
 1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.
 2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development."
- Support campus efforts to achieve, measure, document, and improve Cal Poly's AASHE STARS certification credits.
 - Retain SUSCAT review documentation in a form we can use for STARS.
- Support campus efforts toward the Second Nature Climate Commitment.
 1. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.¹⁸
 - Drafted a resolution for 2017-18 supporting Cal Poly's Climate Action Plan.
- Develop and pilot more SLOs assessments.
- Work with students to better integrate approaches to sustainability inside and outside the classroom/ curriculum.
 - Sent Senate a Resolution on Adding a Sustainability Catalog Option to PASS. The resolution was agendaized by the Executive Committee in Spring 2016 and pulled from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution.
 - During 2016-17, adopt a wait and see approach, in case we don't need an AS resolution.
- Follow up the April 2016 Sustainability Charrette Action Items
 1. Define a Cal Poly statement on sustainability and integrate into the hiring process
 - Developed the statement on sustainability

¹⁷ www.academicsenate.calpoly.edu/content/acadsen_comm/sustainability

¹⁸ <http://secondnature.org/wp-content/uploads/2015/09/Climate-Commitment-Second-Nature.pdf>

- Received the Provost's approval on Jan. 11, 2017.
- Academic Personnel included the statement in its *Procedure for Recruiting Tenure-Track Faculty* posted to https://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/ProcedureforRecruitingTenure-TrackFaculty_%283-2017%29.pdf
- Drafted a resolution for 2017-18 supporting Cal Poly's Statement on Sustainability.
 2. Study how Cal Poly might implement a sustainability graduation requirement.
 3. Define organization and responsibilities for a Cal Poly Office of Sustainability.
- Work with GEGB to develop sustainability pathways in GE.
 - Discussed SUSCAT GE Courses on 5-22-15
- Comment on Vision 2022 sustainability issues.

Spring Quarter Meeting Schedule:

Tuesday, April 11 (1:10 – 2 pm, 20A-206)

Tuesday, April 25 (1:10 – 2 pm, 20A-206)

Tuesday, May 9 (1:10 – 2 pm, 20A-206)

Tuesday, May 23 (1:10 – 2 pm, 20A-206)

Tuesday, June 6 (1:10 – 2 pm, 20-206)

The meeting began at 1:18 p.m.

1. The committee reviewed and approved minutes from the May 23 meeting.
2. Discussion took place regarding the ASSC charges for 2017-2018. The attachment titled ASSC_Charges_2017-18_060617.docx contains the charges recommended by the committee.
3. Discussion took place regarding the resolution adopting the Statement on Sustainability. The attachment titled Resolution on Sustainability Statement V2.docx contains a draft resolution and the resulting statement after removing the recruiting sentence.
4. Discussion took place regarding the draft CAP (Climate Action Plan) Endorsement resolution. See attachment titled Resolution on CAP Endorsement V1.docx.
5. Discussion continued regarding how to include sustainability in faculty recruitment. In order to respond to the request for rubric to interpret sustainability responses from candidates, the committee discussed the OUDI Search committee training slides and boiled them down to the ones contained in the attached OUDI Search Committee Training -- Sustainability Slides V6.pptx.
6. Discussion took place regarding how to identify sustainability courses in catalog, if the system doesn't allow using green leaf icons and only allows ASCII text. The suggestion arose to use a hashtag, such as #SUSCAT. Braun should follow up with Brian Self, ASOC Chair.

The meeting adjourned at 2:07 p.m.

Attachments:

ASSC_Charges_2017-18_060617.docx

Resolution on Sustainability Statement V2.docx

Resolution on CAP Endorsement V1.docx

OU DI Search Committee Training -- Sustainability Slides V6.pptx

