

ACADEMIC SENATE – Sustainability Committee (ASSC)

Winter 2019

(See also attached meetings minutes.)

MEMBERS	
Name	College/Unit
Bennett, Penny	Admin / CLA/AssocDean
Braun, David	CENG / EE
Chiu, Yiwen	CAFES / NRES
Dumars, Jeffery	Admin / FacPlang
Elliot, Dennis	Admin / FacSrvcs/Enrg,Ut&Sustain
Fernsler, Jonathan	CSM / Physics
Moore, Rob	ASI / Pol. Sci.
Peters, Jason	CLA / English
Reich, Jonathan (CH)	CAED / Arch
Kylee Singh	Admin / Enrg,Ut&Sust
Winslow, Dianna	Admin / CTLT
Vacant	OCOB
Vacant	PCS
Vacant	ASI (2 nd rep. was “appointed”(?) by ASI Pres. Fashami, accepted by us, but nothing happened, she never showed up)

CHARGES		
Charge	Complete ?	Status/Notes (If not complete, provide expected completion date)
Develop and pilot more SLOs assessments of courses for SUSCAT. ¹ ----- Work with GEGB to develop sustainable pathways in GE.	<input type="checkbox"/>	Ongoing. ASSC will review new courses in 2017-2019 catalogue for SUSCAT in Spring 2019. ----- Four ASSC members: Bennett, Moore, Peters, Winslow, are on GE Area Task Force working groups to develop sustainable pathways in GE.
Respond to AS-787-14 1. Review new courses in the 2017-2019 catalog for SUSCAT. 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.	<input type="checkbox"/>	1. On-going and continued to Spring 2019. 2. On-going and continued to Spring 2019. 3. ASSC has been working closely with CTLT so much so that CTLT Writing Specialist Dianna Winslow has become a member of ASSC as Academic Programs & Planning Rep.
Develop procedures to identify sustainability courses in catalog and on PASS.	<input type="checkbox"/>	Ongoing due to ITS delay which Academic Chair Stegner confirmed problem of during the September 2018 Academic Senate Retreat. <u>Some remaining questions:</u> <u>Can we get Academic Affairs to host the SUSCAT website?</u> <u>Should we have a rep from ITS on the ASSC?</u> ASSC remains concerned about the delays in advancing visibility of SUSCAT courses in the catalogue (green leaf) and on PASS (filter). Previously, we discussed the possibility of asking the Provost to prompt ITS to move on this. We discussed having a meeting with Cem Sunata, Susan Olivas, Acad. Sen. Curr. Comm. Chair Greg Bohr, to clarify (look for guidance) next steps in SUSCAT’s visibility in the Catalogue and on PASS. Waitlist for ITS services discussed. We discussed enlisting support from CSU system wide sustainability coordinator as well. This item was continued to Spring Quarter.
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.	<input type="checkbox"/>	Ongoing 1. Four ASSC members: Bennett, Moore, Peters, Winslow , are on GE Area Task Force working groups to promote sustainable pathways in GE.

2. The CSU will develop employee and student workforce skills in the green jobs industry, prompt the development of sustainable products and services, and foster economic development.”		2. No work on this charge Winter quarter. In Spring Quarter 2019 we anticipate discussing the emerging “Green New Deal” proposal being advanced nationally by progressive members of congress.
Support campus efforts to improve Cal Poly’s AASHE STARS certification credits.	<input type="checkbox"/>	Ongoing. ASSC unanimously passed a resolution to be taken up by the Academic Senate to add a section focused on sustainability to the Cal Poly Strategic Plan. Our resolution was not accepted for the Academic Senate agenda. Our other effort in this area is to increase the number of courses in SUSCAT, is on-going and will pick up in Spring 2019 with review of new courses in the 2017-2019 catalogue.
Support campus efforts towards the Second Nature Climate Commitment. ³	<input type="checkbox"/>	Ongoing. No specific progress this quarter.
Work with students to better integrate approaches to sustainability inside and outside the classroom curriculum.	<input type="checkbox"/>	Ongoing - ASSC member Kylee Singh continues to lead remarkably effective student “Green Team” on many campus initiatives such as the Cal Poly Food Day event in October and “Artivism” event in April 2019. - ASSC Chair Reich continues as lead instructor in Cal Poly’s Sustainable Environments Minor.
Follow up the April 2017 Sustainability Charrette Action Items. Spring 2018 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.	<input type="checkbox"/>	← No specific actions were undertaken in Winter 2019 for items #1-3, though all of these items could result from more robust emphasis on sustainability in Cal Poly’s Strategic Plan.

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

² www.academicsenate.calpoly.edu/content/acadsen_comm/sustainability

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

NOTES:

The Academic Sustainability Committee (ASSC) met 5 times in Winter quarter 2019. Meeting minutes are attached herewith.

2:10pm Tues. Jan. 22 - Bennett, Braun, **Dumars**, **Elliot**, **Moore**, Peters, Winslow, JReich (8)

2:10pm Thurs. Jan. 31 - Bennett, Chiu, Dumars, Elliot, Moore, Peters, **Winslow**, JReich (8)

3:10pm Tues. Feb. 12 - Bennett, Braun, Dumars, **Elliot**, Fernsler, Peters, Winslow, JReich (8)

3:10pm Tues. Feb. 26 - **Bennett**, Braun, **Dumars**, Elliot, Fernsler, Peters, JReich (7)

2:10pm Tues. Mar. 5 - ~~Bennett, Braun, Elliot, Moore, Peters, Winslow, JReich (7)~~ **CANCELED IN FAVOR OF JOINT ASSC / SAC MTG. 3/21**

11:10am Thurs. Mar. 21 - Joint Meeting of Academic Senate Sustainability Committee (ASSC) w/ Sustainability Advisory Committee (SAC)
Braun, Chiu, Dumars, Elliot, Peters, JReich (6)

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

Academic Senate Sustainability Committee (ASSC) 2019 joint meeting with Cal Poly Sustainability Advisory Committee

Meeting Date: **March 21, 2019 at 11:00am**

Notes Recorded By: Jonathan Reich

Meeting Convened: **11:20am**

ATTENDANCE:

☐ Bennett, Penny, CLA/AssocDean, Admin (EO)
☒ Braun, David, ElecEngr Faculty CENG
☒ Chiu, Yiwen, NRES Faculty CAFES
☒ Dumars, Jeffrey, FacPIng VP/Adm&Fin Rep (EO)
☒ Elliot, Dennis, FacSvcs, VP/Adm&Fin Rep (EO)

☐ Fernsler, Jonathan, Physics Faculty CSM
☐ Moore, Rob, Student, ASI Rep (EO)
☒ Peters, Jason, English Faculty, CLA
☒ Reich, Jonathan (CH) Arch Faculty CAED
☐ Kylee Singh, Enrg&Sustain Admin(EO) (on leave)

☐ Winslow, Dianna CTLT VP Prog&PIng Rep (EO)
☐ Vacant, faculty, OCOB
☐ Vacant, PCS Rep (EO)
☐ Vacant, Student, ASI Rep (EO)

APOLOGIES: Kylee Singh (on leave)

GUESTS: Mary Pedersen

QUORUM: Required attendance of committee for quorum is 7/12 Committee members present: 6 Quorum?: ☐ Yes ☐ No ☒ N.A.

AGENDA:

After a short report out on the work of both committees, a working session to review the existing University Strategic Plan, and strategize how best to improve how sustainability is incorporated.

The meeting began with a review of how we got here, a review of how the Cal Poly Strategic Plan unfolded, a review of Administration & Finance's(A&F) own strategic plan, and a report from Jonathan Reich from ASSC about how the Academic Senate Executive Committee did not place ASSC's resolution to add a section on sustainability to the Strategic Plan on the Academic Senate agenda. He also advocated the usefulness of the ASHE STARS process as a roadmap. Dennis Elliot led us through a comprehensive analysis of how sustainability objectives can still be developed in Cal Poly's Strategic Plan through its forthcoming detail development process to be led by "champions" and their groups.

Finally forthcoming Provost, Mary Pedersen, added info on the process and expressed her support for it and for working through the process to achieve the sustainability goals.

Jonathan Reich expressed lack of confidence that all the players, eg. the "champions" and their work groups, have a sufficient enough understanding of the complexities of sustainability to follow through.

Background: See attached:

"Story of Sustainability in the Cal Poly Strategic Plan,"

SAC's "Sustainability Common Goal: Establish Cal Poly as a Nationally Recognized Leader in Sustainability" &

"SAC Notes On CPSLO Strategic Plan 21 March 2019"

&

2/25/19 President Armstrong's memo stated that the "Strategic Plan is considered final."

See: <http://strategicplanning.calpoly.edu> & <http://strategicplanning.calpoly.edu/wp-content/uploads/2018/09/Cal-Poly-Strategic-Plan-Draft-Extended-Version.pdf>

11/28/18, the ASI Board unanimously passed Resolution #19-02 regarding Cal Poly's Strategic Plan which included the resolved clause:

"The ASI Board of Directors strongly advocates university leadership **to increase and prioritize content regarding sustainability within the Plan,**"

The rest of the resolution is instructive to read:

http://www.asi.calpoly.edu/admin/img/updocument/1543599432_19-02_Resolution_to_Support_the_Cal_Poly_2018-2023_Strategic_Plan_BODappr.pdf

What does the Draft California State University Sustainability Policy say? It's attached.

What do the AASHE STARS platinum rated universities' strategic plans say?

University New Hampshire: <https://stars.aashe.org/institutions/university-of-new-hampshire-nh/report/2018-02-27/PA/coordination-planning/PA-2/> &

https://www.unh.edu/sites/default/files/departments/president/media/StrategicPlan_FINAL_052015.pdf

UC Irvine: <https://stars.aashe.org/institutions/university-of-california-irvine-ca/report/2018-03-28/PA/coordination-planning/PA-2/> & <https://strategicplan.uci.edu/>

CU Boulder: <https://stars.aashe.org/institutions/colorado-state-university-co/report/2017-02-07/PA/coordination-planning/PA-2/> & <https://provost.colostate.edu/strategic-plan/>

The word "sustainability" did not appear in President Armstrong's "**Vision 2022.**"

"President Armstrong presented Vision 2022 to the campus community in May of 2014. He prepared Vision 2022 after participating in many listening sessions with faculty, staff and students, consultations with the Academic Senate and Associated Students Inc. and discussions about Cal Poly's future with alumni and other stakeholders. Vision 2022 is an aspirational view of Cal Poly as the only comprehensive polytechnic university in the nation. It formed the basis for Academic Enrollment planning, Master Planning and today, for the Cal Poly Strategic Plan." <http://strategicplanning.calpoly.edu>

The word "sustainability" rarely appears in the "**Academic Plan**":

- Once on P-12 of the "2014-15 Academic Plan Report: Analysis of Cal Poly's Future Leadership Opportunities and Preliminary Recommendations

DRAFT Executive Summary, Revised September 4, 2015" related to "Emerging Fields and Integrated Learning" &

- Once in the classroom section in reference to Cal Poly's ULOs

- More often in the 1/23/15 PPT Presentation: http://guides.lib.calpoly.edu/ld.php?content_id=10532969

Cal Poly also has a **Climate Action Plan**. https://afd.calpoly.edu/sustainability/campus_resources/climate_action

How does this formally relate to the "Strategic Plan"? *It's included in Goal 7D.*

Does Cal Poly's new **Master Plan** formally incorporate the **Climate Action Plan**?

HANDOUTS:

SAC's "Sustainability Common Goal: Establish Cal Poly as a Nationally Recognized Leader in Sustainability" &

"SAC Notes On CPSLO Strategic Plan 21 March 2019"

Also Check out CSU Sustainability Report: <https://www2.calstate.edu/impact-of-the-csu/sustainability/Documents/2014-17-Sustainability.pdf>

MEETING(s) ADJOURNED: 1:20pm

ASSC Winter Quarter 2019 Meetings: (Meetings to be held in #05-201A)

- 2:10pm Tues. Jan. 22 - ~~Bennett, Braun, Dumars, Elliot, Moore, Peters, Winslow, JReich (8) (4)~~
- 2:10pm Thurs. Jan. 31 - ~~Bennett, Chiu, Dumars, Elliot, Moore, Peters, Winslow, JReich (8)(7)~~
- 3:10pm Tues. Feb. 12 - ~~Bennett, Braun, Dumars, Elliot, Fernsler, Peters, Winslow, JReich (8) (7)~~
- 3:10pm Tues. Feb. 26 - ~~Bennett, Braun, Dumars, Elliot, Fernsler, Peters, JReich (7) (5)~~
- 2:10pm Tues. Mar. 5 - ~~Bennett, Braun, Elliot, Moore, Peters, Winslow, JReich (7)~~ **CANCELED IN FAVOR OF JOINT ASSC / SAC MTG. 3/21**
- 11:10am Thurs. Mar. 21 - Joint Meeting of Academic Senate Sustainability Committee(ASSC) w/ Sustainability Advisory Committee SAC)

Academic Senate Sustainability Committee 2018-2019: (Note the vacancies)

Name	Department	College/Unit	Office	email@calpoly.edu	Exp Term
Bennett, Penny	CLA/AssocDean	Admin	62408	pkbennet	EO (Acad.Dean)
Braun, David	Elec. Engrg	CENG	61464	dbraun	2020
Chiu, Yiwen	NRES	CAFES	62972	yichiu	2019
Dumars, Jeffrey	FacPlang	Admin	66588	jdumars	EO (Dir/FacPlng)
Elliot, Dennis	FacSrvcs/Enrg,Ut&Sustain	Admin	62090	delliot	EO (VP/Adm&Fin))
Fernsler, Jonathan	Physics	CSM	62438	jfernslr	2020
Moore, Rob	Student	ASI	61281	rmoore30	EO (ASI)
Peters, Jason	English	CLA	62862	jpeter65	2020
Reich, Jonathan (CH)	Arch	CAED	805-801-8848	jreich	2019
Singh, Kylee	Enrg,Ut&Sust	Admin	65397	klsingh	EO (Enrg,Ut&Sust)
Winslow, Dianna	CTLT	Admin	67526	dwinslo	EO (VP Acad Prog&Plng)
Vacant	-----	OCOB	-----	-----	2020
Vacant	-----	PCS	-----	-----	2019
Vacant,	Student	ASI	-----	-----	EO (ASI)

Cal Poly Sustainability Learning Objectives ("SLOs"):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 2018-19:²**Responsibilities:**

The Sustainability Committee shall inform and support the activities of other committees whose scope encompasses environmental responsibility. The Sustainability Committee shall make recommendations to the Academic Senate, as appropriate, regarding the provisions of the Talloires Declaration (AS-622-04) and the CSU Sustainability Policy.

Charges:

- Develop and pilot more SLOs assessments. Ongoing
- Respond to AS-787-14
 1. Review new courses in the 2017-2019 catalog for SUSCAT. Fall 2018
 2. Encourage faculty to teach sustainability in new and existing courses. Ongoing
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability. Ongoing
- Develop procedures to identify sustainability courses in catalog and on PASS. Fall 2018
- Respond to 2014 CSU Sustainability Policy directives. Ongoing
 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, prompt the development of sustainable products and services, and foster economic development.
- Support campus efforts to improve Cal Poly's AASHE STARS certification credits. Ongoing
- Work with students to better integrate approaches to sustainability inside and outside the classroom curriculum. Ongoing
- Follow up the April 2017 Sustainability Charrette Action Items. Fall 2018
 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.

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

² www.academicsenate.calpoly.edu/content/acadsen_comm/sustainability

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

DATED LATE 2018

Administration and Finance (A&F)

Strategic Plan

A&F's Vision, Mission & Values

OUR VISION

A vibrant Cal Poly community where every student, faculty and staff member is equipped to thrive.

OUR MISSION

Drive Cal Poly's success through operational expertise and strategic innovation.

OUR VALUES

We put **service** into action:

Strategic

Ethical

Results-driven

Visionary

Inclusive

Collaborative

Empowering

A&F Strategic Directions

Strategic Direction #6

Make sustainability a core part of Cal Poly and A&F culture.

A&F will provide leadership to promote practices that reduce our overall footprint and build a University-wide culture of social and environmental responsibility.

Goal #1 – Make progress toward the University goal of carbon neutrality and climate resilience.

Objectives

- a. Prioritize energy conservation projects that maximize return on investment.
- b. Develop high performance building standards to set sustainability goals for all new construction.

Goal #2 – Increase water use efficiency and resilience of supply.

Objectives

- a. Retrofit existing buildings with low flow plumbing fixtures.
- b. Develop secondary source of potable water supply.
- c. Develop source of recycled water for campus.

Goal #3 – Improve solid waste management, recycling and composting.

Objectives

- a. Standardize waste collection infrastructure and signage.
- b. Optimize collection locations and frequencies.
- c. Develop educational outreach and marketing campaign.
- d. Simplify the campus waste stream through strategic procurement.

Goal #4 – Increase use of sustainable transportation options.

Objectives

- a. Reduce number of commuters in single passenger vehicles through alternative transportation programs.
- b. Make campus more bike and pedestrian friendly.
- c. Provide adequate electric vehicle charging infrastructure.

Goal #5 – Increase awareness and adoption of sustainability practices in day to day business operations.

Objectives

- a. Develop an outreach and communications strategy to education the campus community and promote sustainable practices.
- b. Reduce paper use by making business practices digital/paperless.
- c. Encourage use of refillable beverage containers and water bottle filling stations over purchase of single use plastic water bottles.

2016

Common Goal: Establish Cal Poly as a Nationally Recognized Leader in Sustainability

Cal Poly will be a national leader in sustainability in the areas of planning, design and construction, operations (energy, water, waste, agriculture, and transportation), curriculum, research, and co-curricular student experience. Each student will have an understanding of the fundamentals of local, regional, and global sustainability including protection of the natural environment, sustainable economics, social justice, and the role of their profession in relation to climate change. Students and faculty will play critical roles in Cal Poly's efforts to achieve climate neutrality and resilience through use of the campus as a living laboratory.

Objective 1

Make sustainability a fundamental value of Cal Poly's polytechnic identity and Learn by Doing pedagogy. Foster a culture of sustainability university-wide that connects environmental and financial sustainability with diversity, inclusivity, and social/environmental justice.

Strategies

- Raise awareness and visibility of sustainability efforts across campus to share information and resources, and facilitate interdisciplinary collaboration including pursuit of grants.
- Showcase sustainability aspects of the campus buildings, infrastructure, ag land, and grounds. Make water efficiency and conservation a unifying theme for landscape design.
- Highlight, support, and recognize sustainability innovation, entrepreneurship, and successes by faculty, staff, and students.
- Pursue AASHE STARS Certification at the Gold level and use as a university wide process improvement tool.
- Make sustainability an integral part of students' first year experience through WOW and freshman seminars.
- Highlight sustainability as an integral part of major university events such as Open House, SLO Days, commencement, athletics, and other campus events. Make all major events Zero Waste.
- Make sustainability an integral part of campus life including recreation, dining, on-campus residency, and Res Life programming.
- Articulate sustainability as a core value of the Mustang Way.
- Create a funding mechanism to support student led sustainability projects and programs, especially those that contribute to Cal Poly's climate neutrality goal.
- Facilitate campus wide ownership of CSU and Cal Poly sustainability goals and build organizational capacity across all divisions and business units to achieve them through designation of responsible persons or creation of new positions where needed, funded through savings.
- Incorporate sustainability into procurement and financial decision making through life cycle costing and quantification/offsetting of carbon emissions.
- Evaluate financial impacts of divestment from coal and other fossil fuel interests vs. investment in clean energy technologies.
- Conduct sustainability focused strategic advancement campaign.

- Continue improvements in on-campus food service offerings to elevate focus on, and availability of healthy dining options, including local, organic, and fair trade certified foods, and those produced by students on campus.
- Host the 2019 California Higher Education Sustainability Conference

Metrics and Indicators

- Increased campus and community awareness of sustainability efforts and initiatives, measured via survey
- Increased participation in educational, co-curricular and residential life opportunities to learn about or get involved in sustainability efforts
- Improved progress toward CSU Sustainability Policy goals by all university divisions and business units
- Achievement of AASHE STARS Gold Certification
- Zero waste to landfill for university events
- Recognition of Cal Poly by peer institutions and prospective students as a leader in sustainability. Increase in students, faculty, and staff choosing to come to Cal Poly specifically because of its reputation as a leader in sustainability
- Increased receipt of grant and donor funding related to sustainability
- Improved health of the campus community
- Increased offerings of healthy and sustainable food choices, improved customer satisfaction with food service quality via survey
- Percent of campus landscape using native, drought tolerant, or water wise plantings.

Objective 2

Be the first CSU campus to achieve climate neutrality and resilience as per the Second Nature Climate Commitment, including:

- 100% renewable electricity by 2020
- Net zero GHG emissions from all energy sources by 2025
- Net zero GHG emissions from all sources including transportation by 2030

Strategies

- Involve faculty and students in creation of a Climate Action Plan (CAP), Transportation Survey, and Greenhouse Gas Inventory. Identify the energy, water, waste, and transportation projects, programs, and funding necessary to achieve CAP goals.
- Establish a joint campus-community task force on climate resilience, and incorporate recommendations into the Climate Action Plan.
- Make renovation of existing facilities a top priority of the Master Plan and fundraising, with a focus on deep reductions in energy, water, and GHG emissions.
- Require all future development projects achieve LEED Gold or higher, zero net energy (ZNE), and carbon neutrality. Development projects that cannot achieve carbon neutrality must fund emission reduction projects elsewhere on campus as offsets.
- Develop on-site renewable energy generation systems, and incorporate features and technologies that support the use of these systems for curriculum and research.

- Prioritize development of on-campus housing to reduce emissions from commuting, enhance student success, provide affordable workforce housing, and relieve pressure on the local housing market.
- Increase adoption of sustainable and climate resilient agricultural practices on the campus farm, ranches, and open spaces to achieve 10% organic acreage by 2020 and 50% organic acreage by 2030.
- Offset carbon emissions through sequestration in plant materials and soil
- Develop and implement an innovative sustainable transportation plan that promotes walking, biking, public transit, and reduces traffic, congestion, and GHG emissions.

Metrics and Indicators

- Percent renewables in electricity supply
- Reduction in energy, water, waste, and GHG emissions toward 2030 neutrality goal as per the CAP
- Quantity of campus GHG emissions that are offset by sequestration
- Decrease in utility expenses, increase in utility savings reinvested into building modernization, reduction in deferred maintenance backlog
- Increased percentage of faculty, staff, and students housed on campus
- Increased percentage of organically managed or certified organic ag lands
- Reduction in commuting trips to and from campus, increased use of public transit and other alternative modes of transportation
- Number of students, faculty, and courses involved in creation or implementation of the Climate Action Plan

Objective 3

Integrate sustainability into curriculum, research, and student experience

Strategies

- Raise awareness of Cal Poly course offerings and build on existing program strengths. Continue assessment of all university curriculum against Cal Poly's Sustainability Learning Objectives and identify sustainability courses in the University Catalog.
- Incentivize development of new sustainability courses and programs that meet the needs of students, employers, and the global community.
- Increase presence of sustainability in General Education to impact a broader cross section of the student body.
- Incorporate sustainability into all professional ethics curriculum.
- Support, incentivize and recognize faculty that incorporate sustainability into curriculum.
- Support, incentivize and recognize sustainability related research (especially involving undergraduate students) and student projects. Raise faculty awareness of grant opportunities that align with Cal Poly's needs, strengths, or CSU Sustainability Policy goals. Support student involvement through Campus as Living Lab and Learn by Doing/Earn by Doing.
- Incorporate sustainability goals and metrics into faculty and staff hiring and performance evaluation, and the faculty retention, promotion, and tenure (RPT) process.

- Institute a sustainability graduation requirement.
- Support sustainability related student clubs, Instructionally Related Activities, and service learning project opportunities.
- Further infuse sustainability into New Student and Transition Programs, university events, Res Life programming, and student led sustainability initiatives.

Metrics and Indicators

- Increased number of course offerings that satisfy Cal Poly's Sustainability Learning Objectives, increased number of degree programs and minors that incorporate sustainability courses, increased enrollment in these courses and programs, measured via AASHE STARS criteria.
- Increased student achievement of Cal Poly's Sustainability Learning Objectives through assessment of learning outcomes
- Number of students involved in co-curricular and residential life opportunities to learn about sustainability
- Increased grant and donor funding for sustainability related research and projects, increased number of faculty and students participating

Summary of Comments on Microsoft Word
- CP Strategic Plan BRIEF version
11.5.18.docx

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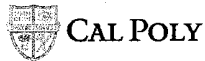
CAL POLY

DRAFT

Strategic Plan 2018- 2023

Final Version (11/5/18)





Foundations

The Strategic Plan for Cal Poly is designed to provide direction for the future of the university through 2023. This plan is grounded in Vision 2022 as well as the Academic Plan for Enrollment and the Master Plan, as well as the university's mission, vision and values.

♦ Mission and Values

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

♦ Vision

Cal Poly will be recognized as the premier comprehensive polytechnic university, with an unmatched reputation for promoting Learn by Doing and nurturing student success.

As the premier comprehensive polytechnic university, Cal Poly will play a critical role in shaping the future of California through the professional contributions of its graduates, faculty and staff. Through their innovations, leadership and commitment to social and political inclusion, Cal Poly graduates, faculty and staff will improve their local communities and the broader world that their actions touch.

To achieve our vision Cal Poly will focus on student success by continuing to create and nurture a diverse and inclusive learning community. Student success is achieved only with faculty and staff success. The culture of success requires infrastructural strength, sustainable practices, local and state economic development and financial health.

Vision 2022. Introduced to the campus by President Armstrong in May of 2014, Vision 2022 provided the groundwork for the master-plan process and several divisional strategic plans. The following founding and guiding principles from Vision 2022 function as four dimensions along which strategic decisions will continue to be evaluated:

- Learn by Doing
- Student Success
- Excellence Through Continuous Improvement
- Comprehensive Polytechnic State University

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These founding and guiding principles are the basis of the university's strategic plan, as are the vision's six strategic objective:

- Enhance student success
- Create a vibrant residential campus
- Increase support for the Teacher-Scholar Model
- Create a rich culture of diversity and inclusivity
- Secure the financial future of the university
- Develop a greater culture of transparency, collaboration, and accountability

♦ Learn by Doing

Conceived as a Learn by Doing institution in 1901, Cal Poly was described at the time by journalist Myron Angel as a school that would "teach the hand as well as the head." Today Cal Poly remains committed to its Learn by Doing philosophy, which the Academic Senate has defined in this way: "Learn by Doing is a deliberate process whereby students, from day one, acquire knowledge and skills through active engagement and self-reflection inside the classroom and beyond it."

Learn by Doing at Cal Poly takes many forms. Through curricular and co-curricular experiences faculty and staff work closely with students to meet learning objectives through experiential learning and provide opportunities for students to participate, often simultaneously, in discovery learning through problem solving. For many students, the capstone senior project, which was introduced to the curriculum in 1942, exemplifies the intentional blend of experiential and discovery learning that is the signature of Cal Poly's Learn by Doing philosophy.

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Student success cannot happen without a commitment to creating the most inclusive campus climate possible. Every person, no matter the identities they have, must feel welcome and valued at Cal Poly. This element of student success is critical because, at our core, Cal Poly is a collection of focused human beings who thrive on the collective impact we have when we support each other and our larger goals.

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Goal 1D: Improve first year and transfer student graduation rates and eliminate achievement gaps for all students to meet the goals of the CSU's Graduation Initiative 2025. *PEO*

Goal 1E: Provide an additional high-impact experience for every undergraduate student*. *WENDT*

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Goal 2A: Recruit and retain the best employees. *PROVOST*

Goal 2B: Foster inclusive and excellent teaching practices through continued faculty development. *AL LIDICAR*

Goal 2C: Encourage innovative scholarship in all its forms — discovery, application, integration, and engagement, as well as teaching and learning. *REINWEL BRANSON CRT*

Goal 2D: Promote professional development opportunities for all employees.

Goal 2E: Communicate and share more broadly the significant achievements of all employees. *KITZ*

♦ Strategic Priority 3: Enrich the Campus Culture of Diversity, Equity, and Inclusion

Goal 3A: Create an aligned and cohesive focus on diversity and inclusion across the university. *DE LEON*

Goal 3B: Create and sustain a more diverse, equitable, and inclusive university community that reflects and serves the diverse people of California.

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Goal 3C: Prepare all students for their future through an education that includes diversity learning and reflects the principles of Inclusive Excellence².

Author: eveium Subject: Highlight Date: 3/20/2019 3:44:22 PM

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Author: eveium Subject: Highlight Date: 3/20/2019 3:44:24 PM

♦ **Strategic Priority 4: Strengthen our Portfolio of Academic Programs**

Goal 4A: Make the General Education program a distinctive, mission-driven experience that prepares students for their personal and professional lives.

Author: eveium Subject: Highlight Date: 3/20/2019 3:45:47 PM
GE touches every student. GE task force is supportive. GE website is updated to identify all GE courses in SUSCAT.

Personal and professional lives - Sustainability Learning Objectives.

Goal 4B: Develop innovative and sustainable undergraduate degree programs that meet the present and future needs of society and industry.

Author: eveium Subject: Highlight Date: 3/20/2019 3:22:16 PM
Sustainability, climate change, other current and future challenges

Goal 4C: Pursue innovative and sustainable initiatives in graduate, post-baccalaureate, and alternative academic programs that build on the university's mission and expertise.

Author: eveium Subject: Highlight Date: 3/20/2019 3:46:36 PM
curriculum infusion, CTLT programs, Suscat, AASHE Stars, CSU Sustainability Policy

Goal 4D: Address real-world problems, such as environmental sustainability, through interdisciplinary and international experiences, as well as, community and industry partnerships.

Author: eveium Subject: Highlight Date: 3/20/2019 3:24:06 PM

♦ **Strategic Priority 5: Create an Engaged, Vibrant, and Healthy Community for Students**

Goal 5A: Encourage the development of an ethos of individual social responsibility in every student.

Author: eveium Subject: Highlight Date: 3/20/2019 3:24:36 PM

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Program sustainable living using campus community for Learn-by-doing

Goal 5B: Ensure that all students engage in effective, out-of-the-classroom experiences that prepare them for a life-long relationship with Cal Poly.

Author: eveium Subject: Highlight Date: 3/20/2019 3:50:39 PM

Goal 5C: Create the extracurricular facilities and co-curricular programs anchored in Learn by Doing that create a vibrant residential campus community.

Author: eveium Subject: Highlight Date: 3/20/2019 3:47:00 PM

Goal 5D: Cultivate a campus environment that emphasizes all aspects of personal and community wellbeing.

Author: eveium Subject: Highlight Date: 3/20/2019 3:54:31 PM
Self reliance, personal responsibility, stewardship, respect, health, justice, sustainable living

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♦ **Strategic Priority 6: Leverage Data and Technology to Support the Institution's Mission** *BRITTON*

Goal 6A: Create a robust technological experience that enables engagement within and beyond the borders of campus, connects people with university data and resources, and provides a secure, stable and modern technological ecosystem.

Goal 6B: Build relationships locally, nationally and globally to showcase the power of collaboration, support and advance the university's mission, and create alignment in the vision, priority, and pace of campus initiatives.

Goal 6C: Enable student success by creating a digital environment that empowers learning, teaching, and living at Cal Poly, while supporting the engagement of and alumni and prospective students.

♦ **Strategic Priority 7: Secure Our Future by Improving Finances, Facilities, and Systems**

Goal 7A: Ensure the economic viability of the institution through a resilient and sustainable business model, including public and private partnerships that enhance revenue.

Goal 7B: Foster a robust culture of philanthropy that allows the university to generate private gifts in support of institutional goals.

Goal 7C: Develop and maintain facilities that promote a sense of pride and confidence in the campus environment.

Goal 7D: Ensure the sustainability of the whole campus environment by making it smart, resilient, and carbon neutral.

Goals 7E: Ensure transparency of operations through clear and frequent communications at all levels.

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Heart of facilities & operations policy language.		
Author: eveium	Subject: Highlight	Date: 3/20/2019 3:55:56 PM

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2018-2023 Strategic Plan Implementation

The President's Cabinet will serve as the Steering Committee for the Strategic Plan and will oversee all aspects of the development and implementation of the plan. This includes prioritizing the implementation of goals, obtaining resources to achieve success, and making modifications to the plan as unforeseen conditions arise. Many goals will have natural overlap in tactics, and this consistency and focus is positive. The Steering Committee will ensure that where overlap exists, collaboration is occurring.

Each aspect of the plan will have an Executive Champion and a Senior Sponsor(s). Executive Champions are members of the President's Cabinet who will assume responsibility for selecting senior sponsors for the goals, establishing timelines for implementing the goals, and determining the metrics of success for each goal.

Executive Champions, with the support of the Senior Sponsor(s) will also be required to report on an annual basis the status of implementation and progress towards success metrics for each goal under their responsibility, and the university will provide a comprehensive and transparent update on the progress made under this plan.

Senior Sponsors are members of university leadership with expertise relevant to the goal and are charged with creating cross-divisional/college implementation teams that do the work of operationalizing the goal towards success, convening their teams, and making recommendations to President's Cabinet or other appropriate group when obstacles prevent achieving success or the context has shifted requiring a change in the goal.

Senior Sponsors report to the Executive Champion(s) for their goal and provide regular reporting on the progress of the implementation team.

Summary of Comments on Microsoft Word
- CP Strategic Plan BRIEF version
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CAL POLY

DRAFT

Strategic Plan 2018- 2023

Final Version (11/5/18)

Foundations

The Strategic Plan for Cal Poly is designed to provide direction for the future of the university through 2023. This plan is grounded in Vision 2022 as well as the Academic Plan for Enrollment and the Master Plan, as well as the university's mission, vision and values.

✦ Mission and Values

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

✦ Vision

Cal Poly will be recognized as the premier comprehensive polytechnic university, with an unmatched reputation for promoting Learn by Doing and nurturing student success.

As the premier comprehensive polytechnic university, Cal Poly will play a critical role in shaping the future of California through the professional contributions of its graduates, faculty and staff. Through their innovations, leadership and commitment to social and political inclusion, Cal Poly graduates, faculty and staff will improve their local communities and the broader world that their actions touch.

To achieve our vision Cal Poly will focus on student success by continuing to create and nurture a diverse and inclusive learning community. Student success is achieved only with faculty and staff success. The culture of success requires infrastructural strength, sustainable practices, local and state economic development and financial health.

Vision 2022. Introduced to the campus by President Armstrong in May of 2014, Vision 2022 provided the groundwork for the master-plan process and several divisional strategic plans. The following founding and guiding principles from Vision 2022 function as four dimensions along which strategic decisions will continue to be evaluated:

- Learn by Doing
- Student Success
- Excellence Through Continuous Improvement
- Comprehensive Polytechnic State University

Author: eveium	Subject: Highlight	Date: 3/20/2019 3:17:21 PM
Author: eveium	Subject: Highlight	Date: 3/20/2019 3:18:00 PM
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These founding and guiding principles are the basis of the university's strategic plan, as are the vision's six strategic objective:

- Enhance student success
- Create a vibrant residential campus
- Increase support for the Teacher-Scholar Model
- Create a rich culture of diversity and inclusivity
- Secure the financial future of the university
- Develop a greater culture of transparency, collaboration, and accountability

♦ Learn by Doing

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Meeting of the Academic Senate Executive Committee

Tuesday, February 26, 2019

01-409, 3:10 to 5:00pm

- I. **Minutes:** M/S/P to approve the January 8, 2019 Academic Senate Executive Committee minutes.
- II. **Communication(s) and Announcement(s):** Dustin Stegner, Academic Senate Chair, announced that there would be a General Education Open Forum on March 7th in the Advanced Technologies Lab (ATL) lead by Gary Laver, General Education Governance Board Chair. He also asked Caucus Chairs to continue to seek Faculty Statement of Interest forms for Academic Senate and University-wide Committees.
- III. **Reports:**
 - A. Academic Senate Chair: None.
 - B. President's Office: None.
 - C. Provost: None.
 - D. Statewide Senate: Jim LoCascio and Gary Laver, Statewide Senators, discussed topics of General Education amongst the Statewide Senate.
 - E. CFA: None.
 - F. ASI: Mark Borges, ASI Board of Directors Chair, provided an update on the ASI Elections. He also reported that the Board would be reviewing the Inclusive Excellence Action Plan at its next meeting on March 6th.
- IV. **Business Item(s):**
 - A. **Appointments to GWR Advisory Board.** M/S/P to approve the following individuals to the GWR Advisory Board:
Jerusha Greenwood, Experience Industry Management – College of Ag, Food and Envmtl Science
Doug Jackson, Architecture – College of Architecture and Environmental Design
Rebekah Oulton, Civil and Environmental Engineering – College of Engineering
Grace Yeh, Ethnic Studies – College of Liberal Arts
Kaila Bussert, Academic Services – Professional Consultative Services
 - B. **Appointment to Curriculum Committee.** M/S/P to approve Louise Torgerson, University Advising, to the Curriculum Committee for the 2019 term.
 - C. **Retiring of Resolution on Definition of “Close Relative” AS-261-87/PPC.** Dustin Stegner, Academic Senate Chair, proposed retiring the Resolution on Definition of “Close Relative” AS-261-87/PPC because the information presented in the resolution no longer applies, per CSU admissions policy. M/S/P to place the Resolution on Definition of “Close Relative” AS-261-87/PPC on the consent agenda.
 - D. **Review and Consider “University Faculty Personnel Policies Chapter 8: Evaluation of Teaching and Professional Services Subchapter 8.4: Student Evaluation of Instruction to Appear as Consent Agenda Item.** Brett Bodemer, Faculty Affairs Committee member, introduced the document, “University Faculty Personnel Policies,” Chapter 8: Evaluation of Teaching and Professional Services Subchapter 8.4: Student Evaluation of Instruction as a proposed item to the Consent Agenda. This document will return to the Executive Committee.
 - E. **Resolution on University Faculty Personnel Policies Chapter 5: Evaluation Processes.** Brett Bodemer, Faculty Affairs Committee member, introduced the Resolution on University Faculty Personnel Policies

Chapter 5: Evaluation Processes. M/S/P to agendize the Resolution on University Faculty Personnel Policies Chapter 5: Evaluation Processes.

- F. **Resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns.** Brett Bodemer, Faculty Affairs Committee member, introduced the Resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns. M/S/P to agendize the Resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns.

- G. **Resolution on Supporting Library Collections Necessary for Faculty and Student Success.** Brett Bodemer, Faculty Affairs Committee member, introduced a resolution that would support the CSU Academic Senate's resolution asking for increased funding for the Electronic Core Collection (ECC). The resolution also asks that the Dean of Library services be invited to address the Academic Senate annually to provide a report on the state of collections expenditures at both the centralized and local levels. M/S/P to agendize the Resolution on Supporting Library Collections Necessary for Faculty and Student Success.

- H. **Resolution to Reinforce Sustainability in the Cal Poly Strategic Plan.** Jonathan Reich, Academic Senate Sustainability Committee Chair, proposed a resolution asking that the 2018-23 Cal Poly Strategic Plan be revised to more accurately reflect Cal Poly's commitment to the Tallories Declaration, the CSU Sustainability Policy, and the AASHE-STARS framework and that the plan include a new strategic priority: Priority 8: "Foster comprehensive sustainability." The Resolution to Reinforce Sustainability in the Cal Poly Strategic Plan was not agendized. The Academic Senate Sustainability Committee will work with the Budget and Long-Range Planning Committee to ensure a framework of sustainability is built into the metrics of the 2018-23 Cal Poly Strategic Plan.

V. **Discussion Item(s):**

- A. **Extended Education Programs:** Dustin Stegner, Academic Senate Chair, discussed how to best receive consultation from Extended Education with departments prior to creation of new offerings. This discussion item will return to the Executive Committee.

On February 26, 2019, ~~Jonathan Reich, Academic Senate Sustainability Committee Chair, did not support it~~ (as noted in these minutes). **Adjournment:** 5:00 PM
VI. ~~presented this resolution to the Academic Senate Executive Committee to be agendized for the Academic Senate to consider.~~

~~The Exec. Committee did not support it (as noted in these minutes).~~

Mark Borges One question was: the other Strategic Plan goals are very general.

"What are the details?" worked out as referred to in the President's

Mark Borges Reich answered: "The other Strategic Plan goals did not want to presume the details

Academic Senate Student Assistant would be worked out as referred to in the President's resolution 863-19. We did not want to presume the details

863-19. We did not want to presumptuously micro-manage. But an existing detailed framework exists because Cal

STARS certification process which is the most comprehensive benchmarked method and already endorsed by a huge number of institutions of

higher education nationwide.

The chair of BLRP Committee, Sean Hurley, said (twice) that it would take 8 months to a year to add our proposed strategic priority 8 to the Strategic Plan.

Four other Executive Committee members spoke and managed to say nothing relevant to the proposal.

It was most disappointing that the two students present, ASI President Jasmin Fashami and ASI Board Chair Mark Borges

did not support the ASS in that the two students present the Nov. 28 ASI resolution(?)

Adopted:

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

AS-__-19

**RESOLUTION TO REINFORCE SUSTAINABILITY IN THE CAL POLY
STRATEGIC PLAN**

- 1 WHEREAS, In May 2003, the Academic Senate endorsed the Talloires Declaration; and
2
3 WHEREAS, In August 2003 President Warren Baker signed the Talloires Declaration; and
4
5 WHEREAS, By signing the Talloires Declaration, Cal Poly endorsed its 10 point action plan to
6 create a sustainable future; and
7
8 WHEREAS, The 2014 CSU Sustainability Policy “aims not only to reduce the university’s impact on
9 the environment and educate our students, faculty and staff on sustainable practices, but
10 also to incorporate sustainability principles and climate science in our educational
11 offerings;” and
12
13 WHEREAS, In 2016, President Armstrong “chose to commit Cal Poly to achieve net zero
14 greenhouse gas emissions by 2050 and integrate these efforts into curriculum, research,
15 and student experience through Learn by Doing;” and
16
17 WHEREAS, In 2016, Cal Poly adopted the AASHE (Association for the Advancement of
18 Sustainability in Higher Education) STARS (Sustainability Tracking, Assessment, and
19 Rating System) as a framework for implementation, measurement, and improvement of
20 sustainable practices across the entire university; and
21
22 WHEREAS, For Earth Day 2016, President Armstrong signed the Second Nature Climate Leadership
23 Commitment, committing Cal Poly to achieve carbon neutrality and climate resilience
24 as soon as possible and infuse these topics into curriculum, research, and student
25 experience; and
26
27 WHEREAS, The Sept. 10, 2018 draft Cal Poly Strategic Plan reduces our commitment to
28 sustainability to only one item, namely goal 7D, “Make the whole campus environment
29 smart, resilient, and carbon neutral;” and
30
31 WHEREAS, The Associated Students, Inc. (ASI) Board of Directors as the official voice of the
32 student body (20,560 students) unanimously passed Resolution #19-02 which “strongly
33 advocates university leadership to increase and prioritize content regarding sustainability
34 within the (Strategic) Plan,” therefore be it

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- RESOLVED: That the Academic Senate endorses the Associated Students, Inc. Resolution #19-02 To Support the Cal Poly 2018-23 Strategic Plan; and be it further
- RESOLVED: That the strategic plan be revised to more accurately reflect Cal Poly’s commitment to the Talloires Declaration, the CSU Sustainability Policy, and the AASHE-STARS framework; and be it further
- RESOLVED: That the strategic plan add strategic priority 8: “Foster comprehensive sustainability.”

Proposed by: Academic Senate Sustainability Committee
(Unanimously approved)
Date: February 1, 2019
Revised:

ittee to be agendized for the full Academic Senate to consider.

to be agendized for the full Academic Senate to consider.

l and we assumed the details would be worked out as referred to in the Preside
we assumed the details would be worked out as referred to in the President's memo and in the Academic
framework exists because Cal Poly has already endorsed the AASHE STARS certific
higher education.
endorsed the AASHE STARS certification process which is the most comprehensively benchmarked method and
take 8 months to a year to add our proposed strategic priority 8 to the Strategic Plan.
ng relevant to the proposal.
would take 8 months to a year to add our proposed strategic priority 8 to the
nothing relevant to the proposal.

ov. 28 ASI resolution(?).

Strategic Plan Update

state-cp-faculty-request@calpoly.edu on behalf of PresidentsOffice@calpoly.edu

Mon 2/25/2019 10:13 AM

www.calpoly.edu



Office of the President

Jeffrey D. Armstrong

Strategic Plan Update

Dear Cal Poly Community:

I am excited to report that the Cal Poly Strategic Plan process continues to move forward. I want to thank everyone who provided comments either online or in person during the consultation phase last fall. **Recently, we have received resolutions of support from both the Academic Senate and Associated Students.**

With these resolutions of support, the Cal Poly Strategic Plan is considered final. As a university community we will move into the collective work of implementing the strategic priorities and goals through specialized action plans. The first step of implementation is to establish overall metrics for the strategic priorities, and that work will take place over the coming months in consultation with the Budget and Long-Range Planning Committee of the Academic Senate. Upon conclusion of that work, a call will be sent out for engagement with students, faculty and staff to self-nominate for participation on teams that will focus on detailed implementation.

You can read the final plan, as well as more about the process of developing the plan, online at the [Strategic Planning website](#).

Thank you again for your participation and interest in the future of our university.

Sincerely,

Jeffrey Armstrong
President

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

AS-863-19

**RESOLUTION ON ENDORSING THE STRATEGIC PRIORITIES, GOALS, AND
IMPLEMENTATION PLAN OF CAL POLY'S DRAFT STRATEGIC PLAN**

Impact on Existing Policy:

- 1 WHEREAS, In May 2011, the Academic Senate passed resolution AS-728-11, which
2 endorsed The Cal Poly Strategic Plan – V7, as a strategic framework; and
3
- 4 WHEREAS, AS-728-11 defined the key components of a strategic plan to be “a vision
5 statement, a mission statement, a set of goals to achieve the mission and
6 vision, and a set of key performance indicators”; and
7
- 8 WHEREAS, AS-728-11 called upon the Academic Senate to establish a committee to
9 collaborate with the administration in further developing the Cal Poly
10 Strategic Plan; and
11
- 12 WHEREAS, Resolution AS-812-16 adopted in March 2016 charged the Budget and Long-
13 Range Planning Committee to work with the administration to further
14 develop the University’s Strategic Plan; and
15
- 16 WHEREAS, AS-812-16 requested the Budget and Long-Range Planning Committee to
17 ensure that the Administration developed a “succinct set of specific
18 measurable goals and actions, key performance indicators for these goals
19 and actions, and a timeline for the goals and actions to be accomplished”;
20 and
21
- 22 WHEREAS, The Budget and Long-Range Planning Committee has worked with the
23 administration to update the strategic objectives and goals of the
24 University’s Strategic Plan which can be found in the accompanying
25 appendix; and
26
- 27 WHEREAS, The administration has reached out to the campus community to build a
28 new set of strategic objectives and goals that align with the University’s
29 mission and vision; and
30
- 31 WHEREAS, The administration and the Budget and Long-Range Planning Committee
32 agree that the strategic objectives and goals of the current strategic plan
33 capture the key goals the university would like to achieve; and

34 WHEREAS, The process of implementing the strategic plan will include the
35 establishment of a committee for each priority; and
36
37 WHEREAS, Each committee will be led by the executive champion for that priority and
38 include the senior sponsor for each goal under that priority; and be it further
39
40 WHEREAS, The current draft of the strategic plan does not have a set of key
41 performance indicators and metrics developed and finalized; therefore, be it
42
43 RESOLVED: That the Academic Senate endorse the seven Strategic Priorities and
44 accompanying goals of the current draft plan, and be it further
45
46 RESOLVED: That the Academic Senate endorse the Strategic Implementation Plan in the
47 current draft plan, and be it further
48
49 RESOLVED: That the Academic Senate encourage the Administration to allocate
50 adequate funding to achieve the plan and its targeted goals, and be it further
51
52 RESOLVED: That the committee for each priority should include student, staff, and
53 faculty representatives that are drawn from the breadth of individuals from
54 the university structure, and be it further
55
56 RESOLVED: That the administration will work with the BLRP committee to finish
57 developing the key performance indicators for each strategic priority, to be
58 completed by May 2019, and be it further
59
60 RESOLVED: That the Academic Senate call upon the Administration to have a final draft
61 of the University's Strategic Plan completed by May 2019, which will include
62 the strategic priorities, underlying goals, and the key metrics for the
63 strategic priorities.
64

Proposed by: Academic Senate Budget and Long-Range
Planning Committee
Date: January 8, 2019

Associated Students, Inc.

California Polytechnic State University
San Luis Obispo

Resolution #19-02, approved unanimously 11/28/18

RESOLUTION TO SUPPORT THE CAL POLY 2018-23 STRATEGIC PLAN

- WHEREAS: The ASI Board of Directors serves as the official voice of students at California Polytechnic State University (Cal Poly), San Luis Obispo, and
- WHEREAS: The Cal Poly 2018-2023 Strategic Plan¹ is meant to serve as “Cal Poly’s guiding document that establishes the direction for university decisions, funding priorities and actions”, and
- WHEREAS: There is a need for an updated plan that reflects the current values, needs, and direction in which our campus is moving, seeing as the Cal Poly Strategic Plan has not been updated since 2009², and
- WHEREAS: The Plan would provide unification and consistency among existing strategic documents, such as Vision 2022, the Academic Plan, the Master Plan, etc., that currently exist independently, and
- WHEREAS: University leadership has gained student, faculty, and staff feedback on the Plan through various open forums and presentations, showing a true desire to consider the campus community’s thoughts and feedback, and
- WHEREAS: The Plan as drafted lacks an emphasis on sustainable practices, which is a concern that students, faculty, staff, and campus community members have voiced, and
- WHEREAS: The ASI Board of Directors defined student success as “...the attainment of skills, knowledge, and academic opportunities complimented by personal wellness and co-curricular programs that allows students to strive towards career and personal pursuits” in Resolution #18-11³, and
- WHEREAS: In the interest of shared governance, campus policy stipulates that in order for the Plan to be adopted by the University, it must first be approved by the Cal Poly Academic Senate², but does not currently include the official voice of students, and
- THEREFORE
BE IT
RESOLVED: Subject to prior opinions of the Board of Directors voiced through previous resolutions, the ASI Board of Directors supports the Cal Poly 2018-2023 Strategic Plan, and

1 Cal Poly 2018-2023 Strategic Plan - <http://strategicplanning.calpoly.edu/>

2 Academic Senate Resolution #ACS-812-6 - <https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1812&context=senateresolutions>

3 ASI Resolution #18-11 - http://www.asi.calpoly.edu/admin/img/updocument/1528739809_18-11_Resolution_Defining_Student_Success_in_Higher_Education-BODappr.pdf

FURTHERMORE
BE IT
RESOLVED:

The ASI Board of Directors strongly advocates university leadership to increase and prioritize content regarding sustainability within the Plan, and

FURTHERMORE
BE IT
RESOLVED:

The definition of Student Success, as outlined in ASI Board of Directors Resolution #18-11, should be included in the Cal Poly 2018-2023 Strategic Plan, as student success is one of the Plan's top priorities, and

FURTHERMORE
BE IT
RESOLVED:

As the official voice of the student body, the ASI Board of Directors should form an opinion on future University Strategic Plans prior to adoption and implementation, in addition to consultation from university leadership coordinating the development and implementation of the Plan, and

FURTHERMORE
BE IT
RESOLVED:

This resolution be sent to University President Jeffrey D. Armstrong, Cal Poly Vice President for Student Affairs Keith Humphrey, Academic Senate Chair Dustin Stegner, and University President's Cabinet

Certified as the true and correct copy,
in witness thereof, I have set my hand
and Seal of the San Luis Obispo Cal
Poly Associated Students, Inc. this
_____ day of _____, 2018.

ADOPTED at the regular meeting of
the Board of Directors at San Luis
Obispo Cal Poly Associated Students,
Inc. this ____ day of _____ 2018.

Attest:

ASI Secretary

Signed:

ASI Chair of the Board

Signed:

ASI President

Authored By:

Sarah Downing, College of Engineering

Roman Waskiewicz, College of Agriculture, Food, and Environmental Science

Appendix



CAL POLY

DRAFT

Strategic Plan 2018- 2023

Brief Version (11/5/18)

Foundations

The Strategic Plan for Cal Poly is designed to provide direction for the future of the university through 2023. This plan is grounded in Vision 2022 as well as the Academic Plan for Enrollment and the Master Plan, as well as the university's mission, vision and values.

✦ Mission and Values

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

✦ Vision

Cal Poly will be recognized as the premier comprehensive polytechnic university, with an unmatched reputation for promoting Learn by Doing and nurturing student success.

As the premier comprehensive polytechnic university, Cal Poly will play a critical role in shaping the future of California through the professional contributions of its graduates, faculty and staff. Through their innovations, leadership and commitment to social and political inclusion, Cal Poly graduates, faculty and staff will improve their local communities and the broader world that their actions touch.

To achieve our vision Cal Poly will focus on student success by continuing to create and nurture a diverse and inclusive learning community. Student success is achieved only with faculty and staff success. The culture of success requires infrastructural strength, sustainable practices, local and state economic development and financial health.

Vision 2022. Introduced to the campus by President Armstrong in May of 2014, Vision 2022 provided the groundwork for the master-plan process and several divisional strategic plans. The following founding and guiding principles from Vision 2022 function as four dimensions along which strategic decisions will continue to be evaluated:

- Learn by Doing
- Student Success
- Excellence Through Continuous Improvement
- Comprehensive Polytechnic State University

These founding and guiding principles are the basis of the university's strategic plan, as are the vision's six strategic objective:

- Enhance student success
- Create a vibrant residential campus
- Increase support for the Teacher-Scholar Model
- Create a rich culture of diversity and inclusivity
- Secure the financial future of the university
- Develop a greater culture of transparency, collaboration, and accountability

✦ Learn by Doing

Conceived as a Learn by Doing institution in 1901, Cal Poly was described at the time by journalist Myron Angel as a school that would "teach the hand as well as the head." Today Cal Poly remains committed to its Learn by Doing philosophy, which the Academic Senate has defined in this way: "Learn by Doing is a deliberate process

whereby students, from day one, acquire knowledge and skills through active engagement and self-reflection inside the classroom and beyond it.”

Learn by Doing at Cal Poly takes many forms. Through curricular and co-curricular experiences faculty and staff work closely with students to meet learning objectives through experiential learning and provide opportunities for students to participate, often simultaneously, in discovery learning through problem solving. For many students, the capstone senior project, which was introduced to the curriculum in 1942, exemplifies the intentional blend of experiential and discovery learning that is the signature of Cal Poly’s Learn by Doing philosophy.

From the practice of the Learn by Doing philosophy emanates all success for faculty, staff, and students. Cal Poly students are motivated high-achievers who arrive with a commitment to a major, indicating that they have a clear vision of their academic and professional future, which they expect the university to support. The side-by-side Learn by Doing curriculum is designed to provide students with concrete experience in their majors and in general education from day one. Cal Poly faculty and staff have built programs that have positioned the university as one of the most selective public universities in the United States. Faculty hone their skills in the classroom, co-curricular activities, in their research and creative activities and through collaborations with each other.

✦ **Teacher-Scholar Model**

As practiced at Cal Poly, the Teacher-Scholar Model includes meaningful student engagement in faculty scholarly activity and inclusion of scholarship in teaching to create vibrant learning experiences for students. Scholarship is defined in general terms as the scholarships of discovery, application, integration, and teaching/learning (Boyer, 1990), implemented in a discipline-specific manner while mindful of Cal Poly’s mission.

✦ **Student Success**

The outcome of Learn by Doing and the Teacher-Scholar Model is student success. Cal Poly is uniquely focused on the student experience, both inside and outside of the classroom. Most easily defined through the Graduation Initiative 2025, the system-wide effort to facilitate student retention and timely graduation, student success at Cal Poly comes to life at annual commencement ceremonies, but it is also vibrantly on display on the athletic fields, in community service activity throughout San Luis Obispo, in student leadership opportunities and in senior projects among many other examples.

Every person who works and supports Cal Poly is dedicated to student success. Our faculty and staff operate in a collective partnership designed to maximize each other's expertise in advancing the student experience. As we continue to remain focused on student success, we emphasize student needs and their success as a decision-making factor over all others.

Student success cannot happen without a commitment to creating the most inclusive campus climate possible. Every person, no matter the identities they have, must feel welcome and valued at Cal Poly. This element of student success is critical because, at our core, Cal Poly is a collection of focused human beings who thrive on the collective impact we have when we support each other and our larger goals.

♦ **Strategic Priority 1: Enhance the Success of All Cal Poly Students**

Goal 1A: Maintain and enhance Cal Poly's signature pedagogy of Learn by Doing.

Goal 1B: Assure that all students attain the knowledge, skills, and understanding to thrive in a diverse, evolving, and competitive environment.

Goal 1C: Ensure access to an excellent education for all California students by providing financial aid support for those with the greatest economic need.

Goal 1D: Improve first year and transfer student graduation rates and eliminate achievement gaps for all students to meet the goals of the CSU's Graduation Initiative 2025.

Goal 1E: Provide an additional high-impact experience for every undergraduate student¹.

♦ **Strategic Priority 2: Cultivate the Excellence of All Employees**

Goal 2A: Recruit and retain the best employees.

Goal 2B: Foster inclusive and excellent teaching practices through continued faculty development.

Goal 2C: Encourage innovative scholarship in all its forms — discovery, application, integration, and engagement, as well as teaching and learning.

Goal 2D: Promote professional development opportunities for all employees.

Goal 2E: Communicate and share more broadly the significant achievements of all employees.

✦ **Strategic Priority 3: Enrich the Campus Culture of Diversity, Equity, and Inclusion**

Goal 3A: Create an aligned and cohesive focus on diversity and inclusion across the university.

Goal 3B: Create and sustain a more diverse, equitable, and inclusive university community that reflects and serves the diverse people of California.

Goal 3C: Prepare all students for their future through an education that includes diversity learning and reflects the principles of Inclusive Excellence¹.

Goal 3D: Further develop a campus climate that reflects the values of diversity, equity, and inclusion, as well as free inquiry and mutual respect.

✦ **Strategic Priority 4: Strengthen our Portfolio of Academic Programs**

Goal 4A: Make the General Education program a distinctive, mission-driven experience that prepares students for their personal and professional lives.

Goal 4B: Develop innovative and sustainable undergraduate degree programs that meet the present and future needs of society and industry.

Goal 4C: Pursue innovative and sustainable initiatives in graduate, post-baccalaureate, and alternative academic programs that build on the university's mission and expertise.

Goal 4D: Address real-world problems, such as environmental sustainability, through interdisciplinary and international experiences, as well as, community and industry partnerships.

✦ **Strategic Priority 5: Create an Engaged, Vibrant, and Healthy Community for Students**

Goal 5A: Encourage the development of an ethos of individual social responsibility in every student.

Goal 5B: Ensure that all students engage in effective, out-of-the-classroom experiences that prepare them for a life-long relationship with Cal Poly.

Goal 5C: Create the extracurricular facilities and co-curricular programs anchored in Learn by Doing that create a vibrant residential campus community.

Goal 5D: Cultivate a campus environment that emphasizes all aspects of personal and community wellbeing.

♦ **Strategic Priority 6: Leverage Data and Technology to Support the Institution's Mission**

Goal 6A: Create a robust technological experience that enables engagement within and beyond the borders of campus, connects people with university data and resources, and provides a secure, stable and modern technological ecosystem.

Goal 6B: Build relationships locally, nationally and globally to showcase the power of collaboration, support and advance the university's mission, and create alignment in the vision, priority, and pace of campus initiatives.

Goal 6C: Enable student success by creating a digital environment that empowers learning, teaching, and living at Cal Poly, while supporting the engagement of and alumni and prospective students.

♦ **Strategic Priority 7: Secure Our Future by Improving Finances, Facilities, and Systems**

Goal 7A: Ensure the economic viability of the institution through a **resilient and sustainable business model**, including public and private partnerships **that enhance revenue**.

Goal 7B: Foster a robust culture of philanthropy that allows the university to generate private gifts in support of institutional goals.

Goal 7C: Develop and maintain facilities that promote a sense of pride and confidence in the campus environment.

Goal 7D: Ensure the **sustainability** of the whole campus environment by making it smart, resilient, and carbon neutral.

Goals 7E: Ensure transparency of operations through clear and frequent communications at all levels.

2018-2023 Strategic Plan Implementation

The President's Cabinet will serve as the Steering Committee for the Strategic Plan and will oversee all aspects of the development and implementation of the plan. This includes prioritizing the implementation of goals, obtaining resources to achieve success, and making modifications to the plan as unforeseen conditions arise. Many goals will have natural overlap in tactics, and this consistency and focus is positive. The Steering Committee will ensure that where overlap exists, collaboration is occurring.

Each aspect of the plan will have an Executive Champion and a Senior Sponsor(s). Executive Champions are members of the President's Cabinet who will assume responsibility for selecting senior sponsors for the goals, establishing timelines for implementing the goals, and determining the metrics of success for each goal.

Executive Champions, with the support of the Senior Sponsor(s) will also be required to report on an annual basis the status of implementation and progress towards success metrics for each goal under their responsibility, and the university will provide a comprehensive and transparent update on the progress made under this plan.

Senior Sponsors are members of university leadership with expertise relevant to the goal and are charged with creating cross-divisional/college implementation teams that do the work of operationalizing the goal towards success, convening their teams, and making recommendations to President's Cabinet or other appropriate group when obstacles prevent achieving success or the context has shifted requiring a change in the goal.

Senior Sponsors report to the Executive Champion(s) for their goal and provide regular reporting on the progress of the implementation team.

EDES.406 Students Responses to the October 25, 2018 "Strategic Plan Forum"

Our Edes.406 "Sustainable Environments" class asks students to attend 10 hours of outside class activities selected from a menu and then write about their experiences in these activities and relate them to class materials. The Cal Poly Strategic Plan Forum, October 25th, 2018, was one of those outside class activities we offered. Eight students attended. Here's what they wrote about it.

Anaya

Campus represents its own community and the vision for that community is reflected in our campus strategic plan. Cal Poly hosted a forum where they requested student input. The hosts were not ready for specific implementation recommendations, but they did address the plan for more on-campus housing. Cal Poly just finished the dorms located at the entrance of Grand Ave and rent for a double room is \$9,085/year. For the 9 months we are in school that averages out to \$1,000/month. The environmental implications that they mentioned were that less students would drive to campus but how can we encourage a diverse student body with such high housing prices? We discussed in class how inequity is instability and this is prevalent in college students trying to pay tuition and rent. This should be considered when the University is planning its new housing project.

Anderson

I had another opportunity to witness student involvement in local decisions when I attended the Cal Poly Strategic Plan Forum. Unfortunately, there was very minimal attendance, and even less so from the student population. Although some students attending the forum attempted to ask questions and provide comments, the speakers were not responsive and often responded with unrelated information which seemed like a tactic to distract and deflect their questions. Although this was event was not a success in terms of incorporating student involvement in campus it did however highlight the need for stronger student involvement. If the event were better advertised and times made available to students, I believe there would have been a much more significant turn out.

Bullen

I attended the Cal Poly Strategic Plan forum, and was encouraged to hear other students voicing similar concerns as mine regarding campus energy use, waste, resiliency and water use [8]. Although the setbacks in the climate movement have been discouraging lately, it is encouraging to see the passion so many others have for climate justice, and the significant strides we have made in technology, planning, and awareness in the past few years.

Elliott

I thought it was really interesting to hear about the plan for Cal Poly at the Strategic Plan Forum. They did not really mention sustainability which I thought was interesting since this strategic plan will alter the future of our school and represent what we value as a campus and a community. I also think this will affect how students at our university think and how aware they are of sustainability principles. The goal of the master plan is to bring more students onto campus by providing more on campus housing for students. This will require more land use as well as circulation on and around campus to be better thought out. As someone who was born in San Luis Obispo and lived here, I am upset with the way they are using the learn by doing philosophy as a way to justify the components of the plan without considering the history of the area and in how trying to fit multitudes of students here will ultimately affect the city of SLO and how it once used to be regarded as a small town. I just feel like with the plan there is no regard for sustainability or what will happen in the future, it is all intended for the purpose of exploitation to bring in more money, but it will ruin the integrity of SLO. This relates to the topics discussed in class of land use and natural resources. This also similarly relates to the issue with corporations exploiting resources which in this case is land, for the purpose of bringing in more money.

Klaparda

The Cal Poly Strategic Plan provides a five year road map to achieve the President's vision for the campus, unifies the campus under a set of shared priorities, and assists in prioritizing campus resources. Being a student in Planning, this approach to Planning was unique in that it was not for the built environment, but for the academic campus community as a whole. Nonetheless, this forum maintained that the planning process is iterative and will be updated to accommodate for the ongoing and changing needs of the Cal Poly community. While this particular plan does not directly address sustainability and sustainable practices like the Cal Poly Master Plan, the ultimate goal of the Cal Poly Strategic Plan is to provide a fabric and guide for future campus improvements and investment.

Marer

Another field trip I went on was the Cal Poly Strategic Plan Open Forum. This was presented as a time for the campus to discuss and give feedback on the school strategic plan draft before going to the president's office for approval, but we were met with more pushback than answers. Myself and a couple others in the EDES 406 class were present during the presentation to bring

up various sustainability concerns as well as other topics. When questions were asked at this forum, I found that they were never fully answered because either the presenters, Keith Humphrey and Bruno Gilberti, did not know the answer or they gave an answer somewhere along the lines that the questions being asked were not good and valid questions. We brought up concerns that there was not much in their campus goals relating to aiding in a more sustainable future and wanted to know how much they plan to contribute towards these efforts. Especially with climate change and emissions being a global issue, individuals can do a lot to change their habits, but a large organization such as Cal Poly can do even more to limit their emissions and contributions to climate change. Especially with the recent release of the IPCC 2018 report, we need to act fast to be able to slow rising temperatures, so we need to make sure that the university is including these types of goals and statements in their plan. This showed me how much students need to pay more attention and become more involved in the operations of the university to influence where we want to see this place, where we have invested so much money to, go in the future. If we don't have our voices heard now it could lead to larger issues for future generations.

Ohannessian

This feeling was reinforced on Halloween when guest speakers educated us about the power of measure G. Although the measure may not have passed, seeing good people work hard for the betterment of their community gave me hope that good things happen when people work together. A few students tried to practice this theory during the Cal Poly Strategic Plan Forum, but miserably failed due to the lack of presence on the students' behalf. The proposed plan had little to no consideration of sustainability and when the few students who attended the forum tried to ask questions one of the presenters, Bruno Giberti, would respond with long and drawn out explanations unrelated to the questions. Overall, this event was proof that the only way to see positive change and sustainable practices within our community is through strong student involvement. The Food Day Festival on Dexter lawn portrayed good examples of the endless possibilities when students band together. The booths at the event displayed, on campus gardens available for student use, bicycle powered blenders, environmental education clubs, and deliverable organic produce options. These were a few examples of the power of student initiatives.

Yee

Of the field trips that I attended, I felt that the actions discussed in the Cal Poly Strategic Plan resonated with me the most. The plan provided guidelines for years to come that alluded to a more sustainable future, which included a zero waste and zero emission campus. The strategic plan spelled out the specifics in the hierarchy of who would be in charge of what and the levels of accountability for the implementation of the plan. The plan was discussed from a project and actions stand point by the students that attended this meeting, however the thing that was lost in the discussion was the use of the plan at a holistic level. We forget that the plan, once made will direct the steps we take, and the methods used to get there. As a planner I believe that plans are necessary because without them we often lose sight of the end goal and I would hope that we can get to the point where "We as citizens, leaders, and consumers have the opportunity to help integrate these solutions into governmental policy and everyday living (Conners, et al., 2008)." While the work being done on campus isn't as grand as a government level change, I think participating and speaking up is a huge part of getting to the next stage which is action.

Statement on Sustainability <http://catalog.calpoly.edu/universitypolicies/>

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.

For more information on sustainability at Cal Poly see [Sustainability Practices](#).



Sustainability (/sustainability/)

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Guiding Principles

Cal Poly is committed to leadership in sustainability in both academics and operations. The University's efforts in this area are guided by the following principles and policies.

2014 CSU Sustainability Policy

(<https://www2.calstate.edu/impact-of-the-csu/sustainability/>)

May 2014, the CSU Board of Trustees, with Governor Brown in attendance, adopted the first CSU system-wide Sustainability Policy. The Policy aims not only to further reduce the environmental impact of construction and operation of buildings, grounds, and infrastructure, but to integrate sustainability across the curriculum. Cal Poly's polytechnic, hands-on, Learn By Doing approach is uniquely positioned to educate the leaders, problem solvers, and decision makers that will battle the effects of climate change. The CSU Sustainability Policy established goals to:



- Reduce greenhouse gas emissions to 1990 levels by 2020
- Reduce greenhouse gas emissions 80% below 1990 levels by 2040
- Procure 33% of energy supply from renewable sources by 2020
- Increase on-site energy generation from 44 to 80 MW by 2020
- Reduce per-capita landfill waste 50% by 2016 and 80% by 2020
- Reduce water use 10% by 2016 and 20% by 2020
- Promote use of alternative fuels and transportation programs
- Procure goods that are recycled, recyclable, or reusable
- Procure 20% local/organic/free trade food by 2020
- Integrate Sustainability across the curriculum

Cal Poly has already achieved the goals of reducing GHG emissions below 1990 levels, and has reduced its water use by 31% since 2013, five years ahead of the CSU mandate. Initiatives are underway to make progress toward all other goals of the CSU Policy.

AASHE STARS

(<https://stars.aashe.org/institutions/california-polytechnic-state-university-ca/report/2017-02-16/>) In March 2016, Cal Poly adopted the AASHE (Association for the Advancement of Sustainability in Higher Education) STARS (Sustainability Tracking, Assessment, and Rating System) as a framework for implementation, measurement, and improvement of sustainable practices across the entire University. The voluntary point-based rating system measures sustainability performance in the areas of Curriculum and Research, Campus and Community Engagement, Operations, and Planning and


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Administration. Cal Poly has earned a STARS Silver Rating in recognition of its sustainability achievements. The Cal Poly's STARS report is publicly available here. (<https://stars.aashe.org/institutions/california-polytechnic-state-university-ca/report/2017-02-16/>)

Second Nature Climate Leadership Commitment

(<https://secondnature.org/climate-guidance/the-commitments/>) California AB32, the Global Warming Solutions Act of 2006, set groundbreaking goals for the state to reduce greenhouse gas emissions to 1990 levels by 2020, and 80% below 1990 levels by 2050. The CSU chose to go beyond state mandates in its 2014 Sustainability Policy, aiming to reduce GHG emissions to 80% below 1990 levels by 2040 – ten years ahead of the state goal. Greenhouse gas emissions are broken down into three categories:



- Scope 1 – Direct on-site emissions (combustion of fossil fuel, fleet vehicles, ag ops, refrigerants)
- Scope 2 – Emissions from purchased utilities (electricity, water)
- Scope 3 – Emissions not under direct control (commuting, business travel, waste water, solid waste)

Under CSU Policy, campuses are responsible to quantify and reduce their Scope 1 and 2 emissions to reach the 2020 and 2040 goals. Campuses that have signed the Second Nature Climate Leadership Commitment are also responsible to reduce Scope 3 emissions as part of Climate Action Plans to achieve neutrality as soon as possible. For Earth Day of 2016, President Armstrong made Cal Poly a Charter Signatory to the Climate Leadership Commitment, establishing a goal for Cal Poly to achieve net zero emissions from all sources by 2050.

The Climate Commitment also requires Cal Poly collaborate with local government to achieve Climate Resilience – preparing not only buildings, grounds and infrastructure, but programs and support services to withstand the increasing effects of climate change, such as:

- Sea level rise, extended drought, fire, flood, and extreme temperatures
- Loss of biodiversity, invasive species, and infectious disease
- Disruption of water and energy supply, overloading of community and emergency services

Climate Action Plan

Created over the 2015–2016 academic year in collaboration between Facilities Management and Development and Cal Poly's City and Regional Planning Department, Cal Poly's Climate Action Plan (PolyCAP) was written by a team of 27 senior and graduate students in the CRP 410/411 studio. Many of the proposed strategies are already underway or have been completed ahead of schedule, such as Cal Poly's 4.5 MW solar farm. Data shows the university has already reduced greenhouse gas emissions to pre-1990 levels, five years ahead of the state mandate, in spite of 100 percent growth in building square footage and on-campus housing since that time.



Fundamental to the PolyCAP is development of high performance building standards that seek to maximize energy and water efficiency while minimizing life cycle cost. Cal Poly has adopted the Climate and Energy Scenario Analysis Tool created by UC Santa Cruz to help drive prioritization of the capital plan.

Download Poly CAP documents:

- [Cal Poly Climate Action Plan \(Poly CAP\)](#)
- [Poly CAP Background Report](#)

- [Cal Poly CSU Background Report](#)
- [Comprehensive Transportation Survey](#)
- [GHG Inventory](#)
- [GHG Dashboard \(.\\docs\\Poly CAP\\Forecast_PolyCAP GHG Inventory Master Sheet Forecast Final 4.26.17.xlsx\)](#)

The greenhouse gas inventory showed that Cal Poly has already reduced its Scope 1, 2, and 3 emissions below 1990 levels, five years before the policy mandate, and in spite of 100% growth in buildings and on-campus housing over that period. The inventory also showed that over 50% of Cal Poly's emissions are produced by commuting, reinforcing the need to continue investing in alternative transportation programs and on campus housing.

White House Pledge - American Campuses Act on Climate Change

(<https://obamawhitehouse.archives.gov/the-press-office/2015/12/11/american-campuses-act-climate>)

In November 2015, Cal Poly, the CSU, and over 300 other universities signed the White House pledge "American Campuses Act on Climate Change" to amplify the voice of the higher education community in advance of the United Nations COP21 climate negotiations in Paris, and inspire world leaders to commit to action on climate change. In addition to



supporting the Paris conference, the CSU committed to reducing carbon emissions from energy use and transportation, increasing on-site generation of clean renewable energy, and utilizing campuses as living laboratories to educate the climate change leaders of the future.

Executive Order 987

Cal Poly operates under Executive Order 987, which is the CSU Policy Statement on Energy Conservation, Sustainable Building Practices, and Physical Plant Management. The Cal Poly policy sets minimum efficiency standards for new construction and renovations, and establishes operating practices intended to insure CSU buildings are used in the most energy efficient and sustainable manner possible while still meeting the programmatic needs of the University. Read

the FMD policy on personal heaters, fans, and refrigerators, Energy Star procurement and temperature ranges for buildings here (PDF). The entire text of Executive Order 987 may be viewed at: <http://www.calstate.edu/eo/EO-987.html> (<http://www.calstate.edu/eo/EO-987.html>)

Cal Poly Energy Policies

These policies and procedures are intended to provide guidance to Facility Managers and the campus community regarding acceptable building temperatures, efficient building operations, procurement and use of Energy Star appliances, criteria for justification of air conditioning, and design and operation of energy efficient air conditioning systems. Cal Poly adheres to [Executive Order 987 for Building Users](#) and follows strict [Air Conditioning Project Procedures](#).

Energy Use Index

Energy use is the primary metric used by the CSU to track progress toward energy conservation goals. Sometimes referred to as Energy Use Index, this metric represents total annual energy use (electricity and natural gas combined – both purchased and generated on site) per square foot of building space, measured in British Thermal Units (BTU) per Square Foot, or BTU/sf. To normalize this metric between different CSU campuses, the square footage is adjusted to prorate or remove buildings and structures that are very low or zero energy users, such as parking structures, stadiums, and farm buildings such as barns and storage sheds. The last two CSU Executive Orders on energy and sustainability (EO917 in 2004, and EO987 in 2006) established goals to reduce BTU/sf by 15% over two consecutive five year periods. Cal Poly has met or exceeded these goals.

California AB32 & California Climate Action Registry

[California Assembly Bill 32](#) (<https://www.arb.ca.gov/cc/ab32/ab32.htm>), the Global Warming Solutions Act, seeks to mitigate global climate change by reducing emissions of known greenhouse

Solutions Act, seeks to mitigate global climate change by reducing emissions of known greenhouse gases, primarily carbon dioxide. The bill, signed into law in 2006, establishes a goal of reducing California's greenhouse gas emissions to 1990 levels by the year 2020, then reducing emissions to 80% below that level by 2050. This is to be accomplished by a combination of energy efficiency measures and generation of energy from non-polluting and renewable resources.

Cal Poly and the California State University are members of the [California Climate Action Registry](http://www.theclimaterestory.org/) (<http://www.theclimaterestory.org/>), a voluntary program for reporting and tracking greenhouse gas emissions, and the reductions necessary to meet AB32 goals.

Talloires Declaration

Composed in 1990 at an international conference in Talloires, France, the declaration is the first official statement made by university administrators of a commitment to environmental sustainability in higher education. [The Talloires Declaration is a ten-point action plan](http://ulsf.org/talloires-declaration/) (<http://ulsf.org/talloires-declaration/>) for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at colleges and universities. Cal Poly became a signatory of the Talloires Declaration in 2004. With the leadership of President Warren Baker, the passionate commitment of faculty, staff, and students, and the ongoing work of two University Sustainability Committees, significant progress has been made on all ten points of the action plan.



Sustainability

1 Grand Ave, [Building 70 Room 117](https://maps.calpoly.edu/place/bldg-070-0/@35.3035962,-120.6692060,15.2z) (<https://maps.calpoly.edu/place/bldg-070-0/@35.3035962,-120.6692060,15.2z>), San Luis Obispo, CA 93407

Phone: 805-756-5397
sustainability@calpoly.edu (<mailto:sustainability@calpoly.edu>)

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Popular Links

University Dining Sustainability
<http://calpolydining.com/sustainability/>

University Housing
 Sustainability
<http://www.housing.calpoly.edu/content/sustainability>

CAFES Center for Sustainability
<http://sarc.calpoly.edu>

Sustainable Commuting Options
</parking/commutingtocampus/>

Campus Wellbeing
<https://hcs.calpoly.edu/campus-wellbeing>

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AASHE STARS

To participate in STARS, you will need to identify which credits you will be pursuing and collect the required information from campus stakeholders. Credits are organized into the following categories and detailed in the [STARS Technical Manual](#):

- Academics (AC): Curriculum, Research
- Engagement (EN): Campus Engagement, Public Engagement
- Operations (OP): Air & Climate, Buildings, Energy, Food & Dining, Grounds, Purchasing, Transportation, Waste, Water
- Planning & Administration (PA): Coordination & Planning, Diversity & Affordability, Investment & Finance, Wellbeing & Work
- Innovation & Leadership (IN)

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	A	B	C	D	E	F	G	H	I	J	K
1	To save this sheet for editing, select "File > Download as..." (Excel users) or "File > Make a copy" (Google Drive users).										
2	Category	Subcategory	Credit Number and Title		Points available	Applicable to:	Minimum requirement	Requires completion of a separate inventory, assessment or survey?	Timeframe	Pursuing? (Yes, No, N/A)	
3		Institutional Characteristics	IC 1	Institutional Boundary	Required	All institutions.	Institution has defined the boundary to be used for its STARS report.		Most recent data available within the three years prior to the anticipated date of submission.		
4			IC 2	Operational Characteristics	Required	All institutions.	Institution has current operational data (e.g. campus area, gross square feet/metres of floor area, endowment size).		Most recent data available within the three years prior to the anticipated date of submission.		
5			IC 3	Academics and Demographics	Required	All institutions.	Institution has current demographic data (e.g. FTE enrollment, FTE employees, number of people living on-campus).		Most recent data available within the three years prior to the anticipated date of submission.		
6	Academics (AC)	Curriculum	AC 1	Academic Courses	14	All institutions.	Institution conducts an inventory to identify its sustainability course offerings.	Yes	Most recent data available within the three years prior to the anticipated date of submission.		
7			AC 2	Learning Outcomes	8	All institutions that have degree programs.	Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes.		Most recent data available within the three years prior to the anticipated date of submission.		
8			AC 3	Undergraduate Program	3	All institutions that have undergraduate majors, academic programs, or the equivalent.	Institution offers at least one sustainability-focused, undergraduate-level major, degree program, minor or concentration.		Current program status and offerings as of the anticipated date of submission.		
9			AC 4	Graduate Program	3	All institutions that offer at least 25 distinct graduate programs.	Institution offers at least one sustainability-focused, graduate-level major, degree program, minor, concentration or certificate.		Current program status and offerings as of the anticipated date of submission.		
10			AC 5	Immersive Experience	2	All institutions that offer immersive educational programs.	Institution offers at least one immersive, sustainability-focused educational study program.		Programs offered during the three years prior to the anticipated date of submission.		
11			AC 6	Sustainability Literacy Assessment	4	All institutions.	Institution conducts an assessment of the sustainability literacy of its students.	Yes	Most recent data available within the three years prior to the anticipated date of submission.		
12			AC 7	Incentives for Developing Courses	2	All institutions.	Institution has an ongoing program that offers incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments.		Programs or incentives offered within the three years prior to the anticipated date of submission.		
13			AC 8	Campus as a Living Laboratory	4	All institutions where students attend the physical campus.	Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus.	Yes	Projects and initiatives currently in progress or conducted within the three years prior to the anticipated date of submission.		
14		Research	AC 9	Research and Scholarship	12	All institutions where research is considered in faculty and/or staff promotion or tenure decisions.	Institution conducts an inventory to identify its sustainability research activities and initiatives.	Yes	Most recent data available within the three years prior to the anticipated date of submission.		
15			AC 10	Support for Research	4	All institutions where research is considered in faculty and/or staff promotion or tenure decisions.	Institution has programs to encourage and/or support sustainability research.		Active programs and policies, and incentives offered within the three years prior to the anticipated date of submission.		
16			AC 11	Open Access to Research	2	All institutions where research is considered in faculty and/or staff promotion or tenure decisions.	Institution has a formally adopted open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.		Current policies and programs as of the anticipated date of submission.		
17	Engagement (EN)	Campus Engagement	EN 1	Student Educators Program	4	All institutions that have students enrolled for credit.	Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for students (sometimes known as an "Eco-Reps" program).		Current program status and offerings as of the anticipated date of submission.		
18			EN 2	Student Orientation	2	All institutions that hold student orientation.	Institution includes sustainability prominently in its student orientation activities and programming.		Activities from the most recent semester (or equivalent), the most recent year, or the three years prior to the anticipated date of submission.		
19			EN 3	Student Life	2	All institutions.	Institution has co-curricular sustainability programs and initiatives.		Currently available programs and events that occurred during the three years prior to the anticipated date of submission.		
20			EN 4	Outreach Materials and Publications	2	All institutions.	Institution produces outreach materials and/or publications that foster sustainability learning and knowledge.		Currently used outreach materials and publications as of the anticipated date of submission.		
21			EN 5	Outreach Campaign	4	All institutions.	Institution holds at least one sustainability-related outreach campaign directed at students and/or employees that yields measurable, positive results in advancing sustainability.		Most recent campaign(s) for which data is available within the three years prior to the anticipated date of submission .		
22			EN 6	Assessing Sustainability Culture	1	All institutions.	Institution conducts an assessment of campus sustainability culture that focuses on sustainability values, behaviors and beliefs.	Yes	Most recent data available within the three years prior to the anticipated date of submission.		
23			EN 7	Employee Educators Program	3	All institutions.	Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.		Current program status and offerings as of the anticipated date of submission.		
24			EN 8	Employee Orientation	1	All institutions.	Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees.		Activities from the most recent 1, 2 or 3 years prior to the anticipated date of submission.		
25			EN 9	Staff Professional Development	2	All institutions.	Institution's staff participate in sustainability training or professional development opportunities that are provided or supported by the institution.		Current program status and offerings and training and professional development activities that occurred within the three years prior to the anticipated date of submission.		
26		Public Engagement	EN 10	Community Partnerships	3	All institutions.	Institution has one or more formal community partnership(s) with school districts, government agencies, nonprofit organizations, NGOs, businesses and/or other external entities, to work together to advance sustainability.		Current partnerships and/or partnerships that were active during the three years prior to the anticipated date of submission.		
27			EN 11	Inter-Campus Collaboration	3	All institutions.	Institution collaborates with other colleges and universities to support and help build the campus sustainability community.		Current membership status and collaborations that were active during the three years prior to the anticipated date of submission.		
28			EN 12	Continuing Education	5	All institutions that offer continuing education or community education programs.	Institution offers continuing education courses that address sustainability and/or has at least one sustainability-themed certificate program through its continuing education or extension department.	Yes	Most recent data available from within the three years prior to the anticipated date of submission and current program status and offerings.		
29			EN 13	Community Service	5	All institutions that have undergraduate students.	Institution has data on student engagement in community service.		Most recent annual data available during the three years prior to the anticipated date of submission.		
30			EN 14	Participation in Public Policy	2	All institutions.	Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability.		Efforts that took place during the three years prior to the anticipated date of submission.		
31			EN 15	Trademark Licensing	2	All institutions whose logo is trademarked and appears on apparel and that are eligible for FLA and/or WRC membership.	Institution is a member of the Fair Labor Association (FLA) or the Worker Rights Consortium (WRC).		Current participation status as of the anticipated date of submission.		
									Most recent data available from the three years prior to the anticipated date of submission.		

2	Category	Subcategory	Credit Number and Title		Points available	Applicable to:	Minimum requirement	Requires completion of a separate inventory, assessment or survey?	Timeframe	Pursuing? (Yes, No, N/A)
32	Operations (OP)	Air & Climate	OP 1	Greenhouse Gas Emissions	10	All institutions.	Institution has conducted a greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions.	Yes	Most recent data available from the three years prior to the anticipated date of submission and data from a baseline year.	
33			OP 2	Outdoor Air Quality	1	All institutions.	Institution has 1) adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus and/or 2) completed an inventory of significant air emissions from stationary sources on campus.		Current programs, policies and practices and inventories of annual emissions completed or updated within the three years prior to the anticipated date of submission.	
34		Buildings	OP 3	Building Operations and Maintenance	5	All institutions that have occupied building space that is eligible for certification under a green building rating system for existing buildings.	Institution owns and operates buildings that are 1) certified under a green building rating system for existing buildings (e.g. LEED O+M) or 2) operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies.		Current certification status of buildings as of the anticipated date of submission.	
35			OP 4	Building Design and Construction	3	All institutions that have new construction and renovation projects completed within the previous five years that are eligible for certification under a green building rating system for new construction.	Institution owns buildings that were constructed or underwent major renovations in the previous five years and are 1) certified under a green building rating system for new construction and major renovations (e.g. LEED BD+C) or 2) designed and built in accordance with formally adopted green building guidelines and policies.		Current certification status of buildings as of the anticipated date of submission.	
36		Energy	OP 5	Building Energy Consumption	6	All institutions.	Institution has data on grid-purchased electricity, electricity from on-site renewables, district steam/hot water, energy from all other sources (excluding transportation fuels), and gross square feet/metres of floor area.		Most recent data available from the three years prior to the anticipated date of submission and data from a baseline year.	
37			OP 6	Clean and Renewable Energy	4	All institutions.	Institution A) generates electricity from clean and renewable energy sources on campus, B) uses renewable sources for non-electric, on-site energy generation, C) catalyzes the development of off-site clean and renewable energy sources, or D) purchases the environmental attributes of electricity in the form of RECs, GOs, or renewable electricity from a certified green power purchasing option.		Most recent data available within the three years prior to the anticipated date of submission.	
38		Food & Dining	OP 7	Food and Beverage Purchasing	6	All institutions that have on-campus dining services operated by the institution or the institution's primary on-site contractor	Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have sustainability attributes.	Yes	Most recent data available within the three years prior to the anticipated date of submission.	
39			OP 8	Sustainable Dining	2	All institutions that have on-campus dining services operated by the institution or the institution's primary on-site contractor	Institution's dining services have programs and initiatives to support sustainable food systems and minimize food waste.		Current policies or programs as of the anticipated date of submission.	
40		Grounds	OP 9	Landscape Management	2	All institutions with managed grounds comprising one or more percent of the total area of the campus.	Institution's grounds include areas that are managed under 1) an Integrated Pest Management (IPM) program and/or 2) a sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.		Current programs and practices as of the anticipated date of submission.	
41			OP 10	Biodiversity	1-2	All institutions with managed grounds comprising one or more percent of the total area of the campus.	Institution conducts an assessment to identify endangered and vulnerable species and/or environmentally sensitive areas on institution owned or managed land.	Yes	Current programs and the most recent assessment(s) completed or updated within the five years prior to the anticipated date of submission.	
42		Purchasing	OP 11	Sustainable Procurement	3	All institutions.	Institution 1) has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, 2) employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water using products, systems and building components, or 3) has published sustainability criteria to be applied when evaluating products and services.		Current policies and practices as of the anticipated date of submission.	
43			OP 12	Electronics Purchasing	1	All institutions.	Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment.		Most recent data available as of the anticipated date of submission.	
44			OP 13	Cleaning and Janitorial Purchasing	1	All institutions.	Institution's main cleaning or housekeeping department and/or contractor purchases cleaning and janitorial paper products that are certified to meet multi-criteria sustainability standards.		Most recent data available as of the anticipated date of submission.	
45			OP 14	Office Paper Purchasing	1	All institutions.	Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.		Most recent data available as of the anticipated date of submission.	
46		Transportation	OP 15	Campus Fleet	1	All institutions that have a motorized vehicle fleet.	Institution supports alternative fuel and power technology by including in its motorized fleet vehicles that are hybrid, electric and/or alternatively fueled.		Most recent data available as of the anticipated date of submission.	
47			OP 16	Student Commute Modal Split	2	All institutions where students attend the physical campus.	Institution conducts a survey to gather data about student commuting behavior.	Yes	Most recent data available during the three years prior to the anticipated date of submission.	
48			OP 17	Employee Commute Modal Split	2	All institutions.	Institution conducts a survey to gather data about employee commuting behavior.	Yes	Most recent data available during the three years prior to the anticipated date of submission.	
49			OP 18	Support for Sustainable Transportation	2	All institutions.	Institution has implemented strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting.		Current programs, practices and plans as of the anticipated date of submission.	
50		Waste	OP 19	Waste Minimization and Diversion	8	All institutions.	Institution has data on the weight of materials recycled, composted, donated/re-sold, and disposed in a landfill or incinerator; and numbers of campus users.		Most recent data available from the three years prior to the anticipated date of submission and data from a baseline year.	
51			OP 20	Construction and Demolition Waste Diversion	1	All institutions that have conducted a major construction, renovation and/or demolition project in the three years prior to the anticipated date of submission.	Institution has diverted non-hazardous construction and demolition waste from the landfill and/or incinerator.		Most recent data available for a one-year period within the three years prior to the anticipated date of submission.	
52			OP 21	Hazardous Waste Management	1	All institutions.	Institution has strategies in place to 1) safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and minimize the presence of these materials on campus; and/or 2) recycle, reuse, and/or refurbish electronic waste.		Current programs as of the anticipated date of submission.	
53		Water	OP 22	Water Use	4-6	All institutions.	Institution has data on potable water use, total water use (potable and non-potable), numbers of campus users, gross square feet/metres of floor area, and area of vegetated grounds.		Most recent data available from the three years prior to the anticipated date of submission and data from a baseline year.	
54			OP 23	Rainwater Management	2	All institutions.	Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.		Current policies, plans, and/or strategies as of the anticipated date of submission.	
							Institution has at least one sustainability committee, office, and/or officer		Current sustainability committee composition and	



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Meeting Date: **February 26, at 3:10pm**

Minutes Recorded By: Jonathan Reich

Meeting Convened: **3:18pm****ATTENDANCE:**

☐ Bennett, Penny, CLA/AssocDean, Admin (EO)
☒ Braun, David, ElecEngr Faculty CENG
☐ Chiu, Yiwen, NRES Faculty CAFES
☐ Dumars, Jeffrey, FacPng VP/Adm&Fin Rep (EO)
☒ Elliot, Dennis, FacSvcs, VP/Adm&Fin Rep (EO)

☒ Fernsler, Jonathan, Physics Faculty CSM
☐ Moore, Rob, Student, ASI Rep (EO)
☒ Peters, Jason, English Faculty, CLA
☒ Reich, Jonathan (CH) Arch Faculty CAED
☐ Kylee Singh, Enrg&Sustain Admin(EO) (on leave)

☐ Winslow, Dianna CTLT VP Prog&Png Rep (EO)
☐ Vacant, faculty, OCOB
☐ Vacant, PCS Rep (EO)
☐ Vacant, Student, ASI Rep (EO)

APOLOGIES: Kylee Singh (on leave)

GUESTS:

QUORUM: Required attendance of committee for quorum is 7/12

Committee members present: 5Quorum?: ☐ Yes ☒ No**AGENDA:**

1. Review edits to Catalogue section "Sustainability Practices" <http://www.catalog.calpoly.edu/academicsupportandcampuslife/campuslife/sustainabilitypractices/> . (10 minutes) *Suggested to add links to CAFES Center for Sustainability and indicate # of SUSCAT courses as "...over ____ SUSCAT courses".*

2. Discussion: Today's presentation of our resolution re. Cal Poly's Strategic Plan to Academic Senate Exec. Comm. (30 minutes)
In light of President Armstrong's memo yesterday that the "Strategic Plan is considered final."

See: <http://strategicplanning.calpoly.edu> & <http://strategicplanning.calpoly.edu/wp-content/uploads/2018/09/Cal-Poly-Strategic-Plan-Draft-Extended-Version.pdf>

On 11/28/18, the ASI Board unanimously passed Resolution #19-02 regarding Cal Poly's Strategic Plan which included the resolved clause:
"The ASI Board of Directors strongly advocates university leadership to increase and prioritize content regarding sustainability within the Plan,"
 The rest of the resolution is instructive to read:

http://www.asi.calpoly.edu/admin/img/updocument/1543599432_19-02_Resolution_to_Support_the_Cal_Poly_2018-2023_Strategic_Plan_BODappr.pdf

What does the Draft California State University Sustainability Policy say? It's attached. (Winslow)

What do the AASHE STARS platinum rated universities' strategic plans say?

University New Hampshire: <https://stars.aashe.org/institutions/university-of-new-hampshire-nh/report/2018-02-27/PA/coordination-planning/PA-2/> & https://www.unh.edu/sites/default/files/departments/president/media/StrategicPlan_FINAL_052015.pdf

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The word "sustainability" did not appear in President Armstrong's **"Vision 2022."**

"President Armstrong presented Vision 2022 to the campus community in May of 2014. He prepared Vision 2022 after participating in many listening sessions with faculty, staff and students, consultations with the Academic Senate and Associated Students Inc. and discussions about Cal Poly's future with alumni and other stakeholders. Vision 2022 is an aspirational view of Cal Poly as the only comprehensive polytechnic university in the nation. It formed the basis for Academic Enrollment planning, Master Planning and today, for the Cal Poly Strategic Plan." <http://strategicplanning.calpoly.edu>

The word "sustainability" rarely appears in the **"Academic Plan"**:

- Once on P-12 of the "2014-15 Academic Plan Report: Analysis of Cal Poly's Future Leadership Opportunities and Preliminary Recommendations DRAFT Executive Summary, Revised September 4, 2015" related to "Emerging Fields and Integrated Learning" &
- Once in the classroom section in reference to Cal Poly's ULOs
- More often in the 1/23/15 PPT Presentation: http://guides.lib.calpoly.edu/ld.php?content_id=10532969

Cal Poly also has a **Climate Action Plan**. https://afd.calpoly.edu/sustainability/campus_resources/climate_action

How does this formally relate to the "Strategic Plan"? It's included in Goal 7D.

Does Cal Poly's new **Master Plan** formally incorporate the **Climate Action Plan**?

There was a wide -ranging discussion on the challenges of presenting to the Academic Senate Executive Committee.

There were no volunteers to accompany JReich to the Academic Senate Executive Committee meeting to present the resolution.

3. Review Courses for SUSCAT: Develop a plan for updating SUSCAT with the new courses approved this catalogue cycle.

- 4. Other news / business:**
- Future direction of ASSC in moving initiatives forward:
 - Re. specific incentives for efforts that advance CSU & Cal Poly sustainability policies in ARPT, Prof. Pete Schwartz forwarded recommendation from Physics Sustainability Committee:
 - Progress on "SUSCAT filter on PASS" initiative (Braun)
 - Discuss issue of Including Sustainability in Faculty Recruitment

HANDOUTS:

- Check out CSU Sustainability Report: <https://www2.calstate.edu/impact-of-the-csu/sustainability/Documents/2014-17-Sustainability.pdf>

MEETING(s) ADJOURNED: **4:00pm**

ASSC Winter Quarter 2019 Meetings: (Meetings to be held in #05-201A)

- 2:10pm Tues. Jan. 22 - ~~Bennett, Braun, Dumars, Elliot, Moore, Peters, Winslow, JReich (8) (4)~~
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- 3:10pm Tues. Feb. 26 - ~~Bennett, Braun, Dumars, Elliot, Fernsler, Peters, JReich (7) (5)~~
- 2:10pm Tues. Mar. 5 - ~~Bennett, Braun, Elliot, Moore, Peters, Winslow, JReich (7)~~ **CANCELED IN FAVOR OF JOINT ASSC / SAC MTG. 3/21**
- 11:10am Thurs. Mar. 21 - Joint Meeting of Academic Senate Sustainability Committee(ASSC) w/ Sustainability Advisory Committee SAC)

Academic Senate Sustainability Committee 2018-2019: (Note the vacancies)

Name	Department	College/Unit	Office	email@calpoly.edu	Exp Term
Bennett, Penny	CLA/AssocDean	Admin	62408	pkbennet	EO (Acad.Dean)
Braun, David	Elec. Engrg	CENG	61464	dbraun	2020
Chiu, Yiwen	NRES	CAFES	62972	yichiu	2019
Dumars, Jeffrey	FacPlang	Admin	66588	jdumars	EO (Dir/FacPlng)
Elliot, Dennis	FacSrvcs/Enrg,Ut&Sustain	Admin	62090	delliot	EO (VP/Adm&Fin))
Fernsler, Jonathan	Physics	CSM	62438	jfernslr	2020
Moore, Rob	Student	ASI	61281	rmoore30	EO (ASI)
Peters, Jason	English	CLA	62862	jpeter65	2020
Reich, Jonathan (CH)	Arch	CAED	805-801-8848	jreich	2019
Singh, Kylee	Enrg,Ut&Sust	Admin	65397	klsingh	EO (Enrg,Ut&Sust)
Winslow, Dianna	CTLT	Admin	67526	dwinslo	EO (VP Acad Prog&Plng)
Vacant	-----	OCOB	-----	-----	2020
Vacant	-----	PCS	-----	-----	2019
Vacant,	Student	ASI	-----	-----	EO (ASI)

Cal Poly Sustainability Learning Objectives ("SLOs"):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
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Academic Senate Resolution 688-09 approved by President Baker June 22, 2009

ASSC Committee Charges for 2018-19:²**Responsibilities:**

The Sustainability Committee shall inform and support the activities of other committees whose scope encompasses environmental responsibility. The Sustainability Committee shall make recommendations to the Academic Senate, as appropriate, regarding the provisions of the Talloires Declaration (AS-622-04) and the CSU Sustainability Policy.

Charges:

- Develop and pilot more SLOs assessments. Ongoing
- Respond to AS-787-14
 1. Review new courses in the 2017-2019 catalog for SUSCAT. Fall 2018
 2. Encourage faculty to teach sustainability in new and existing courses. Ongoing
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability. Ongoing
- Develop procedures to identify sustainability courses in catalog and on PASS. Fall 2018
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 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, prompt the development of sustainable products and services, and foster economic development.
- Support campus efforts to improve Cal Poly's AASHE STARS certification credits. Ongoing
- Work with students to better integrate approaches to sustainability inside and outside the classroom curriculum. Ongoing
- Follow up the April 2017 Sustainability Charrette Action Items. Fall 2018
 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
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³ <http://secondnature.org/wp-content/uploads/2015/09/Climate-Commitment-Second-Nature.pdf>

(2/27/19 Edits For 2019–2021 catalogue)

Sustainability Practices

Climate change poses challenges to society unseen in human history. We are at a crossroads in which the disciplines of business, politics, public policy and technology must collaborate to drive innovation and implement real solutions. As a comprehensive polytechnic university, Cal Poly is uniquely positioned to educate and inspire the next generation of leaders, innovators, and decision makers who will confront this challenge. That is why I chose to commit Cal Poly to achieve net zero greenhouse gas emissions by 2050 and integrate these efforts into curriculum, research, and student experience through Learn by Doing. Our children and grandchildren deserve no less. – Jeffrey D. Armstrong President Cal Poly San Luis Obispo, California

In March 2016, Cal Poly adopted the AASHE (Association for the Advancement of Sustainability in Higher Education) STARS (Sustainability Tracking, Assessment, and Rating System) as a framework for implementation, measurement, and improvement of sustainable practices across the entire university. The data collection and certification process finalized in February of 2017 earned Cal Poly a silver rating. The full report appears online: <https://stars.aashe.org/institutions/california-polytechnic-state-university-ca/report/2017-02-16/>. The voluntary point-based rating system measures sustainability performance in the categories of Curriculum and Research, Campus and Community Engagement, Operations, and Planning and Administration further detailed below:

Please see [University Policies](#) for Cal Poly's Statement on Sustainability.

Curriculum and Research

Cal Poly seeks to **educate for environmentally responsible citizenship**. Literacy in sustainability begins with a student's first on-campus experience through presentations and modeled sustainable activities such as zero waste meals. Students may elect to fulfill general education and major requirements by enrolling in almost 200 sustainability focused or related courses. See <http://suscat.calpoly.edu/>. Students wishing to specialize in various aspects of sustainability may choose from more than a dozen minors.

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In 2009, the Academic Senate proposed and the University accepted the addition of Sustainability Learning Objectives to Cal Poly's University Learning Objectives. As a result, all faculty members are encouraged to systematically incorporate sustainability into their courses. Please see <http://ulo.calpoly.edu/>.

In 2010, the University formally recognized the CAFES Center for Sustainability, which started as a student-led program in 2000. The Center helped establish the Cal Poly Organic Farm, numerous professional development programs in sustainable pest management, composting, artisan foods and, most recently, the FEED (Farmer Experiential Education and Development) program for veterans entering agriculture. The Center has hosted many of the leaders of the sustainable agriculture movement at Cal Poly and has offered scores of public education programs on organic gardening, permaculture, holistic management, fair trade, bee keeping, carbon farming, and more. The Center also facilitates campus-community collaborations, which

have resulted in regional food system initiatives, buy local campaigns, and young farmer coalitions. Please see <http://sarc.calpoly.edu/>.

From 2011-2015, the self-organized SUSTAIN (Sino-US Strategic Alliance for Innovation) learning initiative involved over 200 freshmen and 50 different majors in over 40 community projects organized around sustainability; this effort linked courses from 16 different faculty collaborators across five of Cal Poly's six academic colleges and 24 different community partners. Begun in 2008 by a Cal Poly team with faculty from Tongji University and Stanford University, the SUSTAIN institute committed to learning to innovate for sustainable design in China and San Luis Obispo. Please see <https://sustainslo.calpoly.edu/>.

In 2015, the College of Architecture and Environmental Design's 25+ year-old interdisciplinary Sustainable Environments Minor program, completed by approximately 80 students/year from every college on the campus, won a UC/CSU/CCC Energy Efficiency and Sustainability Best Practice Award for Sustainability in Academics. This same program received the top national American Institute of Architects award in 2005 for "Ecological Literacy in Architectural Education." Please see <http://catalog.calpoly.edu/collegesandprograms/collegeofarchitectureandenvironmentaldesign/sustainableenvironmentsminor/> & http://www.caed.calpoly.edu/content/current/minors#Sustainable_Environments_Minor.

In 2018, Cal Poly's University Honors Program won a UC/CSU/CCC Best Practice Award in the Sustainability in Academics category for a three-quarter, first-year learning experience in which students investigated environmental, social, economic and political elements of sustainable communities using both a historical and contemporary lens. The interdisciplinary experience satisfies a general education course requirement and incorporates a number of high-impact educational practices, including collaborative projects, service learning, research, diversity learning and e-portfolios.

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Campus and Community Engagement

The Empower Poly Coalition serves as the center for student engagement and unifies the voice of over two dozen sustainability-related clubs and groups on campus.

Cal Poly's STRIDE Program has worked with schools and government agencies to design and assess novel, comprehensive community-based education and intervention programs for promoting healthy living.

Cal Poly's iRideshare, Bike to Work, and Bike to School Day programs match carpool groups, track modes of travel documented, and incentivize using active transportation.

Operations

For Earth Day 2016, President Armstrong signed the Second Nature Climate Leadership Commitment, making Cal Poly a Charter Signatory to the largest climate change initiative in higher education. Participating campuses must create Climate Action Plans to achieve carbon

neutrality and climate resilience as soon as possible and infuse these topics into curriculum, research, and student experience. Cal Poly has established a goal of net zero emissions by 2050 and is working with regional partners to ensure campus resiliency to impacts from climate change. To achieve these goals, Facilities Management and Development and the City and Regional Planning Department collaborated to create Cal Poly's first Climate Action Plan (CAP). The CAP included a comprehensive greenhouse gas inventory, which shows Cal Poly has already reduced emissions to within ten percent of 1990 levels, despite a 100 percent increase in building square footage and on-campus residency. The Poly CAP report, transportation survey, and GHG dashboard appears online: https://afd.calpoly.edu/sustainability/campus_resources/climate_action.

Cal Poly practices institutional ecology and has taken significant steps to reduce its environmental footprint. In 2013, classes began in the 189,000 square-foot LEED Gold Warren J. Baker Center for Science and Mathematics. In 2009, Cal Poly opened Poly Canyon Village a 1.4-million-square-foot mixed-use complex, which provides apartment-style housing for over 2,600 students – the largest LEED Gold project in the region and in the CSU. LEED certification is being achieved in all new buildings as well as selected retrofits. In 2018, Cal Poly completed the 4.5 MW Gold Tree Solar Farm, the largest solar array in the CSU system which generates more than 11,000,000 kWh per year — 25 percent of the university's total electricity needs. In 2018 Cal Poly completed a new housing complex named Yak?itYutYu (in honor of the Chumash people of San Luis Obispo) which houses 1,475 freshmen, includes a high-efficiency heating plant, 800 kW of rooftop solar PV, will approach net-zero electricity and be LEED Gold Certified.

The College of Agriculture, Food and Environmental Sciences (CAFES) operates state-of-the-art instructional facilities on 10,000 acres and incorporates sustainability principles into its operations in the form of water, energy and soil conservation, and through integrated farm, ranch and vineyard management. Notable features include a CCOF certified organic farm, a large-scale composting facility, holistically-managed pastures, fair trade chocolates, and award-winning certified-sustainable forests.

Cal Poly has received more than 30 UC/CSU/CCC Energy Efficiency and Sustainability Best Practice Awards. Recent awards honored Cal Poly's Zero Waste Ambassadors Program (2018), the Student Sustainability Leadership Summit program (2017), the HVAC Retrofit (2016), Water Efficiency and Site Water Quality (2015), Sustainability Innovations (2015), and Sustainability in Academics (2018, 2015). In 2010, the National Wildlife Federation's "National Report Card on Sustainability in Higher Education" rated Cal Poly as "Leading School for Environmental Sustainability Goal Setting" and "Leading Employer of Environmental Management and Sustainable Professionals."

Cal Poly's operations relevant to sustainability are coordinated and tracked by the Energy, Utilities, and Sustainability (EU&S) department in Facilities Management and Development and their website provides a wealth of information. Please see <https://afd.calpoly.edu/sustainability/about/>.

Planning and Administration

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In May 2014, the CSU Board of Trustees, adopted the first CSU system-wide Sustainability Policy. The policy further reduces the environmental impact of construction and operation of buildings and integrates sustainability across the curriculum. Our polytechnic, hands-on, Learn-by-Doing approach uniquely qualifies Cal Poly to educate the future leaders, problem solvers, and decision makers to confront the effects of climate change. The CSU Sustainability Policy established goals to:

- Reduce greenhouse gas emissions to 1990 levels by 2020
- Reduce greenhouse gas emissions 80 percent below 1990 levels by 2040
- Procure 33 percent of energy supply from renewable sources by 2020
- Increase on-site energy generation from 44 to 80 MW by 2020
- Reduce per-capita landfill waste 50 percent by 2016 and 80 percent by 2020
- Reduce water use 10 percent by 2016 and 20 percent by 2020

Cal Poly signed the Talloires Declaration in April 2004. This 10-point action plan formalized Cal Poly's commitment to sustainability and environmental literacy in teaching, theory, and practice. Through the combined work of the President's Sustainability Advisory Committee (http://www.academicssenate.calpoly.edu/content/university_comm/sustainability_advisory), the Academic Senate's Sustainability Committee (http://www.academicssenate.calpoly.edu/content/acadsen_comm/sustainability), and the numerous faculty, staff and students involved with sustainability, the University's commitment to sustainability grows at all levels. For more information, please see <http://sustainability.calpoly.edu/>.

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Academic Senate Sustainability Committee (ASSC)

Minutes

Winter 2019

Meeting Date: **February 12, at 3:10pm**

Minutes Recorded By: Jonathan Reich

Meeting Convened: **3:10pm**

ATTENDANCE:

☒ **Bennett, Penny**, CLA/AssocDean, Admin (EO)
☒ **Braun, David**, ElecEngr Faculty CENG
☐ **Chiu, Yiwen**, NRES Faculty CAFES
☒ **Dumars, Jeffrey**, FacPlng VP/Adm&Fin Rep (EO)
☐ **Elliot, Dennis**, FacSvcs, VP/Adm&Fin Rep (EO)

☒ **Fernsler, Jonathan**, Physics Faculty CSM
☐ **Moore, Rob**, Student, ASI Rep (EO)
☒ **Peters, Jason**, English Faculty, CLA
☒ **Reich, Jonathan** (CH) Arch Faculty CAED
☐ **Kylee Singh**, Enrg&Sustain Admin(EO) (on leave)

☒ **Winslow, Dianna** CTLT VP Prog&Plng Rep (EO)
☐ **Vacant**, faculty, OCOB
☐ **Vacant**, PCS Rep (EO)
☐ **Vacant**, Student, ASI Rep (EO)

APOLOGIES: Kylee Singh (on leave)

GUESTS:

QUORUM: Required attendance of committee for quorum is 7/12

Committee members present: 7

Quorum?: ☒ Yes ☐ No

AGENDA:

1. Review/Approve ASSC Fall Quarter Report, January 22 & 31 minutes. (5 minutes)

2. ASSC membership: We need ASSC reps for PCS? *Penny Bennett offered to email potential candidates, OCOB (????). ASI Student Rep. in process of being approved?? Nothing was heard from ASI...??*

3. Joint SAC / ASSC meeting: When can this occur? (5 minutes) *JReich will attend SAC meeting 11am Thurs. 2/14/19 to plan.*

4. Discussion: what does comprehensive sustainability mean (in our sustainability resolution re. Cal Poly's Strategic Plan)? (30 minutes)

See: <http://strategicplanning.calpoly.edu> & <http://strategicplanning.calpoly.edu/wp-content/uploads/2018/09/Cal-Poly-Strategic-Plan-Draft-Extended-Version.pdf>

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Cal Poly also has a **Climate Action Plan**. https://afd.calpoly.edu/sustainability/campus_resources/climate_action How does this formally relate to the "Strategic Plan"? Partially in Goal 7D. Does Cal Poly's new **Master Plan** formally incorporate the **Climate Action Plan**?

Discussion of ASSC resolution for the Academic Senate to add new "Strategic Priority #8: Foster Comprehensive Sustainability" to the Cal Poly Strategic Plan. Gen. agreed we shouldn't micro-manage the details but suggest that ASB&LRP Committee could use CSU Sustainability policies broad bullet points and AASHE STARS certification indicators.

Resolution moved by Braun, seconded by Elliot, Vote: 7 yes, 0 No and every other ASSC member voted "yes" via email by this Feb. 12 meeting.

4. Review Courses for SUSCAT: Develop a plan for updating SUSCAT with the new courses approved this catalogue cycle.

5. Other news / business: - *Jason Peters will forward GE Area A Task Force report to Navarro & Morris*

- Future direction of ASSC in moving initiatives forward: - Progress on "SUSCAT filter on PASS" initiative (Braun)

- Discuss issue of Including Sustainability in Faculty Recruitment

- Re. specific incentives for efforts that advance CSU & Cal Poly sustainability policies in ARPT, Prof. Pete Schwartz forwarded recommendation from Physics Sustainability Committee:

HANDOUTS: - *Draft California State University Sustainability Policy*

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Charges:

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Introduction

The California State University Sustainability Policy addresses the intersection of sustainability in the natural and built environments; social justice, diversity and inclusion; and health and economic wellbeing. In order for Sustainability to be successful, it must be pluralistic and inclusive; encompass human and ecological health, social justice, and secure livelihoods; and create a better world for all generations.

Section I. Sustainability Policy

Culture and Community

1. Ensure CSU sustainability efforts support student success by connecting to our systemwide basic needs and graduation initiatives and by providing holistic health and well-being programs across all campuses.
2. CSU sustainability programs will integrate, promote, and advance an inclusive, equitable, and diverse campus culture across all levels of the institution.
3. The CSU will evaluate wage disparities by 2025 and prioritize equitable, living wages for all employees by 2030.¹

Education and Engagement

1. All campuses will offer academic programs that use their campus and/or local communities to address sustainability-related, multi-disciplinary service learning and engagement opportunities.
2. Each campus will offer one or more sustainability related curricular program(s) (e.g. major, minor, certificate, immersive program, pathways, etc.), and/or increase visibility of existing programs.
3. All campuses will create new co-curricular sustainability-related programs, while increasing visibility of existing programs, that engage students, faculty, and staff, annually.
4. At a minimum, all campuses will integrate sustainability in campus Institutional Learning Outcomes (or equivalent), assess these outcomes, and incentivize related faculty and staff work in promotion processes, including Retention, Tenure, and Promotion (RTP) process by 2023.

Carbon and Resilience

1. CSU shall achieve Carbon Neutrality no later than 2045 for all direct and indirect (scope 1, 2, and 3) emissions, in alignment with the Governor's Executive Order B-55-18.
 - a. Within 12 months of the adoption of this policy, there shall be no new investment in or renewal of GHG-producing infrastructure.
 - b. Within 12 months of the adoption of this policy, the Chancellor's Office shall develop and issue interim emission reduction milestones and guidelines to prevent stranded investments in emissions producing infrastructure.
 - c. CSU is the professional and managerial workforce engine of California. CSU will support California's carbon neutrality goal by further integrating sustainability, climate literacy, and multimodal mobility into the academic curriculum working within the normal campus consultative process.

High Performance Buildings

1. Campuses shall design, construct, operate, and maintain green building certified high performing buildings that improve occupant productivity and wellness, optimize life-cycle costs, and minimize carbon impact.
2. All new buildings and major renovations must comply with the Systemwide High Performance Building Standards, including requisite third party green building certification.
3. Total cost of ownership will be used to make decisions for both design and operation. Existing building energy performance will be optimized through improved operation, maintenance and repair, and capital improvement, enabling campuses to meet carbon neutrality goals.

¹ <http://livingwage.mit.edu>

Materials and Food

In the procurement, distribution, use (and re-use) and responsible disposal of all materials on campus, campuses shall support a materials economy that is non-toxic, ecologically regenerative, and socially equitable. These materials include, but are not limited to: food, food wrappers and containers; construction and demolition materials; furniture, fixtures and equipment; packaging; classroom, office and laboratory supplies; athletics equipment; electronics and appliances; cleaning and janitorial supplies; and campus residential household goods and clothing.

1. In pursuit of zero waste, all campuses shall reduce the solid waste disposal rate to 20 percent below 2015 levels by 2022, to 80 percent below 2015 levels by 2030, and to 95 percent below 2015 levels by 2040 in accordance with the Zero Waste Standards Guide. SB 1383 should be the standard.
2. Campuses shall foster a circular economy by keeping all materials in use for as long as possible - through re-use, repair and the prioritization of durability over disposability - before facilitating the recovery and regeneration of those materials at the end of their useful life. All campus entities with procurement authority will comply with the standards and targets set forth in all CSU Sustainable Procurement Policies and the Sustainable Procurement Compliance Guide.
3. Campuses will minimize the environmental impacts of their dining services and vending operations and support sustainable food systems. Campuses shall comply with targets set forth in the Sustainable Food & Dining Standards Guide by (a) increasing the proportion of food and beverage products they purchase that are third-party verified, local & community based and/or campus produced, and by (b) reducing the purchase of conventionally produced animal products.

Section II. Reporting and Administration of the Policy

Campus Staffing, Coordination, and Planning

1. Each campus shall ensure sufficient staffing to meet their sustainability needs, such as: Sustainability Manager, Transportation Demand Manager, Zero Waste Coordinator and/or Energy Manager.
2. Campuses shall designate a sustainability committee comprised of students, faculty and staff to integrate sustainability across the University, by 2022.
3. General Sustainability Planning
 - a. Upon renewal of campus Master Plan and/or Strategic Plan, the Carbon Action and Adaptation Plan shall be fully incorporated into these and any other plans, specifications, contracts, guides or documents.

Compliance and Implementation

This policy applies to the entire University including but not limited to Academic Programs, Auxiliary and self-supporting programs and Public-Private Partnerships.

Each CSU by campus is unique, and the campus paths to achieving these policy goals will vary. To ensure the success of this policy an Implementation Guide has been developed for each section of this policy. The Implementation Guide include compliance protocols, strategies and best practices as well as examples of success.

Administrative Reporting through the Sustainability Tracking, Assessment & Rating System (STARS)

The Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking, Assessment & Rating System (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance in the areas of Academics, Engagement, Operations, and Planning & Administration. A complete STARS Report is a comprehensive overview of how sustainability is integrated into a campus, providing a baseline from which to improve. STARS will be the sustainability reporting framework for the CSU. Once public, STARS Reports completed by CSU campuses will be forwarded to the Chancellor's Office.

All campuses shall complete a STARS report at a minimum once every three years and strive to complete a STARS Report annually.

By 2022 all campuses shall achieve a STARS Silver Rating and by 2025 a STARS Gold Rating.

Meeting Date: **January 31, at 2:10pm**

Minutes Recorded By: Jonathan Reich

Meeting Convened: **2:10pm****ATTENDANCE:**☒ **Bennett, Penny**, CLA/AssocDean, Admin (EO)☐ **Braun, David**, ElecEngr Faculty CENG☐ **Chiu, Yiwen**, NRES Faculty CAFES☒ **Dumars, Jeffrey**, FacPlng VP/Adm&Fin Rep (EO)☒ **Elliot, Dennis**, FacSvcs, VP/Adm&Fin Rep (EO)☐ **Fernsler, Jonathan**, Physics Faculty CSM☒ **Moore, Rob**, Student, ASI Rep (EO) *☒ **Peters, Jason**, English Faculty, CLA☒ **Reich, Jonathan** (CH) Arch Faculty CAED☐ **Kylee Singh**, Enrg&Sustain Admin(EO) (on leave)☐ **Winslow, Dianna** CTLT VP Prog&Plng Rep (EO)☐ **Vacant**, faculty, OCOB☐ **Vacant**, PCS Rep (EO)☐ **Vacant**, Student, ASI Rep (EO)

APOLOGIES: Kylee Singh (on leave)

GUESTS: * Anotehr ASI Board member **Alan Faz(?)** attended with Rob Moore's proxy .

QUORUM: Required attendance of committee for quorum is 7/12

Committee members present: **6**Quorum?: ☐ Yes ☒ No**AGENDA:****1. Review/Approve ASSC Fall Quarter Report and January 22, minutes.** (5 minutes) *Did not have quorum.***2. ASSC membership:** We need ASSC reps for PCS, OCOB. We have an ASI (student) Rep. in process being approved. (5 minutes)*ASI President has nominated Bree Zedar, who is ASI Student Government's Secretary of Sustainability and currently sits on the university-wide sustainability committee to be the 2nd ASI rep. to ASSC.***3. GE Area A Report:** By **Jason Peters** report on results of GE Area A working group's recommended revisions to the GE program and inclusion of sustainability in those courses and a few notes about their report being submitting to GEGB. (10 minutes)*Excellent report by Jason Peters and Area A working group. Jason will send it to Gary Laver to keep it in his attention.***4. How "sustainability" might be addressed in Cal Poly's Strategic Plan after the ASI Board's Action.** (30 minutes)See: <http://strategicplanning.calpoly.edu> & <http://strategicplanning.calpoly.edu/wp-content/uploads/2018/09/Cal-Poly-Strategic-Plan-Draft-Extended-Version.pdf>

On 11/28/18, the ASI Board unanimously passed Resolution #19-02 regarding Cal Poly's Strategic Plan which included the resolved clause:

"The ASI Board of Directors strongly advocates university leadership to increase and prioritize content regarding sustainability within the Plan,"

The rest of the resolution is instructive to read:

http://www.asi.calpoly.edu/admin/img/updocument/1543599432_19-02_Resolution_to_Support_the_Cal_Poly_2018-2023_Strategic_Plan_BODappr.pdf

I suspect our ASI/ASSC Rep. Rob Moore was important in this effort and result. Thank you to Rob Moore and the rest of the ASI Board!

http://www.asi.calpoly.edu/student_government/board_of_directors*"The ASI board of directors is a body of 24 elected students that serves as the official voice of (20,560) Cal Poly students, providing the student perspective on various campus issues."*What do we want included in the **Strategic Plan** Re. sustainability? **We have attached a draft resolution to discuss. PLEASE READ IT.**

What do the AASHE STARS platinum rated universities' strategic plans say?

University New Hampshire: <https://stars.aashe.org/institutions/university-of-new-hampshire-nh/report/2018-02-27/PA/coordination-planning/PA-2/> &https://www.unh.edu/sites/default/files/departments/president/media/StrategicPlan_FINAL_052015.pdf**UC Irvine:** <https://stars.aashe.org/institutions/university-of-california-irvine-ca/report/2018-03-28/PA/coordination-planning/PA-2/> & <https://strategicplan.uci.edu/>**CU Boulder:** <https://stars.aashe.org/institutions/colorado-state-university-co/report/2017-02-07/PA/coordination-planning/PA-2/> & <https://provost.colostate.edu/strategic-plan/>The word "sustainability" did not appear in President Armstrong's "**Vision 2022**."*"President Armstrong presented Vision 2022 to the campus community in May of 2014. He prepared Vision 2022 after participating in many listening sessions with faculty, staff and students, consultations with the Academic Senate and Associated Students Inc. and discussions about Cal Poly's future with alumni and other stakeholders. Vision 2022 is an aspirational view of Cal Poly as the only comprehensive polytechnic university in the nation. It formed the basis for Academic Enrollment planning, Master Planning and today, for the Cal Poly Strategic Plan."* <http://strategicplanning.calpoly.edu>The word "sustainability" rarely appears in the "**Academic Plan**":

- Once on P-12 of the "2014-15 Academic Plan Report: Analysis of Cal Poly's Future Leadership Opportunities and Preliminary Recommendations DRAFT Executive Summary, Revised September 4, 2015" related to "Emerging Fields and Integrated Learning" &

- Once in the classroom section in reference to Cal Poly's ULOs

- More often in the 1/23/15 PPT Presentation: http://guides.lib.calpoly.edu/ld.php?content_id=10532969Cal Poly also has a **Climate Action Plan**. https://afd.calpoly.edu/sustainability/campus_resources/climate_actionHow does this formally relate to the "Strategic Plan"? *It's included in Goal 7D.*Does Cal Poly's new **Master Plan** formally incorporate the **Climate Action Plan**?*We went over the resolution and tweaked it a little and ASSC advised JReich to seek email vote on its approval.***5. Review Courses for SUSCAT:** Develop a plan for updating SUSCAT with the new courses approved this catalogue cycle.**6. Other news / business:** - Future direction of ASSC in moving initiatives forward: - Progress on "SUSCAT filter on PASS" initiative (Braun)

- Specific incentives for efforts that advance CSU & Cal Poly sustainability policies in ARPT?

Sustainability advisory committee will meet at 11am 2/14/19. JReich will attend to try and set up joint ASSC / SAC meeting. Important to address strategic plan resolution. https://academicsenate.calpoly.edu/content/university_comm/sustainability_advisory**HANDOUTS:**- Check out CSU Sustainability Report: <https://www2.calstate.edu/impact-of-the-csu/sustainability/Documents/2014-17-Sustainability.pdf>**MEETING(s) ADJOURNED: 2:50pm**

ASSC Winter Quarter 2019 Meetings: (Meetings to be held in #05-201A)

- 2:10pm Tues. Jan. 22 — Bennett, Braun, ~~Dumars, Elliot, Moore~~, Peters, Winslow, JReich (8) (4)
- 2:10pm Thurs. Jan. 31 — Bennett, Chiu, Dumars, Elliot, Moore, Peters, ~~Winslow~~, JReich (8)(7)
- 3:10pm Tues. Feb. 12 - Bennett, Braun, Dumars, Elliot, Fernsler, Peters, Winslow, JReich (8)
- 3:10pm Tues. Feb. 26 - Bennett, Braun, Dumars, Elliot, Fernsler, Peters, JReich (7)
- 2:10pm Tues. Mar. 5 - Bennett, Braun, Elliot, Moore, Peters, Winslow, JReich (7)

Academic Senate Sustainability Committee 2018-2019: (Note the vacancies)

Name	Department	College/Unit	Office	email@calpoly.edu	Exp Term
Bennett, Penny	CLA/AssocDean	Admin	62408	pkbennet	EO (Acad.Dean)
Braun, David	Elec. Engrg	CENG	61464	dbraun	2020
Chiu, Yiwen	NRES	CAFES	62972	yichiu	2019
Dumars, Jeffrey	FacPlang	Admin	66588	jdumars	EO (Dir/FacPlng)
Elliot, Dennis	FacSrvcs/Enrg,Ut&Sustain	Admin	62090	delliot	EO (VP/Adm&Fin))
Fernsler, Jonathan	Physics	CSM	62438	jfernsl	2020
Moore, Rob	Student	ASI	61281	rmoore30	EO (ASI)
Peters, Jason	English	CLA	62862	jpeter65	2020
Reich, Jonathan (CH)	Arch	CAED	805-801-8848	jreich	2019
Singh, Kylee	Enrg,Ut&Sust	Admin	65397	ksingh	EO (Enrg,Ut&Sust)
Winslow, Dianna	CTLT	Admin	67526	dwinslo	EO (VP Acad Prog&Plng)
Vacant	-----	OCOB	-----	-----	2020
Vacant	-----	PCS	-----	-----	2019
Vacant,	Student	ASI	-----	-----	EO (ASI)

Cal Poly Sustainability Learning Objectives ("SLOs"):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 2018-19:²**Responsibilities:**

The Sustainability Committee shall inform and support the activities of other committees whose scope encompasses environmental responsibility. The Sustainability Committee shall make recommendations to the Academic Senate, as appropriate, regarding the provisions of the Talloires Declaration (AS-622-04) and the CSU Sustainability Policy.

Charges:

- Develop and pilot more SLOs assessments. Ongoing
- Respond to AS-787-14
 1. Review new courses in the 2017-2019 catalog for SUSCAT. Fall 2018
 2. Encourage faculty to teach sustainability in new and existing courses. Ongoing
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability. Ongoing
- Develop procedures to identify sustainability courses in catalog and on PASS. Fall 2018
- Respond to 2014 CSU Sustainability Policy directives. Ongoing
 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, prompt the development of sustainable products and services, and foster economic development.
- Support campus efforts to improve Cal Poly's AASHE STARS certification credits. Ongoing
- Work with students to better integrate approaches to sustainability inside and outside the classroom curriculum. Ongoing
- Follow up the April 2017 Sustainability Charrette Action Items. Fall 2018
 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.

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

² www.academicsenate.calpoly.edu/content/acadsen_comm/sustainability

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

[GE Area A encompasses A1 Oral Communication, A2 Written Communication, and A3 Critical Thinking and Communication]

OVERVIEW OF GE AREA A WORK GROUP

- Established by GEGB
- Charged with revising GE Area A Learning Outcomes in accordance with CSU EO 1100-R and, where possible, with Cal Poly ULOs, DLOs, and PLOs
- Submit a recommendation report to GEGB and Academic Senate

REVISIONS TO AREA A “INTRODUCTIONS”

- The following statements are included in the introductions to Area A and to the A1/A2/A3 sub-area introductions:
 - Area A: “Area A courses also examine the ethics of communication, exploring issues related to diversity, inclusion, and sustainability.”
 - A1: “The ethics of oral communication is also explored, with particular attention to issues related to diversity, inclusion, and sustainability.”
 - A2: “The ethics of written communication is also explored, with particular attention to issues related to diversity, inclusion, and sustainability.”
 - A3: “The ethics of communication are also explored, with particular attention to issues related to diversity, inclusion, and sustainability.”

REVISIONS TO AREA A COURSE DESIGN REQUIREMENTS (“COURSE CRITERIA”)

- The following course design requirement has been added to all Area A courses:
 - “In alignment with Cal Poly’s university learning objectives, course content addresses issues of diversity, inclusivity, and sustainability”

ADDITIONAL RECOMMENDATIONS

- The following text is included in our report as one of three curricular recommendations:

“ADOPT SUSTAINABILITY CURRICULUM GUIDELINES INTO ALL AREA A COURSES

The work group recommends adding a guideline to each subarea that requires some course material to explicitly address issues of sustainability.

“Rationale: One of Cal Poly’s University Learning Objectives specifies that Cal Poly graduates should be able to “Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability.” Adding this curricular guideline to Area A courses helps contribute to this ULO by drawing attention to sustainability as an important value for the Cal Poly community.

Furthermore, The Area A work group sees sustainability as an important complement to and extension of issues of diversity and inclusion.

“Implementation: Similar to the diversity and inclusion recommendation above, this recommendation could be incorporated into the current GE revisions. New courses proposals would need to clearly include course materials that address this guideline. When GE courses complete the renewal process, part of their proposal should explain which course materials address issues of sustainability. The work group defines course materials to encompass a range of possibilities, from assigned readings or videos, examples used in class to illustrate course concepts, artifacts presented and analyzed in class, or assignment requirements. Various entities across the university, most notable the CTLT, are available to help support faculty in meeting this guideline.”

From: Gladys E. Gregory
Sent: Wednesday, May 9, 2018 1:41 PM
To: Jonathan W. Reich
Subject: Re: A Couple of Names Were Suggested for PCS Vacancy On Academic Senate Sustainability Committee

Hi Jonathan,

Here are the names of folks who are considered members of PCS.

Aagaard, Sofie J.	Mason, Davona Adrianna	Argens, Mackenzie Elizabeth
Allen-Barker, Jennifer C.	Medina-Maloney, Delfina	Bayley, Priscilla Marie
Baltierrez, Nury Annain	Mitchell, Judy A.	Bergheger, Sara Elizabeth
Barnett, Nayree Lynette	Nafisi, Mitra Z.	Borchin, Jason R.
Bergman, Damie Anya	Nelson, Christine Irish	Brown, Allen D.
Bieraugel, Mark David	O'Brien, Katelyn	Brown, Joshua Isiah
Bobell, Jennifer Ruth	O'Clair, Katherine Elizabeth	Byrd, Kelsey Louise
Bodemer, Brett William Barnhill	Otis, Sara Jane	Carda, Allyson Nicole
Bussert, Kaila J.	Parker, Pamela D.	Carless, Nicholas Earl
Canady, Sabrina Ann	Pitkin, Cassie Evelyn	Cartwright, Lionel Scott
Castaneda, Daisy Guadalupe	Rinaldi-Zuniga, Charlotte M.	Craft, James Robert
Clark, Lillian Vale	Roldan, Gregory Mark	Crozier, Alex G.
Duerr, Jaclyn L.	Rollins, Barbara A.	Duperron, Kari Anne
Eberle, Ashley Marie	Ross, Kyle E.	Fanning, Chal W.
Elliott, Allison Marie	Ross, Stephen D.	Ferrigno, Daniel Patrick
Farrier Nolan, Meghan Larissa	Scaramozzino, Jeanine M.	Graves, Daniel Robert
Forzetting, Trevor G.	Schechter, Monica M.	Holder, Christopher R.
Garcia-Specht, Adrienne Elizabeth	Simmons, Hunter Anthony	Kirby, Jr., Samuel Clayton
Head, Carly Elisabeth	Thomas, Gregory W.	Londo, Benjamin Joseph
Hooper, Craig N.	Torgerson, Louise E.	Milich, Thomas M.
Hunkler, Laura Ann	Tutt, Christina	Reaves, Mitchell A.
Igarta, Seth D.	Vestermack, Jesse A.	Rogers, Todd J.
Irwin, Lauren Nicole	Vinther, Kirsten E.	Sioredas, Jonathan P.
Johnson, Rachel D.	Vowell, Zachary Wayne	Thompson, Aristotle DeQuincy
Jorgenson, Erica E.	Weddige, Kristi Suzanne	Vecchione, Gina M.
Korth, Dianne Novo	Wolfe Chandler, Christina Renee	Walters, Caroline A.
Kyker, Bradley W.	Zavala, Maria De Los Angeles	Warrecker, Theodore Adam
Leon, Jose Miguel Pulido		Winterhalter, Katharina Franziska
Martin, Lyzette Monique		
Martin, Tammy S.		

If you have any questions, please don't hesitate to contact me.
Thank you,

~~~~~  
**Gladys Gregory**, Academic Senate Office Coordinator  
California Polytechnic State University, San Luis Obispo, California  
805-756-1258  
ggregory@calpoly.edu  
academicsenate.calpoly.edu



Meeting Date: **January 22, at 2:10pm**

Minutes Recorded By: Jonathan Reich

Meeting Convened: **2:10pm****ATTENDANCE:**

☒ **Bennett, Penny**, CLA/AssocDean, Admin (EO)  
☒ **Braun, David**, ElecEngr Faculty CENG  
☐ **Chiu, Yiwen**, NRES Faculty CAFES  
☐ **Dumars, Jeffrey**, FacPIng VP/Adm&Fin Rep (EO)  
☐ **Elliot, Dennis**, FacSvcs, VP/Adm&Fin Rep (EO)

☐ **Fernsler, Jonathan**, Physics Faculty CSM  
☐ **Moore, Rob**, Student, ASI Rep (EO)  
☐ **Peters, Jason**, English Faculty, CLA  
☒ **Reich, Jonathan** (CH) Arch Faculty CAED  
☐ **Kylee Singh**, Enrg&Sustain Admin(EO) (on leave)

☒ **Winslow, Dianna** CTLT VP Prog&PIng Rep (EO)  
☐ **Vacant**, Finance faculty, OCOB  
☐ **Vacant**, PCS Rep (EO)  
☐ **Vacant**, Student, ASI Rep (EO)

APOLOGIES: Kylee Singh (on leave)

**GUESTS:**

QUORUM: Required attendance of committee for quorum is 7/12

Committee members present: **4**Quorum?: ☐ Yes ☒ No**AGENDA:****1. Review/Approve ASSC Fall Quarter Report.** *A quorum was not available to officially approve the Fall report.***2. ASSC membership:** We need ASSC reps for PCS, OCOB, ASI student #2 (?) *JReich will request OCOB Dean Dawson to recommend ASSC Rep. from OCOB. An ASI student Rep (#2) is being approved. May email all PCS members to see who responds...***3. How "sustainability" might be addressed in Cal Poly's Strategic Plan after the ASI Board's Action.**See: <http://strategicplanning.calpoly.edu> & <http://strategicplanning.calpoly.edu/wp-content/uploads/2018/09/Cal-Poly-Strategic-Plan-Draft-Extended-Version.pdf>

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I suspect our ASI/ASSC Rep. Rob Moore was important in this effort and result. Thank you to Rob Moore and the rest of the ASI Board!

[http://www.asi.calpoly.edu/student\\_government/board\\_of\\_directors](http://www.asi.calpoly.edu/student_government/board_of_directors)*"The ASI board of directors is a body of 24 elected students that serves as the official voice of (20,560) Cal Poly students, providing the student perspective on various campus issues."**We decided to add additional "Whereas" clause(s) in our ASSC Resolution to strengthen focus on sustainability in the Cal Poly Strategic Plan. Braun did it and it is the main agenda item at our Jan. 31<sup>st</sup> meeting FOR WHICH WE NEED A QUORUM.*What exactly do we want to be included in the **Strategic Plan** Re. sustainability? See annotated draft resolution attached.

What do the AASHE STARS platinum rated universities' strategic plans say?

**University New Hampshire:** <https://stars.aashe.org/institutions/university-of-new-hampshire-nh/report/2018-02-27/PA/coordination-planning/PA-2/> & [https://www.unh.edu/sites/default/files/departments/president/media/StrategicPlan\\_FINAL\\_052015.pdf](https://www.unh.edu/sites/default/files/departments/president/media/StrategicPlan_FINAL_052015.pdf)**UC Irvine:** <https://stars.aashe.org/institutions/university-of-california-irvine-ca/report/2018-03-28/PA/coordination-planning/PA-2/> & <https://strategicplan.uci.edu/>**CU Boulder:** <https://stars.aashe.org/institutions/colorado-state-university-co/report/2017-02-07/PA/coordination-planning/PA-2/> & <https://provost.colostate.edu/strategic-plan/>The word "sustainability" did not appear in President Armstrong's **"Vision 2022."***"President Armstrong presented Vision 2022 to the campus community in May of 2014. He prepared Vision 2022 after participating in many listening sessions with faculty, staff and students, consultations with the Academic Senate and Associated Students Inc. and discussions about Cal Poly's future with alumni and other stakeholders. Vision 2022 is an aspirational view of Cal Poly as the only comprehensive polytechnic university in the nation. It formed the basis for Academic Enrollment planning, Master Planning and today, for the Cal Poly Strategic Plan."* <http://strategicplanning.calpoly.edu>The word "sustainability" rarely appears in the **"Academic Plan"**:

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Cal Poly also has a **Climate Action Plan**. [https://afd.calpoly.edu/sustainability/campus\\_resources/climate\\_action](https://afd.calpoly.edu/sustainability/campus_resources/climate_action)How does this formally relate to the "Strategic Plan"? It's included in Goal 7D.Does Cal Poly's new **Master Plan** formally incorporate the **Climate Action Plan**?**4. Review Courses for SUSCAT:** Develop a plan for updating SUSCAT with the new courses approved this catalogue cycle.*Discussed the planned method and JReich will share. Time is of the essence to get new SUSCAT courses identified with "green leaf" online.***5. Other news / business:** - Future direction of ASSC in moving initiatives forward: *JReich will have ASSC meeting schedule entered in calendar*

- Re. specific incentives for efforts that advance CSU &amp; Cal Poly sustainability policies in ARPT, Prof. Pete Schwartz forwarded recommendation from Physics Sustainability Committee:

- Progress on "SUSCAT filter on PASS" initiative (Braun)

- Discuss issue of Including Sustainability in Faculty Recruitment

**HANDOUTS:**- Check out CSU Sustainability Report: <https://www2.calstate.edu/impact-of-the-csu/sustainability/Documents/2014-17-Sustainability.pdf>**MEETING(s) ADJOURNED: 2:55pm**

**ASSC Winter Quarter 2019 Meetings:** (Meetings to be held in #05-201A)

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**Academic Senate Sustainability Committee 2018-2019:** (Note the vacancies)

| Name                 | Department               | College/Unit | Office       | <a href="mailto:email@calpoly.edu">email@calpoly.edu</a> | Exp Term               |
|----------------------|--------------------------|--------------|--------------|----------------------------------------------------------|------------------------|
| Bennett, Penny       | CLA/AssocDean            | Admin        | 62408        | pkbennet                                                 | EO (AcadDean)          |
| Braun, David         | Elec. Engrg              | CENG         | 61464        | dbraun                                                   | 2020                   |
| Chiu, Yiwen          | NRES                     | CAFES        | 62972        | yichiu                                                   | 2019                   |
| Dumars, Jeffrey      | FacPlang                 | Admin        | 66588        | jdumars                                                  | EO (Dir/FacPlng)       |
| Elliot, Dennis       | FacSrvcs/Enrg,Ut&Sustain | Admin        | 62090        | delliot                                                  | EO (VP/Adm&Fin))       |
| Fernsler, Jonathan   | Physics                  | CSM          | 62438        | jfernsl                                                  | 2020                   |
| Moore, Rob           | Student                  | ASI          | 61281        | rmoore30                                                 | EO (ASI)               |
| Peters, Jason        | English                  | CLA          | 62862        | jpeter65                                                 | 2020                   |
| Reich, Jonathan (CH) | Arch                     | CAED         | 805-801-8848 | jreich                                                   | 2019                   |
| Singh, Kylee         | Enrg,Ut&Sust             | Admin        | 65397        | ksingh                                                   | EO (Enrg,Ut&Sust)      |
| Winslow, Dianna      | CTLT                     | Admin        | 67526        | dwinslo                                                  | EO (VP Acad Prog&Plng) |
| Vacant               | -----                    | OCOB         | -----        | -----                                                    | 2020                   |
| Vacant               | -----                    | PCS          | -----        | -----                                                    | 2019                   |
| Vacant,              | Student                  | ASI          | -----        | -----                                                    | EO (ASI)               |

**Cal Poly Sustainability Learning Objectives (“SLOs”):<sup>1</sup>**

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 2018-19:<sup>2</sup>****Responsibilities:**

The Sustainability Committee shall inform and support the activities of other committees whose scope encompasses environmental responsibility. The Sustainability Committee shall make recommendations to the Academic Senate, as appropriate, regarding the provisions of the Talloires Declaration (AS-622-04) and the CSU Sustainability Policy.

**Charges:**

- Develop and pilot more SLOs assessments. Ongoing
- Respond to AS-787-14
  1. Review new courses in the 2017-2019 catalog for SUSCAT. Fall 2018
  2. Encourage faculty to teach sustainability in new and existing courses. Ongoing
  3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability. Ongoing
- Develop procedures to identify sustainability courses in catalog and on PASS. Fall 2018
- Respond to 2014 CSU Sustainability Policy directives. Ongoing
  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, prompt the development of sustainable products and services, and foster economic development.
- Support campus efforts to improve Cal Poly’s AASHE STARS certification credits. Ongoing
- Work with students to better integrate approaches to sustainability inside and outside the classroom curriculum. Ongoing
- Follow up the April 2017 Sustainability Charrette Action Items. Fall 2018
  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.

<sup>1</sup> [www.academicprograms.calpoly.edu/content/academicpolicies/sustainability\\_lo](http://www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo)

<sup>2</sup> [www.academicsenate.calpoly.edu/content/acadsen\\_comm/sustainability](http://www.academicsenate.calpoly.edu/content/acadsen_comm/sustainability)

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

From: Gladys E. Gregory  
Sent: Wednesday, May 9, 2018 1:41 PM  
To: Jonathan W. Reich  
Subject: Re: A Couple of Names Were Suggested for PCS Vacancy On Academic Senate Sustainability Committee

**Hi Jonathan,**

Here are the names of folks who are considered members of PCS.

|                                   |                                 |                                   |
|-----------------------------------|---------------------------------|-----------------------------------|
| Aagaard, Sofie J.                 | Mason, Davona Adrianna          | Argens, Mackenzie Elizabeth       |
| Allen-Barker, Jennifer C.         | Medina-Maloney, Delfina         | Bayley, Priscilla Marie           |
| Baltierrez, Nury Annain           | Mitchell, Judy A.               | Bergheger, Sara Elizabeth         |
| Barnett, Nayree Lynette           | Nafisi, Mitra Z.                | Borchin, Jason R.                 |
| Bergman, Damie Anya               | Nelson, Christine Irish         | Brown, Allen D.                   |
| Bieraugel, Mark David             | O'Brien, Katelyn                | Brown, Joshua Isiah               |
| Bobell, Jennifer Ruth             | O'Clair, Katherine Elizabeth    | Byrd, Kelsey Louise               |
| Bodemer, Brett William Barnhill   | Otis, Sara Jane                 | Carda, Allyson Nicole             |
| Bussert, Kaila J.                 | Parker, Pamela D.               | Carless, Nicholas Earl            |
| Canady, Sabrina Ann               | Pitkin, Cassie Evelyn           | Cartwright, Lionel Scott          |
| Castaneda, Daisy Guadalupe        | Rinaldi-Zuniga, Charlotte M.    | Craft, James Robert               |
| Clark, Lillian Vale               | Roldan, Gregory Mark            | Crozier, Alex G.                  |
| Duerr, Jaclyn L.                  | Rollins, Barbara A.             | Duperron, Kari Anne               |
| Eberle, Ashley Marie              | Ross, Kyle E.                   | Fanning, Chal W.                  |
| Elliott, Allison Marie            | Ross, Stephen D.                | Ferrigno, Daniel Patrick          |
| Farrier Nolan, Meghan Larissa     | Scaramozzino, Jeanine M.        | Graves, Daniel Robert             |
| Forzetting, Trevor G.             | Schechter, Monica M.            | Holder, Christopher R.            |
| Garcia-Specht, Adrienne Elizabeth | Simmons, Hunter Anthony         | Kirby, Jr., Samuel Clayton        |
| Head, Carly Elisabeth             | Thomas, Gregory W.              | Londo, Benjamin Joseph            |
| Hooper, Craig N.                  | Torgerson, Louise E.            | Milich, Thomas M.                 |
| Hunkler, Laura Ann                | Tutt, Christina                 | Reaves, Mitchell A.               |
| Igarta, Seth D.                   | Vestermack, Jesse A.            | Rogers, Todd J.                   |
| Irwin, Lauren Nicole              | Vinther, Kirsten E.             | Sioredas, Jonathan P.             |
| Johnson, Rachel D.                | Vowell, Zachary Wayne           | Thompson, Aristotle DeQuincy      |
| Jorgenson, Erica E.               | Weddige, Kristi Suzanne         | Vecchione, Gina M.                |
| Korth, Dianne Novo                | Wolfe Chandler, Christina Renee | Walters, Caroline A.              |
| Kyker, Bradley W.                 | Zavala, Maria De Los Angeles    | Warrecker, Theodore Adam          |
| Leon, Jose Miguel Pulido          |                                 | Winterhalter, Katharina Franziska |
| Martin, Lyzette Monique           |                                 |                                   |
| Martin, Tammy S.                  |                                 |                                   |

If you have any questions, please don't hesitate to contact me.  
Thank you,

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Gladys Gregory, Academic Senate Office Coordinator
California Polytechnic State University, San Luis Obispo, California
805-756-1258
ggregory@calpoly.edu
academicsenate.calpoly.edu