To: Cal Poly Academic Senate
From: David Braun
Chair, Academic Senate Sustainability Committee
Re: Spring 2015 Year End Report
Date: June 12, 2015

The Committee met six times during Fall, five times during Winter, and five times during Spring quarter. Committee meetings focused on the Committee's first charge to respond to AS-787-14 by developing a process to identify sustainability courses. We completed soliciting stakeholder feedback and incorporated the feedback into a process that went before the Executive Committee in February, received a first reading in the Senate during their March 10 meeting, and passed during their April 21 meeting as **AS-792-15 Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives**. Following the approved process, the committee reviewed all GE courses and proposed a list of courses meeting the Sustainability Learning Objectives. This list went to the Senate consent agenda on May 1, and the Senate approved the list at its May 19th meeting.

Since the CSU Board of Trustees adopted an expanded CSU Sustainability Policy in 2014, the Committee discussed with enthusiasm its eagerness to realize the new policy. The committee revised its responsibilities accordingly. The committee wrote a new Procedures and Guidelines document and revised it based on feedback from the Executive Committee, the Provost, and the Academic Senate Chair. The Senate adopted the changes as part of AS-**791-15 Resolution on Changes to the *Bylaws of the Academic Senate***. Below, please find details on progress made on all Committee Charges. Pages 2 and 3 provide more details, charge by charge.

ASSC Committee Charges for 2014-15:[1]

- Respond to AS-787-14
  - Develop a process to identify courses meeting at least two SLOs
  - Produce a list of courses meeting at least two SLOs.
- Respond to 2014 CSU Sustainability Policy directives.
- Continue assessing SLOs. Prepare and deliver report.
- Tag GE courses using process approved in response to AS-787-14.
- Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.
- Promote/extend the Green Campus/Star Certification.
- Determine the role of sustainability in the University's strategic plan/action plan.
- Develop procedures and guidelines.
- Work with GEGB to develop sustainable pathways in GE.

[1] www.academicsenate.calpoly.edu/content/acadsen_comm/sustainability

ASSC Committee Charge for 2014-15:

- Respond to AS-787-14
  - Develop a process to identify courses meeting at least two SLOs
    - Stakeholder needs drafted, revised, approved
    - Requirements and specifications drafted, revised, approved.
    - Listed and used lessons learned from 2012 pilot GE course assessment.
    - Performed and used lessons learned from 2012 and Fall 2014 norming exercises.
    - Key stakeholder feedback solicited, received, and used for revision.
    - Rubric revised and approved.
    - Process components listed and revised.
    - Process drafted, revised, approved, and sent to Ex-Com.
    - Senate first reading took place 3-10-15, AS-792-15 passed on 4-21-15
    - AS-792-15 approved by President Armstrong on 5-21-15
  - Produce a list of courses meeting at least two SLOs.
    - GE Courses reviewed by ASSC and sent to AS Consent Agenda 5-01-15
    - Other course review starts next year.
- Respond to 2014 CSU Sustainability Policy directives.
    - Resolution on responsibilities sent to Ex-Com.
    - AS-791-15 passed on 4-21-15. The ASSC now also must make recommendations regarding the CSU Sustainability Policy.
- Continue assessing SLOs. Prepare and deliver report.
- Tag GE courses using process approved in response to AS-787-14.
    - GE Courses reviewed by ASSC and sent to AS Consent Agenda 5-01-15
    - At its May 19, 2015 meeting, the Academic Senate approved the GE courses for listing on Cal Poly's Sustainability Catalog (SUSCAT).
- Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.
- Promote/extend the Green Campus/Star Certification.
- Determine the role of sustainability in the University's strategic plan/action plan.
    - Several ASSC members participated in the master planning process.
- Develop procedures and guidelines.
    - Sent to Ex-Com.
    - Agendized for their 10-14-14 meeting, but not covered due to time.
    - Discussed at 11-04-14 meeting. The ExCom passed a motion to have us revise the procedures and guidelines document.
      - A subsequent email from the Provost corrected the title of one of our members to make it consistent with the AS Bylaws.
      - The Provost email and a conversation with Gary Laver asked us to change the designation of "Academic Dean" to "Academic Dean or Associate Dean."
      - Gary Laver directed us to submit the revised procedures and guidelines at the end of the quarter with our end-of-quarter report.

        - The request to extend ASSC responsibilities to include the CSU Sustainability Policy goes to the Senate as part of their Winter quarter review of Academic Senate Bylaws.
    - Senate first reading took place 3-10-15
    - AS-791-15 passed on 4-21-15. The ASSC now also must make recommendations regarding the CSU Sustainability Policy.
- Work with GEGB to develop sustainable pathways in GE.
    - Added by ExCom on 11-04-14.
    - Discussed SUSCAT GE Courses on 5-22-15

Report Appendices:

AS-792-15 Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives	p. 4-16
GE Courses Approved for listing on SUSCAT	p. 17-18
Academic Senate Sustainability Committee Description and Procedures	p. 19
CSU Sustainability Policy 2014	p. 20-26
Spring Quarter Meeting Minutes	p. 27-40

Adopted: April 21, 2015

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

AS-792-15

RESOLUTION ON APPROVING ASSESSMENT PROCESS FOR COURSES MEETING SUSTAINABILITY LEARNING OBJECTIVES

WHEREAS, Resolution AS-787-14 "Resolution on Sustainability", directs the Academic Senate Sustainability Committee to develop a list of classes based on a revised Senate accepted assessment process that meet the Sustainability Learning Objectives; therefore be it

RESOLVED: That the Academic Senate approve the attached document "Draft Process to Vet Sustainability Courses for SUSCAT" as a Senate accepted assessment process; and be it further

RESOLVED: That all recommendations regarding which courses to list on SUSCAT be placed on the Academic Senate's consent agenda.

Proposed by: Sustainability Committee
Date: January 12, 2015
Revised: March 16, 2015
Revised: April 21, 2015

Draft Process to Vet Sustainability Courses for Suscat

AS-787-14 resolved "That the Academic Senate Sustainability Committee be directed to develop a list of classes based on a revised Senate accepted assessment process that meet the Sustainability Learning Objectives." In responding to this resolution, the Academic Senate Sustainability Committee (ASSC) made progress during Fall quarter 2014 by following a simplified Engineering Design Process Flow. Stated in a somewhat simplified manner, the Engineering Design Process uses the following steps:

1. Identify the process stakeholders
2. Define the stakeholders' needs
3. Translate the stakeholders' needs into requirements and specifications
4. Design a process to meet the requirements and specifications
5. Implement and test the Policy.

Figure 1 shows the intended process development and application timeline.

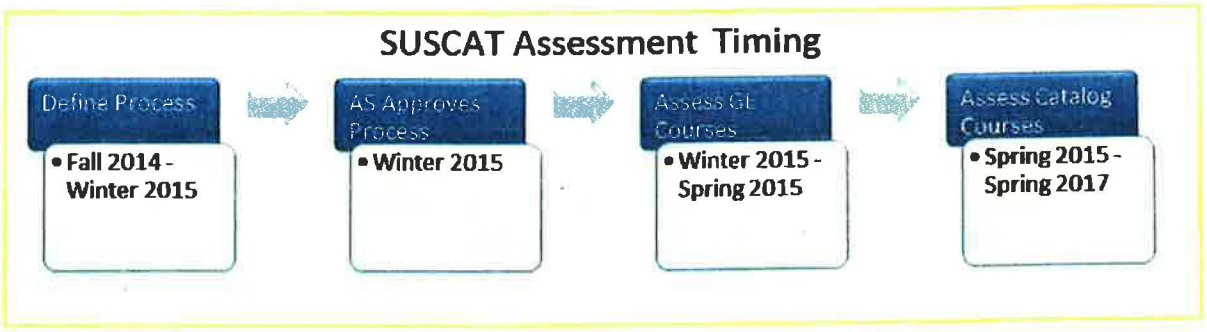


Figure 1 SUSCAT Assessment Timeline

During Fall quarter 2014 and January 2015, the process moved through steps 1, 2, 3, and 4, informed by feedback received from key stakeholders. This document contains the results of steps 1–4.

1. Identify the process stakeholders

The process should meet the needs of several stakeholders:

1. Faculty and department heads who teach sustainability courses and want them listed on SUSCAT
2. Students who want to take sustainability courses
3. Faculty and staff who implement the policy by performing the review
4. Faculty and staff who maintain SUSCAT
5. The Academic Senate, Academic Senate Curriculum Committee, and the GE Governance Board
6. Academic Advisors
7. CSU Administrators
8. Faculty and department heads who would like to teach sustainability but don't know how.

2. Define the stakeholders' needs

Table I identifies stakeholders associated with the assessment process and their needs. The third column indicates a check, if the currently defined process meets those stakeholder needs. The current process does meet almost all needs listed for the stakeholders. Because of strong objections expressed to flagging sustainability courses either in the catalog or on PASS, the currently defined process doesn't meet those needs. Rather, it describes how to identify courses to list on the SUSCAT website, suscat.calpoly.edu.

Table I Stakeholder Needs Assessment

Stakeholder	Needs	Met?
Faculty and department heads who teach sustainability courses and want them listed on SUSCAT	1. Simple and convenient process. 2. Reproducible process 3. Can appeal decision.	✓
Students who want to take sustainability courses	1. Reproducible process. 2. Process should identify all relevant sustainability courses. 3. Should see results in catalog and PASS.	✓ ✓ X
Faculty and staff who implement the policy by performing the review	1. Simple and convenient process. 2. Reproducible process.	✓
Faculty and staff who maintain SUSCAT	1. Easy to update. 2. Automatically delist defunct courses. 3. Automatically become aware of new course.	✓
The Academic Senate, Academic Senate Curriculum Committee, and the GE Governance Board	1. Reproducible process. 2. Serves students and faculty. 3. Serves curricular needs. 4. Serves course and catalog administrative needs.	✓
Academic Advisors	1. Reproducible process. 2. Process should identify all relevant sustainability courses. 3. Should see results in catalog and PASS.	✓ ✓ X
CSU Administrators	1. Report data on percentage of classes & number of classes meeting each Sustainability Learning Objective [SLO]	X
Faculty and department heads who would like to teach sustainability courses but don't know how.	1. Clear Instructions	✓

3. Translate the stakeholders' needs into requirements and specifications

In order to develop process requirements and specifications from the stakeholder needs, the ASSC relied heavily on lessons learned from its review of GE courses in 2012. For the 2012 review, the ASSC developed a rubric to use to evaluate whether courses achieve at least two of the Sustainability Learning Objectives [SLOs]. Each college representative to the ASSC applied the rubric to the GE courses from their college, obtaining input from the ASSC, as necessary. During the 2012 GE course pilot assessment, the ASSC learned the following lessons:

1. Based on the title and catalog description, many or most courses clearly DO NOT achieve at least two SLOs.
2. Based on the title, catalog description, and course proposal, some courses clearly DO achieve at least two SLOs.
3. Based on the title, catalog description, and course proposal, some courses MAY or MAY NOT achieve at least two SLOs. This is a small group.
4. A relatively small fraction of GE courses achieve at least two SLOs.
5. Only list courses in which students achieve at least two SLOs regardless of the instructor.
6. A two-part rubric covered the above cases. One part used title and catalog description only. The other part relied on a course proposal form, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline.

After significant deliberations prior to the 2012 GE course pilot assessment, during a 2012 inter-rater norming exercise, after the 2012 course pilot assessment, during a Fall 2014 inter-rater norming exercise, and during its Fall 2014 and Winter 2015 meetings, the ASSC arrived at the SUSCAT Evaluation Rubric shown in Figure 2. It represents version 10, and it contains elements gleaned from multiple sources. Most notably, two sources informed the rubric creation and evolution:

1. The 2011 University Expository Writing Rubric, Available:http://ulo.calpoly.edu/content/writing-proficiency-assessment, and http://content-calpoly-edu.s3.amazonaws.com/ulo/1/documents/university_writing_rubric.pdf
2. Association of American Colleges & Universities, *VALUE (Valid Assessment of Learning in Undergraduate Education) Rubric Development Project*, 2007-2009, Available: http://www.aacu.org/value/rubrics

During the 2012 GE course pilot assessment, the ASSC agreed that a course meeting two or more SLOs met the threshold for listing. Further deliberations during Fall 2014 reveal that the ASSC still agrees with this threshold, but with an important caveat. Just having students learn about two or more SLOs in a minimal fashion does not suffice. Meaningful sustainability learning should take place, and the revised rubric seeks to measure meaningful learning in two ways:

1. Students should achieve multiple SLOs during the course, and
2. Students achieve the SLOs during a meaningful fraction of the course.

Academic Senate Sustainability Committee SUSCAT Evaluation Rubric

Course Prefix & Number	Replace this cell with course Prefix & Number, e.g. GEOG 301
Course Title	Replace this cell with course Title, e.g. Geography of Resource Utilization
Course Description	Replace this cell with course catalog description, e.g. A multicultural, world view of the interconnections of the following resource systems: food, energy, water, and non-fuel minerals. A pervading theme is the sustainability of these systems. 4 lectures. Prerequisite: Completion of GE Areas A, D3. Recommended: Junior standing. Fulfills GE D5 except for Social Sciences majors.
GE Area, if any	
Evaluator name:	Joe Blow
Evaluator User Name:	jblow@calpoly.edu

Initial Assessment Based on Course Title & Description	**Points Possible**	**Points Actual**	
Yes, the course very likely achieves at least two of the four SLOs	2		Enter score 0-2 in cell F10
Maybe, the course might achieve one or more SLOs	1		
No, the course doesn't seem to address the SLOs	0		
Cal Poly defines sustainability as *the ability of natural and social systems to survive and thrive together to meet current and future needs.*			

Assessment Based on Course Proposal or Syllabus	Minimal Evidence Score = 0	Threshold Evidence Score = 1	Strong Evidence Score = 2 *	Superior Evidence Score = 3 **	**Score**	
SLO1: Students define and apply sustainability principles within their academic programs	Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus		Enter score 0-3 in cell F17
SLO2: Students explain how natural, economic, and social systems interact to foster or prevent sustainability	Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus		Enter score 0-3 in cell F18
SLO3: Students analyze and explain local, national, and global sustainability using a multidisciplinary approach	Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus		Enter score 0-3 in cell F19
SLO4: Students consider sustainability principles while developing personal and professional values	Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus		Enter score 0-3 in cell F20
Total Score (SLO1 - SLO4)					0	
20% or more of the course covers the SLOs				Yes/No		Enter yes or no in cell F24
Sustainability Course (Score >=6 AND 20% or more sustainability)					**No**	
If course doesn't address the SLOs, could it?				Yes/No		

Suggestion(s) how course might address one or more of the SLOs:

Other Comments:

* A score of 2 requires the syllabus to show SLO student outcomes AND mention the SLO.
** A score of 3 requires the syllbus to have the SLO as a major course focus AND show the SLO student outcomes AND mention the SLO.

Figure 2 SUSCAT Evaluation Rubric

Since many courses only require reviewing the course title and catalog description, the rubric contains a section titled *Initial Assessment Based on Course Title & Description.* Since a small fraction of courses requires more detailed review, the rubric contains a section titled *Assessment Based on Course Proposal or Syllabus.* This section relies on review of at least a course proposal form, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline. The SUSCAT Evaluation Rubric uses the term Syllabus generally to refer to the various course descriptions listed in the previous sentence. The rubric does not intend to rely on instructor specific documentation. A possibility exists that such information may prove less easy to access for some courses than for others, so the process leaves reviewers an option to request more information, if desired.

The detailed review examines to what extent the course addresses each SLO based primarily on the evidence provided from the course learning objectives. Figure 3 shows the SLO evaluation scale portion of the rubric. Based how the Syllabus mentions a SLO, shows student outcomes for a SLO, or has a SLO as a major course focus, the scale rates the evidence "Minimal," "Threshold," "Strong," or "Superior" and assigns a corresponding score from 0 to 3 for each SLO. With four SLOs each rated from 0 to 3, the course would receive a score from 0 to 12. The ASSC feels that a total score of 6 represents the minimum score necessary to demonstrate a course achieves multiple SLOs. A course could reach a total score of 6 via several combinations of scores for individual SLOs. For example, two SLOs with superior evidence plus two SLOs showing minimal evidence would give a total score of 2*3 + 2*0 = 6. Or, three SLOs with strong evidence plus one SLO showing minimal evidence would give a total score of 3*2 + 1*0 = 6. Similarly, 3 + 2 +1 + 0 or 2 + 2 + 1 + 1 reach the required score of 6.

Additionally, to measure whether SLOs reach a meaningful fraction of the course, the rubric asks whether at least 20% of the course covers the SLOs. The 20% threshold arose from multiple discussions at ASSC meetings before, during, and after the Fall 2014 inter-rater norming exercise. The ASSC reached a consensus that having at least two weeks of a course addressing the SLOs meets its threshold. Combining these goals of meeting multiple SLOs over at least two weeks in the course leads to the rubric's threshold for listing a course on SUSCAT: The total score equals or exceeds 6, and at least 20% of the course covers the SLOs.

Minimal Evidence Score = 0	Threshold Evidence Score = 1	Strong Evidence Score = 2 *	Superior Evidence Score = 3 **
Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus

Figure 3 SLO Evaluation Scale from SUSCAT Evaluation Rubric

Table II contains and justifies the process specifications as derived from the stakeholder needs and the marketing requirements. In summary, the process expects the ASSC to consider all courses in the catalog for listing on the SUSCAT website, starting with the GE courses and giving expedited reviews as requested for specific courses. The process relies on a variety of course documentation and iterative reviews as necessary to assure quality control and inter-rater reliability. The currently proposed process meets all but two of the marketing requirements.

TABLE II SUSCAT REVIEW POLICY REQUIREMENTS AND SPECIFICATIONS

Marketing Requirements	Specifications	Justification
2	SUSCAT contains any course achieving at least two SLOs (Rubric score >=6 AND at least 20% of course covers SLOs).	Policy approved by ASSC in 2012 and revised in 2014.
1, 2, 4	The ASSC reviews all GE courses.	Per 2014-2015 ASSC charges.
2, 4, 8, 9, 10, 11	The ASSC must review additional courses.	Policy approved by ASSC in 2014.
1, 2, 3, 4, 6	Faculty may submit SUSCAT review requests for specific courses to the ASSC.	To prevent overlooking a course belonging in SUSCAT.
1, 2, 3, 4, 9	A process exists to handle faculty appeals of initial SUSCAT review decisions.	Provides checks and balances. Encourages inter-rater reliability.
1, 2, 3, 4, 9, 10	The review process may require additional information such as course proposal forms, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline.	Title and course description alone may not suffice to identify whether a course meets any of the SLOs.
1, 2, 3, 4, 9, 10, 11	Applicants may justify how a course meets SUSCAT approval criteria.	In case course documentation supplied for SUSCAT review didn't suffice for an accurate review, applicants may submit additional documentation.
4, 8, 9, 10, 11	The ASSC reviews all new courses approved by the ASCC.	To maintain currency.
9, 10, 11	The SUSCAT list appears online.	To make list easily available to all stakeholders.
4, 9, 10	The ASSC communicates decisions to faculty and department heads.	Requested by several stakeholders.

Marketing Requirements

1. Simple and convenient process.
2. Reproducible process
3. Can appeal decision.
4. Process should identify all relevant sustainability courses.
5. ~~Should see results in catalog and PASS.~~ Not specified yet.
6. Easy to update.
7. Automatically delist defunct courses.
8. Automatically become aware of new course.
9. Serves students and faculty.
10. Serves curricular needs.
11. Serves course and catalog administrative needs.
12. ~~Report data on percentage of classes & number of classes meeting each SLO~~ Not specified yet.

4. Design a process to meet the requirements and specifications

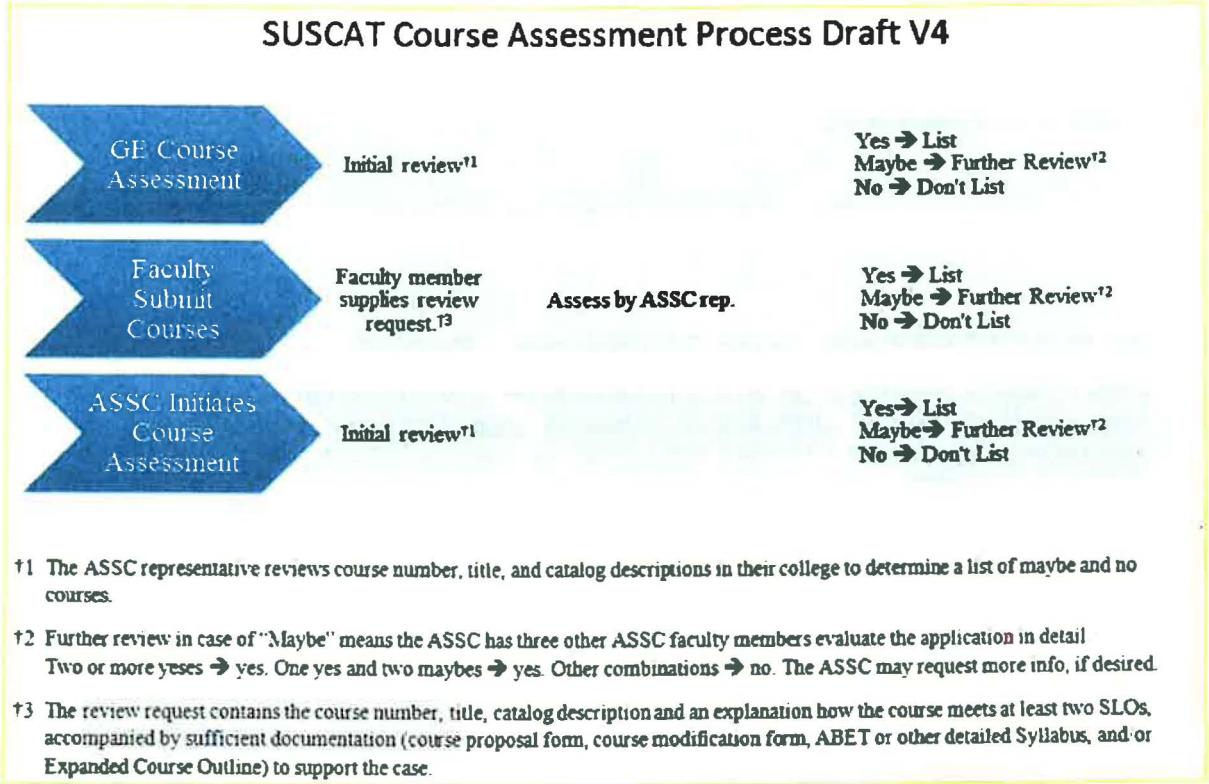


Figure 4 SUSCAT Course Assessment Process Draft V4

SUSCAT Course Appeals Process

A faculty member may appeal a yes or no assessment decision to the ASSC by sending an email with their reasoning to the ASSC Chair. The Chair assigns five ASSC faculty members to assess the course in detail. Three or more yeses ➔ yes.

Figure 5 SUSCAT Course Appeals Process

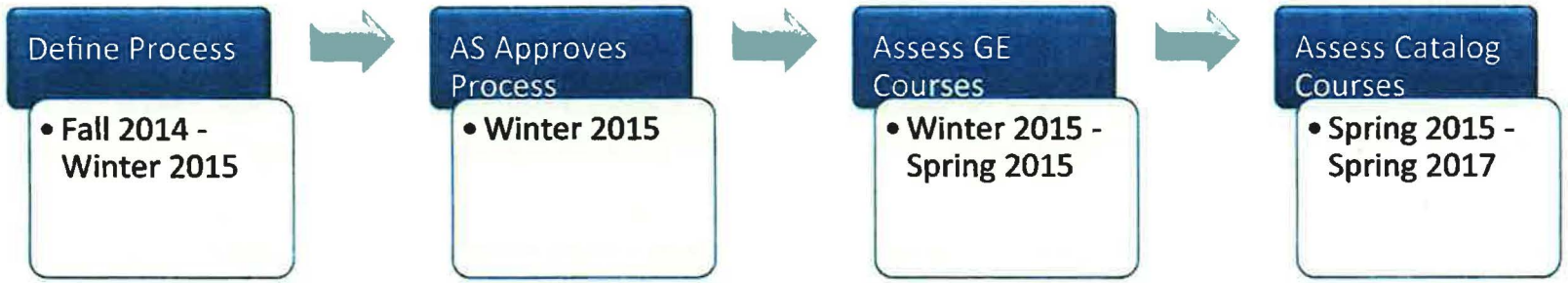
Listing SUSCAT GE Courses on GE Website – Details

1. Obtain permission from GE Chair, Brenda Helmbrecht, to tag courses on GE web site
2. Communicate with Department Chair/Faculty about sustainability courses to list on GE web site (Draft letter available)
3. Advise Curriculum Committee
4. Advise Academic Senate/Executive Committee
5. Communicate to campus/students

Listing SUSCAT Courses on SUSCAT – Details

1. ASSC updates the SUSCAT course list quarterly.
2. ASSC sends updated list to Miles Clark quarterly.
3. Miles Clark updates http://suscat.calpoly.edu/

SUSCAT Assessment Timing



SUSCAT Course Assessment Process Draft V4

GE Course Assessment	Initial review†1		Yes → List Maybe → Further Review†2 No → Don't List
Faculty Submit Courses	Faculty member supplies review request.†3	Assess by ASSC rep.	Yes → List Maybe → Further Review†2 No → Don't List
ASSC Initiates Course Assessment	Initial review†1		Yes→ List Maybe→ Further Review†2 No → Don't List

†1 The ASSC representative reviews course number, title, and catalog descriptions in their college to determine a list of maybe and no courses.

†2 Further review in case of "Maybe" means the ASSC has three other ASSC faculty members evaluate the application in detail. Two or more yeses → yes. One yes and two maybes → yes. Other combinations → no. The ASSC may request more info, if desired.

†3 The review request contains the course number, title, catalog description and an explanation how the course meets at least two SLOs, accompanied by sufficient documentation (course proposal form, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline) to support the case.

SUSCAT Course Appeals Process

A faculty member may appeal a yes or no assessment decision to the ASSC by sending an email with their reasoning to the ASSC Chair. The Chair assigns five ASSC faculty members to assess the course in detail. Three or more yeses ➔ yes.

Listing SUSCAT GE Courses on GE Website – Details

1. Obtain permission from GE Chair, Brenda Helmbrecht, to tag courses on GE web site
2. Communicate with Department Chair/Faculty about sustainability courses to list on GE web site (Draft letter available)
3. Advise Curriculum Committee
4. Advise Academic Senate/Executive Committee
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Listing SUSCAT Courses on SUSCAT – Details

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State of California
Memorandum

CAL POLY
SAN LUIS OBISPO

To:	Gary Laver Chair, Academic Senate	**Date:**	May 21, 2015
From:	Jeffrey D. Armstrong President	**Copies:**	K. Enz Finken M. Pedersen
Subject:	Response to Academic Senate Resolution AS-792-15 Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives		

This memo formally acknowledges receipt and approval of the above-entitled Academic Senate resolution.

Please express my appreciation to the members of the Sustainability Committee for their attention to this matter.

SUSCAT Course Summary
for Academic Senate Consent Agenda

Note: The *Resolution On Approving Assessment Process For Courses Meeting Sustainability Learning Objectives* (AS-792-15) directs the Academic Senate Sustainability Committee (ASSC) to identify which courses to list on the Cal Poly Sustainability Catalog (SUSCAT) following the approved assessment process. The resolution also directs the ASSC to place SUSCAT course recommendations on the Academic Senate's Consent agenda. The first assessment phase covers General Education courses (GE courses), so **this memo lists only the GE courses recommended for SUSCAT**. After this first phase review of GE courses during Spring 2015, the resolution directs the ASSC to review all other catalog courses over the 2015-2017 timeframe.

Date: May 1, 2015

Spring 2015 Review

COURSES TO LIST ON SUSCAT		
Course Number	**Title**	**GE Area**
AEPS 315	Organic Agriculture	F
AG 315	Organic Agriculture	F
AG 330	Cal Poly Land: Nature, Technology, and Society	F
AG 350	The Global Environment	F
AG 360	Holistic Management	F
ASCI 360	Holistic Management	F
BIO 112	Environmental Biology and Conservation	B5
BIO 227	Wildlife Conservation Biology	B2
BOT 311	Plants, People and Civilization	B5
BRAE 348	Energy for a Sustainable Society	F
CM 317	Sustainability and the Built Environment	F
EDES 350	The Global Environment	F
ENGR 350	The Global Environment	F
GEOG 301	Geography of Resource Utilization	D5
HNRS 391	Appropriate Technology for the World's People: Development	D5
HNRS 392	Appropriate Technology for the World's People: Design	F
HUM 350	The Global Environment	F
ISLA 330	Cal Poly Land: Nature, Technology, and Society	F
ISLA 350	The Global Environment	F
IT 330	Packaging Fundamentals	F
LA 220	Landscape Ecology: Concepts, Issues and Interrelationships	B5
ME 320	Consumer Energy Guide	F
MSCI 307	World Aquaculture: Applications, Methodologies and Trends	F
NR 321	Water Systems Technology, Issues and Impacts	F
NR 323	Human Dimensions in Natural Resources Management	D5
NR 324	Social Dimensions of Sustainable Food and Fiber Systems	D5
PHIL 340	Environmental Ethics	C4
POLS 333	World Food Systems	F
PSC 201	Physical Oceanography	B5

PSC 320	Energy, Society and the Environment	F
PSC 391	Appropriate Technology for the World's People: Development	D5
PSC 392	Appropriate Technology for the World's People: Design	F
PSY 311	Environmental Psychology	D5
SCM 350	The Global Environment	F
SCM 360	Selected Environmental Issues of the California's Central Coast	F
SS 121	Introductory Soil Science	B5
UNIV 330	Cal Poly Land: Nature, Technology, and Society	F
UNIV 333	World Food Systems	F
UNIV 350	The Global Environment	F
UNIV 391	Appropriate Technology for the World's People: Development	D5
UNIV 392	Appropriate Technology for the World's People: Design	F

Spring 2015 Review

COURSES TO REMOVE FROM SUSCAT		
Course Number	**Title**	**GE Area**

ACADEMIC SENATE SUSTAINABILITY COMMITTEE
DESCRIPTION AND PROCEDURES
APPROVED 04.21.15

Academic Senate Sustainability Committee (ASSC) 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.

President Baker's Charge:
"I encourage it to be particularly attentive to how the curricula expectations regarding student learning and applied research might reflect the educational aspirations of the Talloires Declaration." (Response to AS-622.04)

Governance Principles
The ASSC committee is a primary campus group that focuses on helping California Polytechnic State University meet the sustainability goals outlined in our mission and learning objectives. Committee members are passionate about the work we do to support the Talloires Declaration ten action points. Because our charge is to make recommendations that may affect the entire campus, these recommendations are the result of a consensus-based, transparent, and inclusive decision-making process.

Committee membership
Shall include voting General Faculty representative from each college and Professional Consultative Services. The Academic Senate Chair is an ex officio, nonvoting member. Ex officio members shall be the Provost/Vice President for Academic Affairs or designee, the Vice President for Administration and Finance or designee, the Associate Vice Provost for Programs and Planning or designee, the Director of Facilities Planning or designee, the Associate Director of Sustainable Energy and Utilities, and two ASI representatives.

General Procedures
Annually
- ASSC members discuss possible charges for upcoming year
- ASSC Chair meets with Chair of Academic Senate to reach agreement on charges
- ASSC members agree to this list of charges and assume ownership for various charges

Quarterly
- ASSC Chair completes quarterly report

Every two weeks during academic year
- Committee meets to report on progress made on charges and discuss new items.

As needed
- Committee and subcommittee members meet with other Cal Poly representatives to collaborate on various charges
- Committee members support sustainability-related campus events (For example, committee was very involved with the planning and execution of Focus the Nation, 2008)

AGENDA

JOINT MEETING OF THE
COMMITTEES ON EDUCATIONAL POLICY
AND CAMPUS PLANNING, BUILDINGS AND GROUNDS

Meeting: **1:00 p.m., Tuesday, May 20, 2014**
Glenn S. Dumke Auditorium

Committee on Educational Policy
Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Rebecca D. Eisen
Douglas Faigin
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
Lillian Kimbell
Lou Monville
J. Lawrence Norton
Steven G. Stepanek
Cipriano Vargas

Committee on Capital Planning, Buildings and Grounds
Rebecca D. Eisen, Chair
J. Lawrence Norton, Vice Chair
Adam Day
Douglas Faigin
Margaret Fortune
Lillian Kimbell
Lou Monville
Cipriano Vargas

Discussion

1. California State University Sustainability Policy Proposal, *Action*

JOINT MEETING

COMMITTEE ON EDUCATIONAL POLICY
COMMITTEE ON CAMPUS PLANNING, BUILDINGS AND GROUNDS

California State University Sustainability Policy Proposal

Presentation By

Ken O'Donnell
Senior Director, Student Engagement and Academic Initiatives and Partnerships
Academic Affairs

Elvyra F. San Juan
Assistant Vice Chancellor
Capital Planning, Design and Construction

Summary

This item brings forward the revised policy on sustainability for approval by the California State University Board of Trustees, having been presented at the March 2014 board meeting as an information item. An updated report highlighting the accomplishments of the CSU in sustainability since 2011, as well as the vision for the future as prescribed by the policy herein, will be available at the meeting.

As stated at the March 2014 board meeting, the Board of Trustees has been a proponent of energy conservation and other sustainability measures and has had established policies since 1978. This proposed revised policy is broader than prior policies and more inclusive of all areas of the university community. The policy aims not only to reduce the university's impact on the environment and educate our students, faculty and staff on sustainable practices, but also to incorporate sustainability principles and climate science in our educational offerings.

University Sustainability

1. The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process. (14-New)

2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development. (14-New)

3. The CSU will pursue sustainable practices in all areas of the university, including:
   a. business operations such as procurement; information technology; student services; food services; facilities operations; design and construction; and
   b. self-funded entities such as student housing, student unions, parking, children's centers, and auxiliary operations. **(14-New)**

4. Each CSU is encouraged to designate a sustainability officer responsible for carrying out and/or coordinating campus sustainability program efforts. **(14-New)**

Climate Action Plan

1. The CSU will strive to reduce systemwide facility greenhouse gas (GHG) emissions to 1990 levels, or below, by 2020 consistent with AB 32, California's Global Warming Solutions Act of 2006 (HSC §38550). Emissions will include both state and auxiliary organization purchases of electricity and natural gas; fleet, marine vessel usage; and other emissions the university or self-support entity has direct control over. The Chancellor's Office staff will provide the baseline 1990 facility emission levels (for purchased electricity and natural gas) for the campuses that existed at that time and assist campuses added to the CSU after 1990 to determine their appropriate baseline. **(14-New)**

2. The CSU will strive to reduce facility GHG emissions to 80 percent below 1990 levels by 2040. Campus tracking and reporting of their GHG inventory will be grounded in the American College and University President's Climate Commitment guidelines or equivalent, with consideration to campus requested improvements. Metrics will include GHG emissions per FTE. **(14-New)**

3. The CSU will encourage and promote the use of alternative transportation and/or alternative fuels to reduce GHG emissions related to university associated transportation, including commuter and business travel. **(14-New)**

Energy Independence and Procurement

1. The CSU shall pursue energy procurement and production to reduce energy capacity requirements from fossil fuels, and promote energy independence using available economically feasible technology for on-site and/or renewable generation. The CSU shall endeavor to increase its self-generated energy capacity from 44 to 80 megawatts (MW) by 2020. **(05-New; 14-Revise)**

2. The CSU will endeavor to exceed the State of California and California Public Utilities

Commission Renewable Portfolio Standard (RPS) sooner than the established goal of procuring 33 percent of its electricity needs from renewable sources by 2020. **(05-New; 14-Revise)**

Energy Conservation and Utility Management

1. All CSU buildings and facilities, regardless of the source of funding for their operation, will be operated in the most energy efficient manner without endangering public health and safety and without diminishing the quality of education and the academic program. **(78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-Revise)**

2. All CSU campuses will continue to identify energy efficiency improvement measures to the greatest extent possible, undertake steps to seek funding for their implementation and, upon securing available funds, expeditiously implement the measures. **(78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-Revise)**

3. The CSU will cooperate with federal, state, and local governments and other appropriate organizations in accomplishing energy conservation and utilities management objectives throughout the state; and inform students, faculty, staff and the general public of the need for and methods of energy conservation and utilities management. **(78-Adopt; 88-Revise; 01-No Change, 04-No Change; 14-No Change)**

4. Each CSU campus will designate an energy/utilities manager with the responsibility and the authority for carrying out energy conservation and utilities management programs. The Chancellor's Office will have the responsibility to coordinate the individual campus programs into a systemwide program. **(78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-No Change)**

5. The CSU will monitor monthly energy and utility usage on all campuses and the Chancellor's Office, and will prepare a systemwide annual report on energy utilization and greenhouse gas emissions. The Chancellor's Office will maintain a systemwide energy database in which monthly campus data will be compiled to produce systemwide energy reporting. Campuses will provide the Chancellor's Office the necessary energy and utility data, such as electricity and natural gas consumption; water and sewer usage; fuel consumed by fleet vehicles, boats, and ships; waste disposal for the systemwide database in a timely manner. **(78-; 88- Adopt; 01-Revise; 04-No Change; 14-Revise)**

6. Each CSU campus is encouraged to develop and maintain a campuswide integrated strategic energy resource plan, which will include tactical recommendations in the areas of new construction, deferred maintenance, facility renewal, energy projects, water conservation, solid waste management, and an energy management plan. This plan will guide the overall energy program at each campus. **(78-Adopt; 88-Revise; 01-Revise; 04-Revise; 14-Revise)**

Water Conservation

1. All CSU campuses will pursue water resource conservation to reduce water consumption by 10 percent by 2016, and 20 percent by 2020 including such steps to develop sustainable landscaping, install controls to optimize irrigation water use, reduce water usage in restrooms and showers, and promote the use of reclaimed/recycled water. In the event of a declaration of drought, the CSU will cooperate with the state, city, and county governments to the greatest extent possible to reduce water use. **(78-; 88-Adopt; 01-No Change; 04-No Change; 14-Revise)**

Waste Management

1. Campuses shall seek to reduce the solid waste disposal rate by 50 percent (PRC § 42921) by 2016, by 80 percent by 2020, and move to zero waste. **(14-New)**

2. The CSU will encourage the reduction of hazardous waste to the extent possible while supporting the academic program. **(14-New)**

Sustainable Procurement

1. Campuses will promote use of suppliers and/or vendors who reduce waste, re-purpose recycled material, or support other environmentally friendly practices in the provision of goods or services to the CSU under contract. This may include additional evaluation points in solicitation evaluations for suppliers integrating sustainable practices. **(14-New)**

2. To move to zero waste, campus practices should: (1) encourage use of products that minimize the volume of trash sent to landfill or incinerators; (2) participate in the CalRecycle Buy-Recycled program or equivalent; and (3) increase recycled content purchases in all Buy-Recycled program product categories. **(14-New)**

3. Campuses shall continue to report on all recycled content product categories, consistent with PCC § 12153-12217 and shall implement improved tracking and reporting procedures for their recycled content purchases. **(14-New)**

Sustainable Food Service

1. All campus food service organizations should track their sustainable food purchases. Such tracking and reporting will be grounded in the Real Food Challenge guidelines, or equivalent, with consideration to campus requested improvements. Campuses shall strive to increase their sustainable food purchases to 20 percent of total food budget by 2020. **(14-New)**

2. Campuses and food service organizations shall collaborate to provide information and/or training on sustainable food service operations to staff and patrons. **(14-New)**

Sustainable Building Practices

1. All future CSU new construction, remodeling, renovation, and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs, compliance with all applicable energy codes (enhanced Title 24 energy codes) and regulations. In the areas of specialized construction that are not regulated through the current energy codes, such as historical buildings, museums, and auditoriums, the CSU will ensure that these facilities are designed to consider energy efficiency. Energy efficient and sustainable design features in the project plans and specifications will be considered in balance with the academic program needs of the project within the available project budget. **(78-Adopt; 88-Revise; 01-Revise; 04-Revise; 14-Revise)**

2. Capital Planning, Design and Construction in the Chancellor's Office shall monitor building sustainability/energy performance and maintain information on design best practices to support the energy efficiency goals and guidelines of this policy. The sustainability performance shall be based on Leadership in Energy and Environmental Design (LEED) principles with consideration to the physical diversity and microclimates within the CSU. **(05-New; 14-Revise)**

3. The CSU shall design and build all new buildings and major renovations to meet or exceed the minimum requirements equivalent to LEED "*Silver*." Each campus shall strive to achieve a higher standard equivalent to LEED "*Gold*" or "*Platinum*" within project budget constraints. Each campus may pursue external certification through the LEED process. **(05-New; 14-Revise)**

Physical Plant Management

1. Each campus shall operate and maintain a comprehensive energy management system that will provide centralized reporting and control of the campus energy related activities. **(78-Adopt; 88-Revise; 01-Revise; 04-No Change; 14-Revise)**

2. To the extent possible, academic and non-academic programs will be consolidated in a manner to achieve the highest building utilization. **(78-; 88-Adopt; 01-No Change; 04-No Change; 14-Revise)**

3. All CSU campuses will implement a utilities chargeback system to recover direct and indirect costs of utilities provided to self-supporting and external organizations pursuant to procedures in the Integrated California State University Administrative Manual (ICSUAM). **(78-; 88-Adopt; 01-No Change; 04-No Change; 14-Revise)**

Recommendation

The following resolution is presented for approval:

RESOLVED, by the Board of Trustees of the California State University, that:

1. The revised Sustainability Policy in Agenda Item 1 of the May 20-21, 2014 joint meeting of the CSU Board of Trustees' Committees on Educational Policy and Campus Planning, Buildings and Grounds is adopted.

2. The progress in achieving the goals stated in this revised Sustainability Policy shall be evaluated at the end of 2016-2017. Interim reports may be requested.

3. The chancellor or his designee is authorized to take all necessary steps to implement the intent of this policy including seeking available state, federal, grant, and private sector funds.

ASSC Meeting
April 10, 2015
20-206 (2:10 pm)

Committee Members (and designations)

Name	*Dept.*	*College/ Unit*	*Exp. Term/ Other*	*Present*
Borin, Norm	Marketing	OCOB	2016	Y
Braun, David (Ch)	ElecEngr	CENG	2016	Y
Fernsler, Jonathan	Physics	CSM	2016	Y
Kelting, Scott	ConstMgr	CAED	2015	Y
Levi, Daniel	Psyc&CD	CLA	2016	
Vacant		CAFES	2015	
Vestermark, Jesse	Library	PCS	2015	Y
Elliot, Dennis	Fac. Serv.	Assoc. Dir. E&U	Ex Officio	
Moloney, Julie	Fac.Plan	Admin	Ex Officio	
Bonestroo, Lexie	Student	ASI	Ex Officio (ASI)	
Cool, Lauren	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	
Theodoropoulos, Christine	AcadDean	Provost	Ex Officio	
Greenwald, Harvey	Math	Guest		
MacDougall, Neal	Agribus	Guest		
Francis, Hunter	CAFES Sust.	Guest		

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

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

ASSC Committee Charge for 2014-15:[2]

- Respond to AS-787-14
  - Develop a process to identify courses meeting the SLOs
    - Stakeholder needs drafted, revised, approved
    - Requirements and specifications drafted, revised, approved.
    - Listed and used lessons learned from 2012 pilot GE course assessment.
    - Performed and used lessons learned from 2012 and Fall 2014 norming exercises.
    - Key stakeholder feedback solicited, received, and used for revision.
    - Rubric revised and approved.
    - Process components listed and revised.
    - Process drafted, revised, approved, and sent to Ex-Com.
    - Senate first reading took place 3-10-15
  - Produce a list of courses meeting the SLOs.
- Respond to 2014 CSU Sustainability Policy directives.
    - Resolution on responsibilities sent to Ex-Com.
- Continue assessing SLOs. Prepare and deliver report.
- Tag GE courses using process approved in response to AS-787-14.
- Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.
- Promote/extend the Green Campus/Star Certification.
- Determine the role of sustainability in the University's strategic plan/action plan.
- Develop procedures and guidelines.
    - Sent to Ex-Com.
    - Agendized for their 10-14 meeting, but not covered due to time.
    - Discussed at 11-4 meeting. The ExCom passed a motion to have us revise the procedures and guidelines document.
      1. A subsequent email from the Provost corrected the title of one of our members to make it consistent with the AS Bylaws.
      2. The Provost email and a conversation with Gary Laver asked us to change the designation of "Academic Dean" to "Academic Dean or Associate Dean."
      3. Gary Laver directed us to submit the revised procedures and guidelines at the end of the quarter with our end-of-quarter report.
      4. The request to extend ASSC responsibilities to include the CSU Sustainability Policy goes to the Senate as part of their Winter quarter review of Academic Senate Bylaws.
    - Senate first reading took place 3-10-15
- Work with GEGB to develop sustainable pathways in GE.
    - Added by ExCom on Nov. 4, 2014. Awaits SUSCAT course list.

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

Spring Quarter Meeting Schedule:

~~Friday, April 10 (2:10 - 3 pm, 20-206)~~
Friday, April 24 (10:10 – 11 am, 2:10 – 3 pm, 20-206)
Friday, May 8 (2:10 – 3 pm, 20-206)
Friday, May 22 (10:10 – 11 am in **20-136**; 2:10 – 3 pm in **20-126**) Note 2 different rooms.
Friday, June 5 (2:10 – 3 pm, 20-206)

The meeting convened at 2:10 p.m.

REPORTS

1. The Committee approved Minutes from the March 13 meeting.
2. Discussion took place regarding progress on obtaining Senate approval for the SUSCAT Assessment Process and the first reading by the Senate on March 10 of the Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives. Discussion took place regarding the likely adoption of the additional resolved clause sparked by Senate discussion during and following the first reading:

   ...and be it further

   RESOLVED: That all recommendations regarding which courses to list on SUSCAT be placed on the Academic Senate's consent agenda.

   If the Senate wants to approve SUSCAT course listings via their consent agenda, then our timeline for completing the GE course review this quarter gets compressed due to the May 1 deadline for submitting items to the Senate agenda. Braun posed to Gary Laver the ASSC desire to complete the GE course review this quarter and requested either an extension of the May 1 deadline or permission for the ASSC to begin its SUSCAT review of GE courses before the Senate 2nd reading on April 21. Gary Laver said that he anticipated no additional changes to the resolution other than the above new resolved clause, so he didn't see a problem with beginning the review before April 21.

   Discussion took place about the initial SUSCAT review of GE courses.

3. Discussion took place regarding Norm Borin's proposals for extending Cal Poly's campus as a living lab via a new course or by establishing a sustainability living community. Brainstorming took place regarding the new course. Brief conversation took place regarding establishing a net zero on-campus community.

The meeting adjourned at 2:58 p.m.

Attachments:
None.

ASSC Meeting
April 24, 2015
20-206 (10:10 – 11 am, 2:10 – 3 pm)

Committee Members (and designations)

Name	*Dept.*	*College/ Unit*	*Exp. Term/ Other*	*Present*
Borin, Norm	Marketing	OCOB	2016	Y
Braun, David (Ch)	ElecEngr	CENG	2016	Y
Fernsler, Jonathan	Physics	CSM	2016	Y
Kelting, Scott	ConstMgr	CAED	2015	Y
Levi, Daniel	Psyc&CD	CLA	2016	
Vacant		CAFES	2015	
Vestermark, Jesse	Library	PCS	2015	Y
Elliot, Dennis	Fac. Serv.	Assoc. Dir. E&U	Ex Officio	
Moloney, Julie	Fac.Plan	Admin	Ex Officio	
Bonestroo, Lexie	Student	ASI	Ex Officio (ASI)	
Cool, Lauren	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	Y
Theodoropoulos, Christine	AcadDean	Provost	Ex Officio	
Greenwald, Harvey	Math	Guest		Y
MacDougall, Neal	Agribus	Guest		
Francis, Hunter	CAFES Sust.	Guest		

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- Determine the role of sustainability in the University's strategic plan/action plan.
- Develop procedures and guidelines.
    - Sent to Ex-Com.
    - Agendized for their 10-14 meeting, but not covered due to time.
    - Discussed at 11-4 meeting. The ExCom passed a motion to have us revise the procedures and guidelines document.
      1. A subsequent email from the Provost corrected the title of one of our members to make it consistent with the AS Bylaws.
      2. The Provost email and a conversation with Gary Laver asked us to change the designation of "Academic Dean" to "Academic Dean or Associate Dean."
      3. Gary Laver directed us to submit the revised procedures and guidelines at the end of the quarter with our end-of-quarter report.
      4. The request to extend ASSC responsibilities to include the CSU Sustainability Policy goes to the Senate as part of their Winter quarter review of Academic Senate Bylaws.
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- Work with GEGB to develop sustainable pathways in GE.
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Friday, May 22 (10:10 – 11 am in **20-136**; 2:10 – 3 pm in **20-126**) Note 2 different rooms.
Friday, June 5 (2:10 – 3 pm, 20-206)

The morning meeting convened at 10:08 a.m., and the afternoon meeting convened at 2:10 p.m.

REPORTS

1. The Committee approved Minutes from the April 10 meeting.

2. Discussion took place about the initial SUSCAT review of GE courses. Those present decided on action items required to meet the Senate May 1 deadline for submitting agenda items, including the SUSCAT list which needs to go on the Senate Consent Agenda.

3. Discussion and brainstorming took place regarding high impact actions the ASSC could take. The rough notes below capture some of the ideas:

   Develop a new sustainability course.
   Create an on-campus Sustainability Living Community
   Create a Center for Sustainability
   Collaborate with Dennis Eliott's student projects
   Collaborate with student clubs related to sustainability. Those work better when excited students push for action.
   Make campus more of a learning center (LEED buildings accompanied by kiosks with energy & resource use—dashboards), decrease pristine water use, solar panel power dashboard.
   How do global issues and diversity relate to sustainability?
   How to make sustainability the new normal?
   How to educate faculty how to set good examples for students regarding sustainability behavior?

4. Braun and Katie agreed to start looking at sustainability pathways thru SUSCAT GE courses.

The morning meeting adjourned at 11:00 a.m., and the afternoon meeting adjourned at 2:58 p.m.

Attachments:

None.

ASSC Meeting
May 8, 2015
20-206 (2:10 pm)

Committee Members (and designations)

Name	*Dept.*	*College/ Unit*	*Exp. Term/ Other*	*Present*
Borin, Norm	Marketing	OCOB	2016	
Braun, David (Ch)	ElecEngr	CENG	2016	Y
Fernsler, Jonathan	Physics	CSM	2016	
Kelting, Scott	ConstMgr	CAED	2015	Y
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Theodoropoulos, Christine	AcadDean	Provost	Ex Officio	
Greenwald, Harvey	Math	Guest		
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    - Listed and used lessons learned from 2012 pilot GE course assessment.
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    - Key stakeholder feedback solicited, received, and used for revision.
    - Rubric revised and approved.
    - Process components listed and revised.
    - Process drafted, revised, approved, and sent to Ex-Com.
    - Senate first reading took place 3-10-15, Resolution passed on 4-21-15
  - Produce a list of courses meeting at least two SLOs.
    - GE Courses reviewed by ASSC and sent to AS Consent Agenda 5-01-15
- Respond to 2014 CSU Sustainability Policy directives.
    - Resolution on responsibilities sent to Ex-Com.
    - Passed on 4-21-15. The ASSC now also must make recommendations regarding the CSU Sustainability Policy.
- Continue assessing SLOs. Prepare and deliver report.
- Tag GE courses using process approved in response to AS-787-14.
    - GE Courses reviewed by ASSC and sent to AS Consent Agenda 5-01-15
- Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.
- Promote/extend the Green Campus/Star Certification.
- Determine the role of sustainability in the University's strategic plan/action plan.
    - Several ASSC members participated in the master planning process.
- Develop procedures and guidelines.
    - Sent to Ex-Com.
    - Agendized for their 10-14 meeting, but not covered due to time.
    - Discussed at 11-4 meeting. The ExCom passed a motion to have us revise the procedures and guidelines document.
      - A subsequent email from the Provost corrected the title of one of our members to make it consistent with the AS Bylaws.
      - The Provost email and a conversation with Gary Laver asked us to change the designation of "Academic Dean" to "Academic Dean or Associate Dean."
      - Gary Laver directed us to submit the revised procedures and guidelines at the end of the quarter with our end-of-quarter report.
      - The request to extend ASSC responsibilities to include the CSU Sustainability Policy goes to the Senate as part of their Winter quarter review of Academic Senate Bylaws.

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2. Discussion and brainstorming took place regarding high impact actions the ASSC could take. The rough notes below capture some of the ideas:

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   Create an on-campus Sustainability Living Community
   Create a Center for Sustainability
   Collaborate with Dennis Eliott's student projects
   Collaborate with student clubs related to sustainability. Those work better when excited students push for action.
   Make campus more of a learning center (LEED buildings accompanied by kiosks with energy & resource use—dashboards), decrease pristine water use, solar panel power dashboard.
   How do global issues and diversity relate to sustainability?
   How to make sustainability the new normal?
   How to educate faculty how to set good examples for students regarding sustainability behavior?
   Discussion revolved around water use and the presence of non-native plants.

   New items added during May 8 meeting:

   Could the library offer positive and negative examples of sustainability operations?
   Catalog or survey sustainability examples on campus.
   Add signage. Could we form a Landscape architecture and Graphic Communications collaboration to develop ideas for Sustainability education kiosks or signage or ???

Can we involved students in the process of growing sustainability's visual presence on campus?

The meeting adjourned at 2:55 p.m.

Attachments:
None.

ASSC Meeting
May 22, 2015
20-136 (10:10-11:00 pm) & 20-126 (2:10-3:00 pm)

Committee Members (and designations)

Name	*Dept.*	*College/ Unit*	*Exp. Term/ Other*	*Present*
Borin, Norm	Marketing	OCOB	2016	
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  - Develop a process to identify courses meeting at least two SLOs
    - Stakeholder needs drafted, revised, approved
    - Requirements and specifications drafted, revised, approved.
    - Listed and used lessons learned from 2012 pilot GE course assessment.
    - Performed and used lessons learned from 2012 and Fall 2014 norming exercises.
    - Key stakeholder feedback solicited, received, and used for revision.
    - Rubric revised and approved.
    - Process components listed and revised.
    - Process drafted, revised, approved, and sent to Ex-Com.
    - Senate first reading took place 3-10-15, Resolution passed on 4-21-15
  - Produce a list of courses meeting at least two SLOs.
    - GE Courses reviewed by ASSC and sent to AS Consent Agenda 5-01-15
- Respond to 2014 CSU Sustainability Policy directives.
    - Resolution on responsibilities sent to Ex-Com.
    - Passed on 4-21-15. The ASSC now also must make recommendations regarding the CSU Sustainability Policy.
- Continue assessing SLOs. Prepare and deliver report.
- Tag GE courses using process approved in response to AS-787-14.
    - GE Courses reviewed by ASSC and sent to AS Consent Agenda 5-01-15
    - At it's May 19, 2015 meeting, the Academic Senate approved the GE courses for listing on Cal Poly's Sustainability Catalog (SUSCAT).
- Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.
- Promote/extend the Green Campus/Star Certification.
- Determine the role of sustainability in the University's strategic plan/action plan.
    - Several ASSC members participated in the master planning process.
- Develop procedures and guidelines.
    - Sent to Ex-Com.
    - Agendized for their 10-14 meeting, but not covered due to time.
    - Discussed at 11-4 meeting. The ExCom passed a motion to have us revise the procedures and guidelines document.
      - A subsequent email from the Provost corrected the title of one of our members to make it consistent with the AS Bylaws.
      - The Provost email and a conversation with Gary Laver asked us to change the designation of "Academic Dean" to "Academic Dean or Associate Dean."
      - Gary Laver directed us to submit the revised procedures and guidelines at the end of the quarter with our end-of-quarter report.

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

        - The request to extend ASSC responsibilities to include the CSU Sustainability Policy goes to the Senate as part of their Winter quarter review of Academic Senate Bylaws.
    - Senate first reading took place 3-10-15
    - Passed on 4-21-15. The ASSC now also must make recommendations regarding the CSU Sustainability Policy.
- Work with GEGB to develop sustainable pathways in GE.
    - Added by ExCom on Nov. 4, 2014.
    - Discussed SUSCAT GE Courses on May 22, 2015

Spring Quarter Meeting Schedule:

~~Friday, April 10 (2:10 - 3 pm, 20-206)~~
~~Friday, April 24 (10:10 – 11 am, 2:10 – 3 pm, 20-206)~~
~~Friday, May 8 (2:10 – 3 pm, **20-126 NOTE NEW ROOM**)~~
~~Friday, May 22 (10:10 – 11 am in **20-136**; 2:10 – 3 pm in **20-126**) Note 2 different rooms.~~
Friday, June 5 (2:10 – 3 pm, 20-206)

The morning meeting convened at 10:14 a.m., and the afternoon meeting convened at 2:10 p.m.

REPORTS

1. The Committee approved Minutes from the May 8 meeting.
2. Discussion took place regarding the Resilient Food Systems Conference and the GMO panel discussion.
3. Discussion took place regarding creating a GE pathway using SUSCAT courses. The current SUSCAT list includes:
   1 Area B1 course
   7 Area B5 courses
   1 Area C4 course
   7 Area D5 courses
   27 Area F courses.
   Katie Tool agreed to discuss these findings with the GEGB. The numbers inflate the number of courses by double counting cross-listed courses.
4. Discussion and brainstorming took place regarding high impact actions the ASSC could take. The rough notes below capture some of the ideas:

   Develop a new sustainability course.
   Create an on-campus Sustainability Living Community
   Create a Center for Sustainability
   Collaborate with Dennis Elliot's student projects
   Collaborate with student clubs related to sustainability. Those work better when excited students push for action.

Make campus more of a learning center (LEED buildings accompanied by kiosks with energy & resource use—dashboards), decrease pristine water use, solar panel power dashboard.
How do global issues and diversity relate to sustainability?
How to make sustainability the new normal?
How to educate faculty how to set good examples for students regarding sustainability behavior?
Discussion revolved around water use and the presence of non-native plants.

New items added during May 8 meeting:

Could the library offer positive and negative examples of sustainability operations?
Could the library catalog or survey sustainability examples on campus?
Add signage. Could we form a Landscape architecture and Graphic Communications collaboration to develop ideas for Sustainability education kiosks or signage or ???

Academic sustainability website? Could we produce an online sustainability collaboration or multimedia portal?

Can we involved students in the process of growing sustainability's visual presence on campus?

Should we consider making the SLOs a graduation requirement?

Norm Borin reported on an AASHE webinar to include sustainability in the curriculum. Northern Ariz. St. U has a laddering program to have students learn sustainability throughout the curriculum. Students can also access green funds to move along the laddering system. The webinar refers to a sustainability literacy test: http://www.sulite.org/en/substainability_home.

Dan Levi reported that the Center for Social Research at U. of Michigan has an instrument to assess student sustainability. See the attachments titled "University of Michigan Surveying Faculty.docx." Marans is one name associated with their assessment activities.

Look for examples of ways to model sustainability.

The morning meeting adjourned at 10:52 a.m., and the afternoon meeting adjourned at 2:50 p.m.

Attachments:

University of Michigan Surveying Faculty.docx