

ACADEMIC SENATE – Sustainability Committee

Fall 2016

Due: Wednesday, December 14, 2016

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

CHARGES	
Charge	Status/Notes
<p>Respond to AS-787-14</p> <ol style="list-style-type: none"> 1. Produce a list of courses meeting at least two SLOs and review new courses for the 2017-19 catalog. 2. Encourage faculty to teach sustainability in new and existing courses 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability 	<p>1. GE Courses reviewed by ASSC and approved via AS Consent Agenda May '15</p> <p>1. Other course review began. CENG, CLA, COB, CSM approved via AS Consent Agenda May, 2016.</p> <p>1. CAED courses approved via AS Consent Agenda Dec. 6, 2016. See p. 5.</p> <p>2&3. Planned and began the CTLT Sustainability Learning Community. Rebekah Oultan and Brian Pompeii facilitated meetings on Oct. 7, Oct. 21, Nov. 4, 2016.</p>
<p>Develop procedure to identify sustainability courses in catalog.</p>	<p>Developed a way to distinguish sustainability focused courses now appearing on the Sustainability Catalog (http://suscat.calpoly.edu/) from sustainability related courses based on the AS Suscat Eval Rubric score. See Oct. 18 and Nov. 1 minutes on pages 15 and 18.</p>
<p>Respond to 2014 CSU Sustainability Policy directives.</p> <ol style="list-style-type: none"> 1. "The CSU will seek to further 	<p>The Academic Senate Sustainability Committee unanimously endorsed the draft language developed by the Sustainability Advisory Committee proposing a sustainability section for the Strategic</p>

<p>integrate sustainability into the academic curriculum working within the normal campus consultative process.</p> <p>2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development."</p>	<p>Plan. The draft language appears on pages 6 – 9. See Nov. 1 minutes on p. 18.</p>
<p>Support campus efforts to achieve, measure, document, and improve Cal Poly's AASHE STARS certification credits.</p>	<p>Discussed during each meeting. with several Actions taken to identify sustainability courses, concentrations, majors, minors, and programs include expanding the list of sustainability courses and piloting a rubric to identify sustainability concentrations, majors, minors, and programs.</p>
<p>Support campus efforts toward the Second Nature Climate Commitment.</p> <p>1. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.</p>	
<p>Develop and pilot more SLOs assessments.</p>	
<p>Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.</p>	<p>Sent Senate a Resolution on Adding a Sustainability Catalog Option to PASS. The resolution was agendized by the Executive Committee and pulled from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution. Page 4 contains a screen shot of the SUSCAT link added to PASS during Fall 2016 for Winter 2017 registration.</p>
<p>Follow up with the April 2016 Sustainability Charette Action Items.</p> <p>1. Define a Cal Poly statement on sustainability and integrate into the hiring process.</p> <p>2. Study how Cal Poly might implement a sustainability graduation requirement.</p> <p>3. Define organization and</p>	<p>1. Discussion took place during the Nov. 15 meeting based on Cal Poly's diversity and inclusivity hiring processes.</p> <p>1. Discussion took place during the Nov. 15 and Nov. 29 meetings regarding ways to improve the hiring process.</p>

responsibility for a Cal Poly Office of Sustainability.	
Work with GEGB to develop sustainable pathways in GE.	
Comment on Vision 2022 sustainability issues.	The Academic Senate Sustainability Committee unanimously endorsed the draft language developed by the Sustainability Advisory Committee proposing a sustainability section for the Strategic Plan. The draft language appears on pages 6 – 9. See Nov. 1 minutes on p. 18.

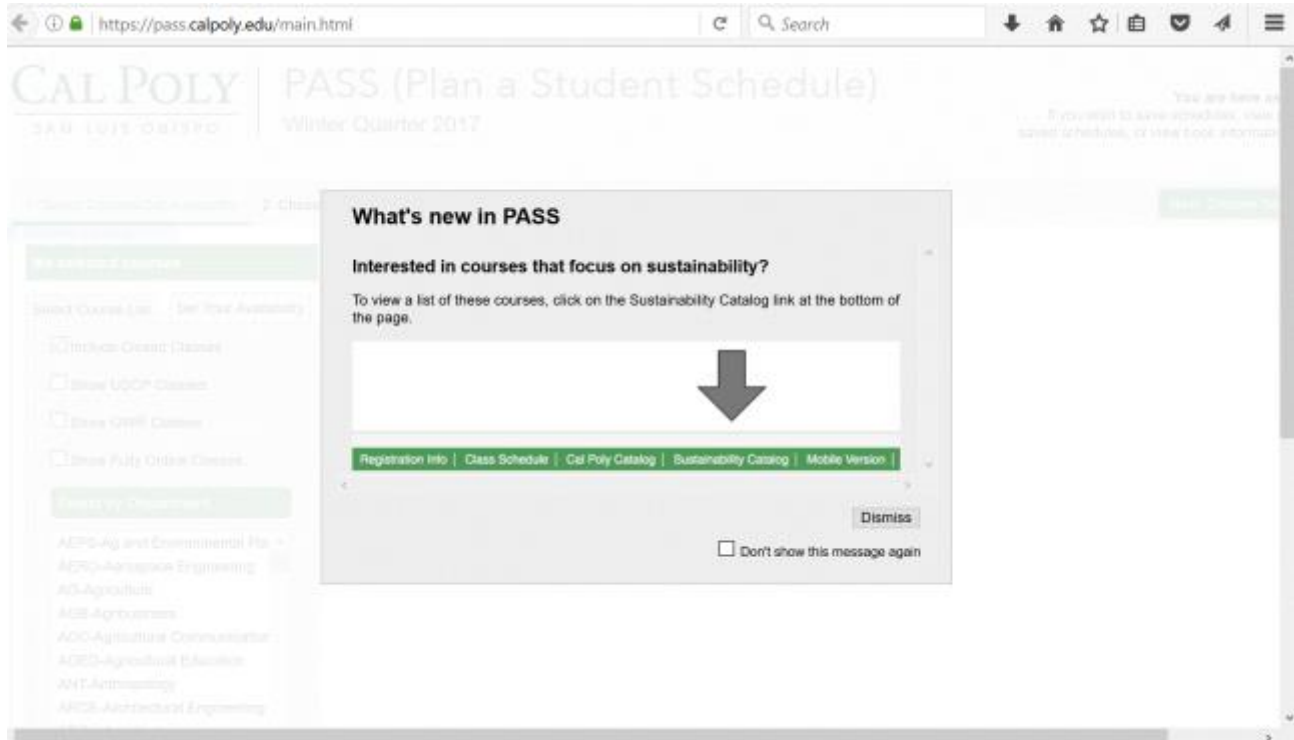
NOTES:

The Committee met five times during Fall quarter. Above please find a table summarizing the committee charges and progress made. Below, please find the detailed meeting minutes on pp. 10 – 26.

Report Appendices:

Screen shot of SUSCAT link added to PASS during Fall 2016 for Winter 2017 registration	p. 4
New SUSCAT Courses Approved as of Fall, 2016	p. 5
SAC Language proposing a sustainability section for the Strategic Plan	p. 6-9
Meeting Minutes	p. 10-26

The screenshot below shows the SUSCAT (Sustainability Catalog) link added to PASS during Fall 2016 for initial use during Winter 2017 registration.



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 during 2015 covered General Education courses (GE courses), and those GE courses now appear on <http://suscat.calpoly.edu/catalog/courses/>. The second assessment phase during 2015-2016 covered non-GE courses from CENG, CLA, COB, and COSAM. This memo lists only additional non-GE courses recommended for SUSCAT through November 2016.

Date: Nov. 29, 2016

Fall 2016 Review

COURSES TO LIST ON SUSCAT

Course Number	Title	GE Area
CAED		
ARCE 475	Civil Infrastructure and Building Systems	
ARCH 207	Environmental Control Systems I	
ARCH 253	Architectural Design 2.3	
ARCH 307	Environmental Control Systems 2	
ARCH 341	Architectural Practice 3.1	
ARCH 342	Architectural Practice 3.2	
ARCH 451	Architectural Design 4.1	
ARCH 452	Architectural Design 4.2	
ARCH 453	Architectural Design 4.3	
ARCH 472	Housing Design Concepts	
ARCH 481	Senior Architectural Design Project	
ARCH 492	Senior Design Thesis	
CM 425	Sustainability and Environment	
CRP 202	Urban Design Studio I	
CRP 336	Introduction to Environmental Planning	
CRP 412	Plan Implementation	
CRP 438	Pollution Prevention and Control	
CRP 440	Climate Action Planning	
CRP 445	Planning and Urban Ecology	
CRP 504	Sustainable Communities	
CRP 545	Principles of Environmental Planning	
EDES 406	Sustainable Environments	
EDES 408	Implementing Sustainable Principles	
EDES 410	Advanced Implementation of Sustainable Principles	
LA 204	Design Fundamentals III	
LA 243	Materials and Techniques of Landscape Construction	
LA 403	Natural Environments Design Focus Studio	
LA 432	Landscape Ecology Applications (ILC)	

Language developed by the Sustainability Advisory Committee proposing a sustainability section for the Strategic Plan

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.

Language developed by the Sustainability Advisory Committee proposing a sustainability section for the Strategic Plan

- 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.

Language developed by the Sustainability Advisory Committee proposing a sustainability section for the Strategic Plan

- 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.

Language developed by the Sustainability Advisory Committee proposing a sustainability section for the Strategic Plan

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

ASSC Meeting
October 4, 2016 20A-206 (2:10-3:00 pm)

Committee Members (and designations)

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

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 Charges for 2016-17:²

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

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

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

Fall Quarter Meeting Schedule:

~~Tuesday, October 4 (2:10 – 3 pm, 20A-206)~~

Tuesday, October 18 (2:10 – 3 pm, 20A-206)

Tuesday, November 1 (2:10 – 3 pm, 20A-206)

Tuesday, November 15 (2:10 – 3 pm, 20A-206)

Tuesday, November 29 (2:10 – 3 pm, 20A-206)

The meeting convened at 2:10 p.m.

1. The committee welcomes new members Yiwen Chiu, Yarrow Nelson, and Brian Pompeii. We await ASI student representatives.
2. Dennis Elliot and Kylee Singh distributed copies of the 2016 Biennial Sustainability Progress Report
3. Pick date for CHESC update.
 - Dennis Elliot and Kylee Singh agreed to present a summary next meeting.
4. Review Minutes from the last meeting on May 31.
 - Discussion took place regarding followup to the PASS/SUSCAT project.
 - Discussion took place how the ASSC can contribute to the AASHE/STARS process this summer and next academic year. Kylee Singh has tasks for the ASSC to complete during Fall to collect data needed to earn several of the Academic Credits.
 - Discussion took place regarding <http://suscat.calpoly.edu/catalog/programs/>, the page listing sustainability majors, minors, and concentrations. This list requires review and update for the AASHE/STARS application. Norm Borin offered to draft a rubric to help identify appropriate majors, minors, and concentrations.
5. Report on Summer meetings
 - Braun reported on his meeting with ASSC chair Brian Self. After discussion, the ASSC agreed unanimously to support identifying sustainability courses in the catalog in a manner consistent with the AASHE/STARS approach. Specifically, a solid green leaf would identify sustainability focused courses now appearing on <http://suscat.calpoly.edu/catalog/courses/>, and a green leaf outline would identify sustainability related courses.
 - Braun reported on his meeting with Jack Phelan regarding assessing sustainability learning objectives achievement. Does the ASSC wish to weigh in on whether it prefers to perform SLOs assessment as part of WASC campus-wide efforts or at the program level as part of the program review process? Or, does the ASSC prefer another approach.
6. Discuss each charge for 2016-17
 - Discussion took place on suscat course review.
 - Discussion took place on the CTLC infusing sustainability learning community.
 - A request for leaders and subcommittee members for red items needs followup.

The meeting adjourned at 3:03 p.m.

Attachments:

None

ASSC Meeting
October 18, 2016 20A-206 (2:10-3:00 pm)

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Vestermarck, Jesse	Library	PCS	2017	Y
Bennett, Penny	GrC	Provost	Ex Officio	Y
Elliot, Dennis	Fac. Serv.	Assoc. Dir. E&U	Ex Officio	Y
Francis, Hunter	CFS	Guest		
Greenwald, Harvey	Math	Guest		
Hawkins, Julie	Fac.Plan	Admin	Ex Officio	
Day, Kenneth	Student	ASI	Ex Officio (ASI)	Y
Singh, Kylee	Fac. Serv.	Guest		Phoned In
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	Y

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The meeting convened at 2:11 p.m.

1. The committee welcomes new member Kenneth Day.
2. The committee approved the Oct. 4 Minutes.
3. Discussion took place regarding Norm Borin's draft SUSCAT/STARS Minor, Concentration, Program Rubric. College representatives will pilot applying the rubric to Minors in their colleges. At the next meeting, the committee can use those results to adjust or approve the rubric. Then, the committee can consider Concentrations and Programs.
4. Discussion took place on a draft Sustainability Related course Rubric:
Cal Poly considers a course Sustainability Related, if it earns at least 1 point on the ASSC Suscat Eval Rubric but doesn't meet the criteria to appear on Suscat as a Sustainability Focused course.
 - Discussion took place regarding the SUSCAT assessment process. Please find the process posted on the ASSC web page,
http://www.academiciansenate.calpoly.edu/content/acadsen_comm/sustainability
under Resolution AS-792-15, Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives.
 - Discussion took place regarding the 1 point threshold score. Braun agreed to circulate the SUSCAT Assessment Rubric and summary data regarding how many courses a threshold of 1 would add to the Sustainability Related Course List.
5. Kylee Singh reminded the committee that she will need our input in a timely manner in order to submit the STARS application early next quarter.

The meeting adjourned at 3:02 p.m.

Attachments:

Rubric for Programs etc V2.docx
ASCC_Suscat_Eval_Rubric_2014V10.xls
SUSCAT_Courses_Total_Oct_2016.xls

ASSC Meeting
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- Respond to 2014 CSU Sustainability Policy directives.
 1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.
 2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development."
- Support campus efforts to achieve, measure, document, and improve Cal Poly's AASHE STARS certification credits.
 - [Retain SUSCAT review documentation in a form we can use for STARS.](#)
- **Support campus efforts toward the Second Nature Climate Commitment. (New)**
 1. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.⁹
- Develop and pilot more SLOs assessments.
- Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.
 - [Sent Senate a Resolution on Adding a Sustainability Catalog Option to PASS. The resolution was agendized by the Executive Committee and pull-ed from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution.](#)
- **Follow up the April 2016 Sustainability Charrette Action Items (New)**
 1. [Define a Cal Poly statement on sustainability and integrate into the hiring process](#)
 - [Dennis Elliot offered to draft a Cal Poly statement on sustainability.](#)
 - [Braun offered to distribute the Cal Poly diversity hiring document.](#)
 2. [Study how Cal Poly might implement a sustainability graduation requirement.](#)
 3. [Define organization and responsibilities for a Cal Poly Office of Sustainability.](#)
- Work with GEGB to develop sustainability pathways in GE.
 - [Discussed SUSCAT GE Courses on 5-22-15](#)
- Comment on Vision 2022 sustainability issues.

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

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

Fall Quarter Meeting Schedule:

~~Tuesday, October 4 (2:10 – 3 pm, 20A-206)~~

~~Tuesday, October 18 (2:10 – 3 pm, 20A-206)~~

Tuesday, November 1 (2:10 – 3 pm, 20A-206)

Tuesday, November 15 (2:10 – 3 pm, 20A-206)

Tuesday, November 29 (2:10 – 3 pm, 20A-206)

The meeting convened at 2:11 p.m.

1. The committee approved the Oct. 18 Minutes.
2. Discuss Strategic Plan Goal statement developed by the SAC.
Motion: *The ASSC endorses the Strategic Plan Goal statement developed by the Sustainability Advisory Committee.*
M/S/P Unanimously
3. Kylee Singh reported on highlights from the June 2016 CHESC Conference at CSU Fullerton. Please see her notes on the last pages of this document.
4. Discuss draft Sustainability Related course Rubric:
Discussion centered around whether 1 point would suffice, or whether 2 points should serve as a threshold. To inform the discussion, the committee considered the AASHE/STARS treatment of sustainability focused and sustainability related courses. The committee also considered the spreadsheet attached to this meeting's agenda, SUSCAT_Courses_Total_Oct_2016.xls.
Motion: *Cal Poly considers a course Sustainability Related, if it earns at least 1 point on the ASSC Suscat Eval Rubric but doesn't meet the criteria to appear on Suscat as a Sustainability Focused course.*
M/S/P
5. Discuss pilot results for Norm Borin's draft SUSCAT/STARS Minor, Concentration, Program Rubric. Barely started, so must continue next meeting.

The meeting adjourned at 3:01 p.m.

Attachments:

Kylee Singh's CHESC 2016 notes. See below.

Eric Veium's major takeaways:

Sustainability Officer's Workshop

- Powermap housing / student affairs / ASI
- Metrics that matter / tracking engagement & culture change

Integrating Campus Distributed Energy Resources: Renewables, Storage, & Microgrid

- Continue pushing for NEM or different Non-export service agreement – existing examples

- Managing risk of solar financial case built on demand reduction – sensitivity analysis
- Increase insights into campus baseline and peak behaviors – tools and management approaches
- Investigate opportunities for storage
- Access to debt financing is important and provides highest return

CSU Sustainability Officer's meeting

- Share SLO CAP dashboard with CO and other CSUs as best practice for climate action planning.
- Join CSU policy working group
- Reporting to CO on Sustainability Policy metrics will be required
- Attend CO resilience conference July 28

Comprehensive Steps towards Campus Carbon Neutrality

- Find alternative for natural gas heating
- Learn more about biogas
- Attend UC Santa Cruz detailed study

UC Santa Cruz Climate & Energy Strategy: A Roadmap to Carbon Neutrality

- Create interim carbon reduction goals
- Leverage UCSC tool with consultant support to model scenarios
- Participate in carbon neutrality working group

Developing Policy and Fundraising Mechanisms for Electric Vehicle Charging

- SCE Charge Ready program is awesome
- PG&E is lagging on comparable program, but we can start exploring opportunities for Cal Poly

Energy Manager's Meeting

- EIS- add more

Kylee's major takeaways and action items:

- **Marketing and Communications:** After attending a variety of presentations regarding creating a culture of sustainability on campuses, it became even more apparent how critical it is for a university Sustainability Coordinator to have a well defined annual marketing and communications plan and budget with monthly themes. This plan is not only valuable to keep the Coordinator organized but it allows the campus community partners to plan accordingly for partnership opportunities which in turn allows for greater participation and awareness.
- **Sustainability and Diversity intersections:** Across the Sustainability Officer team there is movement to partner with Diversity officers and craft a narrative around equitable sustainability. This movement stems from the energy on university campus geared toward diversity and social justice

and the need to link sustainable communities to the social justice narrative. A simplified understanding of the connection between social justice and sustainability links back to resources. When we are evaluating the way we manage access to sustainable transportation, healthy food, affordable housing, clean air/water/healthy communities, we are ultimately looking at ways to even the playing field for those that deserve access to all the aforementioned resources. Bringing Diversity Officers into planning conversations and teaming up with them to implement sustainability efforts will further sustainability efforts by ensuring people are part of the 3 legged stool of sustainability.

- **Zero Waste Signage and Infrastructure:** CHESC was a great example of how critical it is to provide adequate recycling and compost infrastructure and signage across a campus. CSU Fullerton was plastered with color coded, engaging, and consistent messaging for how to recycle and compost. Observed waste sorting at central luncheons and conference sessions was highly variable, and reinforced the need for clear, consistent, quickly readable signage, and direct announcements/instructions to attendees at the beginning of each session/meeting to explain how to properly separate waste.
- **Outreach and Engagement:** Most CSU campuses are hosting a variety of Outreach and Engagement programs through a variety of outlets whether it be ASI, Green Campus type teams, or generally through a sustainability office. These Outreach and Education programs help to spread the word about sustainable living and working on campus and give ownership to a broader community of sustainability leaders.
 - **TGIF** In the coming year it will be crucial to encourage a student team to take ownership over passing a TGIF referendum. TGIF will allow the EU&S team to support student ideas and initiatives for on campus projects to help meet Climate Commitment goals with student supported funding.
 - **ECO Rep's** An ECO Rep program for University housing will also be an incredibly valuable tool if managed appropriately. The hope for this program is to be managed by the Green Campus team and to focus on university housed students as ECO Rep's. The program would train and develop student leaders to certify rooms within the dorms and encourage student ECO leaders to manage educational outreach opportunities within their own communities.
 - **Green Office Certification** The Cal Poly Sustainability Mentors program historically implemented a Green Office program but in recent months has become defunct. With out this team leading the charge it will be valuable to evaluate opportunity for alternatives to staff owning the program. During CHESC there were a variety of structures presented for how these types of programs are housed on various campuses, it may be valuable to consider encouraging the Green Campus team to take on this type of programing since it seems to drive reductions in office resource waste.

Kylee Singh
Sustainability Coordinator
Cal Poly Energy, Utilities, and Sustainability

ASSC Meeting
November 15, 2016 20A-206 (2:10-3:00 pm)

Committee Members (and designations)

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

Cal Poly Sustainability Learning Objectives:¹⁰

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

- Define and apply sustainability principles within their academic programs
- 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

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

ASSC Committee Charges for 2016-17:¹¹

- Respond to AS-787-14
 1. Produce a list of 2015-17 catalog courses meeting at least two SLOs and review new courses for the 2017-19 catalog.
 - [GE Courses reviewed by ASSC and approved via AS Consent Agenda May '15](#)
 - [Other course review began. CENG, CLA, COB, CSM completed. CAED started. Approved via AS Consent Agenda May '16.](#)
 2. Encourage faculty to teach sustainability in new and existing courses
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability
 - [Plan Sustainability Learning Community during 2016-17.](#)
 - [Facilitated by Rebekah Oultan and Brian Pompeii starts Oct. 7, 2016.](#)
 - [Plan workshop for Summer 2017.](#)
- Develop procedure to identify sustainability courses in catalog
- 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.
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- Support campus efforts to achieve, measure, document, and improve Cal Poly's AASHE STARS certification credits.
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- **Support campus efforts toward the Second Nature Climate Commitment. (New)**
 1. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.¹²
- Develop and pilot more SLOs assessments.
- Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.
 - [Sent Senate a Resolution on Adding a Sustainability Catalog Option to PASS. The resolution was agendized by the Executive Committee and pull-ed from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution.](#)
- **Follow up the April 2016 Sustainability Charrette Action Items (New)**
 1. [Define a Cal Poly statement on sustainability and integrate into the hiring process](#)
 - [Dennis Elliot offered to draft a Cal Poly statement on sustainability.](#)
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Tuesday, November 29 (2:10 – 3 pm, 20A-206)

The meeting convened at 2:10 p.m.

1. The committee approved the Nov. 1 Minutes.
2. Discuss took place regarding pilot results for Norm Borin's draft SUSCAT/STARS Minor, Concentration, Program Rubric. Discussion took place regarding how to handle a minor having, for example, 18 optional courses, from which students select 4, where not all 18 courses on the list teach sustainability. Brian Pompeii reported pilot results for CLA, which would have 7 sustainability minors. We expect more minors from the other colleges. AASHE/STARS assigns credits for at least one sustainability minor, so we meet their threshold.
3. Discussion took place regarding adding sustainability to the faculty hiring process. Discussion followed the thought Dennis had email and led to the following conclusions:
 - a. The process should cover faculty requirements, not staff. It should cover tenure-track hires and full-time lecturer hires.
 - b. The ASSC likes adding to the Procedure for Recruiting Tenure-Track Faculty document, a "Cal Poly Statement on Sustainability" as another full page inserted immediately after the statement on diversity (p. 13 or pdf 14/52).
<http://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/Procedure%20for%20Recruiting%20Tenure-Track%20Faculty.pdf>
 - c. Brainstorming took place regarding where to suggest intervening in the interviewing process. The obvious idea of adding a required phone interview question has the advantage of remaining symmetric with the required diversity question. It does add pressure to the time constraints on the phone interviews. Places to intervene include:
 - i. During the phone interview
 - ii. During the on-site interview
 - iii. Ad language.
 - iv. Application packet could also require a statement on sustainability
 - v. OUDI Search committee trainings.

The meeting adjourned at 3:01 p.m.

Attachments:

ASSC Meeting
November 29, 2016 20A-206 (2:10-3:00 pm)

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The meeting convened at 2:10 p.m.

1. The committee approved the Nov. 15 Minutes.
2. M/S/P Approve without objection the CAED list of SUSCAT courses reviewed by Jonathan Reich and submit the list to the Academic Senate's consent agenda.. Discussion took place regarding how to encourage more faculty to include explicit sustainability learning objectives in their course syllabuses.
3. Discuss took place regarding pilot results for Norm Borin's draft SUSCAT/STARS Minor, Concentration, Program Rubric and Brian Pompeii's pilot results for CLA. See attachment. While the committee likes the approach, we agreed to think about it for one more meeting.
4. Discussion took place regarding adding sustainability to the faculty hiring process. The committee reviewed prior decisions:
 - a. The process should cover faculty hiring, not staff. It should cover tenure-track hires and full-time lecturer hires, not part-time hires.
 - b. Dennis Elliot volunteered to draft a "Cal Poly Statement on Sustainability" to add to the Procedure for Recruiting Tenure-Track Faculty document, as another full page inserted immediately after the statement on diversity (p. 13 or pdf 14/52).
<http://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/Procedure%20for%20Recruiting%20Tenure-Track%20Faculty.pdf>
 - c. Further discussion took place regarding where to suggest intervening in the interviewing process:
 - i. During the phone interview
 - ii. During the on-site interview
 - iii. Ad language.
 - iv. Application packet could also require a statement on sustainability
 - v. OUDI Search committee trainings.Discussion seems to be converging on preferring options ii, iii, and v, while not abandoning entirely option i.

The meeting adjourned at 3:03 p.m.

Attachments:

CLA_Minors_Sustainability.xlsx