

ACADEMIC SENATE – Sustainability Committee

Winter 2017

Due: Friday, March 31, 2017

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. CAED, CENG, CLA, COB, & CSM courses approved via AS Consent Agenda May '16, Dec. '16.</p> <p>1. CAFES courses await AS approval via Consent Agenda item submitted March 3 '17. See pp. 3-6.</p> <p>2&3. Planned and began the CTLT Sustainability Learning Community. Rebekah Oultan and Brian Pompeii facilitated meetings on Oct. 7, Oct. 21, Nov. 4, and Dec. 9, 2016; Jan. 20, Feb. 3, Feb. 24, Mar. 10, 2017.</p>
Develop procedure to identify sustainability courses in catalog.	Developed a way to distinguish sustainability courses now appearing on the Sustainability Catalog (http://suscat.calpoly.edu/) from courses that include sustainability courses based on the AS Suscat Eval Rubric score. See Oct. 18, Nov. 1, Jan. 13, Jan. 27, Feb. 17, and Mar. 3 minutes, plus the memo pp. 3-6.
Respond to 2014 CSU Sustainability Policy directives.	The Academic Senate Sustainability Committee unanimously endorsed the draft language developed by the Sustainability Advisory Committee

<p>1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.</p> <p>1. 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>proposing a sustainability section for the Strategic Plan. The draft language appears on pages 6 – 9 of the Fall quarter ASSC Report.</p>
<p>Support campus efforts to achieve, measure, document, and improve Cal Poly's AASHE STARS certification credits.</p>	<p>Discussed during each meeting. with several Actions taken to identify sustainability courses, concentrations, majors, minors, and programs include expanding the list of sustainability courses and piloting a rubric to identify sustainability concentrations, majors, minors, and programs. The data collection and certification process finalized in February of 2017 earned Cal Poly a silver rating. The full report appears here: https://stars.aashe.org/institutions/california-polytechnic-state-university-ca/report/2017-02-16/</p>
<p>Support campus efforts toward the Second Nature Climate Commitment. As part of the comprehensive Climate Action Plan, take actions to make carbon neutrality and resilience a part of the curriculum and other educational experiences for all students.</p>	<p>Please see the Revised Sustainability Practices Section prepared for the 2017-2019 Catalog on pp. 7-9.</p>
<p>1. Develop and pilot more SLOs assessments.</p>	<p>We are working with the CTLT Learning Community to Teach Sustainability Across the Curriculum to complete this.</p>
<p>Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.</p>	<p>1. In Spring 2016, sent the Senate a Resolution on Adding a Sustainability Catalog Option to PASS. The resolution was agendized by the Executive Committee and pulled from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution. Page 4 of the Fall quarter report contains a screen shot of the SUSCAT link added to PASS during Fall 2016 for Winter 2017 registration. 2. Worked with the Registrar's office to identify an issue with the SUSCAT PASS link, namely, that it</p>

	only appears on browser desktop versions, but not on the PASS mobile version.
Follow up with the April 2016 Sustainability Charette Action Items.	2. Discussion took place during the Nov. 15 meeting based on Cal Poly's diversity and inclusivity hiring processes. See p. 10 for the Statement on Sustainability approved by the Provost on Jan. 11, 2017.
2. Define a Cal Poly statement on sustainability and integrate into the hiring process.	2. Discussion took place during the Nov. 15, Nov. 29, Jan. 13, Jan. 27, Mar. 3, and Mar. 17 meetings regarding ways to improve the hiring process.
3. Study how Cal Poly might implement a sustainability graduation requirement.	2. Developed slides intended for faculty recruitment training sessions. Discussion appears in the Jan. 27, Mar. 3, and Mar. 17 meeting minutes. Please see p. 11.
Define organization and 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 of the Fall quarter report..

NOTES:

The Committee met five times during Winter 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 Winter, 2017	p. 4-6
Revised Sustainability Practices Section prepared for the 2017-2019 Catalog	p. 7-9
Cal Poly's Statement on Sustainability	p. 10
OU DI Search Committee Training -- Sustainability Slides	p. 11
Meeting Minutes	p. 12-27

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. The third assessment phase during 2016 covered non-GE courses from CAED. This memo lists only additional sustainability courses recommended for SUSCAT through February 2017. It also lists courses reviewed through February 2017 that include sustainability but do not yet meet the Academic Senate assessment criteria.

Date: March 1, 2017

Winter 2017 Review – Sustainability Courses

COURSES TO LIST ON SUSCAT		
Course Number	Title	GE Area
CAFES		
ERSC 325	Climate and Humanity	
ERSC 333	Human Impact on the Earth	
NR 141	Introduction to Forest Ecosystem Management	
NR 142	Environmental Management	
NR 311	Environmental Measurements and Interpretation	
NR 326	Natural Resources Economics and Valuation	
NR 365	Silviculture and Vegetation Management	
NR 465	Ecosystem Management	
RPTA 313	Sustainability in Recreation, Parks, and Tourism	
RPTA 314	Sustainable Travel and Tourism Planning	

Winter 2017 Review – Courses that Include Sustainability

COURSES ON DECK FOR SUSCAT		
Course Number	Title	GE Area
CAED		
ARCH 101	Survey of Architectural Education and Practice	
ARCH 242	Architectural Practice 2.2	
ARCH 351	Architectural Design 3.1	
ARCH 241	Architectural Practice 2.1	
ARCH 252	Architectural Design 2.2	
ARCE 106	Introduction to Building Systems	

ARCH 251	Architectural Design 2.1	
ARCH 352	Architectural Design 3.2	
ARCH 353	Architectural Design 3.3	
CRP 212	Introduction to Urban Planning	
CRP 342	Environmental Planning Methods	
CRP 404	Environmental Law	
CRP 410	Community Planning Laboratory I	
CRP 411	Community Planning Lab II	
CRP 442	Housing and Planning	
CRP 458	Local Hazard Mitigation Planning and Design	
CRP 518	Policy Development	
EDES 123	Principles of Environmental Design	
LA 330	Cultural Landscapes: People, Places and Ethical Decisions	
CAFES		
ASCI 112	Principles of Animal Science	
FSN 250	Food and Nutrition: Customs and Culture	
NR 306	Natural Resource Ecology and Habitat Management	
NR 416	Environmental Impact Analysis and Management	
NR 425	Applied Resource Analysis and Assessment	
NR 312	Technology of Wildland Fire Management	
RPTA 302	Environmental and Wilderness Education	
CENG		
CE 321	Fundamentals of Transportation Engineering	
CE 336	Water Resources Engineering	
ENVE 450	Industrial Pollution Prevention	
ENVE 467	Senior Project Design Laboratory II	
MATE 110	Introduction to Materials Engineering Design I	
MATE 130	Introduction to Materials Engineering Design III	
ME 428	Senior Design Project I	
ME 450	Solar Thermal Power Systems	
BMED 213	Bioengineering Fundamentals	
CE 424	Public Transportation	
EE 413	Advanced Electronic Design	
ENVE 325	Air Quality Engineering	
ENVE 331	Introduction to Environmental Engineering	
ENVE 436	Introduction to Solid and Hazardous Waste Management	
MATE 120	Introduction to Materials Engineering Design II	
ME 415	Energy Conversion	
SIE 510	Introduction to Systems	
CE 523	Transportation Systems Planning	
MATE 359	Living in a Material World	
EE 520	Solar-Photovoltaic Systems Design	
CLA		
GEOG 250	Physical Geography	
GEOG 414	Global and Regional Climatology	

PHIL 420	Philosophy of Biology	
ANT 345	Human Behavioral Ecology	
HIST 359	Living in a Material World	
HIST 438	History of American Agriculture	
ANT 402	Nutritional Anthropology	
COMS 395	Science Communication	
GEOG 150	Introduction to Cultural Geography	
PSY 360	Applied Social Psychology	
COB		
IT 341	Packaging Polymers and Processing	

Winter 2017 Review

COURSES TO REMOVE FROM SUSCAT		
Course Number	Title	GE Area

Cal Poly submitted its STARS certification application to AASHE during February 2017. The application identified sustainability courses according to the STARS criteria for sustainability courses and courses that include sustainability.[1] AASHE/STARS describes the sustainability courses as “courses for which the primary and explicit focus is on sustainability and/or understanding or solving one or more major sustainability challenge.” Cal Poly interpreted this description as applying to those courses listed in Cal Poly’s Sustainability Catalog (SUSCAT).[2] Cal Poly identified courses for SUSCAT following the assessment procedure approved by the Academic Senate.[3] Summarized briefly, the procedure scores each course according to a rubric. Courses scoring 6-12 points on the rubric that also devote at least 20% of the course to sustainability get recommended as SUSCAT sustainability courses. The new courses proposed for listing appear in the first table above titled “Winter 2017 Review – Sustainability Courses.”

AASHE/STARS also recognizes courses that include sustainability. This category covers “courses that are focused on a topic other than sustainability, but incorporate a unit or module on sustainability or a sustainability challenge, include one or more sustainability-focused activities, or integrate sustainability issues throughout the course.”[1] While reviewing courses for SUSCAT, it became clear that Cal Poly offers courses that don’t teach sustainability learning objectives sufficiently to appear as a SUSCAT sustainability course, but do teach elements of sustainability appropriate for the AASHE/STARS category covering courses that include sustainability. Those courses appear in the second table above titled “Winter 2017 Review – Courses that Include Sustainability.” The ASSC plans to post this list online at a new URL titled “Other Courses that Include Sustainability” and located under <http://suscat.calpoly.edu/>.

[1] http://www.aashe.org/files/documents/STARS/2.0/STARS_2.1_credit_AC01_Academic_Courses.pdf

[2] <http://suscat.calpoly.edu/catalog/courses/>

[3] *Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives* (AS-792-15), May 21, 2015, http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/Resolutions/2014-2015/AS-792-15_rev.pdf

Sustainability Practices

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

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

Curriculum and Research

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

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

In 2010, the University formally recognized the CAFES Center for Sustainability, which started as a student-led program in 2000. The Center helped establish the Cal Poly Organic Farm, numerous professional development programs in sustainable pest management, composting, artisan foods and, most recently, the FEED (Farmer Experiential Education and Development) program for veterans entering agriculture. The Center has hosted many of the leaders of the sustainable agriculture movement at Cal Poly and has offered scores of public education programs on organic gardening, permaculture, holistic management, fair trade, bee keeping, carbon farming, and more. The Center also facilitates campus-community collaborations, which have resulted in regional food system initiatives, buy local campaigns, and young farmer coalitions. Please see <http://sarc.calpoly.edu/>.

From 2011-2015, the self-organized SUSTAIN (Sino-US Strategic Alliance for Innovation) learning initiative involved over 200 freshmen and 50 different majors in over 40 community

projects organized around sustainability; this effort linked courses from 16 different faculty collaborators across five of Cal Poly's six academic colleges and 24 different community partners. Begun in 2008 by a Cal Poly team with faculty from Tongji University and Stanford University, the SUSTAIN institute committed to learning to innovate for sustainable design in China and San Luis Obispo. Please see <https://sustainslo.calpoly.edu/>.

In 2015, the College of Architecture and Environmental Design's 25+ year-old interdisciplinary Sustainable Environments Minor program, completed by approximately 80 students/year from every college on the campus, won a UC/CSU/CCC Energy Efficiency and Sustainability Best Practice Award for Sustainability in Academics. This same program received the top national American Institute of Architects award in 2005 for "Ecological Literacy in Architectural Education."

Campus and Community Engagement

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

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

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

Operations

For Earth Day 2016, President Armstrong signed the Second Nature Climate Leadership Commitment, making Cal Poly a Charter Signatory to the largest climate change initiative in higher education. Participating campuses must create Climate Action Plans to achieve carbon neutrality and climate resilience as soon as possible and infuse these topics into curriculum, research, and student experience. Cal Poly has established a goal of net zero emissions by 2050 and is working with regional partners to ensure campus resiliency to impacts from climate change. To achieve these goals, Facilities Management and Development and the City and Regional Planning Department collaborated to create Cal Poly's first Climate Action Plan (CAP). The CAP included a comprehensive greenhouse gas inventory, which shows Cal Poly has already reduced emissions to within ten percent of 1990 levels, despite a 100 percent increase in building square footage and on-campus residency. The Poly CAP report, transportation survey, and GHG dashboard appears online: https://afd.calpoly.edu/sustainability/campus_resources/climate_action

Cal Poly practices institutional ecology and has taken significant steps to reduce its environmental footprint. In 2013, classes began in the Warren J. Baker Center for Science and Mathematics, a 189,000 square-foot building embodying sustainability principles. In 2009, Cal Poly opened Poly Canyon Village a 1.4-million-square-foot mixed-use complex, which provides apartment-style

housing for over 2,600 students – the largest LEED Gold project in the region and in the CSU. LEED certification is being achieved in all new buildings as well as selected retrofits. In 2017, Cal Poly broke ground on the 4.5 MW Gold Tree Solar Farm.

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

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

Planning and Administration

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

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

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

Cal Poly's Statement on Sustainability

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

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

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


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

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

As a Charter Signatory to the Second Nature Climate Commitment, Cal Poly is committed to achieving carbon neutrality and climate resilience as soon as possible, and is infusing this work into curriculum, research, and student experience. To achieve these goals, Cal Poly seeks to recruit faculty with a passion for sustainability and demonstrated experience bringing the topic into the classroom and laboratory.

OU DI Search Committee Training -- Sustainability Slides V3.pptx

Sustainability Learning Objectives



The screenshot shows the Cal Poly Academic Policies page for 2009. The 'Sustainability Learning Objectives' section states: 'Cal Poly defines sustainability as the ability of the natural and social systems to sustain and renew together to meet current and future needs. In order to consider sustainability when making important 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
- Assess and explain local, national, and global sustainability using a multidisciplinary approach
- Incorporate sustainability principles while developing personal and professional values

Academic Senate Minutes 6/20/09, approved by President Bower June 22, 2009

<http://info.calpoly.edu/>

Sample Sustainability Interview Questions

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

Cal Poly's Commitment to Sustainability

2014 CSU Sustainability Policy states:

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."

Cal Poly's Commitment to Sustainability

As a Charter Signatory to the Second Nature Climate Commitment, Cal Poly is committed to achieving carbon neutrality and climate resilience as soon as possible, and is infusing this work into curriculum, research, and student experience. To achieve these goals, Cal Poly seeks to recruit faculty with a passion for sustainability and demonstrated experience bringing the topic into the classroom and laboratory.

Approved by Provost Enz-Finken on Jan. 11, 2017

ASSC Meeting
January 13, 2017 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	Y
Fernsler, Jonathan	Physics	CSM	2016	Y
Nelson, Yarrow	ENVE	CENG	2018	
Reich, Jonathan	Arch	CAED	2017	
Pompeii, Brian	SOCS	CLA	2016	
Vestermark, 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	
Day, Kenneth	Student	ASI	Ex Officio (ASI)	
Singh, Kylee	Fac. Serv.	Guest		
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	

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. CAED, CENG, CLA, COB, CSM completed. CAFES started. Approved via AS Consent Agenda May '16, Dec '16.](#)
 2. Encourage faculty to teach sustainability in new and existing courses
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability
 - [Plan Sustainability Learning Community during 2016-17.](#)
 - [Facilitated by Rebekah Oultan and Brian Pompeii starts Oct. 7, 2016.](#)
 - [Plan workshop for Summer 2017.](#)
- Develop procedure to identify sustainability courses in catalog
- 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>

Winter Quarter Meeting Schedule:

~~Friday, January 13 (2:10 – 3 pm, 20A-206)~~

Friday, January 27 (2:10 – 3 pm, 20A-206)

Friday, February 17 (2:10 – 3 pm, 20A-206)

Friday, March 3 (2:10 – 3 pm, 20A-206)

Friday, March 17 (2:10 – 3 pm, 20-126) Note different room

The meeting convened at 2:15 p.m.

1. The committee reviewed the previously approved Nov. 29 Minutes.
2. Dennis Elliot announced progress on the Cal Poly solar farm project. The project consists of 5.1 MW of DC power with single axis tracking to produce 4.4 MW of AC power (roughly 20% of Cal Poly's electrical consumption). The project intends to save \$17.3M over 20 years. The contractor, REC, plans to hire student interns to work on the project design and contribute \$30k per year for 5 years to fund faculty research, a clean tech competition, and related programs.
3. Discussion took place regarding updating SUSCAT to list sustainability focused and sustainability related courses. The committee suggests adding explanations about sustainability focused courses and sustainability related courses. After developing the list, the ASSC can submit it to the Senate for approval via its consent agenda.
4. Discussion took place regarding the SUSCAT link added recently to PASS. The link appears at the bottom of the entry page. However, the link does NOT appear on the mobile version., so Braun should follow up with Cem Sunata.
5. Discussion took place regarding Kylee Singh's STARS updates. STARS dataset reviewers can email Kylee directly to volunteer.
6. Discussion took place regarding the most recent draft of the Statement on Sustainability and how to include sustainability in the hiring process. Braun should contact Al Liddicoat to solicit his input regarding the options generated during the Nov. 29, 2016 ASSC meeting.
7. Brief discussion took place regarding a sustainability graduation requirement.

The meeting adjourned at 3:10 p.m.

Attachments:

ASSC Meeting
January 27, 2017 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	Y
Fernsler, Jonathan	Physics	CSM	2016	Y
Nelson, Yarrow	ENVE	CENG	2018	Y
Pompeii, Brian		CLA	2016	
Reich, Jonathan	Arch	CAED	2017	
Vestermark, Jesse	Library	PCS	2017	Y
Bennett, Penny	GrC	Provost	Ex Officio	
Elliot, Dennis	Fac. Serv.	Assoc. Dir. E&U	Ex Officio	
Francis, Hunter	CFS	Guest		
Greenwald, Harvey	Math	Guest		
Hawkins, Julie	Fac.Plan	Admin	Ex Officio	
Day, Kenneth	Student	ASI	Ex Officio (ASI)	
Singh, Kylee	Fac. Serv.	Guest		Y
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	

Cal Poly Sustainability Learning Objectives:⁴

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

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

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

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

ASSC Committee Charges for 2016-17:⁵

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

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

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

Fall Quarter Meeting Schedule:

~~Friday, January 13 (2:10 – 3 pm, 20A-206)~~

~~Friday, January 27 (2:10 – 3 pm, 20A-206)~~

Friday, February 17 (2:10 – 3 pm, 20A-206)

Friday, March 3 (2:10 – 3 pm, 20A-206)

Friday, March 17 (2:10 – 3 pm, 20-126) Note different room

The meeting commenced at 2:10 p.m.

1. The committee reviewed and approved the Minutes from Jan. 27 meeting.
2. Discussion took place regarding the SUSCAT list of sustainability related courses. The committee reviewed the list. Braun was tasked with assembling the list and getting Norm Borin to review it before submitting it to the Academic Senate Consent agenda accompanied by an explanation of how the sustainability related course list differs from the sustainability focused SUSCAT course list.
3. Kylee Singh reported on STARS updates and presented the Cal Poly data entered into the <https://stars.aashe.org/> database. She solicited and received comments about several academic and research related category credits. It looks like Cal Poly would receive a Silver rating based on the current credits. The credit total comes quite close to the lower limit required for a Gold rating.
4. The committee briefly discussed options for incorporating Sustainability into the recruitment process including Al Liddicoat's feedback regarding several options:
 - i. During the phone interview (suggestion ok, would require Faculty Affairs approval or AS approval to require)
 - ii. During the on-site interview (suggestion ok, would require Faculty Affairs approval or AS approval to require)
 - iii. Ad language. (suggestion ok, would require Faculty Affairs approval or AS approval to require)
 - iv. Application packet could also require a statement on sustainability (probably harder, but he didn't say no.
 - v. OUDI Search committee trainings. (as good as done. Requires Braun to call Jen Myers and provide materials – one or two PowerPoint slides)

The meeting adjourned at 3:08 p.m.

Attachments:

ASSC Meeting
February 17, 2017 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	Y
Fernsler, Jonathan	Physics	CSM	2016	
Nelson, Yarrow	ENVE	CENG	2018	Y
Pompeii, Brian		CLA	2016	Y
Reich, Jonathan	Arch	CAED	2017	
Vestermark, Jesse	Library	PCS	2017	Y
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	
Day, Kenneth	Student	ASI	Ex Officio (ASI)	
Singh, Kylee	Fac. Serv.	Guest		
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	

Cal Poly Sustainability Learning Objectives:⁷

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

- 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

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

ASSC Committee Charges for 2016-17:⁸

- Respond to AS-787-14
 1. Produce a list of 2015-17 catalog courses meeting at least two SLOs and review new courses for the 2017-19 catalog.
 - [GE Courses reviewed by ASSC and approved via AS Consent Agenda May '15](#)
 - [Other course review began. CAED, CENG, CLA, COB, CSM completed. CAFES started. Approved via AS Consent Agenda May '16, Dec '16.](#)
 2. Encourage faculty to teach sustainability in new and existing courses
 3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability
 - [Plan Sustainability Learning Community during 2016-17.](#)
 - [Facilitated by Rebekah Oultan and Brian Pompeii starts Oct. 7, 2016.](#)
 - [Plan workshop for Summer 2017.](#)
- Develop procedure to identify sustainability courses in catalog
 - [Use AASHE/STARS sustainability focused and sustainability related lists.](#)
- 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 agendaed by the Executive Committee and pulled from the Senate Agenda after the Registrar agreed to carry out the resolution actions without needing the resolution.](#)
- **Follow up the April 2016 Sustainability Charrette Action Items (New)**
 1. [Define a Cal Poly statement on sustainability and integrate into the hiring process](#)
 2. [Study how Cal Poly might implement a sustainability graduation requirement.](#)
 3. [Define organization and responsibilities for a Cal Poly Office of Sustainability.](#)
- Work with GEGB to develop sustainability pathways in GE.
 - [Discussed SUSCAT GE Courses on 5-22-15](#)
- Comment on Vision 2022 sustainability issues.

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:

~~Friday, January 13 (2:10 — 3 pm, 20A-206)~~

~~Friday, January 27 (2:10 — 3 pm, 20A-206)~~

Friday, February 17 (2:10 – 3 pm, 20A-206)

Friday, March 3 (2:10 – 3 pm, 20A-206)

Friday, March 17 (2:10 – 3 pm, 20-126) Note different room

The meeting began at 2:10 p.m.

1. The committee reviewed & approved the Minutes from the Jan. 27 meeting.
2. Dennis Elliot announced that Cal Poly has submitted its AASHE/STARS application with an anticipation of receiving a Silver rating.
3. Discussion took place regarding the list of sustainability related courses. AASHE/STARS uses the phrase “courses that include sustainability” to describe Academic Credits in http://www.aashe.org/files/documents/STARS/2.0/STARS_2.1_credit_AC01_Academic_Courses.pdf. The committee agreed to use this language. Discussion took place regarding how to share this list on SUSCAT, and the committee tasked Braun with drafting language for use online when adding these courses to the SUSCAT website.
4. Discussion took place regarding OUDI Search committee sustainability training slides. The committee made comments and additions to the draft slides presented. Further developments await.
5. Discussion took place regarding follow up to the SUSCAT/STARS Minor, Concentration, Program Rubric. The committee decided to wait for Norm Borin’s return to resume the discussion.
6. Dennis Elliot announced sustainability developments:
The solar farm contract was finalized and design has begun.
The Climate Action Plan was finalized.
Earthweek events will take place around April 22.

The meeting adjourned at 3:08 p.m.

Attachments:

ASSC Meeting
March 3, 2017 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	Y
Fernsler, Jonathan	Physics	CSM	2016	Y
Nelson, Yarrow	ENVE	CENG	2018	
Pompeii, Brian		CLA	2016	Y
Reich, Jonathan	Arch	CAED	2017	
Vestermark, Jesse	Library	PCS	2017	Y
Bennett, Penny	GrC	Provost	Ex Officio	Y
Elliot, Dennis	Fac. Serv.	Assoc. Dir. E&U	Ex Officio	
Francis, Hunter	CFS	Guest		
Greenwald, Harvey	Math	Guest		
Hawkins, Julie	Fac.Plan	Admin	Ex Officio	
Day, Kenneth	Student	ASI	Ex Officio (ASI)	
Singh, Kylee	Fac. Serv.	Guest		Y
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	

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

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

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

Fall Quarter Meeting Schedule:

~~Friday, January 13 (2:10 — 3 pm, 20A-206)~~

~~Friday, January 27 (2:10 — 3 pm, 20A-206)~~

~~Friday, February 17 (2:10 — 3 pm, 20A-206)~~

Friday, March 3 (2:10 – 3 pm, 20A-206)

Friday, March 17 (2:10 – 3 pm, 20-126) Note different room

The meeting began at 2:14 p.m.

1. The committee reviewed & approved the Minutes from the Feb. 17 meeting.
2. After brief discussion, the committee approved forwarding to the Academic Senate consent agenda a memo regarding new SUSCAT sustainability courses and courses that include sustainability. M/S/P unanimously.
3. Discussion took place regarding contributing sustainability ideas to the Provost's April office hours presentation. The following topics arose as suggestions:
 - a. The new solar farm
 - b. The recently submitted AASHE/STARS Silver Rating
 - c. The CSU Sustainability Policy
 - d. The recently completed Climate Action Plan
4. Discussion took place regarding zero waste efforts and challenges due to the contractor not accepting >2% compost contamination. Cal Poly's compost contamination levels greatly exceed this threshold.
5. Discussion took place regarding this year's CTLT sustainability themed learning community to infuse sustainability across the curriculum. Since mainly sustainability "choir" members attended the first few meetings, the learning community morphed into a year-long research project to study barriers to infusing sustainability learning at Cal Poly.
6. Discussion took place regarding designing a new CTLT sustainability themed learning community for next year to infuse sustainability into more courses. Should it emphasize project-based efforts? How could the learning community attract more faculty members from outside the sustainability "choir"?
7. Dennis Elliot announced that Cal Poly has submitted its AASHE/STARS application with an anticipation of receiving a Silver rating.
8. Discussion took place regarding OUDI Search committee sustainability training slides. The committee made comments and additions to the draft slides presented with the latest version attached to these minutes.

The meeting adjourned at 3:07 p.m.

Attachments:

ASSC SUSCAT Course Memo for AS Consent Agenda February 2017 V1.doc
OUDI Search Committee Training -- Sustainability Slides V2.pptx

ASSC Meeting
March 17, 2017 20A-126 (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	Y
Fernsler, Jonathan	Physics	CSM	2016	Y
Nelson, Yarrow	ENVE	CENG	2018	Y
Pompeii, Brian		CLA	2016	Y
Reich, Jonathan	Arch	CAED	2017	
Vestermark, Jesse	Library	PCS	2017	Y
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)	
Singh, Kylee	Fac. Serv.	Guest		Y
Thomas, Shelby	Student	ASI	Ex Officio (ASI)	
Tool, Katie	AcadProg	Admin	Ex Officio	

Cal Poly Sustainability Learning Objectives:¹³

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

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

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

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

ASSC Committee Charges for 2016-17:¹⁴

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

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

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

Fall Quarter Meeting Schedule:

Friday, January 13 (2:10 — 3 pm, 20A-206)

Friday, January 27 (2:10 — 3 pm, 20A-206)

Friday, February 17 (2:10 — 3 pm, 20A-206)

Friday, March 3 (2:10 — 3 pm, 20A-206)

Friday, March 17 (2:10 – 3 pm, 20-126) Note different room

The meeting began at 2:10 p.m.

1. The committee approved the Minutes from the March 3 meeting.
2. Several committee members announced progress on sustainability initiatives around campus.
 - a. Kylee Singh and Dennis Elliot announced Earth Week activities April 25-28, with a charrette on Friday, April 28. Please see <https://afd.calpoly.edu/sustainability/announcements/>
 - b. Dennis Elliot gave a presentation on sustainability initiatives to the CENG Dept. heads. Please find the PowerPoint slides *SEI Presentation to CENG Chairs March 2017.pptx* posted to https://cpslo-my.sharepoint.com/personal/dbraun_calpoly_edu/_layouts/15/guestaccess.aspx?guestaccesstoken=mW6Zf3xZNoz1L8SnDpy50Gbuut1eeyM%2bo14RgNQNA%2fQ%3d&docid=2_1de8fae7cb0cd43f487cc61d2f0ed93c2&rev=1
 - c. Braun announced that the CENG Dean's search scope document mentions sustainability in a meaningful way. Please see: *Cal Poly Dean of Engineering Scope.pdf* posted to https://cpslo-my.sharepoint.com/personal/dbraun_calpoly_edu/_layouts/15/guestaccess.aspx?guestaccesstoken=hY8Tr0WNXsnrB304FM1vlyUjPCyX6hny5WqVlksadkl%3d&docid=2_123beb1bc0dfd4cf4be8e21306ae38682&rev=1
3. Braun announced that the latest list of additional SUSCAT courses was submitted to the Academic Senate and should appear on an upcoming consent agenda.
4. Discussion took place regarding sustainability ideas for the Provost's April office hours presentation. Dennis Elliot and Kylee Singh boiled down a long list of ideas.
5. Discuss OUDI Search committee sustainability training slides. The committee made revisions and unanimously approved sending the revised slide deck to Jen Myers for feedback and to the new OUDI director during Spring quarter for feedback. Please see *OUdi Search Committee Training -- Sustainability Slides V3.pptx* posted to: https://cpslo-my.sharepoint.com/personal/dbraun_calpoly_edu/_layouts/15/guestaccess.aspx?guestaccesstoken=rkmmfzlUr0T%2f5KiVmKJojEiWgmUrPtu8Rgnnb0M1owY%3d&docid=2_15cb04a1aacad4d0180b1daf11a4bf5f9&rev=1
6. Discussion took place regarding collaborating with the CTLT on sustainability projects. Patrick O'Sullivan circulated a proposal containing three ideas:
 - a. "Quick qualify" workshops to help faculty who teach sustainability courses that didn't qualify for SUSCAT modify their expanded course outlines, course proposals, or generic instructor-independent syllabuses to qualify for SUSCAT.
 - b. A CTLT sustainability themed learning community to infuse sustainability into more courses.
 - c. Sustainability In the Curriculum Community of Practice (CoP)
Please see the attached proposal titled *CTLT program overview BRIEF.pdf*

The meeting adjourned at 2:59 p.m.

Attachments:

CTLT program overview BRIEF.pdf

OU DI Search Committee Training -- Sustainability Slides V3.pptx