

Adopted: June 3 2014

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

AS-787-14

RESOLUTION ON SUSTAINABILITY

- 1 WHEREAS, In May 2003, the Academic Senate endorsed the Talloires Declaration; and
2
- 3 WHEREAS, In August 2003, President Warren Baker signed the Talloires Declaration; and
4
- 5 WHEREAS, Provisions 3 and 4 of the Talloires Declaration focus on educating for
6 environmentally responsible citizenship and on fostering environmental literacy; and
7
- 8 WHEREAS, The University has as one of its University Learning Objectives that graduates of Cal
9 Poly should “Make reasoned decisions based on an understanding of ethics, a respect for
10 diversity, and an awareness of issues related to sustainability”; and
11
- 12 WHEREAS, The University defined the term sustainability, as part of its Sustainability Learning
13 Objectives, as being “the ability of the natural and social systems to survive and thrive
14 together to meet current and future needs”; and
15
- 16 WHEREAS, The University’s Sustainability Learning Objectives state that students should be able to
17 “Define and apply sustainability principles within their academic programs”; and
18
- 19 WHEREAS, Some Cal Poly students graduate without satisfying the sustainability element of the
20 University Learning Objectives nor the Sustainability Learning Objectives; and
21
- 22 WHEREAS, Cal Poly has a responsibility to ensure that its graduates meet the sustainability
23 element of the University Learning Objectives and the Sustainability Learning
24 Objectives; and
25
- 26 WHEREAS, Some Cal Poly students will be employed in jobs requiring an understanding of
27 sustainability; and
28
- 29 WHEREAS, There is a need to refine and develop more classes to help students meet the
30 sustainability element of the University Learning Objectives and to meet the
31 Sustainability Learning Objectives; and
32
- 33 WHEREAS, There is not currently an established system that designates and communicates
34 whether a class meets the Sustainability Learning Objectives; and

35 WHEREAS, A list of University sustainability classes would be helpful to students and faculty; and
36
37 WHEREAS, A list of University sustainability classes would be helpful for programs wanting to
38 incorporate sustainability into their curricula; and
39
40 WHEREAS, Other CSU campuses currently have lists of sustainability classes and catalog tags for
41 these classes; and
42
43 WHEREAS, The Academic Senate Sustainability Committee has developed and tested a procedure to
44 determine whether a class meets the Sustainability Learning Objectives; therefore be it
45
46 RESOLVED: That the Academic Senate Sustainability Committee be directed to develop a list of
47 classes based on a revised Senate accepted assessment process that meet the
48 Sustainability Learning Objectives and, by extension, the relevant portion of the
49 University Learning Objectives; and be it further
50
51 RESOLVED: That faculty should be encouraged to develop new sustainability classes and to modify
52 existing courses by including sustainability, especially interdisciplinary courses as well
53 as courses satisfying General Education requirements; and be it further
54
55 RESOLVED: That the Academic Senate Sustainability Committee in conjunction with the Center for
56 Teaching, Learning and Technology shall provide support for faculty seeking to teach
57 classes involving sustainability; and be it further
58
59 RESOLVED: That the Academic Senate Sustainability Committee be directed to work with student
60 and campus organizations, as well as Facilities, to identify opportunities to promote
61 alternative approaches to sustainability education on campus that would further
62 facilitate students explicitly meeting the learning objectives addressing sustainability.

Proposed by: Sustainability Committee and Josh
Machamer, Chair of the GE
Governance Board

Date: April 15, 2014

Revised: May 28, 2014

Revised: June 3, 2014

Assessment of Courses as Potentially Satisfying the Sustainability Learning Objectives: The Procedure Used to Assess GE Courses (2012)

The foundation of the sustainability assessment is the Cal Poly Sustainability Learning Objectives (SLOs).¹ Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

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

To assess the courses, two members of the Academic Senate Sustainability Committee (ASSC) read through the course learning objectives of a particular GE course found in the GE course proposal form. Those readers determined to what degree those learning objectives addressed each of the four sustainability learning objectives (SLOs). This was done using the following scoring

The scoring range was as follows:

- **3:** Course directly addresses the given SLO with one or more course learning objective or course topic;
- **2:** Course probably addresses the given SLO;
- **1:** Course might indirectly address the given SLO; and,
- **0:** The course doesn't seem to address the given SLO.

After scoring the relevance of each SLO, a summary score was calculated based on the scores for each of the SLOs. Specifically, the score is calculated as follows:

- Summary score of 2 means that the course very likely achieves at least two of the four SLOs;²
- Summary score of 1 means that the course might achieve one or more SLOs;³ and,
- Summary score of 0 means that the course doesn't seem to address the SLOs.⁴

¹ Academic Senate Resolution 688-09 approved by President Baker June 22, 2009; www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo

² A final score of 2 is given if in the SLO scores there are at least two 3's or one 3 and two or three 2's (e.g. SLO1 = 3, SLO2 = 3, SLO3 = 0, SLO4 = 0 or SLO1 = 3, SLO2 = 2, SLO3 = 2, SLO4 = 1).

³ A final score of 1 is given if the final evaluation does not result in a 2 or 0.

⁴ A final score of 0 is given if there are no SLO scores of 2 or 3.

Res_SustainabilityAssessmentProcedure_GE_2012.docx

Academic Senate Sustainability Committee SLOs Evaluation Rubric

Course Prefix & Number

Replace this cell with course Prefix & Number, e.g. GEOG 301

Course Title

Replace this cell with course Title, e.g. Geography of Resource Utilization

Course Description

Replace this cell with course catalog description, e.g. A multicultural, world view of the interconnections of the following resource systems: food, energy, water, and non-fuel minerals. A pervading theme is the sustainability of these systems. 4 lectures. Prerequisite: Completion of GE Areas A, D3 Recommended: Junior standing. Fulfills GE D5 except for Social Sciences majors.

GE Area, if any

Evaluator name:

Evaluator

Evaluator User Name:

evaluator@calpoly.edu

Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs.

Initial Assessment Based on Course Title/Description	Points Possible	Points Actual
Yes, the course very likely achieves at least two of the four SLOs.	2	0
Maybe, the course might achieve one or more SLOs	1	
No, the course doesn't seem to address the SLOs.	0	

Points	3	2	1	0	Points
Assessment Based on Course Proposal or Syllabus	Course directly addresses given SLO with one or more course learning objective or course topic	Course probably addresses given SLO	Course might indirectly address given SLO	Course doesn't seem to address SLO	
SLO1: Define and apply sustainability principles within their academic programs					
SLO2: Explain how natural, economic, and social systems interact to foster or prevent sustainability					
SLO3: Analyze and explain local, national, and global sustainability using a multidisciplinary approach					
SLO4: Consider sustainability principles while developing personal and professional values					
Estimated fraction of course devoted to SLOs	100-50%	50-25%	25-10%	<10%	

Summary Assessment Based on Course Proposal or Syllabus	Points Possible	Points Actual
Yes, the course very likely achieves at least two of the four SLOs.	2	0
Maybe, the course might achieve one or more SLOs.	1	
No, the course doesn't seem to address the SLOs	0	
If course doesn't address the SLOs, could it?	Yes/No	

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

Other Comments:

For office use only	
First course	
Second course	
Average	

Code

State of California
Memorandum

CAL POLY

SAN-LUIS OBISPO

To: Gary Laver
Chair, Academic Senate

Date: August 18, 2014

From: Jeffrey D. Armstrong
President



Copies: K. Enz Finken
M. Pedersen

Subject: Response to Academic Senate Resolution AS-787-14
Resolution on Sustainability

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