Adopted: May 27, 2003

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

AS-598-03/TC

RESOLUTION IN SUPPORT OF SIGNING THE TALLOIRES DECLARATION

1 **Background:** The Talloires Declaration [pronounced "Tal-wahr"] is a ten point statement of 2 University commitment to promoting sustainability signed by more than 300 college presidents 3 worldwide. [See Appendix 1 for complete text.] 4 5 In spring 2002, a delegation from the Cal Poly Campus Sustainability Initiative (CSI) consisting 6 of ASI president Angie Hacker, Associate Provost Linda Dalton, and Professor Steven Marx met 7 with President Warren Baker to encourage him to sign the Declaration. In a memorandum 8 following up on that meeting. President Baker observed that "the international Talloires 9 Declaration, which calls for making 'sustainability an integral part of curriculum, research, 10 operations, outreach, faculty and staff development, student life and institutional mission,' incorporates many of the same principles as our campus Master Plan." He further expressed 11 12 support for concrete steps to advance sustainability research and practice at Cal Poly. At the 13 same time, he noted that two of the Talloires principles, relating to the curriculum, would require 14 consideration and action by the Academic Senate. 15 16 The text of these provisions is as follows: 17 We... agree to take the following actions.... 18 3. Educate for Environmentally Responsible Citizenship 19 Establish programs to produce expertise in environmental management, 20 sustainable economic development, population, and related fields to 21 ensure that all university graduates are environmentally literate and have 22 the awareness and understanding to be ecologically responsible citizens. 23 4. Foster Environmental Literacy For All 24 Create programs to develop the capability of university faculty to teach 25 environmental literacy to all undergraduate, graduate, and professional 26 students. 27 A committee of the faculty was formed to weigh the costs and benefits of such 28 support. After extensive research and discussion, the committee has agreed that a 29 strong argument can be made for Senate support of these two provisions and that

33 34 35	WHEREAS, As a polytechnic institution with notable programs in Agriculture, Engineering, and Architecture & Environmental Design, among others, sustainability is an important part of what we do; and
36	WHEREAS Decembers a signature to the Tellaines Declaration will highlight link and
37 38 39	WHEREAS, Becoming a signatory to the Talloires Declaration will highlight, link, and strengthen many existing instructional and administrative programs already committed to sustainable development at Cal Poly; and
40	sustamable development at Car I ory, and
41	WHEREAS, The Talloires Declaration reinforces both the underlying principles of the
42 43	University Master Plan and its specific provisions; therefore, be it
44	RESOLVED: That the Academic Senate of Cal Poly urge President Warren Baker to sign the
45 46	Talloires Declaration; and be it further
47	RESOLVED: That the Academic Senate of Cal Poly urge President Warren Baker to appoint a
48	universitywide steering committee to be charged with creating long term and short term action
49	plans to implement each of the provisions of the Talloires Declaration. The steering committee
50	should establish appropriate connections with other committees that are involved in issues
51	related to sustainability.

therefore a resolution should be introduced backing them and urging President

Baker to go forward with signing the Talloires Declaration.

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Proposed by: The Talloires Committee (Members: David Conn, Linda Dalton, Harvey Greenwald, Angela Hacker, David Hannings, Edward Johnson, Douglas Keesey, Randall Knight, Steve Marx, Margot McDonald, Unny Menon, James Mueller, Pablo Paster, Robert Wolf) Date: April 14, 2003

Date: April 14, 2003 Revised: May 9, 2003

Draft Proposal to Cal Poly Academic Senate

in support of signing the Talloires Declaration

Steven Marx May 9, 2003

Introduction

The Talloires Declaration [pronounced "Tal-wahr"] is a ten-point statement of University commitment to promoting Sustainability signed by more than 300 college presidents worldwide. [See Appendix 1 for complete text.]

In spring 2002, a delegation from the Cal Poly Campus Sustainability Initiative (CSI) consisting of ASI president Angie Hacker, Associate Provost Linda Dalton and Professor Steven Marx met with President Warren Baker to encourage him to sign the Declaration. In a memorandum following up on that meeting, President Baker observed that "the international Talloires Declaration, which calls for making 'sustainability an integral part of curriculum, research, operations, outreach, faculty and staff development, student life and institutional mission,' incorporates many of the same principles as our campus Master Plan." He further expressed support for concrete steps to advance sustainability research and practice at Cal Poly. At the same time, he noted that two of the Talloires principles, relating to the curriculum, would require consideration and action by the Academic Senate.

The text of these provisions is as follows:

We... agree to take the following actions....

3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

A committee of the faculty was formed to weigh the costs and benefits of such support. After extensive research and discussion, the committee has agreed that a strong argument can be made for Senate support of these two provisions and that therefore a resolution should be introduced backing them and urging President Baker to go forward with signing the Talloires Declaration.

This proposal will 1) provide a brief description of the growing movement known as "Higher Education for Sustainable Development" or "Greening the Campus," 2) offer reasons why signing the Talloires Declaration is an appropriate step for Cal Poly at the present time, 3) answer objections to this step, and 4) suggest a program of follow-up action once the step has been taken.

1. Greening the Campus

Though the meaning of the term remains problematic, the most popular definition of "Sustainability" was formulated by the World Commission on Environment and Development in 1987: "sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs." Amory Lovins equates sustainability with awareness that "the environment is not a minor factor in production but 'an envelope containing, provisioning and sustaining the entire economy." (*Natural Capitalism*, p. 9)

Universities worldwide play a crucial role in issues of Sustainability—they are either part of the problem or of the solution. As agents of production and dissemination of knowledge, universities determine the future direction of society. As powerful stewards and consumers of resources, their practice creates immediate environmental consequences and also teaches by example.

University scholars and administrators are organizing to act upon this responsibility in organizations like "Education for Sustainability," "Campus Ecology," and "University Leaders for a Sustainable Future." They sponsor websites, publications, conferences and consulting services, and they receive support from governments, foundations, private industry and individual and institutional memberships.

The Talloires Declaration is one means to strengthen the Campus Sustainability movement, at individual Universities and on the national and international level. Drafted at a 1990 meeting under the auspices of Tufts University in Talloires France, it pledges the institution to a ten-point program of reform. The signatory institutions include Brown, Tufts, William and Mary, Occidental, Rice, Colorado State, Ball State, Universities of Maryland, Colorado, Massachusetts, North Carolina, Virginia, Wisconsin and California at Santa Barbara.

2. Why Sign the Talloires Declaration?

Becoming a signatory to the Talloires Declaration would place Cal Poly on record as institutionally committed to promoting Sustainability. This gesture would be appropriate

at the present time for a number of reasons.

Sustainability should be highlighted as a mission of this University both to benefit society and to attract the most talented and responsible students and faculty. As a Polytechnic institution with notable programs in Agriculture, Engineering, and Architecture among others, sustainability is our special business. As opposed to the strictly theoretical, our emphasis is on applied research and education, where issues of efficient resource use, conservation, and waste reduction are central.

Cal Poly is the beneficiary of an endowment of ten thousand acres of resource-rich land which it uses for instructional and research purposes. The university needs to gather and devote significant resources to stewardship and management of its land. Success in this endeavor will put it into a position to collaborate with local governments and conservation organizations to acquire and manage more land.

Becoming a signatory to the Talloires Declaration will highlight, link and strengthen many existing instructional and administrative programs already committed to sustainable development at Cal Poly. These range from the College of Architecture's Renewable Energy Institute and the student-initiated Campus Sustainability Initiative to the College of Agriculture's Sustainable Agriculture Resource Consortium, Facilities' energy conservation and recycling efforts, and the Master Plan Implementation program. To those with competing priorities—e.g. indiscriminate use of poisons, erosion-causing grading practices, excessive paper consumption--becoming a signatory will send the message that they are not conforming to institutional standards.

3. Objections

Some objections have been raised to the University's becoming a signatory to the Talloires Declaration in general, and specifically to the two provisions referred to the Academic Senate.

Committee members have reported anecdotal evidence from one institution—Virginia Tech—that signatory status has brought about no programmatic or instructional change and has lapsed with the succession of a new President. This negative impression is confirmed by some research showing that signing the Declaration has not necessarily led to effective follow-up action. However, the same research indicates in places like Ball State, Georgia Tech, and Santa Clara Universities that signing has been followed by major curriculum reform, research initiatives and facilities maintenance upgrades accompanied by extensive reporting and publicity.

Provost Paul Zingg has raised some specific questions that this proposal to the Academic Senate needs to address:

Since what you're proposing involves a significant amount of time and energy by quite a few very busy people, it would be helpful to understand why this initiative, as opposed to others.

In other words, is this the best use of time and energy in order to accomplish a certain set of objectives? And what are those objectives, what other activities can be brought to bear on them, and how does this particular initiative address them better than others?

How, e.g., is the TD supported by the University Master Plan, University Mission, strategic plans of the colleges, etc.? Where does this fit among University priorities? What are the resource implications? Especially facing a likely significant State budget reduction next year, what doesn't get supported/funded so that this does?

In response, one could maintain that signing the Talloires Declaration is means rather than end, first rather than final step in the larger endeavor to make Cal Poly a Green Campus, and that it is the least energy, time and resource consuming of alternatives mentioned below.

For Cal Poly to become a signatory, all that is required is that the President sign a copy of the declaration and send it to the Secretariat of University Leaders for A Sustainable Future. Since the President has agreed to do so with an Academic Senate Resolution supporting provisions 3 and 4, the labor here involves no more than getting Senate approval, which members of this committee have agreed to provide. Cal Poly is already in minimal compliance with all the provisions of the Declaration, though much remains to be done to strengthen and monitor progress in that compliance. For provisions 3 and 4, existing instructional programs such as those in our Natural Resource Management Department, the Cal Poly Land Project, the Sustainable Agriculture Resource Consortium, and the Renewable Energy Institute already fulfill the criteria and will be widely publicized as a result of our mention of them. Enriching our environmental education curriculum is an ongoing project that need not be completed to fulfill these provisions.

Wynn Calder, associate director of ULSF, confirms this in a recent message:

... these principles need not be taken to the letter. They are interpretable, depending on the strengths, weaknesses and opportunities at your institution. In addition, the TD is non-binding and voluntary. Basically, by signing the TD, a university is committing itself to incorporating sustainability into its various activities to the extent that it can. Although we encourage institutions to develop an implementation plan when they sign, ULSF in no way polices the school's actions after signing. The only people holding the institution accountable are those within the university who have accepted that responsibility. At ULSF, we strive to support your efforts and provide you with information and materials to implement the TD as you see fit.

Back to principles 3 and 4: By signing the TD, we feel you are saying that you will strive to ensure that "all university graduates are environmentally literate."

...This presents a future possibility. The only schools that should NOT be signing the TD are those that do nothing, or that make virtually no effort to live up these goals. As noted above, an implementation plan is critical, and we should discuss that in time.

There is no fee for becoming a signatory to the Talloires Declaration.

The Declaration reinforces both the underlying principles of the University Master Plan and its specific provisions. The strong environmental outlook of the Plan, still not well enough known in the University and in the Community, would be emphasized in all publicity about Talloires.

The University's Mission statement makes no mention of Sustainability. It should be updated to do so. Becoming a signatory to Talloires could give impetus to such a change. The same might apply to the Mission Statements of the Colleges. Generating these discussions is an illustration of one costless benefit of this process.

If the pain of becoming a signatory is minimal, so might be the gain--since it requires neither resources, nor monitoring nor change from what Cal Poly is doing. However, there is a good chance that signing is a step in the right direction. Getting Senate approval and the President's signature is a concrete achievement for environmentalists at Poly. It will inspire more action and attract more adherents.

Publicity about the signing, hopefully at an occasion when a strong outside speaker like David Orr, author of Earth in Mind: On Education, Environment and the Human Prospect is invited, would make sustainability advocates at Poly gain a stronger voice, especially in situations where environmental standards are violated.

4. Follow-up

There is no problem in locating people at Cal Poly who agree with the principles of the Talloires Declaration and would like to Green the Campus. The problem is to get them organized and supported to bring about long-term change. Becoming signatories will lead to some next steps requiring more commitment and resources, a few of which can be suggested here:

Create committees to move forward with long term and short term action programs to implement each of the provisions of the Declaration—as has been done at Ball State University.

Establish contacts with nearby institutions that have moved beyond us in Sustainability programs, such as the Bren School at UCSB and the Environmental Studies Institute at the University of Santa Clara.

Find ways to assure that all new building at Cal Poly conforms to LEED

standards.

Encourage student projects to focus on environmental problems, activities and reforms at Cal Poly.

Set specific targets that can be recognized by organizations like Campus Ecology and aim for international recognition for success in reaching them.

Send university representatives on a regular basis to Sustainable Education conferences—e.g. http://www.bsu.edu/provost/ceres/greening/

Join University Leaders for a Sustainable Future (ULSF)[http://www.ulsf.org/about.html] This is the Secretariat for the Talloires Declaration, with a full time staff of six, housed in Washington, D.C. A \$375.-yearly membership provides multiple subscriptions to their biannual newsletter, "The Declaration," their refereed "International Journal of Sustainability in Higher Education," books they publish, like one titled Stumbling Toward Sustainability," questionnaires, monitoring guides and consulting with experts who visit the campus.

Join the National Wildlife Federation's Campus Ecology [http://www.nwf.org/campusecology/index.cfm], which offers

- Case studies and valuable information to help you avoid "reinventing the wheel."
- Networking with other campus greening practitioners.
- Guidance and assistance on project design.
- Training on campus sustainability issues.
- Documentation and recognition of the work you have done on your campus.
- Information on campus greening issues ranging from purchasing to transportation.

Appendix

Talloires Declaration

Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge.

We, therefore, agree to take the following actions:

1. Increase Awareness of Environmentally Sustainable Development

Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.

2. Create an Institutional Culture of Sustainability

Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.

3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

5. Practice Institutional Ecology

Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.

6. Involve All Stakeholders

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and

nongovernmental organizations to assist in finding solutions to environmental problems.

7. Collaborate for Interdisciplinary Approaches

Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.

8. Enhance Capacity of Primary and Secondary Schools

Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.

9. Broaden Service and Outreach Nationally and Internationally

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

10. Maintain the Movement

Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

State of California

Memorandum



SAN LUIS OBISPO CA 93407

To: George Lewis

Chair. Academic Senate

Date:

August 21, 2003

From: Warren J. Baker

Subject:

President

Copies: P. Zingg, L. Kelley, L. Dalton, D. Conn

Response to Academic Senate Resolution AS-598-03/TC

Resolution in Support of Signing the Talloires Declaration

The goals and values expressed in the Talloires Declaration are consistent with Cal Poly's Master Plan, adopted in 2001. Thus, it seems quite appropriate for the University to become a signatory to the Declaration. At the same time, I wish to emphasize the place of the Talloires Declaration in the context of the Cal Poly mission, Strategic Plan, Cal Poly Plan, Master Plan and recent WASC re-accreditation reVIew.

The University's academic mission is paramount, and this translates into a set of values listed in the Master Plan with which the Talloires Declaration must be consistent. These are:

- 1. A student-centered, learner-directed culture, where teaching and learning resources systematically foster active learning.
- 2. Aflexible institution that can sustain its unique polytechnic character and 'learn-by-doing' tradition as well as anticipate and adapt to changes in the 21st century environment.
- 3. A confident community where all campus constituents work together to create the future.
- 4. A supportive environment that is physically comfortable and attractive, personally safe, culturally diverse, and intellectually stimulating.
- 5. A socially responsible university that meets public needs (e.g., access, affordability, diversity, community and State needs).
- 6. An environmentally responsible campus that demonstrates high regardfor biodiversity as well as energy and resource conservation and long-term sustainability.
- 7. An effectively managed organization that values quality and responsiveness in instruction, service, and support activities. (Cal Poly Master Plan, 2001, p. 4)

Cal Poly has undertaken a number of initiatives involving students, faculty and staffin support of the values in the Master Plan, as well as other planning documents. For example, the Student Success Council is addressing the "timely progress to degree" goal of the Cal Poly Plan, an issue also identified by WASCo The University Diversity Enhancement Council focuses on social responsibility. The Council of University Citizenship is concerned with human rights and "providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community" (excerpt from the Cal Poly Strategic Plan, as amended through 1995).

George Lewis Page 2 August 21, 2003

While each of these initiatives is charged with a particular focus, we expect them to work together in order to balance our educational efforts. Thus, our concerns with fostering student progress and diversity go hand in hand with academic quality. Similarly, our concern with the physical environment stresses instructional needs, safety and cost, as well as aesthetics and environmental responsibility.

As we review the ten statements in the Talloires Declaration, we find that Cal Poly is currently involved in activities that support each statement (see attachment). At the same time, these activities must remain in balance with the academic and other supporting values and goals of the University. Thus, when we consider statement 3 of the Talloires Declaration, for example, we need to place this in the context of all the attributes we seek for a Cal Poly graduate as stated in Visionary Pragmatism. Or, when we consider statement 5, we can take well-deserved credit for our accomplishments in recycling and energy savings. Yet, particularly when we look at building construction, we need to place this statement in the context of programmatic needs and CSU standards and cost guidelines.

In sum, as we endorse the Talloires Declaration, we clarify the importance of environmental responsibility as a key component to be pursued along with other values in the context of Cal Poly's academic mission. Signing the Talloires Declaration does not signal a hierarchy of values in the issues it promotes. It underscores a set of values in context and concert with others.

The second clause in the Academic Senate's resolution urging Cal Poly to endorse the Talloires Declaration calls for the appointment of a universitywide steering committee to be involved in implementation. With respect to this request, I reiterate my statement to the Campus Sustainability Initiative in Spring 2002: Cal Poly already has a number of committees whose scope encompasses environmental responsibility. Thus, I see the endorsement of the Talloires Declaration as a time to invigorate these groups with new energy (charged to follow through on statement 10 of the Declaration), rather than to create a new committee with this responsibility. In particular, I see AS1 pursuing student involvement, the Academic Senate focusing on curriculum issues and the division of Administration and Finance implementing operational measures.

The Talloires Declaration

1) Increase Awareness of Environmentally Sustainable Development
Use every opportunity to raise public, government, industry, foundation, and university awareness
by openly addressing the urgent need to move toward an environmentally sustainable future.

Our new campus Master Plan sets the stagefor increasing awareness by explicitly including values associated with environmental responsibility in its vision statement and guiding principles.

2) Create an Institutional Culture of Sustainability
Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.

The Cal Poly Campus Sustainability Initiative, Renewable Energy Institute, Coastal Resources Institute, Environmental Biotechnology Institute, Irrigation Training and Research Center, Sustainable Agriculture program and perhaps others have applied research agendas that are consistent with this item.

3) Educate for Environmentally Responsible Citizenship
Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

Three colleges already offer degree programs, minors or areas of emphasis in related areas. These include:

- College of Agriculture Natural Resources Management,
- College of Architecture and Environmental Design Members of the Sustainable Environment Education group offer interdisciplinary courses and
- College of Engineering Civil and Environmental Engineering.

There is also potential for these and the other colleges to offer or adapt degree programs to include environmental analysis and project design sensitive to life-cycle costs.

4) Foster Environmental Literacy For All
Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

With respect to environmental literacy, the faculty would have to deliberate regarding the appropriate means - e.g., whether this should an awareness program, become a component of general education, be included in the list of characteristics of a Cal Poly graduate, etc.

George Lewis Page 4 August 21, 2003

5) Practice Institutional Ecology

Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.

Cal Poly has already instituted a number of significant operational practices, of which solid waste reduction and recycling are perhaps the most visible. We have also gained significant energy savings through utility improvements and lighting changes. As we achieve such accomplishments, we hope that the broader campus community will become increasingly aware of our success.

6) Involve All Stakeholders

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

The San Luis Obispo area already has a rich resource in environmental groups with which we can coordinate.

7) Collaborate for Interdisciplinary Approaches

Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.

Cal Poly's history of applied learning lends itself to collaborative approaches to environmental education and research

8) Enhance Capacity of Primary and Secondary Schools

Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.

Environmental awareness and stewardship wouldfit well with the science and mathfocus of UCTE's programs.

9) Broaden Service and Outreach Nationally and Internationally

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

Our signature on the Talloires Declaration makes a public statement of our interest. We could assume additional leadership through future University forums and other venues.

George Lewis Page 5 August 21, 2003

10) Maintain the Movement

Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

Given the breadth of environmental issues, several campus groups, including the Cal Poly Campus Sustainability Initiative, already serve as advocates for sustainable practices. Further, campus offices, particularly in Academic Affairs and Student Affairs for the educational dimensions, and in Administration and Finance for the operational will be expected to provide follow through.