

CAL POLY

## Academic Senate

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### Meeting of the Academic Senate Executive Committee

Tuesday, October 14, 2014

01-409, 3:10 to 5:00pm

- I. **Minutes:** Approval of September 17 and September 23 Executive Committee minutes. (pp. 2-4).
- II. **Communication(s) and Announcement(s):**
- III. **Reports:**
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost:
  - D. Statewide Senate:
  - E. CFA:
  - F. ASI:
- IV. **Special Report:**

[TIME CERTAIN 4:10 pm] Review of CAP 260 by Matthew Roberts, Director, Administrative Compliance Services and Harvey Greenwald, Academic Senate Representative on the CAP Ad Hoc Committee. (pp. 5-28).
- V. **Business Item(s):**
  - A. **Approval of Academic Senate charges for 2014-2015:** (pp. 29-30).
  - B. **Appointments to Master Plan Advisory Committees:** (pp. 31-42).
  - C. **Appointments to Academic Senate committees for 2014-2016:** (p. 43).
  - D. **Resolution on Final Examination Office Hour Policy:** Dustin Stegner, chair of Instruction Committee (p. 44).
  - E. **Approval of Description and Procedures for the Academic Senate Sustainability Committee:** David Braun, chair of Sustainability Committee (pp. 45-52).
- VI. **Discussion Item(s):**
- VII. **Adjournment:**

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**San Luis Obispo, California 93407**  
**ACADEMIC SENATE**

**MINUTES OF THE**  
**ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Wednesday, September 17, 2014**  
**01-409, 2:00 to 3:00pm**

- I. Minutes: none.
- II. Communication(s) and Announcement(s): none.
- III. Reports:  
President's Office: Armstrong reported on category II fees. Last year the California legislature passed a bill placing a moratorium on the adoption of student success fee or SSFs effective until January 1, 2016. Lou Monville, chair of the CSU Board of Trustees, set a working group composed of Ms. Talar Alexanian, CSU Student Trustee, Myself, Dr. Douglas Faigin, CSU Trustee, Dr. Mildred Garcia, President, CSU Fullerton, and Dr. Timothy White, Chancellor. The charge to the working group is to study and present findings of the following: (1) The process and history by which category II campus-based mandatory fees are enacted and the approval process. (2) The notification process by which the BOT and chancellor are informed of category II fee discussions on campuses. (3) The accountability and outcome reporting process to the stakeholders of categories II fees to include, the BOT, students, faculty and staff and the public at large. (4) The impact of category II fees on student success and affordability. (5) The inequity of category II fees across the 23 campus system, with an additional overlay of racial, socioeconomic and academic readiness data. The deadline to submit input is mid-October. Request that you as a body take a stance on this issue.
- IV. Consent Agenda: none.
- V. Business Item(s):  
**Discussion of possible Resolution on the Adoption of Category II Fees:** Laver, introduced the resolution, which requests that the Board of Trustees return to the original policies in place before the current moratorium on category II fees once the moratorium ends on January 1, 2016. M/S/P to agendize the resolution with minor revisions (unanimously).
- VI. Discussion Item(s): none.
- VII. Adjournment: 2:59 pm

Submitted by,



Gladys Gregory  
Academic Senate

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

MINUTES OF THE  
ACADEMIC SENATE EXECUTIVE COMMITTEE  
Tuesday, September 23, 2014  
01-409, 3:10 to 5:00pm

- I. Minutes: none.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
  - A. **Academic Senate Chair (Laver):** There was a report from Long Beach about the 180-unit cap requesting to not hold exception requests. The Chancellor's Office will convene an advisory committee on this topic. Linda Dalton, Interim University Planning Officer, who spoke on Vision 2022, asked for faculty representation to serve on six task forces created to receive feedback from the campus regarding the master plan.
  - B. **President's Office (Kinsley):** Meetings and well-attended walkabouts with the community that took part this past summer. The presidents of Cal Poly and Cuesta College as well as the mayor of San Luis Obispo are chairing a Neighborhood Civility Group to look at good practices around the nation for cities with college towns. Lastly, the Economic Impact Report is in its final stages and should be released in October.
  - C. **Provost (Enz Finken):** New equipment was purchased this past summer in order to expand wireless to the entire campus. Renovations of Building 52 are under way and will house Extended Education, Graduate Education, and International Centers. Extended Education received great reviews after hosting the "Quarter Plus" program this past summer for over 50 freshmen working toward construction management and business degrees. A feasibility study took place for the possibility of a hotel and conference center and the primary feedback was good. However, it will not move forward without an opportunity to incorporate "Learn by Doing" in related academic programs.
  - D. **Statewide Senate (Foroohar/LoCascio):** Foroohar reported that the Vice President of Academic Affairs is retiring and a search committee was formed to find a replacement. There was a first reading on a resolution to improve campus response to sexual violence by confirming the faculty's role on it. There was also a first reading on a resolution that protects the academic freedom of the faculty from outside groups. LoCascio added that Academic Affairs had a meeting to discuss the Student Success Fee and to rewrite procedures. They agreed that the process of adopting category II fees should be a campus decision, but the process was the problem.
  - E. **CFA Campus President (Archer):** The CFA is currently bargaining for a new contract. Members of the bargaining team were brought out to clear any misunderstandings during this process.
  - F. **ASI Representative (Sullivan):** Sullivan reported on her attendance of the Student Success Fee working group in Northridge, stating that there were many students in favor of the fee. In addition, a \$4 fee was passed to help fund CSSA, something Cal Poly has always been against. Student government is also holding a comprehensive voter registration drive to help get students into the voting pool.
- IV. Consent Agenda: none.
- V. Special Reports:
  - A. Matthew Roberts, Director of Administrative Compliance Services, reported that the CAM 270 policy is being replaced with CAP 180, which outlines the policies for alcohol

being served on campus. The new policies are under a review process that can take up to 180 days to complete.

- B. Rachel Fernflores and Annie Holmes, Co-Chairs of the Campus Climate Survey Task Force, reported on the Campus Climate Survey. An outside consultant group led by Sue Rankin has been working all summer to review and keep the anonymity of the report. A meeting with President Armstrong will be held to review the information before it is presented to the campus at an open forum on October 16<sup>th</sup>.

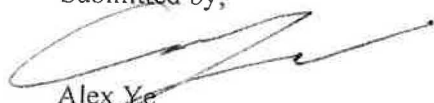
VI. Business Item(s):

- A. **Appointments of CAED Senators:** M/S/P to approve the appointment of the following College of Architecture and Environmental Design Senators:  
Bruno Giberti, Architecture, 2014-2016  
Gregory Starzyk, Construction Management, 2014-2016  
Pamalee Brady, Architectural Engineering, 2014-2015  
Peter Laursen, Architectural Engineering, 2014-2015
- B. **Approval of the 2014-2015 CAED Senators:** Combined with action item A.
- C. **Appointment of Rafael Jimenez-Flores (Dairy Science) as chair of the Research, Scholarship and Creative Activities Committee for 2014-2015:** M/S/P to approve the appointment of Rafael Jimenez-Flores (Dairy Science) as chair of the Research, Scholarship and Creative Activities Committee for 2014-2015.
- D. **Appointment to Academic Senate committees for 2014-2016:** M/S/P to approve the appointment of the following to the Academic Senate committees for 2014-2016:  
**College of Agriculture, Food and Environmental Sciences**  
Curriculum Committee: Michael Costello, Wine and Viticulture  
GE Governance Board: Neal MacDougall, Agribusiness  
**College of Liberal Arts**  
Curriculum Committee: Greg Bohr, Social Sciences  
**Professional Consultative Services**  
Fairness Board: Bradley Kyker, Advising - CAFES
- E. **Appointment to University committee for 2014-2015:** M/S/P to approve the appointment of Thomas Korman to Disability Access and Compliance Committee for the 2014-2016 term and Ken Brown to Faculty Advisory Committee on Technology for fall quarter only.
- F. **Approval of Academic Senate committee charges for 2014-2015:** Due to lack of time this item was not addressed and will return at the next Executive Committee meeting.
- G. **Approval of assigned time for Academic Senate committee chairs:** The Executive Committee approved to distribute the remaining WTU's equally among the following committee chairs. Each committee chair received two WTU's for their service. M/S/P to approve the assigned time for the following Academic Senate committee chairs:  
Budget and Long-Range Planning Committee: Sean Hurley  
Faculty Affairs Committee: Ken Brown  
Fairness Board: Jonathan Shapiro  
Instruction Committee: Dustin Stegner  
Research, Scholarship, and Creative Activities Committee: Rafael Jimenez-Flores

VII. Discussion Item(s): none.

VIII. Adjournment: 5:00 pm

Submitted by,



Alex Ye  
Academic Senate Student Assistant



## CHAPTER TWO

### ACADEMIC AFFAIRS

#### 260 RESEARCH AND ECONOMIC DEVELOPMENT

The Office of Research and Economic Development (ORED) provides leadership and support to Cal Poly faculty and students in their pursuit of excellence in their research and creative efforts. ORED proactively strives to foster an environment in which the research and creative accomplishments of faculty and students are encouraged and rewarded. ORED identifies and creates opportunities for financial support of these activities; advocates for Cal Poly's research activities, both on campus and at the local, state and national levels; and promotes the reputation of Cal Poly's research and scholarship locally, nationally and internationally. To achieve these ends, ORED and its constituent Grants Development Office collaborate with students, faculty, staff and administrators in programs, departments, colleges and administrative units of the University, with the Cal Poly Corporation, and with various private and governmental organizations.

#### 261 Research

The research activities of the University are encouraged and guided by the University administration, in general, and in particular, by the academic deans, the vice president for Research and Economic Development, and the dean of Research. "Research" encompasses a variety of scholarly and creative activities, including basic and applied research, community outreach and demonstration projects, student research projects, and projects in the humanities and creative arts. While the teaching mission of the University is primary, research and professional development are recognized as essential functions of the faculty and key to maintaining the excellence of the teaching programs. In turn, the University is committed to providing the necessary environment to foster research and other professional development activities.

#### 261.1 Compliance

Research activities at the University must comply with a variety of federal, state, CSU and University regulations. Several different policies, described in this section, address research compliance matters.

#### 261.1.1 Policy for the Use of Human Subjects in Research

Cal Poly is committed to the protection of human subjects in research. To assist with this goal, the University has designated a Human Subjects Committee (also called Institutional Review Board, or IRB) to review proposals for research involving human subjects. The Committee evaluates the research in terms of its compliance with ethical standards regarding the treatment of subjects. While individual researchers are ultimately responsible for their practices, the Committee's review is designed to provide objective input as an additional protection for the subjects. In addition, the independent review by the Committee is of benefit to those who could be held accountable for the research practices, the researchers and the University.

All institutions at which research involving human subjects is carried out are required by law to have an institutional review board (IRB) to oversee those projects when the research is supported by a federal agency. It should be noted that investigators who shall carry out federally funded research involving human subjects who are not "exempt" from review under federal guidelines, are required to receive authorized training in the ethical principles and procedures for carrying out such research. Federal funds shall not be awarded without proof of this training. Training materials authorized by the Office of Human Research Protections (OHRP) are available through the Grants Development Office. Even if the research is not federally funded, however, it is Cal Poly's policy that a review of compliance with ethical guidelines be completed on all research involving human subjects conducted at Cal Poly. Similarly, reviews must be done of all off-campus research on human subjects carried out by Cal Poly faculty, staff and students when they are conducting the research as an aspect of their roles as faculty, staff, or students of the University. The Committee is not responsible for reviewing research on human subjects that is conducted by a University employee or student as a function of their independent consulting work or their work for another institution.

In accordance with federal guidelines for the protection of human subjects, research involving human subjects is defined as any systematic investigation of living human subjects or human materials that is designed to develop or contribute to generalizable knowledge. Human subjects research that requires review by the Committee includes faculty research, master's theses and senior projects as well as research conducted on campus by parties not directly affiliated with the University. While the ethical principles for research are often applicable to classroom activities, demonstrations, and assignments, the Human Subjects Committee does not review classroom activities unless data will be collected and used in a systematic investigation.

261.1.2 Regulations, Policies and Standards for the Care and Use of Animal Subjects in Teaching and Research

The humane care, use, and treatment of vertebrate animals used for instruction, research or related purposes is a campus responsibility. It is the policy of Cal Poly to comply with federal, state, University and other regulatory requirements as they relate to the acquisition, care, use and treatment of animals in the performance of authorized instruction and research. The Institutional Animal Care and Use Committee must provide assurance to a number of agencies that animals in all projects and activities are humanely cared for, used and treated in accordance with professionally acceptable standards. Accordingly, the Committee has been charged with oversight and review of all qualifying campus animal care and use facilities and procedures.

In order to provide for the adequate discharge of this responsibility, all ongoing or proposed projects or activities in which vertebrate animals are used in teaching and/or research must be reviewed by the Committee. This policy is applicable regardless of whether extramural funds or intramural funds are used, and includes those cases where no reimbursement for such study is involved.

261.2 Policies and Procedures for Handling Allegations of Scientific Fraud and Serious Misconduct

Fraud in the conduct of research undermines the scientific enterprise and erodes the public trust in the University community to conduct research and communicate results using the highest standards and ethical practices. All students, staff, faculty and administrators share the responsibility to maintain practices and standards that shall ensure the ethical conduct of research, and procedures for the detection and appropriate handling of violations of these practices and standards.

The policies and procedures herein apply to faculty, staff and students. They are not intended to address all academic issues of an ethical nature. For example, the conduct of students in examinations, discrimination and affirmative action issues, and other areas are covered by other institutional policies. Disciplinary actions, if any, also may involve other existing policies and procedures. For example, faculty and staff are covered by individual collective bargaining agreements and state law, and students are subject to the Campus Student Disciplinary Process.

Cal Poly shall pursue every complaint about conduct that raises legitimate suspicion of scientific fraud or serious misconduct. All allegations should be reported to the vice president for Research and Economic Development. If he/she

has a conflict of interest, the allegation should then be referred to the provost. Accusations against students shall also be reported to the vice president for Student Affairs.

261.3 Policy on the Administration of Sponsored Programs at Cal Poly

Sponsored programs provides significant benefits to the University and furthers its educational mission by facilitating research, workshops, conferences, and other projects that enrich the scholarly endeavors of faculty and students and enhance the services provided by the University to State of California communities and the nation. Sponsored programs activity is coordinated with the vice president for Research and Economic Development and the dean of Research. This document delineates or refers to policies, procedures and organizational structures for the administration of grants and contracts denoted as sponsored programs/projects. All procedures and actions are designed to conform to federal and state laws and regulations, CSU, University and Cal Poly Corporation policies. In the event that a given contract or grant contains terms and conditions that are not in conflict with, but are more restrictive than, those provided in the campus policy, the more restrictive terms and conditions of the grant or contract shall prevail. The intent of this policy is to ensure that the administration of sponsored programs maximizes the benefits of these programs; effectively supports faculty, students and administrators in securing funding for and carrying out sponsored activities; and is in compliance with CSU policy including Executive Order 890 or its successor.

262 Policy for the Establishment, Evaluation and Discontinuation of University Centers and Institutes

A center or institute may be formed as an organizational entity within the University if the teaching, research, or public service activities of the faculty members who participate shall be improved or if the activities cannot be supported by a single department. A center or an institute can enhance professional development opportunities for faculty, build links with industry and the community, provide identifiable campus entities for practitioners, foster interdisciplinary work, aid in obtaining external support, and complement the instructional program. An institute is a unit that has more than one interest and/or function. A center is a unit with one interest and/or function. An institute may encompass several units or centers.

A proposed center or institute must receive conceptual approval from the Academic Deans' Council and provost before a formal proposal can be submitted. Full approval requires Academic Senate review, ad hoc administrative review,

Deans' Council recommendation, recommendation by the provost, and presidential approval. Centers and institutes undergo regular evaluation through the University's academic program review process. They may be discontinued as a result of this process, or according to the formational documents of the unit.

263 Intellectual Property Policy

263.1 Purpose. The University is committed to providing an intellectual environment in which all members of the academic community—whether they are faculty engaged in life-long professional development, students pursuing educational objectives, or staff dedicated to their own career goals—learn to the fullest extent possible. The University also recognizes and values creativity and innovation as part of this learning process. Similarly, the University recognizes the importance of, and wishes to encourage, the transfer of new knowledge, generated in the University, to the private sector for the public good. At the same time, as a publicly funded institution, the University must be a good steward of the public resources provided to it, and must safeguard against the use of public funds for private gain.

263.2 Scope. This policy addresses the rights to, interest in, and protection and transfer of intellectual property created by University faculty, staff and students. Issues not directly considered in this policy, including disagreements concerning its application or interpretation, will be addressed and resolved consistent with applicable law and collective bargaining agreements. In the event of a conflict between this policy and the collective bargaining agreements, the bargaining agreements shall prevail. Policies affecting the use of the University's names or symbols are covered elsewhere [in CAP 145, Use of University Names and Marks].

263.3 Governing Principles. The following principles underlie this policy and should guide its application and interpretation:

263.3.1 Academic Freedom and Preeminence of Scholarly Activities. The missions of teaching and scholarship have preeminence over that of the transfer and commercialization of research results. The University's commitment to its educational mission is primary, and this policy does not diminish the right and obligation of faculty members to disseminate the results of research and creative activity for scholarly purposes.

263.3.2 Equity and Fair Play. This policy sets forth general principles and procedures, and it has not been designed to address every conceivable circumstance. Under

principles of fair play, the inventor(s)/creator(s) and the University mutually operate so that no one will unfairly exploit inadvertent errors or omissions in the written policy. If the need for corrections or exceptions to this policy is identified, appropriate recommendations shall be made to the President.

- 263.3.3 Mutual Trust and Goodwill. Throughout all phases of the creation and implementation of this policy, it is assumed that all members of the University community will be guided by a sense of mutual trust and goodwill. In the event of future controversies regarding the rights to intellectual property, the commercialization of particular property, or in the interpretation of this policy, all parties should recognize that mutual trust and goodwill were fundamental tenets in the forging of this policy.
- 263.3.4 Faculty Governance and Review. University faculty, through the Intellectual Property Review Committee (see Section 263.10.1.2 below), shall play a primary role in the establishment and periodic revision of this policy, and in the review and recommendation of resolutions to disputes arising under it. This committee shall have a majority of members who are faculty without administrative appointments, and shall be chaired by a faculty member.
- 263.3.5 Transparency. The principle of transparency promotes both the disclosure and avoidance of actual and apparent conflicts of interest associated with external commercial activities.
- 263.3.6 Reasonableness in Licensing. When the University owns intellectual property under this policy, the inventor or creator shall normally play an active role in the entire licensing process, including consultation and/or approval of licensing decisions, particularly where the inventor/creator has no financial interest in the licensee. Otherwise, such participation shall be consistent with conflict of interest regulations or University policy.
- 263.4 Policy Application. This policy takes effect immediately and supersedes all prior intellectual property policies.
- 263.5 Key Terms. For purposes of this policy, the following key terms are defined as follows:
  - 263.5.1 “Intellectual property” means inventions, discoveries, innovations, and copyrightable works.
  - 263.5.2 “Inventions,” “discoveries,” or “innovations” include tangible or intangible inventions, whether or not reduced to practice and tangible research products whether or not patentable or copyrightable. Such research products include, for



example: computer programs, integrated circuit designs, industrial designs, databases, technical drawings, biological materials, and other technical creations.

- 263.5.3 “Copyrightable works” mean original works of authorship fixed in tangible media of expression.
- 263.5.3.1 “Works of authorship” include literary, musical, dramatic, audiovisual, architectural, pictorial, graphic and sculptural works and sound recordings. Computer programs are works of authorship to the extent they are protected by the federal copyright laws.
- 263.5.3.2 “Tangible media of expression” include physical, digital and other formats now known or later developed from which copyrightable works may be stored, reproduced, perceived or otherwise communicated, either directly or with the aid of a machine or device.
- 263.5.4 “Software” means computer instructions (algorithms and code), data and accompanying documentation.
- 263.5.4.1 “Algorithm” means a logical arithmetical or computational procedure that if correctly applied ensures the solution of a problem.
- 263.5.4.2 “Source code” means an original computer program written by a programmer in human-understandable form. It is converted into the equivalent object code (written in machine language) by the compiler or assembler in order to run on a computer.
- 263.5.4.3 “Object code” means the form of a program that is executable by a machine, or usable by an assembler that translates it directly to machine-understandable language. This form of software is not readable or modifiable by human beings other than through extraordinary effort.
- 263.5.5 “Net proceeds” means the net amount received in each fiscal year from the transfer or licensing of intellectual property after deduction of all accrued costs reasonably attributable to such intellectual property, including without limitation any reasonable expense of patent prosecution, protection and litigation, and commercialization. Such direct costs typically include: legal filing fees; patent application, issuance and maintenance charges; transfer or licensing costs; and product development costs. All expenditures, special advances and repayment terms shall be identified and detailed in writing at the time they are made. The time of regular University and Cal Poly Corporation personnel will not be included in the determination of costs attributable to intellectual property protection and commercialization.

- 263.5.6 “Equity interest” refers to beneficial rights (such as royalties) derived from intellectual property owned by another.
- 263.5.7 “Disclosure statement” means a written general description of a creation by the creator used to help assess the nature, extent and likely intellectual property interests in and development potential of the creation.
- 263.5.8 “Faculty” means members of Collective Bargaining Unit 3, as well as visiting professors, volunteer professors, academic librarians, student services professionals-academic related, and other individuals who may temporarily carry out research and creative activities at Cal Poly in a capacity other than that of staff or student.
- 263.5.9 “Staff” means all non-faculty employees [as well as any volunteers] of the University or the Corporation.
- 263.5.10 “Student” means any individual enrolled in the University, or working in a student capacity under the auspices of the University/Corporation even if not enrolled at the time.
- 263.5.11 “Sponsor” means any external individual or entity, whether public or private, that enters into a formal agreement with the University or Corporation, whereby the Sponsor provides support for a project to be carried out by University faculty, staff and/or students.

“Extraordinary resources” means, in the case of faculty, University and Corporation resources that would normally not be available to them or easily available to them outside the University, as well as resources that would not normally be available to most faculty at the University. In the case of students, “extraordinary resources” means resources that are not available to the majority of Cal Poly students in the course of their programs of study. The Intellectual Property Review Committee (Section 263.10.1.2) will be responsible for assessing the University’s contribution to a specific intellectual property in cases of disagreement between the inventor/creator and the University concerning this contribution.

## 263.6 Ownership and Other Interest

### Copyright

Framework. This section deals with the ownership of copyrightable intellectual property created by faculty, staff and students (in separate sections). Faculty

creations are governed by Section 263.6.1; staff creations are governed by Section 263.6.2; and student creations are governed by Section 263.6.3.

263.6.1 Faculty Creations

Faculty own the copyright resulting from scholarly and creative publications they develop. The University's equity interest is determined by the circumstances listed below.

263.6.1.1 If the University provides extraordinary resources toward the creation of copyrightable property, the faculty will own the copyright but the University will be entitled to an equity interest in the profits derived from the commercialization of the intellectual property, according to the provisions in Section 263.9.

263.6.1.2 If the University initiates a creative project, solicits voluntary faculty participation in the project, and provides funding for the project, possibly including compensation/release time for the faculty member, the University will own the intellectual property rights developed through the project unless the University agrees to share ownership. A written document, signed by the faculty member prior to initiation of the project, will be executed to acknowledge the University's ownership, or sharing arrangement, and the faculty member's commitment to cooperate with the University, at University expense, to protect and commercialize the intellectual property. Should the parties agree, the University may opt to share with the faculty involved any profits that result from the intellectual property created on the project. Such agreement, and the details of profit-sharing arrangements, shall be recorded in a written document, signed by both parties, which shall supersede this policy to the extent that any provisions conflict.

263.6.1.3 If the University/Corporation and an outside sponsor enter into an agreement to carry out research or other creative activity involving faculty, the faculty who participate in the project shall comply with the conditions of the agreement regarding ownership, protection and licensing of intellectual property developed under the agreement, and may be required to agree in writing that they will so comply. Copyright terms of such agreements, even when they deviate from the provisions of this policy, will be negotiated with the sponsor by the [dean of Research], with the consent of the faculty involved and the appropriate Dean(s).

263.6.2 Staff Creations

263.6.2.1 The University owns the copyright to works created by University staff in the course and scope of their employment.

- 263.6.2.2 Staff persons own the copyright to all works created by them without the use of University resources and developed outside the course and scope of their employment, and the University has no equity interest in any proceeds derived from them. Staff persons are advised to notify the dean of Research about their external activities if they have concerns that the University might claim ownership interests in any intellectual property resulting from those activities.
- 263.6.2.3 The University or Corporation may employ or engage individuals under specific contractual terms that allocate copyright ownership rights between the parties in a different manner than specified above. Such agreement(s) shall supersede this policy to the extent that any provisions conflict.
- 263.6.2.4 There may be occasions when University staff also serve as faculty for the University. Under these circumstances, written agreements should be entered into in advance of undertaking any research or creative activity to clarify whether the individual is acting in his or her staff or faculty capacity in carrying out the activity. Unresolved questions on ownership may be directed to the Intellectual Property Rights Committee and a recommendation regarding ownership rights will be made to the President. Such agreement(s) shall supersede this policy to the extent that any provisions conflict.
- 263.6.3 Student Creations
- 263.6.3.1 Students will normally own the copyright to the scholarly and creative publications they develop, including works fulfilling course requirements (term papers and projects), Senior Projects, and Masters Theses/Projects. Students retain copyright ownership as long as they are not paid for the work that results in the creation and do not receive extraordinary University resources in support of the work. Nonetheless, by enrolling at the University, the student grants the University a nonexclusive, royalty-free license to mark on, modify, publicize and retain the work as may be required by the faculty, department, or the University. The University is not entitled to an equity share in any ownership profits, except in the circumstances covered below.
- 263.6.3.2 When the student is employed by the University and the creation falls within the scope of that employment, either the University or the faculty member (when the student is hired specifically to work on a faculty project) owns the copyright according to the same standards that apply to staff creations, under Sections 263.6.2 above, or faculty creations under Section 263.6.1.
- 263.6.3.3 If the student receives extraordinary University resources that further the creation or development of the creative work, then the student owns the copyright, but the

University retains an equity interest in the creation, using the same standards that govern faculty creations under Section 263.7.2.2.

263.6.3.4 If the student works on a sponsored project or a special intellectual property agreement and the creation falls within the scope of that work, then the student is bound by the written agreements governing the allocation of copyright ownership.

263.6.3.5 When the student is employed by an outside entity (not the University or Corporation) and the creation falls within the scope of that employment, then the student normally will be bound by a contract with the outside entity, including any provisions for copyright ownership, and the University will have no rights to the intellectual property developed.

## 263.7 Patents

Framework. This section deals with the ownership of patentable intellectual property created by faculty, staff and students (in separate sections). Faculty inventions are governed by Section 263.7.1; staff inventions are governed by Section 263.7.2; and student inventions are governed by Section 263.7.3.

### 263.7.1 Faculty Inventions

263.7.1.1 Faculty own the intellectual property resulting from their scholarly activity. The University's equity interest is determined by the circumstances listed below.

263.7.1.2 If the University provides extraordinary resources to the creation of intellectual property, then the faculty will own the intellectual property rights, but the University will be entitled to an equity interest in the profits derived from the commercialization of the intellectual property, according to the provisions in Section 263.9.

263.7.1.3 If the University initiates a creative project, solicits voluntary faculty participation in the project, and provides funding for the project, possibly including compensation/release time for the faculty member, the University will own the intellectual property rights developed through the project unless the University agrees to share ownership. A written document, signed by the faculty member prior to initiation of the project, will be executed to acknowledge the University's ownership, or sharing arrangement, and the faculty member's commitment to cooperate with the University, at University expense, to protect and commercialize the intellectual property. Should the parties agree, the University may opt to share with the faculty involved any profits that result from the intellectual property created on the project. Such agreement, and the details of profit-sharing arrangements, shall be recorded in a written document, signed by

both parties, which shall supersede this policy to the extent that any provisions conflict.

263.7.1.4 If the University/Corporation and an outside sponsor enter into an agreement to carry out research or other creative activities involving faculty, the faculty who participate in the project shall comply with the conditions of the agreement pertaining to the ownership, protection and licensing of intellectual property developed, and may be required to agree in writing that they will so comply. The intellectual property terms of such agreements, even when they deviate from the provisions of this policy, will be negotiated with the sponsor by the [dean of Research], with the consent of the faculty involved and the appropriate dean(s). Such agreement(s) shall supersede this policy to the extent that any provisions conflict.

#### 263.7.2 Staff Inventions

263.7.2.1 The University shall own all intellectual property rights in works created by University staff in the course and scope of their employment.

The University has no equity interest in any proceeds derived from intellectual property that is created by staff without the use of University resources and that is developed outside the course and scope of employment. Staff persons are advised to notify the [dean of Research] about their external activities if they have concerns that the University might claim ownership interests in any intellectual property that results from those activities.

263.7.2.2 The University or Corporation may employ or engage individuals under specific contractual terms that allocate intellectual property rights between the parties in a different manner than specified above.

263.7.2.3 There may be occasions when University staff also serve as faculty for the University. Under these circumstances, written agreements should be entered into in advance of undertaking any research or creative activity to clarify whether the individual is acting in their staff or faculty capacity in carrying out the activity. Unresolved questions on ownership may be directed to the Intellectual Property Rights Committee and a recommendation regarding ownership rights will be made to the President. Such agreement(s) shall supersede this policy to the extent that any provisions conflict.

#### 263.7.3 Student Inventions

263.7.3.1 Students enrolled at the University may create valuable intellectual property while fulfilling course requirements, in conjunction with University employment, and/or



through the use of University resources. The ownership interests in such intellectual property depend on the particular circumstances surrounding the creation. In particular, students must be careful to differentiate their own creative contributions from those of their faculty instructors and mentors. The following parameters apply:

- 263.7.3.2 The student is not paid for the work that results in the creation and does not receive significant University resources in support of the work. In these circumstances, the student owns the intellectual property interests in the creation. This is true even if the intellectual property is created to fulfill course requirements or other academic requirements. Nonetheless, by enrolling at the University, the student grants the University a nonexclusive, royalty-free license to mark on, modify, publicize and retain the work as may be required by the faculty, department or the University. The University is not entitled to an equity share in any ownership profits, except in the circumstances covered below.
- 263.7.3.3 The student is employed by the University/Corporation and the creation falls within the scope of employment. In these circumstances, either the University or the supervising faculty owns the intellectual property, according to the same standards that apply to staff creations under Sections 263.6.2, or faculty creations under Section 263.6.1.
- 263.7.3.4 The student receives extraordinary University resources that further the creation or development of the intellectual property. In these circumstances, the student owns the intellectual property, but the University retains an equity interest, using the same standards that govern faculty creations under Section 263.6.1.
- 263.7.3.5 If the student works on a sponsored project or under a special intellectual property agreement and the creation falls within the scope of that work, then the student is bound by the written agreements governing the allocation of intellectual property rights.
- 263.7.3.6 The student is employed by an outside entity (not the University or Corporation) and the creation falls within the scope of that employment. Under these circumstances, the student normally will be bound by a contract with the outside entity, including provisions intended to protect and allocate intellectual property rights, and the University will have no rights to the intellectual property developed. University resources may not be used unless a prior special intellectual property agreement is in place (see Section 263.7.3.5 above).
- 263.8 Software

- 263.8.1 The proprietary protection available for software is unique in that both copyright and patent are available. Copyright protection may cover the expression of the software ideas in a tangible medium, while patent protection may cover algorithmic inventions. Due to this dual approach, software should first be considered under the patent provisions of this policy at Section 263.7, and is therefore subject to disclosure of any underlying algorithms that appear to have commercial value. After consideration of patent protection for valuable software algorithms, copyright, at Section 263.6, should be considered as additional or alternative protection.
- 263.8.2 In accordance with Section 263.3.1, and absent a specific agreement to the contrary, the University favors the copyright and publication of source code as well as its underlying object code. This is in contrast with the common commercial practice that utilizes trade secrecy for source code in order to prevent the dissemination and discussion of any innovative ideas it reveals. As with the underlying algorithms that, if patented, must be published so that they may be studied and discussed by other researchers, the University believes that source code should be published in a form that is amenable to research and will promote scientific progress. The object code is similarly subject to copyright.
- 263.9 University Equity Interests
- 263.9.1 Even when the University does not own intellectual property under this policy, if the University provides extraordinary resources to the creation of intellectual properties, it enjoys an equity interest in the net proceeds derived from those properties. The University's equity interest is determined by the extent of use and the value of these extraordinary resources. The amount of the University's equity interest in a particular intellectual property will be agreed upon before pursuing protection/commercialization. In no case will the University's share be greater than 50%. The amount that an individual creator/inventor must render to the University, in recognition of its equity interests, is determined as follows:
- 263.9.2 When the amount of net proceeds received from an intellectual property subject to University equity interest is equal to or less than \$50,000 in a fiscal year, then the University is not entitled to any portion of the net income derived from that intellectual property.
- 263.9.3 When the amount of net proceeds received from an intellectual property subject to University equity interest is greater than \$50,000 in a fiscal year, the net proceeds in excess of \$50,000 will be allocated between the University and the creator(s)/inventor(s) based on the previously determined equity interest agreement.

263.10 Administrative Oversight

263.10.1 The University

263.10.1.1 University Administration

The University President is responsible for policy matters relating to intellectual property and affecting the University's relations with inventors and creators, public agencies, private research sponsors, industry, and the public. The Office of the Provost, through the [vice president of Research and Economic Development and the dean of Research], and in coordination with the Cal Poly Corporation, shall implement and administer this policy, including negotiation of intellectual property terms in agreements with sponsors, evaluation of patentability or other forms of intellectual property protection, filing for patents, negotiation of use rights, and the pursuit of infringement actions.

263.10.1.2 Intellectual Property Review Committee

263.10.1.2.1 The University President shall appoint an Intellectual Property Review Committee. The Committee shall be composed of eleven members, 8 of whom shall be members of the faculty, without administrative appointments, and nominated by the Academic Senate. These 8 appointees shall represent each college, as well as Professional Consultative Services. The other three members shall include the chair of the Academic Senate Research Committee, the [dean of Research], and a student representative appointed annually by the ASI President. A faculty member shall chair the Committee. Faculty appointees shall serve three-year staggered terms. The Committee shall review and monitor University activities on matters relating to the administration of this policy. The Committee shall be consulted in advance concerning any material changes to the policy and shall participate fully in the future development of the policy. The Committee shall make recommendations for the allocation of the University's net proceeds from intellectual property.

263.10.1.2.2 When necessary, the Committee shall review invention disclosures and other information to evaluate the University's contribution to the development of particular intellectual properties. In many cases the inventor/creator will reach an agreement with the University concerning ownership rights and equity interest without the need for review by the Committee. In making its assessment, the Committee will rely on information provided by both the inventor/creator and the University. Committee deliberations will be in closed session to protect proprietary information. Similarly, committee records will be kept confidential and committee members will be bound to maintain confidentiality. The purpose of

the review will be to help the parties reach agreement within the framework of this policy.

263.10.1.2.3 In the event of any disagreement among interested parties concerning interpretation or application of this policy, the Committee will serve as the appellate body advisory to the University President. In cases where the Committee is unable to resolve such disagreements to the satisfaction of the interested parties, then it shall submit a written recommendation for resolution of the dispute to the University President for a final administrative decision. The final resolution of any disagreement concerning the application or interpretation of this policy will be governed by applicable law and collective bargaining agreements.

263.10.1.2.4 At the beginning of each academic year, the Corporation will provide to the [dean of Research] a summary statement of income and expenses from intellectual property in which the University has an interest, if any, and an accounting of income and disbursements of the Commercialization Fund and the Research Fund (see 263.11.2). The Dean will submit this information to the Intellectual Property Review Committee, in a written report of all the activities in which that Office has been involved in the preceding year.

263.10.1.3 University Assistance

263.10.1.3.1 The protection and commercialization of intellectual property requires close attention to relevant laws. For example, for a patentable invention, one must carefully and properly document all activities involved in developing the invention from conception to reduction to practice. In addition, there are reasons to preserve secrecy for certain time periods so that the invention can be adequately protected. These considerations often run counter to the typical academic approach of quickly sharing knowledge in the form of presentations at professional meetings and publications in scholarly journals.

263.10.1.3.2 Even when the University does not own intellectual property under this policy, or enjoy an equity interest in it, [ORED] can provide guidance to faculty and students about the basic process for and issues regarding protection of intellectual property. Further, under certain circumstances in which the University holds an equity interest, legal, financial and business assistance may be provided to faculty

who wish to protect or commercialize their intellectual property. The University's decision to provide such assistance would be made on a case-by-case basis.

263.10.1.3.3 At the very least, inventors/creators should file a disclosure statement (see Section 263.10.3.1) with [ORED]. The disclosure serves as an important element in the protection process since it is dated and includes a description of the invention, including when it was conceived and reduced to practice. ORED Programs, as a disinterested party, maintains this disclosure as documentation to support potential patent claims. When the University/Corporation provides legal, financial, business and/or other extraordinary services to support intellectual property interests, they are entitled to recoup expenditures from gross proceeds derived from those intellectual property interests that are successfully commercialized.

#### 263.10.1.4 Inactivity

If a determination has been made that the University owns or has an equity interest under this policy in a particular intellectual property, a decision to pursue protection and commercialization of that property will normally be made within six months of a request by the inventor/creator for such a decision. If the University decides to pursue protection and commercialization it must then act diligently in this regard. If the University fails to act diligently the inventor/creator may request reconsideration of the decision to pursue. Alternatively, if the University determines not to pursue protection/development of the intellectual property, it will renegotiate its ownership and/or equity rights with the creator/inventor.

#### 263.10.2 The Cal Poly Corporation

The California Polytechnic State University Corporation is a non-profit, public benefit corporation serving as a qualified auxiliary organization in support of the University. The Corporation functions in several roles relating to the perfection, protection, transfer and development of intellectual property held by the faculty, students, staff, or the University. Among these are:

##### 263.10.2.1 Perfection of Rights

The perfection of legal and equity interest in intellectual property generally involves exacting documentation and compliance with statutory and regulatory procedures. The Corporation typically acts as the contracting agency for externally sponsored research and development projects on behalf of the University and the principal investigator. Sponsored agreements may have

specific invention or creation disclosure requirements, and patent/copyright and licensing provisions requiring compliance through the Corporation.

263.10.2.2 Protection

At the request of the [dean of Research], or in satisfaction of sponsored agreement requirements, the Corporation shall initiate action to further evaluate the need for and practicality of securing appropriate statutory protection over any intellectual property subject to this policy. Results of any such evaluations shall be reported to the [dean of Research] and the inventor or creator.

263.10.2.3 Transfer and Development

At the request of the University the Corporation may serve as the transfer and development agent for those with legal and/or equity rights to intellectual property under this policy. Actions to evaluate protection typically also involve the assessment of commercial viability, and may require the Corporation to negotiate among the interested parties appropriate assignment and collateral agreements to settle those interests and obligations, and to assure property protection and development opportunities. In its role as agent, the Corporation will involve both the inventor/creator and the University (through the [dean of Research]) in all negotiations with potential buyers or licensors.

263.10.2.4 Fiscal Agent

The Corporation also serves as the designated fiscal agent of the University in the administration of transactions involving University interests in such intellectual property.

In providing the above services the Corporation shall be entitled to recover its direct costs.

263.10.3 The Creator/Inventor

263.10.3.1 Required Disclosures

This policy addresses circumstances in which the University owns intellectual property created by faculty, staff and students, or enjoys an equity interest in it. When these circumstances exist, the faculty, staff or students who create the intellectual property shall file a disclosure statement with the [dean of Research]. At the appropriate time, the [dean of Research] may refer the disclosure to the Intellectual Property Rights Committee, which will assess rights of all interested parties consistent with other sections of this policy.



263.10.3.2 Protection and Commercialization

When the University owns, or enjoys an equity interest in, intellectual property under this policy, and has elected to pursue protection and commercialization of that intellectual property, the inventor/creator is expected to cooperate with the University and Corporation, at the University/ Corporation's expense, in the protection and development of the intellectual property, including executing appropriate written instruments to perfect legal and equity rights. It is anticipated that the inventor/creator, if he/she so chooses, will be an active participant in decisions regarding the further development, commercialization and/or licensing of the intellectual property.

263.10.4 Assignments of Interest

Any transfers of ownership between those with any interest in specific intellectual property shall be documented through appropriate legal instruments, such as assignment agreements, in a form consistent with applicable law and regulations.

263.11 Income Allocations

263.11.1 General Objectives

In the transfer of intellectual property and allocation of net proceeds derived from intellectual property, the general objectives are to direct funds toward the inventor(s)/creator(s), assure the transfer and development of those discoveries for the public benefit, and provide for the funding of future creative effort by University faculty, students and staff.

263.11.2 Intellectual Property Funds

When the University owns intellectual property or enjoys an equity interest in it, the University's share of net proceeds derived from that intellectual property generally will be allocated among a Commercialization Fund, a Research Fund, the inventor/creator's academic department/academic unit, and college as determined by the University President. The Commercialization Fund is intended to support the protection and commercialization of specific intellectual properties developed in the future by University faculty, staff and students. The Research Fund is intended to support research on and development of intellectual property.

263.12 Implementation

The [dean of Research], in cooperation with the appropriate Corporation and University officials, shall develop, document, implement and maintain on a

current basis, appropriate procedures and practices to carry out this policy statement including the process for evaluating and determining the allocation of net proceeds derived from intellectual property, subject to Section 263.11 of this policy. The Intellectual Property Review Committee shall be consulted on any significant proposed practices involving the application or interpretation of this policy.

263.13 Periodic Policy Review

The Intellectual Property Review Committee shall review this policy as needed, and make recommendations for changes as deemed appropriate.

264 Indirect Cost Recovery and Uses

264.1 Definition of Indirect Costs

Indirect costs, also called facilities and administrative (F & A) costs, are defined by the federal government as those costs incurred in the development, administration and conduct of sponsored projects that go above and beyond the direct costs of a specific project. Such indirect costs include expenses for space and facilities (excluding renovations and new construction), office and laboratory equipment, maintenance, utilities, library use, basic telephone and computer support, accounting functions, and department, college and University administrative costs incurred in the conduct of government and privately sponsored research, development, instructional, training, service, consulting and demonstration projects.

264.2 Recovery of Indirect Costs

It is the policy of the CSU and the University to seek full indirect cost reimbursement for each sponsored project, whether administered by the University or the Corporation. The University and Corporation negotiate periodically with the federal government to establish an indirect cost rate (percentage), which, when applied to the direct costs of a sponsored project, results in full indirect cost recovery. It is the expectation of the federal government that this rate shall be used for all sponsored projects carried out by the University.

264.3 Use of Indirect Costs

Recovered indirect costs are used to support the administrative costs associated with sponsored projects, including the staffing and operations of Corporation

Sponsored Programs and the University's Grants Development Office. Recovered indirect costs that remain after meeting such expenses shall be allocated to various uses in support of future sponsored projects and research and development activities. At the end of each fiscal year, the dean of Research submits to the President a report on sponsored program activities during that year, including recovered indirect cost income, and makes recommendations for the allocation of any uncommitted indirect cost funds.

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#### Research, Scholarly, and Creative Activities (RSCA) Discretionary Grants

The Research, Scholarly, and Creative Activities (RSCA) Discretionary Grant Program is intended to help each faculty member remain engaged in his/her respective discipline beyond the classroom and to contribute new knowledge through robust programs of scholarship focused on strengthening California socially, culturally, and economically. The annual funding from the program is intended to provide more internal resources to help faculty pursue a broader array of professional activities.

The RSCA program is supported by funds from the Office of the Provost and the Office of the Chancellor. Tenure-track and tenured faculty are eligible to compete for funding. Heightened consideration is given to those faculty members in disciplines with few outside sources of support for research, scholarly, and creative activity and those who submit projects likely to lead to the acquisition of external funding. These resources will be focused on tenure-track faculty to support their establishment of scholarly programs and on tenured faculty seeking to open new scholarly directions. The funds from this program will not be used as an ongoing internal source to sustain a faculty member's ongoing research, scholarly or creative endeavors.

The program is intended to fund all types of research, scholarly, and creative activities. This includes but is not limited to empirical and theoretical research, applied design and development, pedagogical research, writing of books, and the production of art. Proposed projects must be related to the generation of new knowledge and learning. Grants will not be awarded for instructional improvement, course development, or evaluation. However, it will be relevant to reviewers to know how the scholarship or creative activity will improve teaching and benefit the instructional program.

All proposals shall be reviewed by the Academic Senate Grants Review Committee and internal or external reviewers as necessary.

Following completion of the grant, a 3- to-5-page summary of project results must be filed with the Office of Research and Economic Development.

266 Economic Development

The economic development activities of the University are encouraged and guided by the University administration, in general, and in particular by the academic deans and the vice president for Research and Economic Development.

“Economic Development” encompasses a variety of scholarly and creative activities, including:

- a. development of relationships with representatives of private industry for the purpose of engaging in mutually beneficial collaborative undertakings with faculty and students;
- b. development and commercialization of intellectual property owned by the University; and
- c. fostering industry relationships with the University centers and institutes.

266.1 Policy on Conflict of Interest in Externally Funded Research

Investigators shall disclose to the responsible representative of the institution all significant financial interests of the Investigator (including those of the Investigator’s spouse and dependent children):

- a. that would reasonably appear to be affected by the activities funded or proposed for funding, or;
- b. in entities whose financial interests would reasonably appear to be affected by such activities.

The term “Investigator” means the Principal Investigator, Co-Investigators, and any other person at the institution who is responsible for the design, conduct, or reporting of activities funded or proposed for funding.

Investigators must provide all required financial disclosures at the time a proposal is submitted to any potential funding agency. Investigators must update those financial disclosures during the term of the award, either on an annual basis, or as new reportable significant financial interests are obtained (including during the course of the project if award is made). The Investigator must complete the “Disclosure of Financials Interests Related to Sponsored Projects” 800U form and other disclosure statements:

- a. whenever he/she makes application for a new or renewal contract or grant, or;
- b. whenever a gift is specified by a donor for a specific Investigator or for a specific project for which the Investigator is responsible.

The disclosure must be made before the proposed gift is accepted or application for funding is made for a new or renewed project or grant. The activity may not proceed without completion of the financial disclosure statement. A "Principal Investigator's Statement of Economic Interests" 700U form must be filed within 30 days after the contract, grant or gift is renewed, when funds are exhausted, or the project is completed.

#### References for CAP 260:

1. Date approved by the President: To be determined.
2. Effective Date: To be determined.
3. Responsible Department/Office: Research and Economic Development
4. Revision History: May 24, 2006, August 17, 2006 (CAP 263)
5. Related University Policies, Procedures, Manuals and/or Documents:
  - a. Cal Poly Policy on Sponsored Programs Administration
  - b. Academic Senate AS-637-05, Resolution on Intellectual Property Policy
  - c. CSU Executive Order 890, Administration of Grants and Contracts and succeeding amendments.
  - d. Guidelines for Vertebrate Animals in Research
  - e. Policy on Conflict of Interest in Externally Funded Research
  - f. Policy for the Use of Human Subjects in Research
  - g. Cal Poly Policy on Research Fraud
  - h. CSU Executive Order 751, Centers, Institutes, and Similar Organizations on Campuses of the California State University and succeeding amendments.
  - i. Guide to the Administration of Gifts, Sponsored Support and Other Resources Acquired through External Relationships
  - j. CSU Executive Order 644, Intellectual Property-Campus Policies and succeeding amendments.
  - k. Cal Poly Intellectual Property Policy
  - l. CSU-AAP 88-26, Guidelines for allocation of funds received through the program change proposal on research, scholarship, and creative activity
  - m. CAP 145, Use of University Names and Marks
  - n. CAP 610, Office of Student Rights and Responsibilities
6. Laws, Regulations and/or Codes of practice referred to herein or related to this policy:
  - a. Federal Policy for the Protection of Human Subjects
  - b. Office of Human Research Protections (OHRP) Institutional Review Board (IRB) Guidebook
  - c. The Belmont Report, 1979
  - d. Animal Welfare Act, Public Law 89-544, 1966 and succeeding amendments.
  - e. 1996 Guide to the Care and Use of Laboratory Animals, National Academy of Sciences
  - f. Public Health Service Policy on Humane Care and Use of Laboratory Animals, as amended in August 2002, and any subsequent revisions
  - g. Applicable provisions and regulations of Title 8, California Administrative Code, Cal/OSHA
  - h. Applicable provisions and regulations of the California Department of Public Health
  - i. Applicable provisions and regulations of the California Department of Fish and Game

- and succeeding amendments
- j. Applicable provisions and regulations of the Marine Mammal Protection Act of 1972, P.L. 92-522 and succeeding amendments
- k. Federal policies and regulations on responsible conduct of research, including scientific fraud and misconduct.
- l. Guidelines of the Office of Research Integrity
- m. California Government Code Section 87300

## Charges for 2014-2015 Academic Senate Committees

### Budget and Long Range Planning Committee

- Better understanding of the budget allocation – meet with Provost/VP AFD.
- Look at strategic plan and suggest criteria for evaluating targeted growth options. Need Executive Committee clarification. **Winter 2015.**
- Review best practices in strategic plans and associated action plans.
- BLRP involvement in revisitations of campus-wide allocation models.

### Curriculum Committee

- Curriculum refresh proposal.
- Distinction between units/departments. Maybe wait until not a catalog year.
- Ongoing review of curriculum proposals.
- Continue discussion of course proposal forms and consider changes (could include statement of alignment between course objectives and program objectives, or ULOs).
- Separation of programs in Biomedical and General Engineering Department. **Winter 2015.**

### Faculty Affairs Committee

- Discuss new RPT policies at college and university level. **Resolution due Fall 2014.**
- Consideration of TSM aspects in the RPT guidelines. Consider whether and how to revise the document in light of recent Senate action concerning the “Teacher-Scholar Model” **Resolution due Winter/Spring 2015.**
- First full draft of University Faculty Personnel Action by January 1, 2015; Faculty Affairs Committee approval in Winter 2015; to Executive Committee thereafter.

### Fairness Board

- Discuss how long a professor must keep exams and other documents. **End of Winter 2015.**

### GE Governance Board

- Ongoing review of curriculum proposals: catalog cycle proposals and continuous course review proposal.
- GE program review. **Report due in August.**
- “Pathways” discussion.
- Library representative on GE Governance Board?

### Grants Review Committee

- Review Bylaws to reflect revisions/changes to campus policies re: distribution of RSCA funds.
- Working draft of bylaw revision (for Spring report).
- How do GRC’s responsibilities differ from RSCA’s?



### Instruction Committee

- Review office hour policies and make recommendations. **Fall 2014.**
- Assess the structure of senior projects, how it works across colleges and its value as a capstone experience, implementing EER/CPR.
- Resolution on explanation of student absences for official University business. **Spring 2015.**
- Discuss ways to raise faculty and students awareness about academic dishonesty/plagiarism.
- Policy on Class Conflicts – discuss exceptions.
- Internship Policy – to address Executive Order 1064.
- Graduation Writing Requirement – can it be modified to assist students in progress to degree.
- Possible charge: grading and returning exam/homework to students, progress report on grades, and/or standing before finals.
- Discuss the possibility of 4-unit MWF courses (Rein).
- Discuss changing CAP 282 to allow the scheduling of activity classes in general purpose lecture rooms. (LoCascio).

### Research, Scholarship and Creative Activities Committee

- Fact finding on efficient methods that ensure the concept of Research, Scholarship and Creative Activities become an incentive for faculty.
  - Continuation of the discussion of support mechanisms for the Teacher-Scholar Model, including a review of relevant documents from the past.
  - Work towards a regular status report on scholarship at Cal Poly.
  - Teacher-Scholar Model, flexibility for junior faculty – continue discussion with Provost.
- Identify examples of positive and negative practices relating to motivating and developing research, scholarly and creative activities as part of professional development.
- Possible discussion of consulting practices across departments - currently no university-wide policy on reporting of consulting activities and guidelines for review committees on how to evaluate such activities in the tenure process.
- Ad Hoc Committee for establishing published by-laws and mechanism of action by faculty members in the Human Subjects and Research Policies. **Spring 2015.**

### Sustainability Committee

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

10.07.14

## Cal Poly Master Plan Advisory Committees

Please select TWO faculty members to serve on each committee

### **ACADEMIC/INSTRUCTIONAL SPACE**

**Bill Ahlgren, Electrical Engineering – Also interested in Sustainability and Natural Resources**

I am interested in participating in two of the Cal Poly Master Plan Advisory Committees: Academic/Instructional Space; and Sustainability and Natural Resources. On the Academic/Instructional Space committee I would like to advocate for two objectives: increased faculty research lab space, and more large lecture halls to provide more flexibility in instructional modalities. On the Sustainability and Natural Resources committee I would like to advocate for using the Cal Poly campus as a living laboratory to develop and demonstrate power and energy system architectures and technologies for a post-fossil society. I am currently serving on the Academic Senate Budget and Long-Range Planning Committee, where my purpose is the same.

**Dean Arakaki, Electrical Engineering**

I am concerned with classroom configurations, specifically computer projection screen and whiteboard/chalkboard arrangements and overheating conditions. I have been (and currently) in several "less than optimal" classrooms, which has caused student discomfort (hot and overcrowded classrooms), leading to compromised instructional delivery effectiveness and personal safety (potential fire hazards). I would like to serve on a committee that can improve these conditions for both existing and proposed (new) classrooms.

**Phil Barlow, Construction Management – Also interested on Campus Life**

I am expressing an interest in serving on the Cal Poly Master Plan committee in some form. I have reviewed the dates and I can make all of them but the first one Oct. 24. My background includes construction, construction management, school construction, real estate development, and I am LEED certified. I am a former student of this university and have been serving as a faculty member for the last nine years.

**David Braun, Electrical Engineering - Also interested on Circulation and Transportation and Sustainability and Natural Resources**

The Academic/Instructional Space topic appeals to me most due to my current and future day-to-day teaching activities. Over the years, I have taught in a wide assortment of "lecture" classrooms with fixed furniture and reconfigurable options. I have also taught in a variety of lab spaces. While current technology doesn't quite permit us to build or teach in submersive holographic learning environments such as the "holodeck" from Star Trek the Next Generation, current hardware and software systems permit quite impressive virtual reality experiences, which will probably advance quite dramatically over the next decades. Therefore, I'd like the Master Plan revision to encompass a diverse repertoire of teaching spaces to accommodate styles we now have and permit teaching in new styles as improved pedagogies and advancing technologies (gigabit ethernet, mobile, flipped, lab on a chip, hybrid, etc.), emerge.

**Dale Clifford, Architecture – Also interested in Sustainability and Natural Resources**

I have recently arrived from Carnegie Mellon University (CMU) where my research interests were directed towards sustainability at the building scale, specifically with emerging materials and passive technologies. I also am a member of the advisory board for the Arizona Research Institute

for Solar Energy and have interest in larger scale systems thinking concerning the relationship between the natural and built environments, and energy flows and waste streams. My responsibilities included grant review, financial resource allocation and administering sustainable energy demonstration projects.

While new to this campus I have experience in facilitating and administrating undergraduate and graduate level programs based in the Learning By Doing ethic. At the University of Arizona, I was a founding member of the Emerging Material Technologies Graduate Program that received the 2012 American Collegiate School of Architecture Creative Achievement Award for relevant and progressive pedagogy based on an ethic of learning through making. I also chaired the Facilities and Space Committee that led the logistics and design of a 10,000 square foot wood, metal and digital fabrication lab that serve both school and college.

I have pedagogical experience as director of the Masters of Science in Architecture Program at CMU, and as director of the CMU CoDe, and interdisciplinary graduate program that brings together the fields of architecture, art, computer science, mechanical engineering, and electrical engineering for collaborative discourse and problem solving through design.

I believe these experiences make me a viable candidate.

**Stephen Lloyd-Moffett, Philosophy – Also interested in Campus Character and Place-making, Circulation and Transportation, and Sustainability and Natural Resources**

My academic focus on the study of religion will not directly aid in these committees but before academia, I was a management consultant with one of the top firms (Boston Consulting Group) and co-authored many strategic plans for some of the biggest and most well-known companies in the world. I have an undergraduate degree in economics and contributed to a book that examined the way one's purpose statement shapes the performance of companies. Previously, I also wrote an Environmental Impact Statement and several Environmental Assessment reports, so I have experience in that area as well.

**Stern Neill, Marketing**

My experience as it relates to the committee is as follows:

- \* service on multiple curriculum and assessment committees, including Cal Poly's WASC Learn by Doing Task Force (2010-12)
- \* service on campus classroom planning committee at University of Washington-Tacoma (2007-08)
- \* published research on learning space design (Neill, S., Etheridge, R. (2008). Flexible learning spaces: the integration of pedagogy, physical design, and instructional technology. *Marketing Education Review*, 18(1), 47-53.)
- \* current research on innovative learning spaces with Mark Bieraugel (*Library Spaces as Catalysts for Innovative Thinking*, which is being funded by Cal Poly's Office of Research and Economic Development)
- \* strong commitment to learning as evidenced by teaching awards and several faculty development workshops/presentations that I have conducted

**Dylan Retsek, Mathematics – Also interested in Campus Character and Place-making**

I would like to submit my name to serve on the advisory committees covering Instructional/Academic space and/or Campus Character and Place-making. I feel I am especially suited to provide input on these topics because of my own Cal Poly history. As an undergraduate here, my intellectual and professional path was shaped by the commitment of my professors who implemented our Learn by Doing philosophy every day. Having returned as a professor of

mathematics, I have a keen appreciation of what it takes to give students the type of experience from which I benefitted as a student. I believe that having seen Cal Poly and excelled "from both sides" will allow me to contribute to these committees and further develop the campus culture and special (unique?) place we occupy as a comprehensive polytechnic public university. Thanks for your consideration.

**Stacey Rucas, Social Sciences**

In the past, I have served on the University Large Classroom Planning Committee in 2012-2013, which was tasked with the planning and execution of finding and developing a new large lecture hall for on campus use. The development and use of academic and instructional spaces is essential to effective teaching and learning and I am interested in serving on this committee to help execute its charge.

**Lizabeth Schlemer, Industrial & Manufacturing Engineering**

This is an important topic and I am willing to put time and effort into the endeavor. I believe the research is clear that the learning environment, including the physical space, is a large contributor to students' success. I have expertise to offer in both the area of facilities design and in educational best practices.

I have taught a capstone design course in Facilities design in the Industrial and Manufacturing Engineering Department for 20 years. Through this course I have practiced the systems thinking necessary for a facility to be fit for purpose. This course included over 300 student projects for local companies from retail locations to office spaces and manufacturing facilities.

I have also developed a real appreciation for the importance of a good learning environment to support alternative pedagogies. I have been using many of the high impact practices for instruction including Service Learning, Project Based Learning, Self-Directed Learning, Flipped Classroom, Active Learning, and Undergraduate Research Experiences. I have been doing this since I began at Cal Poly in 1993, realizing both success and failure in the process. Through this I have learned much.

I have a deep understanding of learning through both quantitative and qualitative research practices. This has been informed through ongoing in depth investigations in the literature on STEM education.

**John Sharpe, Physics**

I have always been passionate about student research and laboratory experiences and I contributed to the layout of the new Baker Center (the Physics part) when it was being designed. Now, having moved into the Baker Center, I am struck by the positive effects of a well-designed academic space on faculty-student interaction. It is my hope that all students and faculty would have access to such facilities.

In terms of previous committee experience I was an academic Senator about a decade ago and I have served on the College of Science and Math's PRCs and Sabbatical committees many times. My most recent evaluation from the Dean of the College of Science and Math described my service and citizenship as outstanding and I hope to bring what I have learned to the advisory committee.

**Kevin Taylor, Kinesiology**

As department chair I am keenly aware of space needs from a scheduling perspective, I started a department student council to make sure that I am maintaining currency in my appreciation for the

student perspective and as department chair working with students on related issues I feel that I have well balance perspective. I have worked on multi-disciplinary projects in collaboration with students from every college on campus and I understand many of the diverse needs of our students.

### **CAMPUS CHARACTER AND PLACE-MAKING**

#### **Jean-Francois Coget, Management**

My Ph.D. and research expertise is in Organizational Behavior, which is a multi-disciplinary social science that seeks to understand, among other topics, how people thrive in organizations. I believe that this expertise will help me provide useful perspectives for the committee. In particular, I am looking forward to helping further a sense of place at Cal Poly and create a culture that Cal Poly stakeholders can be proud of. I also believe that my multidisciplinary perspective will help me find connections between planning, design, and management of the public spaces.

I have been at Cal Poly for 8 years, and intend to stay many more years. I am interested in helping craft the future of the campus through participation in this committee.

#### **Kellie Green Hall, Kinesiology**

In the 20 years that I have taught at Cal Poly I have observed the changes in our "space" some are wonderful and some I continue to wonder about. During my sabbaticals and travels I have spent extended time on these campuses: West Point, Duke University in Durham, North Carolina at Chapel Hill, Rice University in Houston, Louisiana State University and Florida State University. I have always been curious about the culture and climate of each campus compared to the "feel" of Cal Poly. We simply don't have the same cohesive feel. I would love to explore the concept of "place-making" and trying to create more pride and the ability for our students to feel connected to Cal Poly. I love being a part of Cal Poly and improving our campus character is important to me.

#### **Stephen Lloyd-Moffett, Philosophy – Also interested in Academic/Instructional Space, Circulation and Transportation, and Sustainability and Natural Resources**

My academic focus on the study of religion will not directly aid in these committees but before academia, I was a management consultant with one of the top firms (Boston Consulting Group) and co-authored many strategic plans for some of the biggest and most well-known companies in the world. I have an undergraduate degree in economics and contributed to a book that examined the way one's purpose statement shapes the performance of companies. Previously, I also wrote an Environmental Impact Statement and several Environmental Assessment reports, so I have experience in that area as well.

#### **Steve Rein, Statistics**

While I have no personal experience in "placemaking" nor any formal understanding of "campus character", I do care that our campus is a place which encourages student success in ever way and I do understand that the physical nature of the campus, the buildings, walkways and green spaces have a huge impact on the attitude students, faculty and staff bring to their daily endeavors. As the description of this working group suggests, developing a sense of place and a pride of place is what we should be about. I would be very willing to serve on a committee which considers such issues and would appreciation appropriate consideration for such an appointment.

#### **Dylan Retsek, Mathematics – Also interested in Academic/Instructional Space**

I would like to submit my name to serve on the advisory committees covering Instructional/Academic space and/or Campus Character and Place-making. I feel I am especially suited to provide input on these topics because of my own Cal Poly history. As an undergraduate



here, my intellectual and professional path was shaped by the commitment of my professors who implemented our Learn by Doing philosophy every day. Having returned as a professor of mathematics, I have a keen appreciation of what it takes to give students the type of experience from which I benefitted as a student. I believe that having seen Cal Poly and excelled "from both sides" will allow me to contribute to these committees and further develop the campus culture and special (unique?) place we occupy as a comprehensive polytechnic public university. Thanks for your consideration.

### **CAMPUS LIFE**

**Phil Barlow, Construction Management – Also interested in Academic/Instructional Space**

I am expressing an interest in serving on the Cal Poly Master Plan committee in some form. I have reviewed the dates and I can make all of them but the first one Oct. 24. My background includes construction, construction management, school construction, real estate development, and I am LEED certified. I am a former student of this university and have been serving as a faculty member for the last nine years.

**Alison Ventura, Kinesiology**

I am an assistant professor in the Kinesiology Department; my expertise is related to the primary prevention of obesity in social contexts. I also recently came to Cal Poly from Drexel University, where my department was involved with developing, disseminating, and evaluating a number of campus-wide wellness initiatives, such as weight loss programs and healthy eating workshops, for faculty, staff, and students. Thus, I would be able to contribute both my expertise and experience related to promoting healthy lifestyles to the master plan of improving campus life for students, faculty and staff at Cal Poly.

### **CIRCULATION AND TRANSPORTATION**

**David Braun, Electrical Engineering – Also interested in Academic/Instructional Space and Sustainability and Natural Resources**

Transportation and Sustainability appeal to me based on my passion to foster sustainability. I have team taught the capstone course for the Environmental Studies Minor (now UNIV 350) with colleagues from CLA and CSM and have served as the CENG representative to that Minor since its inception. I have served on the Academic Senate Sustainability Committee since 2008 and currently chair the committee. I'd like the Master Plan revision to apply multidisciplinary and holistic systems thinking to help Cal Poly reach a sustainable future.

**Stephen Lloyd-Moffett, Philosophy – Also interested in Academic/Instructional Space, Campus Character and Place-making, and Sustainability and Natural Resources**

My academic focus on the study of religion will not directly aid in these committees but before academia, I was a management consultant with one of the top firms (Boston Consulting Group) and co-authored many strategic plans for some of the biggest and most well-known companies in the world. I have an undergraduate degree in economics and contributed to a book that examined the way one's purpose statement shapes the performance of companies. Previously, I also wrote an Environmental Impact Statement and several Environmental Assessment reports, so I have experience in that area as well.

**Kimberley Mastako, Civil & Environmental Engineering**

It would be my pleasure to collaborate with others to review existing policies relative to emerging trends, and where appropriate, recommend modification. I have some relevant experience in the context of updating the City of San Luis Obispo's Land Use and Circulation Element. My informal participation in this effort was largely motivated by personal and professional intrigue concerning the nuances of the planning process. It was here that I came to more fully appreciate the dynamic progression from exchanging bold ideas to shaping sound policy.

I also spent the last ten years teaching our Transportation Systems Planning (CE523), Traffic Engineering (CE421), and Intelligent Transportation Systems (CE423) courses. As such, I'm familiar with professional practices as they relate to both City and Regional Planning, and Civil Engineering. These include scenario planning, land use, trip generation, mode split, demand management, intersection design, multi-modal level of service, complete streets, access management, sustainability, road safety, value pricing, and intelligent transportation systems. I imagine that I would be useful in helping to shape a discussion about what the future might hold for Cal Poly's regional access, local access, circulation, and parking. I would certainly be happy to provide additional information along those lines.

**Francis Villablanca, Biological Sciences**

I have explored commuting options. I was a county bus rider for 4 years and currently cycle to campus. I am aware of the: bus services provided by the city and county, what works, what riders still complain about, and some of the personal costs associated with deciding to commute by bus. I am aware of biking resources and infrastructure in the city and on campus as well as where problem areas still exist. I have done some day dreaming about potential campus wide solutions to transportation issues and would love to participate in the vetting of ideas and the development of recommendations. Finally, I see this as an issue that could contribute to the "greening" of the university and think it would be in all of our best interest to move in that direction.

**RECREATION AND ATHLETICS**

**Steve Davis, Kinesiology**

I'm a professor of Kinesiology, hold American College of Sports Medicine certifications, and have taught kinesiology lecture courses and physical education activity courses here at Cal Poly (mainly tennis) since 1987. My wife and I exercise regularly, often on the Cal Poly campus, and I am interested in the facilities for exercise, sports and recreation. I can attend all the meetings listed below. Please let me know if you would like additional information.

**Paul Marchbanks, English**

As a student scholar-athlete in both high school and college (one who was recognized and rewarded for such prowess a few times), I think I have a relatively balanced view of some of the contentious issues orbiting sports funding and advertising at a university defined primarily (and rightly) by its academic goals.

To be honest, I probably maintain a bit more objectivity than many of my peers who become quickly irate whenever they hear about new monies going towards athletic programs. At UNC-CH, I learned to appreciate sports I had previously considered irrelevant: I recognize the relationship-building comradery generated both among athletes and among audience members at sporting events. Even more importantly, I'm dedicated to personal exercise as such and am very interested in ways the university might encourage physical fitness among both faculty and students, both through the continued creation of accessible, safe spaces for students to exercise at all times of the



day, and through potential subsidies which would make it easier financially for faculty to take advantage of the beautiful new Rec Center. (For the record, I currently swim a couple times a week at the rec center on campus, and occasionally play racquetball there. I've also lifted weights there a few times, though I tend to do this at home, and run around SLO instead of on the track on campus.)

I see exercise, not as a distraction or waste of valuable resources, but as a way to improve professional productivity and academic achievement for both faculty and students. Swimming competitively through college enabled me to release pent-up stress on a regular basis, allowing me to focus my thoughts in a more time-efficient manner when studying. The same principle applies to my work at Cal Poly: I am convinced that my productivity is in part a function of my exercising about an hour every day of the week.

#### **Kathryn McCormick, Art & Design**

I am writing to express my sincere interest in serving on the Recreation and Athletics Master Plan Advisory Committee. I am a Tenured Full Professor in the Department of Art and Design and beginning my 12<sup>th</sup> academic year at Cal Poly. I also recently completed my second 3-year term on the Athletics Advisory Board. During my time on the Board, I had the opportunity to be exposed to a wide variety of issues for which we thoroughly discussed, and when necessary, made important recommendations. In addition to the topics we dealt with at our regular meetings, I spent additional time with Ken Walker to learn more about his responsibilities as the Faculty Athletic Representative, and thanks to his introductions and guidance, I worked with Shannon Stephens (previous Assistant Athletic Director for Academics) and his staff to the extent that I have a thorough understanding of the outstanding and innovative services and support they provide, as well as the goals and priorities, and the challenges they continually face in supporting our student athletes in such a constantly changing environment. I believe this is a very important issue— that of being both a student and an athlete in a very challenging academic environment at Cal Poly. While on the Board, I also attended the meetings for each candidate during the Athletic Director search, and worked with our chosen candidate, Don Oberhelman, as he transitioned into his new role. In addition, most recently, I worked with the other faculty representatives to develop an extensive report on recent NCAA changes and, in particular, the issue of compliance, for President Armstrong, Provost Enz Finken, and others whom the new practices will effect.

In my eleven years as a professor of design at Cal Poly, I have had the opportunity to have many student athletes in my classes, and I have served as a faculty advisor to 'Block P' (the Cal Poly Student Athlete Advisory Committee – SAAC) where I became familiar with their events and community outreach. In addition to attending many of the Block P events, I think it is also relevant to mention that I am a very big supporter of Cal Poly Athletics, and attend many games and matches for a variety of sports.

My interest in serving as a member of The Recreation and Athletics Master Plan Advisory Committee comes from several perspectives: working with Cal Poly students on a daily basis and my dedication to student success; my time on the Athletics Advisory Board; having been a two-sport intercollegiate player (tennis, soccer) and a student athlete myself; a focus of my professional design work on sport (including working for Adidas for five years, having independent clients (through McCormick Design) such as the New York Yankees and the Cincinnati Reds, and collaborating on three books about golf); active following of intercollegiate sports; and on-going participation in recreational sport currently through cycling, marathon running, and golf. I appreciate both the joy of sport and the intrinsic value of participation as an opportunity to learn something about myself. It is in this appreciation that athletics participation is a learning experience that is particularly relevant to the intercollegiate scene, and it is the responsibility of

coaches, athletic administrators, and institutions to provide this kind of environment for student-athletes.

As we enter this new era of Cal Poly's Vision 2022 and focus on the Master Plan, I believe it is critical that we have a faculty representative on The Recreation and Athletics Master Plan Advisory Committee who has a dealt with issues and practices in past years, and is therefore able to contribute to both innovative ideas and the challenges we face ahead. I have a sincere and genuine interest in having our recreation and athletics programs continue to be successful and competitive, as well as looking at new ways to strengthen the experiences of Cal Poly students. I am not only dedicated to providing a broad and positive learning experience for our student athletes so that they will take those lessons with them far beyond their years at Cal Poly, but I would also very much enjoy being part of the group as we move forward under the leadership of very talented and capable people.

**Camille O'Bryant, Kinesiology**

I am writing to express my interest in serving on the Recreation and Athletics advisory committee. As a professor in the Kinesiology Department and former department chair, I have a very complex and comprehensive understanding of the importance of recreational and athletic participation opportunities for members of a campus community. I also understand the opportunities and challenges associated with shared use facilities among different campus constituencies. As past president of the National Association for Kinesiology in Higher Education and past board member of the National Association for Girls and Women in Sport, I have worked with campus recreation, intercollegiate athletic program and physical education/kinesiology administrators and academicians at all levels of higher education and am cognizant of the fiscal, logistical, and programmatic issues in recreation and athletics in higher education. We all know that physical space is growing increasingly limited at Cal Poly - especially in the campus core, but we also know how important physical activity, leisure-time recreation and athletics are to a wide variety of people in our campus community. I am confident that I would bring some good perspectives and provide the insight that is necessary to ensure that issues related to recreation and athletics are intricately and appropriately woven into the campus master plan.

**SUSTAINABILITY AND NATURAL RESOURCES**

**Bill Ahlgren, Electrical Engineering – Also interested in Academic/Instructional Space**

I am interested in participating in two of the Cal Poly Master Plan Advisory Committees: Academic/Instructional Space; and Sustainability and Natural Resources. On the Academic/Instructional Space committee I would like to advocate for two objectives: increased faculty research lab space, and more large lecture halls to provide more flexibility in instructional modalities. On the Sustainability and Natural Resources committee I would like to advocate for using the Cal Poly campus as a living laboratory to develop and demonstrate power and energy system architectures and technologies for a post-fossil society. I am currently serving on the Academic Senate Budget and Long-Range Planning Committee, where my purpose is the same.

**Sarah Bisbing, Natural Resource Management & Environmental Science**

As an ecologist and lover of the natural world, I am ecologically-minded citizen and scientist. My research addresses the impacts that climate change will have on both the ecological integrity and management of our forest ecosystems. This research has been funded by The Wilderness Society, the National Park Service's Climate Change Initiative, and the USDA Research Stations. My courses are designed to educate the next generation of land managers and researchers to mitigate their impacts at the ecosystem, forest, and landscape scales. I train students to make careful

observations, to think about the ecology of their species and ecosystems, and to emphasize the role that anthropogenic and natural disturbances will have on the sustainability of these ecosystems. On a more personal note, our household strives to have little impact. We use few oil-based products, few paper products, and purchase local food/product. We also cycle-commute to reduce our impact and really work to limit our consumption. Although these personal practices may not count as experience, I am always awed by the sustainability minded folk that drive every day, are surrounded by plastic products, and think nothing of consuming resources. These are practices a sustainability committee should consider when choosing its advocates.

**Norm Borin, Marketing**

I have always been a strong advocate for sustainable practices whether at home or in the workplace environment. I have taken this personal interest and developed a research stream that focuses on determining the optimal business green strategy and communicating green product attributes to consumers. I would like to work with this committee to help identify and implement strategies to increase the sustainability awareness on the campus by focusing on Cal Poly as a living environment. As the committee description noted, our campus has a number of natural resources and one method to increase the value and desire to preserve them is to use them as learning tools for the academic community.

As a marketing professor I believe I can add value to the committee's charge to increase awareness and communicate the importance of sustainable practices to all university stakeholders. Over the years I have served on the Academic Senate Sustainability Committee, the SLO Chamber of Commerce's Sustainability Committee and advisor for the Student's Net Impact Club. This coming summer I will be teaching UNIV 350 The Global Environment which is one of the University's interdisciplinary sustainability courses.

During my 22 years at Cal Poly I have served 14 years as chair of my department or various college committees. I believe this is due to my peer's confidence that I can develop agendas, move them forward and complete tasks in a timely fashion while being respectful of all stakeholder views. I would like to be a part of this interdisciplinary committee that wants to preserve but might also want to motivate everyone to engage with the natural resources that makes Cal Poly a special place.

**David Braun, Electrical Engineering – Also interested in Academic/Instructional Space and Circulation and Transportation**

Transportation and Sustainability appeal to me based on my passion to foster sustainability. I have team taught the capstone course for the Environmental Studies Minor (now UNIV 350) with colleagues from CLA and CSM and have served as the CENG representative to that Minor since its inception. I have served on the Academic Senate Sustainability Committee since 2008 and currently chair the committee. I'd like the Master Plan revision to apply multidisciplinary and holistic systems thinking to help Cal Poly reach a sustainable future.

**Matt Burd, Animal Science**

I wish to serve on this committee because through my connection with the college of agriculture, food, and environmental sciences, sustainability and natural resources on campus will be directly impacted by the Master plan. Therefore, as a representative I can bring a relevant perspective to this area as a member of the animal science department who deals with our campus natural resources on a daily basis.

**Ellen Burke, Landscape Architecture**

I am a new incoming lecturer in the Landscape Architecture department, and a registered Landscape Architect with seven years experience working at a leading international design firm on projects at a variety of scales. My experience in sustainability in Master Planning includes projects such as the 1800-acre Preserve project in Stockton which proposed a forward-looking, dense, transit-based, mixed-use project on current agricultural land with a focus on preservation and restoration of native habitats. I am well versed in the native plant communities of California, and am a member of the CA Native Plant Society. Additionally my research interests include local food systems planning as a method of sustainable action, and the prevalence of agricultural lands on the campus makes them an important part of the work of this committee.

**Dale Clifford, Architecture – Also interested in Academic/Instructional Space**

I have recently arrived from Carnegie Mellon University (CMU) where my research interests were directed towards sustainability at the building scale, specifically with emerging materials and passive technologies. I also am a member of the advisory board for the Arizona Research Institute for Solar Energy and have interest in larger scale systems thinking concerning the relationship between the natural and built environments, and energy flows and waste streams. My responsibilities included grant review, financial resource allocation and administering sustainable energy demonstration projects.

While new to this campus I have experience in facilitating and administrating undergraduate and graduate level programs based in the Learning By Doing ethic. At the University of Arizona, I was a founding member of the Emerging Material Technologies Graduate Program that received the 2012 American Collegiate School of Architecture Creative Achievement Award for relevant and progressive pedagogy based on an ethic of learning through making. I also chaired the Facilities and Space Committee that led the logistics and design of a 10,000 square foot wood, metal and digital fabrication lab that serve both school and college.

I have pedagogical experience as director of the Masters of Science in Architecture Program at CMU, and as director of the CMU CoDe, and interdisciplinary graduate program that brings together the fields of architecture, art, computer science, mechanical engineering, and electrical engineering for collaborative discourse and problem solving through design.

**Martin Flores, Landscape Architecture**

With over 30 years of public and private practice experience, I think I would be an asset to the committee.

**Marc Horney, Animal Science**

My present assignment is that of developing a program in rangeland ecosystem management in the College of Agriculture, Food, and Environmental Sciences, which I have been doing for the last five years. Prior to coming to Cal Poly I was the rangeland management specialist for all of northern California for the US Department of Agriculture's Natural Resources Conservation Service, and previous to that I worked as a county-level natural resources and livestock advisor for the Colorado State University, and later, the University of California Cooperative Extension Service. I am generally responsible for monitoring the ecological health and condition of most of Cal Poly's range and grazing lands, including Swanton Pacific Ranch.

**Patrick Lemieux, Mechanical Engineering**

For the past 2 years, I have been a member of the Sustainability Advisory Committee on campus, and also participated in that committee for the 2009 academic year. I have also developed a Wind

Power Research Laboratory at the Escuela Ranch (managed by the College of Agriculture), where I advise graduate students on research and design aspects of wind power, using a 3.5kW wind turbine designed and built on campus.

I am also currently a "Mechanical Subgroup Committee Leader" on a national NIST-DWEA grant for the development of a roadmap for distributed wind energy production. This is a 2-year appointment which is expected to deliver important guidelines on the future of wind power in the US.

**Stephen Lloyd-Moffett, Philosophy – Also interested in Academic/Instructional Space, Campus Character and Place-making, and Circulation and Transportation**

My academic focus on the study of religion will not directly aid in these committees but before academia, I was a management consultant with one of the top firms (Boston Consulting Group) and co-authored many strategic plans for some of the biggest and most well-known companies in the world. I have an undergraduate degree in economics and contributed to a book that examined the way one's purpose statement shapes the performance of companies. Previously, I also wrote an Environmental Impact Statement and several Environmental Assessment reports, so I have experience in that area as well.

**Pegi Marshall-Amundsen, Theatre and Dance**

I am an Assistant Professor in the Theatre and Dance Department, teaching Set and Lighting Design. My areas of research and interest are social responsibility and sustainability practices in creating and designing for theatre and with in communities.

My knowledge and interest in Sustainability as well as Natural Resources makes me a great candidate for this committee.

**Brian Paavo, STAR Program**

As a new faculty hire I defer to your likely selection of more established members of the Cal Poly community on what is sure to be a heavily-subscribed committee, but if I can be of help I'd be keen to participate on the Sustainability and Natural Resources Advisory Committee. I have mixed responsibilities on campus with 75% of my time at CESAME directing the STAR Program which involves partnering with more than 20 national laboratory sites (including DOE, DOD, NASA, NOAA, and many more) to coordinate research internships and educational workshops for STEM Teachers. I spend 25% of my time working with Biological Sciences or the Center for Coastal Marine Sciences as my background is in marine benthology - abiotic/biotic interactions. I previously worked for the US EPA and have managed my own consultancy in New Zealand for the past 10 years on coastal environmental impact, resource consent, and EEZ policy issues. Initially my interests involve water, invertebrate practices, and built-space sustainability and maximization programs. My central interest is helping develop transparent policy/advisory practices and providing robust evidence-based assessments.

**Priya Verma, NRM&ES**

Serving the College on this committee provides a unique opportunity for me to utilize my knowledge in sustainable development to guide future planning on campus. I'm confident that my professional and academic experiences provide me with the background needed to engage in constructive discussions, as well as contribute in a meaningful way to implementing the ideals of sustainability throughout the University.

I specialize in the fields of political science and natural resource management. My research interests are focused on interdisciplinary projects combining social science, economics and



environmental management. Currently my research deals with issues pertaining to water quality and wastewater infrastructure.

I received a Bachelors of Science Degree in Biology with a focus in environmental science from the University of Massachusetts, Boston. I moved to California to attend the Bren School at UC Santa Barbara earning a Master's Degree and Doctoral Degree in Environmental Science and Management. As a Master's student, my focus of study was in corporate environmental management. My Master's thesis was based on a feasibility study of food-scarp recycling program for the City of Santa Barbara. My doctoral dissertation research examined the institutional and organizational arrangements mediating the science-policy interface.

In addition, as a graduate student, I worked for several years as the coordinator for the Program on Governance for Sustainability Development. Specific topics addressed by the Program include the ongoing international governance process, as well as how to design, evaluate, and enhance governance systems to meet the challenges of sustainable development.

## **2014-2016 Academic Senate Committees Vacancies**

### **College of Agriculture, Food and Environmental Sciences**

Distinguished Teaching Awards Committee

Faculty Affairs Committee (fall quarter only)

Instruction Committee

Sustainability Committee (2014-2015) – replace Neal MacDougall

### **College of Architecture and Environmental Design**

Grants Review Committee (2014-2015)

### **Orfalea College of Business**

Curriculum Committee

Distinguished Scholarship Awards Committee

#### **Li Dang, Accounting Area (8 years at Cal Poly) Tenured**

As I enter my ninth year at Cal Poly, I am seeking to contribute to recognizing excellence in research on campus. Although I am not a former recipient of the distinguished scholarship award, I have strong interest in contributing to developing a nurturing research culture. I am committed to quality research and this committee fits my service interest.

Faculty Affairs Committee (fall quarter only)

Sustainability Committee

#### **Norm Borin, Marketing Area (18 years at Cal Poly) Tenured**

I have always been a strong advocate for sustainable practices whether at home or in the workplace environment. I have taken this personal interest and developed a research stream that focuses on determining the optimal business green strategy and communicating green product attributes to consumers. I would like to work with this committee to help build green partnership with outside constituents who can help develop learning materials for the classroom and grant or research opportunities for faculty and students. In addition, the recent CSU Sustainability Policy highlights the importance that Cal Poly move forward with sustainability issues and I believe I can help out in this regard. One of the key roles we can play is to help educate students on the individual responsibility they have in the area of sustainability.

During my 22 years at Cal Poly I have served 14 years as an elected chair of either my department or many college and university committees. I believe this is due to my peer's confidence that I can develop agendas, move them forward and complete tasks in a timely fashion that is respectful of all stakeholder views.

### **College of Liberal Arts**

Distinguished Scholarship Awards Committee

### **College of Science and Math**

Distinguished Scholarship Awards Committee

### **Professional Consultative Services**

Budget & Long Range Planning Committee (2014-2015) – replace Benjamin Meoz

Distinguished Teaching Awards Committee

Faculty Affairs Committee

Instruction Committee (2014-2015)

Research, Scholarship and Creative Activities Committee



Adopted:

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

**AS-\_\_-14**

**RESOLUTION ON FINAL EXAMINATION OFFICE HOUR POLICY**

1 WHEREAS, The Campus Administrative Manual (CAM) 370.2, which was adopted by the Academic  
2 Senate (AS-92-80), states: "In addition to scheduled classes, each full-time faculty  
3 member must schedule and conduct at least five (5) office hours each week (not more  
4 than two hours each day) for consultation with students. The faculty members will post  
5 their office hours outside their office doors. This section does not preclude pre-arranged  
6 appointments with students. Part-time faculty and full-time faculty with reduced teaching  
7 loads will have office hours proportional to their assignments"; and  
8

9 WHEREAS, CAM 370.2 does not specify that it applies to the final examination period; and

10  
11 WHEREAS, Academic Personnel has interpreted CAM 370.2 to apply to the final examination period;  
12 and  
13

14 WHEREAS, Colleges and programs across the university have adopted different policies regarding  
15 office hour requirements during the final examination period; and  
16

17 WHEREAS, Students and faculty may be unclear on whether office hours are to held during the final  
18 examination period; and  
19

20 WHEREAS, Cal Poly is in the process of creating a new set of Campus Administrative Policies (CAP)  
21 and phasing out the current CAM; therefore be it  
22

23 RESOLVED: That the Academic Senate amend CAM 370.2 and include the following changes in the  
24 appropriate section of CAP:  
25

26 "In addition to scheduled classes, each full-time faculty member must schedule and  
27 conduct at least five (5) office hours each week (not more than two hours each day) for  
28 consultation with students. The faculty members will post their office hours outside their  
29 office doors and on their syllabi. This section does not preclude pre-arranged  
30 appointments with students. Part-time faculty and full-time faculty with reduced teaching  
31 loads will have office hours proportional to their assignments. Faculty must schedule and  
32 conduct office hours in person and/or online during the final examination period  
33 proportional to their teaching load. Faculty members are encouraged to announce and  
34 post in advance their office hours for the final examination period."

Proposed by: Academic Senate Instruction Committee  
Date: April 25, 2014,  
Revised: October 1, 2014

10.06.14

## **ACADEMIC SENATE SUSTAINABILITY COMMITTEE DESCRIPTION AND PROCEDURES**

**Academic Senate Sustainability Committee (ASSC) Responsibilities:** The Sustainability Committee shall inform and support the activities of other committees whose scope encompasses environmental responsibility. The Sustainability Committee shall make recommendations to the Academic Senate, as appropriate, regarding the provisions of the Talloires Declaration (AS-622.04) and the CSU Sustainability Policy.

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

### **Governance Principles**

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

### **Committee membership**

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

### **General Procedures**

#### **Annually**

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

#### **Quarterly**

- ASSC Chair completes quarterly report

#### **Every two weeks during academic year**

- Committee meets to report on progress made on charges and discuss new items.

#### **As needed**

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

**AGENDA**

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

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

**Committee on Educational  
Policy**

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

**Committee on Capital Planning,  
Buildings and Grounds**

Rebecca D. Eisen, Chair  
J. Lawrence Norton, Vice Chair  
Adam Day  
Douglas Faigin  
Margaret Fortune  
Lillian Kimbell  
Lou Monville  
Cipriano Vargas

**Discussion**

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

**JOINT MEETING**

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

**California State University Sustainability Policy Proposal**

**Presentation By**

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

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

**Summary**

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

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

**University Sustainability**

1. The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process. (14-New)
2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development. (14-New)

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3. The CSU will pursue sustainable practices in all areas of the university, including:
  - a. business operations such as procurement; information technology; student services; food services; facilities operations; design and construction; and
  - b. self-funded entities such as student housing, student unions, parking, children's centers, and auxiliary operations. (14-New)
4. Each CSU is encouraged to designate a sustainability officer responsible for carrying out and/or coordinating campus sustainability program efforts. (14-New)

#### **Climate Action Plan**

1. The CSU will strive to reduce systemwide facility greenhouse gas (GHG) emissions to 1990 levels, or below, by 2020 consistent with AB 32, California's Global Warming Solutions Act of 2006 (HSC §38550). Emissions will include both state and auxiliary organization purchases of electricity and natural gas; fleet, marine vessel usage; and other emissions the university or self-support entity has direct control over. The Chancellor's Office staff will provide the baseline 1990 facility emission levels (for purchased electricity and natural gas) for the campuses that existed at that time and assist campuses added to the CSU after 1990 to determine their appropriate baseline. (14-New)
2. The CSU will strive to reduce facility GHG emissions to 80 percent below 1990 levels by 2040. Campus tracking and reporting of their GHG inventory will be grounded in the American College and University President's Climate Commitment guidelines or equivalent, with consideration to campus requested improvements. Metrics will include GHG emissions per FTE. (14-New)
3. The CSU will encourage and promote the use of alternative transportation and/or alternative fuels to reduce GHG emissions related to university associated transportation, including commuter and business travel. (14-New)

#### **Energy Independence and Procurement**

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

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

### **Energy Conservation and Utility Management**

1. All CSU buildings and facilities, regardless of the source of funding for their operation, will be operated in the most energy efficient manner without endangering public health and safety and without diminishing the quality of education and the academic program. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-Revise)
2. All CSU campuses will continue to identify energy efficiency improvement measures to the greatest extent possible, undertake steps to seek funding for their implementation and, upon securing available funds, expeditiously implement the measures. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-Revise)
3. The CSU will cooperate with federal, state, and local governments and other appropriate organizations in accomplishing energy conservation and utilities management objectives throughout the state; and inform students, faculty, staff and the general public of the need for and methods of energy conservation and utilities management. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-No Change)
4. Each CSU campus will designate an energy/utilities manager with the responsibility and the authority for carrying out energy conservation and utilities management programs. The Chancellor's Office will have the responsibility to coordinate the individual campus programs into a systemwide program. (78-Adopt; 88-Revise; 01-No Change; 04-No Change; 14-No Change)
5. The CSU will monitor monthly energy and utility usage on all campuses and the Chancellor's Office, and will prepare a systemwide annual report on energy utilization and greenhouse gas emissions. The Chancellor's Office will maintain a systemwide energy database in which monthly campus data will be compiled to produce systemwide energy reporting. Campuses will provide the Chancellor's Office the necessary energy and utility data, such as electricity and natural gas consumption; water and sewer usage; fuel consumed by fleet vehicles, boats, and ships; waste disposal for the systemwide database in a timely manner. (78-; 88- Adopt; 01-Revise; 04-No Change; 14-Revise)
6. Each CSU campus is encouraged to develop and maintain a campuswide integrated strategic energy resource plan, which will include tactical recommendations in the areas of new construction, deferred maintenance, facility renewal, energy projects, water conservation, solid waste management, and an energy management plan. This plan will guide the overall energy program at each campus. (78-Adopt; 88-Revise; 01-Revise; 04-Revise; 14-Revise)

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### **Water Conservation**

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

### **Waste Management**

1. Campuses shall seek to reduce the solid waste disposal rate by 50 percent (PRC § 42921) by 2016, by 80 percent by 2020, and move to zero waste. (14-New)
2. The CSU will encourage the reduction of hazardous waste to the extent possible while supporting the academic program. (14-New)

### **Sustainable Procurement**

1. Campuses will promote use of suppliers and/or vendors who reduce waste, re-purpose recycled material, or support other environmentally friendly practices in the provision of goods or services to the CSU under contract. This may include additional evaluation points in solicitation evaluations for suppliers integrating sustainable practices. (14-New)
2. To move to zero waste, campus practices should: (1) encourage use of products that minimize the volume of trash sent to landfill or incinerators; (2) participate in the CalRecycle Buy-Recycled program or equivalent; and (3) increase recycled content purchases in all Buy-Recycled program product categories. (14-New)
3. Campuses shall continue to report on all recycled content product categories, consistent with PCC § 12153-12217 and shall implement improved tracking and reporting procedures for their recycled content purchases. (14-New)

### **Sustainable Food Service**

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



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

### **Sustainable Building Practices**

1. All future CSU new construction, remodeling, renovation, and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs, compliance with all applicable energy codes (enhanced Title 24 energy codes) and regulations. In the areas of specialized construction that are not regulated through the current energy codes, such as historical buildings, museums, and auditoriums, the CSU will ensure that these facilities are designed to consider energy efficiency. Energy efficient and sustainable design features in the project plans and specifications will be considered in balance with the academic program needs of the project within the available project budget. (78-Adopt; 88-Revise; 01-Revise; 04-Revise; 14-Revise)
2. Capital Planning, Design and Construction in the Chancellor's Office shall monitor building sustainability/energy performance and maintain information on design best practices to support the energy efficiency goals and guidelines of this policy. The sustainability performance shall be based on Leadership in Energy and Environmental Design (LEED) principles with consideration to the physical diversity and microclimates within the CSU. (05-New; 14-Revise)
3. The CSU shall design and build all new buildings and major renovations to meet or exceed the minimum requirements equivalent to LEED "Silver." Each campus shall strive to achieve a higher standard equivalent to LEED "Gold" or "Platinum" within project budget constraints. Each campus may pursue external certification through the LEED process. (05-New; 14-Revise)

### **Physical Plant Management**

1. Each campus shall operate and maintain a comprehensive energy management system that will provide centralized reporting and control of the campus energy related activities. (78-Adopt; 88-Revise; 01-Revise; 04-No Change; 14-Revise)
2. To the extent possible, academic and non-academic programs will be consolidated in a manner to achieve the highest building utilization. (78-; 88-Adopt; 01-No Change; 04-No Change; 14-Revise)
3. All CSU campuses will implement a utilities chargeback system to recover direct and indirect costs of utilities provided to self-supporting and external organizations pursuant to procedures in the Integrated California State University Administrative Manual (ICSUAM). (78-; 88-Adopt; 01-No Change; 04-No Change; 14-Revise)

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**Recommendation**

The following resolution is presented for approval:

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

1. The revised Sustainability Policy in Agenda Item 1 of the May 20-21, 2014 joint meeting of the CSU Board of Trustees' Committees on Educational Policy and Campus Planning, Buildings and Grounds is adopted.
2. The progress in achieving the goals stated in this revised Sustainability Policy shall be evaluated at the end of 2016-2017. Interim reports may be requested.
3. The chancellor or his designee is authorized to take all necessary steps to implement the intent of this policy including seeking available state, federal, grant, and private sector funds.