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FACULTY SENATE EXECUTIVE COMMITTEE

April 11, 2016

Champ Hall

Agenda

- 3:00 Call to Order**.....Ronda Callister
Approval of Minutes March 21, 2016
- 3:05 University Business**.....Stan Albrecht, President
Noelle Cockett, Provost
- 3:20 Information Items**
1. HR code change Policy 350 Educational Benefits (to put on agenda only)
- 3:20 Reports**
1. Calendar Committee.....Andi McCabe
2. EPC Items for April 2016.....Larry Smith
3. Committee on Committees.....Sheri Haderlie
- 3:45 Unfinished Business**
1. Code search & replace to remove "and Distance Education".....Ronda Callister
2. 402.12.7(1) Name change Undergraduate Faculty Advisor of the Year
(Second Reading).....Ronda Callister
- 3:45 New Business**
1. Faculty Senate President & President-Elect coverage for 2016-2017.....Ronda Callister
2. FS needs to caucus for Executive Committee Member election.....Ronda Callister
- 4:20 Other Items**
1. Sustainability Council proposal.....Charles Waugh
2. Interstate Passport changes.....Charles Waugh
- 4:30 Adjournment**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

March 21, 2016 3:00 P.M.

Champ Hall Conference Room

Present: Ronda Callister (Chair), Paul Barr, Britt Fagerheim (excused), Dennis Garner, Betty Hassell, Doug Jackson-Smith, Vijay Kannan, Kimberly Lott, Mark McLellan, Dan Murphy, Jeanette Norton, Michael Pace, Robert Schmidt, Charles Waugh, Lindsey Shirley (President Elect), President Stan Albrecht (Ex-Officio), Provost Noelle Cockett (Ex-Officio), Joan Kleinke (Exec. Sec.) (excused), Marilyn Atkinson (Assistant) **Guests:** Larry Smith, Sydney Peterson, Jerry Goodspeed, Tom Lachmar

Ronda Callister called the meeting to order at 3:00 p.m.

Approval of Minutes

The minutes of February 16, 2016 were adopted with two corrections.

University Business - President Albrecht and Provost Cockett.

President Albrecht was in attendance but there were no current issues to discuss.

Provost Cockett requested a meeting with the BFW committee for the upcoming salary and compensation discussion.

Information Items

402.12.7(1) Name change to Undergraduate Faculty Advisor of the Year Award – Tom Lachmar. The proposal is to change the name of the award to "Undergraduate Faculty Mentor of the Year".

A motion was made and seconded to put this item on the Senate agenda. The motion passed unanimously.

HR Code change Policy 350 Educational Benefits – BrandE Faupell. BrandE presented the update to the Educational Policy which clarifies that the Veterinary Medicine program is exempt from this policy and that in some cases educational benefits may be a taxable benefit to the employee.

A motion to put this item on the Senate agenda was made by Doug Jackson-Smith and seconded by Vijay Kannan. The motion passed unanimously.

405.6.2 Promotion Advisory Committee Formation – Ronda Callister. Discussed as New Business.

Faculty Senate President and President-Elect Nominations – Ronda Callister. Ronda encouraged FSEC members to solicit nominations for President-Elect. One year of service on Faculty Senate is required to be eligible. Nominations and elections will take place in April.

Budget and Faculty Welfare Committee Report – Ronda Callister. This item was on the agenda but not presented at the last Senate meeting.

A motion to put the report on the agenda was made by Michael Pace and seconded by Robert Schmidt. The motion passed.

Reports

Professional Responsibilities and Procedures Committee – Jerry Goodspeed. Currently the committee is working on the reduction of the FS Committee sizes. Robert Schmidt thanked them for their work.

A motion to put the report on the agenda was made by Robert Schmidt and seconded. The motion passed unanimously.

Honorary Degrees and Awards – Sydney Peterson. Sydney formerly presented the Honorary Degrees and Awards that had been previously announced. The list of Honorary Degrees and Awards was included in the agenda packet and is attached to the minutes. There was some discussion as to the timing of this report in the future, but it was decided to leave it on the March agenda.

A motion to put the item on the Faculty Senate Reports agenda was made by Robert Schmidt and seconded by Vijay Kannan. The motion passed unanimously.

EPC Items for March – Larry Smith. One R401 proposal was discussed from Engineering making a change to their PhD program. The Curriculum sub-committee discussed allowable reasons for excused student absences and clarified the section “Other Allowable Reasons” in the catalog. The Academic Standards sub-committee discussed, but did not put forward any new policy language regarding faculty members in a class.

Robert Schmidt made a motion to place the report on the agenda and a seconded was received. The motion passed unanimously.

Unfinished Business

402.10.1 Reapportionment fix for missed section (Second Reading) – Ronda Callister. The second reading contains a one word correction changing the word “one” to “two”.

Paul Barr made a motion to place the second reading on the agenda and Robert Schmidt seconded. The motion passed unanimously.

New Business

405.6.2(2) and 405.8.2 PAC (First Reading) – Ronda Callister. Ronda called for a motion to move the item forward to Faculty Senate before opening the discussion. Robert Schmidt made the motion and Vijay Kannan seconded. No vote was taken on this motion at this time and discussion ensued.

This version has been drafted by PRPC. The mutual agreement language was not included in this draft so that the other major changes could be addressed first. Ronda gave context and explanation for the addition of the “after meeting with the faculty member” addition. Paul Barr had objected to the proposal previously, feeling that the language was too strong and forced the formation of the CPAC too soon. The argument is that most of the time the problem arises when department heads simply email the faculty the promotion committee list with no prior discussions or input by the faculty. This can more often than not be solved by having a meeting and conversation between the department head and the faculty member prior to the formation of the committee. Paul commented that he was happy with the changes and felt that they adequately address his previous concerns.

A motion was made to accept the changes and forward the proposal to the Faculty Senate. Mark McLellan seconded the motion and it passed unanimously.

Concerns were raised about including mutual agreement language. Doug Jackson-Smith expressed concerns about slowing down the process at this point to develop language to include it. Doing so would likely push passage of the changes into next fall, and possibly be send back from the Executive Committee. It would be more beneficial he feels to get the majority of the changes passed and then come back and revisit the mutual agreement language issue separately.

Jeanette asked about a red-lined section by PRPC, “receiving oral and written input by the faculty member” and suggested some wording changes to “after meeting with the faculty member and receiving their oral and written input” to make it a little stronger.

Doug Jackson-Smith moved to put 405.8.2 on the agenda with the above amendment, Paul Barr seconded. Charles Waugh questioned the language requiring the meeting “no later than spring semester of the third year” would possibly jeopardize the promotion of faculty if the meetings are not held. Noelle clarified that it would be heard in a grievance that policy had not been followed in the promotion process. Discussion then proceeded with questioning whose responsibility it is to see that the policies are followed, the department or the faculty. After some discussion it was suggested that it be changed to saying the committee will be formed no later than spring semester of the third year, and it is recommended they meet at that time since making a committee meet is beyond the control of the department head.

Doug and Paul agreed to include this change in his motion, and voting was unanimous.

Vijay Kannan expressed a concern in the 2nd paragraph regarding the wording about the PAC ensuring there is a signed role statement. It is not the PAC's responsibility, it is the faculty's. Doug suggested adding "as stated in the candidates current signed role statement", and deleting the middle sentence of the 2nd paragraph.

Michael Pace made a motion to include this change in the proposal presented to the Faculty Senate. Vijay Kannan seconded and the motion passed unanimously.

PTR Edits Remaining Sections 405.12.3 – Doug Jackson-Smith. The next piece that needs to be discussed is the Professional Development Plan.

Charles Waugh moved to put this item on the agenda and Vijay seconded. The motion passed unanimously.

Other Items

New Criteria for Scholar of the Year – Janet Anderson. Noelle Cockett presented this item. In the past Student Government has handled this award as part of the Robbins Awards, but recently it had been transferred to the Provost Office. The associate deans have reviewed and updated the criteria with a focus on academic success. They have also revised the nomination process focusing on the faculty member nomination that knows the student and wants to promote the nomination. This is not in the code, but Janet wanted to bring it to the faculty's attention.

Doug Jackson-Smith moved to put the item on the agenda as an information item. A second was received and the motion passed unanimously.

Proposal for Parking Fee Supplement for Alternative Transportation – Robert Schmidt. Robert Schmidt serves as Faculty Senate representative on the Parking and Transportation committee. He would like to see the faculty have more of a stake in the financing of other transportation options on campus. He suggests paying about 5% more and then contributing those funds (about \$10,000 each) to Zim Ride, Aggie Shuttles and Aggie Blue Bikes. Noelle Cockett commented that the parking fees do go towards parking infrastructure. There could be a shift in dollars to cover more of the shuttle expenses and allow a portion of the student fees to cover other infrastructure expenses. Doug Jackson-Smith suggested that it would be easier to talk about a new alternative transportation fee if there were a concrete proposal on how that money is needed, i.e. new busses, new bikes etc. Committee members questioned if it is a new revenue issue or if it is an allocation issue. Ronda asked that Robert bring back a more specific proposal and bring the issue back to the FSEC at some point in the future.

Oversight of Donations – Jeanette Norton. Jeanette is questioning if there is a need for policy in the Faculty Senate Code that the AFT review third party agreements to protect academic freedom and the role of faculty in choosing tenured faculty members in these types of agreements that create faculty positions with temporary funds. Doug Jackson-Smith said he would like to see some specific examples of different kinds of donor centered professorships and have the AFT review them and see if there is some guidance that they would like to give.

Doug moved to send this issue to AFT, a second was received and the motion passed.

Adjournment

The meeting adjourned at 4:50 p.m.

Minutes Submitted by: Joan Kleinke, Faculty Senate Executive Secretary, 797-1776

**CALENDAR COMMITTEE ANNUAL REPORT
to Faculty Senate
April 2016**



Calendar Committee Members 2015-2016

Andi McCabe, Provost's Office – Chair
Bill Jensen, Sr., Registrar's Office
Courtney Flint, Faculty Senate
Diane Buist, Classified Employee's Association
Jessica Hansen, Professional Employee's Association
John Mortensen, VP Student Services' Office
John Stevens, Faculty Senate
Marvin Halling, Faculty Senate
Mykel Beorchia, University Advising
Orrin Pope, USU Student Association
Robert Wagner, Academic and Instructional Services
Sydney Peterson, President's Office
Ted Evans, Faculty Senate
Ty Aller, Graduate Student Senate
Scott Bates, ex-officio

Charge

The Calendar Committee is charged with the responsibility of reviewing, evaluating, and recommending the University's academic calendar and employee holidays. The committee represents faculty, staff, students (undergraduate and graduate), Student Affairs, Academic and Instructional Services, the Provost's Office, and the President's Office. The actions of this committee are ratified by the Executive Committee after review by the Faculty Senate.

2015-2016 Actions

1. The committee recommends a proposal for employee holidays in the 2019 calendar year. (See *Supporting Materials #1*)
2. The committee recommends correcting the dates for Spring Break 2019 to be in line with last year's decision to align with Mountain West conference. The date we had last year for the conference in 2019 was incorrect. (See *Supporting Materials #2*)
3. The committee decided not to move forward with approving academic calendars beyond the 2018-2019 academic year. (*Academic Calendar schedules can be found at <http://www.usu.edu/calendar/academic/>.*)

2015-2016 Deliberations and Issues

Old Business

Last year the committee committed to further review two ongoing calendar issues:

- 1) Eliminating the need to hold Monday classes on Tuesday for the President's Day holiday:
The challenge with this shift is the need to continue to meet the required contact hours for classes. With more holidays in the Spring Semester, there are already less instructional days. This is easily accomplished with M-W-F classes, but the Monday-only classes would result in a

contact hours deficit that must be reclaimed by some other teaching-learning method in order to meet the standards for accreditation. A solution was discussed for lecture-based classes by offering learning opportunities on Canvas, but the Monday-only lab sections posed a more challenging dilemma. Academic and Instructional Services is surveying the colleges to get a sense of the impact this would have on these lab sections. We will continue to address this through the next session of the Calendar Committee.

- 2) Aligning our Spring Breaks with the Logan and Cache School Districts:
Conversations with the Logan City School District resulted in both them and the Cache School District agreeing to at least having further discussions and to also include Preston School District. The Calendar Committee voted to move forward with having these discussions. The student body representatives will take it to their committees and report back with feedback next year.

New Business

- 1) No-Test Week:
The committee had received several complaints about the No-Test policy not being adhered to. A survey by USUSA indicated that the failure to honor this policy has impacted students across campus. They would like a grievance method for students who feel they were negatively impacted and are working to update the policy and draft a proposal for process. The new Testing Center in the Merrill-Cazier Library may change the dynamic of finals week and, therefore, the No-Test Week may see some relief from major and final examinations. The committee voted to include No-Test Week to the Academic calendars to increase awareness.

Status

This report resulted from deliberations at meetings of the Calendar Committee on October 8, 2015 and February 11, 2016. It will be considered by the Faculty Senate Executive Committee on April 11, 2016 and by the Faculty Senate on April 25, 2016.

Supporting Materials – See Following Pages

1. Proposed Employee Holidays 2019
2. Proposed Revised Academic Calendar Spring 2019

2019 Proposed Employee Holidays

New Year's Day	Monday, January 1
Martin Luther King, Jr. Day	Monday, January 21
Presidents' Day	Monday, February 18
Memorial Day	Monday, May 27
Independence Day	Thursday, July 4
Pioneer Day	Wednesday, July 24
Labor Day	Monday, September 2
Thanksgiving Break	Thursday, November 28 Friday, November 29
Holiday Break	Tuesday, December 24 Wednesday, December 25 Thursday, December 26

2019

Proposed Employee Holidays

January						
Su	M	Tu	W	Th	F	Sa
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April						
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May						
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June						
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July						
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September						
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Notes

2019 Employee Holidays (12 days)

January 1, New Year's Day
 January 21, Martin Luther King, Jr. Day
 February 18, Presidents' Day
 May 27, Memorial Day
 July 4, Independence Day
 July 24, Pioneer Day
 September 2, Labor Day
 November 28-29, Thanksgiving Break
 December 24-26, Holiday Break

Proposed Revision to Academic Calendar 2018-2019 (Summer, Fall, Spring)

Summer Semester 2018	
7-week Session #1	May 7 - June 22 (M-F; 33 instr. days, 1 test day)
7-week Session #2	June 27 - August 10 (M-F; 32 instr. days, 1 test day)
14-week Session	May 7 - August 10 (M-R; 66 instr. days, 1 test day)
Summer Session Holidays	May 28 Memorial Day (M); July 4 Independence Day (W); July 24 Pioneer Day (Tu)
Fall Semester 2018 (70 instruction days, 5 test days)	
Classes Begin	August 27 (M)
Labor Day	September 3 (M)
Friday Class Schedule	October 18 (R)
Fall Break	October 19 (F)
Thanksgiving Holiday	November 21 - 23 (W - F)
Classes End	December 7 (F)
Final Examinations	December 10 - 14 (M - F)
Spring Semester 2019 (73 instruction days, 5 test days)	
Classes Begin	January 7 (M)
Martin Luther King, Jr. Day	January 21 (M)
Presidents' Day	February 18 (M)
Monday Class Schedule	February 19 (T)
Spring Break	March 4-8 11 - 15 (M - F)
Classes End	April 26 (F)
Final Examinations	April 29 - May 3 (M - F)
Commencement	May 3 - 4 (F - Sa)

Utah State University

2018-2019

Academic Calendar Proposed Changes

Move Spring Break from Approved March 4-8 to March 11-15.

Supporting Materials 2B

Notes

May 18						
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July 18						
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December 18						
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April 19						
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May 19						
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Summer 2018

14-Week Session (66 instr. days, 1 test day)

May 7, First Day of Classes

August 10, Last Day of Classes

1st 7-Week Session (33 instr. days, 1 test day)

May 7, First Day of Classes

June 22, Last Day of Classes

2nd 7-Week Session (32 instr. days, 1 test day)

June 25, First Day of Classes

August 10, Last Day of Classes

Summer Holidays

May 28 - Memorial Day

July 4 - Independence Day

July 24 - Pioneer Day

Fall 2018 (70 instruction days, 5 test days)

August 27, First Day of Classes

September 3, Labor Day

October 18, Friday Class Schedule

October 19, Fall Break*

November 21-23, Thanksgiving Break

December 7, Last Day of Classes

December 10-14, Final Examinations

Spring 2019 (73 instruction days, 5 test days)

January 1, New Year's Day

January 7, First Day of Classes

January 21, Martin Luther King, Jr. Day

February 18, Presidents' Day

February 19, Monday Class Schedule

March 11-15, Spring Break

April 26, Last Day of Classes

April 29-May 3, Final Examinations

May 3-4, Commencement

* Subject to change

Report from the Educational Policies Committee April 7, 2016

The Educational Policies Committee met on April 7, 2016. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page.

During the April 7, 2016 meeting of the Educational Policies Committee, the following actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of April 7, 2016 which included the following notable actions:
 - The Curriculum Subcommittee approved 113 requests for course actions.
 - A request from the Department of English in the College of Humanities and Social Sciences to offer an English Teaching Composite Baccalaureate degree was approved.
 - A request from the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences to offer a Bachelor of Science degree in Climate Science was approved.
 - A request from the Department of Watershed Sciences in the Quinney College of Natural Resources to change the name of the current Bachelor of Science degree in Watershed and Earth Sciences to Management and Restoration of Aquatic Ecosystems was approved.
 - Vijay Kannan was elected as next year's Chair of the Curriculum Subcommittee
2. Approval of the report from the Academics Standards Subcommittee meeting of January 21, 2016 which included the following notable actions.
 - The committee agreed to not impose a cap on summer credits. Details of the committee discussion are as follows:

In a series of meetings this past spring and fall, the Academic Standard Subcommittee of the Educational Policy Committee decided not to pursue a reduced credit-cap for the summer semester.

An instructor suggested that the committee consider a modified cap. She argued that while students are subject to an 18-credit cap that they may not exceed without an advisor's permission during the fall and spring terms, the same cap (18 credits) makes less sense during the summer as the summer term is shorter. That is, a 3-credit class over a 15 week term is different than a 3-credit course over a 7 week term.

The committee was hesitant to move toward imposing a summer-cap for four reasons.

First, it was rare. There were few cases of students actually exceeding a suggested (proportional to the length of the term) credit cap of 9 credits. Please see the attached chart that shows the breakdown of the number of credit hours.

Second, it did not impact outcomes. There was not a relationship between total credits and outcomes (grades). The primary issue with students taking too many courses in the summer was that their educational outcomes would be damaged. That was not observed in the summer 2015 data.

Third, there are course sequences in the summer that would violate the credit cap. The summer term includes many courses that are non-traditional. Specifically courses in study abroad and internships.

Finally, of less overall importance to the committee, was the fact that such a credit-cap would be difficult to implement. Currently, Banner considers summer a single term, rather than two practical terms. So, it would require manual (and after-the-fact) assessment as to the limit. Had the data shown a need to enforce a lower cap for summer we would have spent more time working out a way to do so.

The Academic Standards Subcommittee of the Education Policy Committee makes the following four recommendations:

- **Advising.** Advisors and instructors work closely and guide students who may not be prepared to take a heavy course-load in a 7-week term.
- **Instructors Resources.** The provost's office include content related to this issue in future trainings (e.g. new faculty teaching academy) and current resources for instructors (e.g. provost's office course syllabus webpage).
- **Student Resources.** The catalogue should include a specific summer-credit load advisory (e.g., three-credits in 7 weeks will not require less effort than 3-credits in 15 weeks, students are encouraged to consider time-intensity when selecting summer courses).

3. There was no General Education Subcommittee meeting in March.

Utah State University						
Faculty Senate Member Roster by College 2016-2017						
						Updated 4/05/16
NAME	note	EMAIL	TERM ENDS	COLLEGE	UMC	PHONE
Caplan, Arthur		arthur.caplan@usu.edu	2018	Agriculture & Applied Sciences	4835	7-0775
Lavoie, Caroline		caroline.lavoie@usu.edu	2017	Agriculture & Applied Sciences	4005	7-0505
Lawver, Becki	2	rebecca.lawver@usu.edu	2019	Agriculture & Applied Sciences	2300	7-1254
Meyer, Ralph		ralph.meyer@usu.edu	2018	Agriculture & Applied Sciences	4700	7-1774
Norton, Jeanette	e,2	jeanette.norton@usu.edu	2018	Agriculture & Applied Sciences	4820	7-2166
Wang, Zonda		zonda.wang@usu.edu	2019	Agriculture & Applied Sciences	9825	7-9668
Yang, Bo		bo.yang@usu.edu	2019	Agriculture & Applied Sciences	4005	7-0506
			2017	Agriculture & Applied Sciences		
Brott, Leslie		leslie.brott@usu.edu	2017	Arts	4025	7-3139
Murphy, Daniel	e,2	dan.murphy@usu.edu	2017	Arts	4000	7-7372
Olson, Kevin		kevin.olson@usu.edu	2018	Arts	4015	7-3033
Omasta, Matt		matt.omasta@usu.edu	2017	Arts	4025	7-3103
Waddoups, Ashley	s	president.ususa@usu.edu	2017	USU/SA President		435-705-4221
Bentall, Ryan	s	executivevp.ususa@usu.edu	2017	USU/SA Executive Vice President		603-801-2449
Aller, Ty	s,2	gradsenator.ususa@usu.edu	2017	USU/SA Grad. Student Senator		435-890-0193
Blau, Ben		ben.blau@usu.edu	2018	Business	3565	7-2340
Callister, Ronda	2	ronda.callister@usu.edu	2019	Business, FS Past President	3555	7-1905
Gilbert, John		jgilbert@usu.edu	2018	Business	3565	7-2314
Ugray, Zsolt (finishing terms for Vijay Kannan)	a	zsolt.ugray@usu.edu	2017	Business	3515	7-8132
			Ex Officio	Chair AFT		
			Ex Officio	Chair BFW		
			Ex Officio	Chair FDDE		
Veon, Raymond		raymond.veon@usu.edu	Ex Officio	Chair FEC	4060	
			Ex Officio	Chair PRPC		
Barker, Brittan		brittan.barker@usu.edu	2019	Education & Human Services	2600	7-0434
Blais, Becky		rebecca.blais@usu.edu	2018	Education & Human Services	2810	
Dorsch, Travis		travis.dorsch@usu.edu	2019	Education & Human Services	2905	7-4565
Gast, Julie		julie.gast@usu.edu	2018	Education & Human Service	7000	7-1490
Gilbertson, Donna		donna.gilbertson@usu.edu	2019	Education & Human Services	2810	7-2034
Jones, Suzanne		Drusuziehjones@yahoo.com	2018	Education & Human Services	2805	7-1568
Lee, Victor		victor.lee@usu.edu	2019	Education & Human Services	2830	7-7562
Lott, Kimberly	2	kimberly.lott@usu.edu	2019	Education & Human Services	2805	7-1103
Turner, Susan (Finishing Cat Buhusi's Term)	a	susan.turner@usu.edu	2018	Education & Human Services	2805	7-3947
Spencer, Wendel (finished term for Paul Barr)	a	Spencer.Wendel@usu.edu	2017	Engineering		
Chakraborty, Koushik		koushik.chakraborty@usu.edu	2019	Engineering	4120	
Cheng, Hengda		hengda.cheng@usu.edu	2019	Engineering	4205	7-2054
Roy, Sanghamitra		sanghamitra.roy@usu.edu	2019	Engineering	4120	7-9156
Winstead, Chris		chris.winstead@usu.edu	2018	Engineering	4120	7-2871
Heflebower, Rick		rick.h@usu.edu	2017	Extension (Washington Co. St. George)	4900	435-632-7385
Memmott, Margie	2	margie.memmott@usu.edu	2017	Extension (Juab Co., Nephi)	4900	435-623-3451
Patterson, Ron	2	ron.patterson@usu.edu	2017	Extension (Carbon Co. Ext. Off.)		435-636-3233
Barlow, Philip		philip.barlow@usu.edu	2019	Humanities & Social Science		7-3406
Daniels, Steve		steve.daniels@usu.edu	2019	Humanities & Social Science	0730	7-1255
Flint, Courtney		courtney.flint@usu.edu	2018	Humanities & Social Science	0730	7-8635
Gabbert, Lisa		lisa.gabbert@usu.edu	2018	Humanities & Social Science	3200	7-2721
Holt, Kerin		kerin.holt@usu.edu	2018	Humanities & Social Science	3200	
Huenemann, Charlie		charlie.huenemann@usu.edu	2018	Humanities & Social Science	0720	7-0254
Seiter, John		john.seiter@usu.edu	2018	Humanities & Social Science	0720	7-0138
Moeller, Ryan		rylish.moeller@usu.edu	2017	Humanities & Social Science	3200	7-8637
Fagerheim, Britt	e	britt.fagerheim@usu.edu	2017	Libraries	3000	7-2643
Martin, Pamela		pamela.martin@usu.edu	2018	Libraries	3000	7-2685
Jin, Jiming		Jiming.Jin@usu.edu	2018	Natural Resources	5210	7-7176

NAME	note	EMAIL	TERM ENDS	COLLEGE	UMC	PHONE
Schmidt, Robert	e, 2	robert.schmidt@usu.edu	2017	Natural Resources	5215	7-2536
Villalba, Juan		juan.villalba@usu.edu	2017	Natural Resources	5230	7-2539
Cuch, Marilyn		marilyn.cuch@usu.edu	2019	RC (Roosevelt)	UBADMIN	435-722-1709
Garner, Dennis	e	dennis.garner@usu.edu	2017	RC (Uintah Basin)	5100	435-722-1713
Johnson, Christopher		christopher.johnson@usu.edu	2019	RC (Tooele)	5100	801-995-0294
Woolstenhulme, Karen		k.wool@usu.edu	2019	RC (Brigham City)	5100	435-919-1255
Bernhardt, Scott		scott.bernhardt@usu.edu	2017	Science	5305	7-3721
Brown, David	2	david.e.brown@usu.edu	2019	Science	4105	7-2158
Evans, Ted	2	ted.evans@usu.edu	2017	Science	5305	7-2552
Lowry, Tony	2	tony.lowry@usu.edu	2017	Science	4505	7-7096
Stevens, John	2	john.r.stevens@usu.edu	2018	Science	3900	7-2818
Wickwar, Vince	2	vincent.wickwar@usu.edu	2018	Science	4405	435-512-1124
Henrie, Scott		scott.henrie@usu.edu	2017	USU Eastern (Price)		435-613-5135
Hunsaker, Adam		adam.hunsaker@usu.edu	2019	USU Eastern (Blanding)		435-678-8191
Thornton, Jan		Jan.Thornton@usu.edu	2019	USU Eastern (Price)	5199	435-613-5355
Olsen, Jason	e,2	jason.olsen@usu.edu	2017	USU Eastern (Price)	WIB 228	435-613-5329
Albrecht, Stan L.	e	stan.albrecht@usu.edu	Ex Officio	USU President	1400	7-7172
Cockett, Noelle	e	noelle.cockett@usu.edu	Ex Officio	USU Provost	1435	7-1167
Behunin, Rob	p	robert.behunin@usu.edu	2017	VP Advancement and Commercialization	1440	
Cole, Brad	p	brad.cole@usu.edu	2017	Dean of Libraries	3000	7-2631
Hailey, Christine	p	chris.hailey@usu.edu	2017	Dean Engineering	4100	7-3332
	p					
Lee, Tom	p	tom.lee@usu.edu	2017	Dean/Exec.Dir Brigham City Campus	5100	435-919-1227
Luecke, Chris	p	chris.luecke@usu.edu	2017	Dean Natural Resources	5200	7-6033
McLellan, Mark	e, p	mark.mclellan@usu.edu	2017	VP Research/Dean Grad Studies	1450	7-1180
White, Ken	p	ken.white@usu.edu	2017	Dean Agriculture & Applied Sciences/VP Ext.	4900	7-2201

Notes: 2 = serving a second term

a = appointed to complete some else's term

c = ex officio as a chair of either the AFT Committee, BFW Committee, or PRPC

e = executive committee member

p = presidential appointment (Shaded green)

s = student representative (shaded blue)

red = newly elected

Faculty Senate Alternate Roster by College 2016-2017

NAME	note	EMAIL	TERM ENDS	COLLEGE	UMC	PHONE
Carman, John	2	john.carman@usu.edu	2019	Agriculture & Applied Sciences	4820	7-2238
Oladi, Reza	2	reza.oladi@usu.edu	2017	Agriculture & Applied Sciences	4835	7-8196
Wengreen, Heidi		heidi.wengreen@usu.edu	2018	Agriculture & Applied Sciences	8700	7-1806
Gudmundson, Jon		jon.gudmundson@usu.edu	2019	Arts	4015	7-3003
Hills, Nancy	2	nancy.hills@usu.edu	2019	Arts	4025	7-3049 or 435-753-1995
Mansfield, Steve		steven.mansfield@usu.edu	2017	Arts	2910	7-1566
Vigneault, Marissa		marissa.vigneault@usu.edu	2019	Arts	4000	7-8137
Johnson, John		john.johnson@usu.edu	2018	Business	3515	7-2341
Simon, Chad		chad.simon@usu.edu	2019	Business	3540	7-9055
Belland, Brian		brian.belland@usu.edu	2017	Education & Human Services	2830	7-2535
Fronske, Hilda	2	hilda.fronske@usu.edu	2018	Education & Human Services	7000	7-1507
Milman, Lisa		lisa.milman@usu.edu	2018	Education & Human Services	1000	7-1143
Smith, Barton		bsmith@engineering.usu.edu	2017	Engineering	4130	
Taylor, Tim		tim.taylor@usu.edu	2019	Engineering	4105	7-2241
Heaton, Kevin		kevin.heaton@usu.edu	2017	Extension (Garfield Co. Ext. Panguitch)	4900	435-644-4918
Proctor, Debbie	2	debra.proctor@usu.edu	2017	Extension (Wasatch Co. Ext.)	4900	435-657-3234
DeJonge Kannan, Karin		karin.dejongekan@usu.edu	2018	CHaSS	0720	7-8318
Thoms, Josh		joshua.thoms@usu.edu	2017	CHaSS	0720	7-9065
Shively, Steven		steve.shively@usuedu	2019	CHaSS	3200	7-0235
Shrode, Flora		flora.shrode@usu.edu	2017	Libraries	3000	7-8033
Beard, Karen		karen.beard@usu.edu	2017	Natrual Resources	5230	7-8220
			2019	Natural Resources		
Evers, Jen		jenifer.evers@usu.edu	2019	RC (Moab)	5100	435-797-5104
Petersen, Michael		michael.petersen@usu.edu	2017	RCDE (Tooele)	5100	435-882-6611
				Science		
Walton, Richard		richard.walton@usu.edu	2018	USU Eastern (Price)	5199	
Lawver, Becki	2	rebecca.lawver@usu.edu	2019	Parliamentarian	2300	7-1254

College	position	term ends	Standing Committee		Standing Committees				
Caine College of the Arts			AFT	2017	Bruce Duerden				
	BFW	2016	Leslie Timmons	2019	Marissa Vigneault				
	EPC	2016	Kevin Olson	2019	Leslie Brott				
	FDDE	2016	Nancy Hills	2019	Nancy Hills (2)				
	FEC	2017	Raymond Veon						
	PRPC	2016	Chris Gauthier	2019	David Wall				
College of Agriculture and Applied Sciences			AFT	2018	Grant Cardon (2)				
	BFW	2017	Michael Pate						
* Sean M	EPC	2016	Ed Reeve	2019	Brian Warnick				
	FDDE	2017	Man-Keun Kim (2)						
	FEC	2018	Clay Isom						
	PRPC	2018	Heidi Wengreen (2)						
	GradCoun			?	Abby Benninghoff				
College of Engineering			AFT	2016	Kurt Becker				
	BFW	2018	Chakraborty, Koushik						
	EPC	2018	Roy, Sanghamitra						
	FDDE	2017	Reyhan Baktur						
	FEC	2018	Dyreson, Curtis						
	PRPC	2018	Cheng, Heng-Da						
College of Humanities and Social Sciences			AFT	2016	Cathy Bullock				
	BFW	2016	Diane Calloway-Graham	2019					
	EPC	2017	Eddy Berry						
	FDDE	2017	Jim Rogers						
	FEC	2017	Cacilda Rego						
	PRPC	2016	Terry Peak	2019					
College of Natural Resources			AFT	2016	Peter Adler				
	BFW	2017	Chris Monz						
	EPC	2018	Karen Mock (2)						
	FDDE	2018	Helga Van Miegroet (2)						
	FEC	2017	Mary Connor						
	PRPC	2016	Terry Messmer	2019					
College of Science			AFT	2017	Farrell Edwards				
	BFW	2016	Stephen Bialkowski (2)	2019	Bob Brown				
	EPC	2018	Dan Coster						
	FDDE	2016	Nancy Huntly	2019	Nancy Huntly				
	FEC	2017	Tom Lachmar (2)						
	AFT	engin	2016	Kurt Becker	2019				
	AFT	hass	2016	Cathy Bullock	2019				
	AFT	nat res	2016	Peter Adler	2019				
	AFT	lib	2016	Becky Thoms	2019	Sandra Weingart			
	AFT	art	2017	Bruce Duerden					
	AFT	ed	2017	Troy Beckert					
	AFT	science	2017	Farrell Edwards					
	AFT	ais	2017	Susan Talley					
	AFT	eastern	2017	Anthony Lott (2)					
	AFT	ag	2018	Grant Cardon (2)					
	AFT	business	2018	Kathy Chudoba					
	AFT	exten	2018	Sterling Banks					
	BFW	art	2016	Leslie Timmons	2019	Marissa Vigneault			
	BFW	business	2016	Alan Stephens (2)	2019	Alison Cook			
	BFW	hass	2016	Diane Calloway-Graham	2019				
	BFW	science	2016	Stephen Bialkowski (2)	2019	Bob Brown			
	BFW	ais	2016	Rich Etchberger	2019	David Law			
	BFW	exten	2016	Shawn Olsen	2019	Shawn Olsen (2?)	Shawn Olsen		
	BFW	ag	2017	Michael Pate					
	BFW	nat res	2017	Chris Monz					
	BFW	lib	2017	Carol Kochan (2)					
	BFW	eastern	2017	Scott Henrie					
	BFW	ed	2018	Dale Wagner (2)					
	BFW	engin	2018	Chakraborty, Koushik					
	EPC	art	2016	Kevin Olson	2019	Leslie Brott			
	EPC	ag	2016	Ed Reeve	2019	Brian Warnick			
	EPC	business	2016	Kelly Fadel	2019	Kelly Fadel (2)			
	EPC	lib	2016	Kacy Lundstrom	2019	Kacy Lundstrom (2)			
	EPC	ed	2017	Jared Schultz					
	EPC	hass	2017	Eddy Berry					
	EPC	ais	2017	Nathan Straight					
	EPC	eastern	2017	Russell Goodrich					
	EPC	engin	2018	Roy, Sanghamitra					
	EPC	nat res	2018	Karen Mock (2)					
	EPC	science	2018	Dan Coster					
	FDDE	art	2016	Nancy Hills	2019	Nancy Hills (2)			
	FDDE	business	2016	Robert (Bob) Mills	2019	Merideth Ferguson			
	FDDE	science	2016	Nancy Huntly	2019	Nancy Huntly			
	FDDE	ais	2016	Christopher Johnson	2019	Carolyn Ball			

	PRPC	2016	Ian Anderson (2)	2019	Richard Cutler
Emma Eccles Jones College of Education and Human Services					
	AFT	2017	Troy Beckert		
	BFW	2018	Dale Wagner (2)		
	EPC	2017	Jared Schultz		
	FDDE	2017	Cinthay Saavedra		
	FEC	2016	Kit Mohr	2019	Travis Dorsch
	PRPC	2017	Bob Morgan		
Huntsman School of Business					
	AFT	2018	Kathy Chudoba		
	BFW	2016	Alan Stephens (2)	2019	Alison Cook
	EPC	2016	Kelly Fadel	2019	Kelly Fadel (2)
	FDDE	2016	Robert (Bob) Mills	2019	Merideth Ferguson
	FEC	2018	Nate Washburn		
	PRPC	2017	Dan Holland		
Merrill-Cazier Library					
	AFT	2016	Becky Thoms	2019	Sandra Weingart
	BFW	2017	Carol Kochan (2)		
	EPC	2016	Kacy Lundstrom	2019	Kacy Lundstrom (2)
	FDDE	2017	Anne Hedrich	replacement for Connie Woxland	
	FEC	2018	Dory Cochran		
	PRPC	2017	Jennifer Duncan		
RC (Regional Campuses)					
	AFT	2017	Susan Talley		
	BFW	2016	Rich Etchberger	2019	David Law
	EPC	2017	Nathan Straight		
	FDDE	2016	Christopher Johnson	2019	Carolyn Ball
	FEC	2018	Scott Allred		
	PRPC	2016	Nikole Eyre	2019	Camille Fairborn
USU Eastern					
	AFT	2017	Anthony Lott (2)		
	BFW	2017	Scott Henrie	Mike Kava - leaving for health reasons	
	EPC	2017	Russell Goodrich		
	FDDE	2017	Jennifer Truschka (2)		
	FEC	2017	Elias Perez		
	PRPC	2017	Steve Nelson		
USU Extension					
	AFT	2018	Sterling Banks		
	BFW	2016	Shawn Olsen	2019	Shawn Olsen (2)
	FDDE	2018	Justen Smith		
	FEC	2016	Jeff Banks (2)	2019	Linden Greenhalgh
	PRPC	2017	Jerry Goodspeed (2)		

FDDE	ag	2017	Man-Keun Kim (2)		
FDDE	ed	2017	Cinthay Saavedra		
FDDE	engin	2017	Reyhan Baktur		
FDDE	hass	2017	Jim Rogers		
FDDE	lib	2017	Anne Hedrich		
FDDE	eastern	2017	Jennifer Truschka (2)		
FDDE	nat res	2018	Helga Van Miegroet (2)		
FDDE	exten	2018	Justen Smith		
FEC	ed	2016	Kit Mohr	2019	Travis Dorsch
FEC	exten	2016	Jeff Banks (2)	2019	Linden Greenhalgh
FEC	art	2017	Raymond Veon		
FEC	hass	2017	Cacilda Rego		
FEC	nat res	2017	Mary Connor		
FEC	science	2017	Tom Lachmar (2)		
FEC	eastern	2017	Elias Perez		
FEC	ag	2018	Clay Isom		
FEC	business	2018	Nate Washburn		
FEC	engin	2018	Dyreson, Curtis		
FEC	lib	2018	Dory Cochran		
FEC	ais	2018	Scott Allred		
PRPC	art	2016	Chris Gauthier	2019	David Wall
PRPC	hass	2016	Terry Peak	2019	
PRPC	nat res	2016	Terry Messmer	2019	
PRPC	science	2016	Ian Anderson (2)	2019	Richard Cutler
PRPC	ais	2016	Nikole Eyre	2019	Camille Fairborn
PRPC	ed	2017	Bob Morgan		
PRPC	business	2017	Dan Holland		
PRPC	lib	2017	Jennifer Duncan		
PRPC	eastern	2017	Steve Nelson		
PRPC	exten	2017	Jerry Goodspeed (2)		
PRPC	ag	2018	Heidi Wengreen (2)		
PRPC	engin	2018	Cheng, Heng-Da		

- filling 2016 term for Joanne Roueche?

402.12.7(1) Faculty Evaluation Committee (FEC)

Current Code

(1) Duties

The Faculty Evaluation Committee shall (a) assess methods for evaluating faculty performance; (b) recommend improvements in methods of evaluation; and (c) decide university awards for Eldon J. Gardner Teacher of the Year, Undergraduate Faculty Advisor of the Year, and Faculty University Service Award.

Proposed Changes to this Code

The Faculty Evaluation Committee shall (a) assess methods for evaluating faculty performance; (b) recommend improvements in methods of evaluation; and (c) decide university awards for Eldon J. Gardner Teacher of the Year, Undergraduate Faculty ~~Advisor~~ Mentor of the Year, and Faculty University Service Award.

Table 29 | TDM Strategy Summary

Category	Strategy	Summary	Target Population
Support & Resources	Online Presence	Create an on-line clearing house of available TDM options.	All campus
Support & Resources	Hire a full-time TDM Coordinator	A full-time TDM coordinator can help implement programs and projects to reduce dependence on single-occupancy auto trips.	All campus
Support & Resources	Commute Trip Reduction Education	Create an education campaign aimed at increasing awareness of trip reduction strategies.	All campus
Support & Resources	Commute Club	Create a program to provide incentives to students, faculty, and staff for not driving to campus.	All campus
Support & Resources	Information to New Campus Users	Provide detailed information about the commute options available to new students and hires.	All campus
Parking	Raise Parking Fees	Tie parking rates to actual cost of providing parking (construction plus land value). Some push back on rate increases from campus community are anticipated, so should be phased over several years and strategies identified to limit spillover to off-campus areas.	All campus
Parking	Parking Permit Limits	Establish a distance boundary inside which students are ineligible to purchase a parking permit.	Students
Parking	Parking Cash-Out/Permit Return Incentive	Pay staff to forgo a parking permit, set at the value of the subsidy or benefit granted to staff to accept a parking permit. Pay students or employees to return their parking permit.	All campus
Parking	Park and Bike	Provide free or low-cost parking off-site, with secure bike lockers for people to leave their own bicycle to complete the trip.	All campus
Parking	Distance-Based Pricing	Differentiate the cost of a parking permit by distance from campus - permits for farther lots are cheaper, and permits for more convenient lots are more expensive.	All campus
Parking	Short-Term Parking Pricing	Provide the option to purchase weekly or daily passes in addition to semester or annual passes. Establish short-term metered spaces in the most convenient lots, priced to encourage one space open at all times.	Visitors, adjunct or part-time faculty

FOUNDATIONAL SKILLS IN...

Oral Communication: Public speaking entails a crucial set of skills for higher education students to develop not just because of its importance for effective participation in classrooms, but primarily because of its central position as a tool of democracy and civic engagement. The ability to prepare and extemporaneously deliver an argument grounded in credible information and organized effectively is usually developed in one or more courses in oral communication and becomes refined and strengthened through application across the curriculum. The following learning outcomes are not meant to convey all that a student might learn about public speaking, but to provide a balanced portrait of what receiving institutions can expect from transfer students who have earned a Passport. Proficiency in oral communication also requires development of the ability to hear, accurately summarize and evaluate oral presentations by others.

Relationship to Institutions' Passport Block: An introductory speech course or equivalent demonstration of speech proficiency is required.

ORAL COMMUNICATION	
Passport Learning Outcome Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)
Preparation for Performance	<ul style="list-style-type: none">▪ Develop a central message and supporting details by applying ethics, critical thinking and information literacy skills.▪ Organize content for a particular audience, occasion and purpose.
Delivery	Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose, and using technology as appropriate.
Monitor and Adjust	Monitor and adjust for audience feedback.
Critical Receiver	Listen and critically evaluate the speaker's central message and use of supporting materials.

Written Communication: Writing sits at the heart of the mission of the higher education institution. Regardless of the discipline, irrespective of the curriculum, written communication is the key that unlocks critical thinking, analysis, and logical reasoning. Learning to write effectively as an undergraduate is not accomplished in any one course, but learning to use this key to unlock intellectual potential across the curriculum does, in fact, require at least one dedicated course. Proficiency at writing is imparted by at least one formal writing course that includes the use of sources, writing process knowledge, convention and mechanics, self-assessment and reflection. This area further includes at least an introduction to analysis of the content of others' writings, critical thinking about that content, and logical reasoning in addressing that content in an appropriate context.

Relationship to Institutions' Passport Block: An introductory writing course or equivalent demonstration of writing proficiency is required, with an expectation that students have opportunities to write as part of other lower-division courses.

WRITTEN COMMUNICATION	
Passport Learning Outcome Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do))
Rhetorical Knowledge	Demonstrate rhetorical knowledge: address issues of audience, purpose, genre, syntax, structure, format and knowledge appropriate to the task.
Use of Sources	Evaluate, apply, and ethically synthesize sources in support of a claim, following an appropriate documentation system.
Writing Process Knowledge	Develop flexible strategies for generating, revising, editing, and proofreading.
Conventions and Mechanics	Demonstrate proficiency with conventions, including spelling, grammar, mechanics, word choice, and format appropriate to the writing task.
Self-Assessment and Reflection	Reflect on one's inquiry and composing processes to critique and improve one's own and other's writing.

Quantitative Literacy: Quantitative literacy requires comfort and capability with fundamental quantitative methods, and incorporation of quantitative concepts into the student's worldview so the student does not hesitate to apply quantitative skills in any appropriate context. Specific quantitative skills that must be addressed are mathematical process, computational skills, formulation of quantitative arguments, analysis of quantitative arguments, communication of quantitative arguments, and quantitative models.

Relationship to Institutions' Passport Block: A course in mathematics or equivalent demonstration of quantitative literacy is required.

QUANTITATIVE LITERACY	
Passport Learning Outcome Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do))
Computational Skills	Demonstrate proficiency with arithmetic and algebraic computational skills, and extend them, for example, to geometric and statistical computations.
Communication of Quantitative Arguments	Express quantitative information symbolically, graphically, and in written or oral language.
Analysis of Quantitative Arguments	Select and use appropriate numeric, symbolic, graphical and statistical reasoning to interpret, analyze and critique information or line of reasoning presented by others.
Formulation of Quantitative Arguments	Recognize, evaluate, and use quantitative information, quantitative reasoning and technology to support a position or line of reasoning.
Mathematical Process	Design and follow a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result.
Quantitative Models	Create, analyze and apply appropriate quantitative models to solve quantitative theoretical and real-world problems.

KNOWLEDGE OF CONCEPTS IN...

Natural Sciences: Proficiency in the natural sciences entails exploration and comprehension of the universe that requires an informed understanding of the scientific method and its scope, and its application in conducting research to gather and subject empirical evidence to quantitative analysis. Proficiency also demands understanding and appreciation of the requirement that all applicable evidence must be integrated into scientific models of the universe, and that scientific models must evolve.

Relationship to Institutions' Passport Block: This area includes disciplines such as astronomy, biology, chemistry, geology, physics, and others.

NATURAL SCIENCES	
Passport Learning Outcome Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do))
The Nature of Science	Students explain the following attributes of science: <ul style="list-style-type: none">a. Science is based on the assumption that reality exists, operates by consistent principles, and that the rules are understandable by critical analysis.b. Processes and results must be reproducible and subjected to peer review.c. The results will display intrinsic variation and limitations.d. Continued scientific inquiry produces credible evidence that is used to develop scientific models and concepts.e. Models and concepts that withstand the most wide-ranging and persistent critical analyses are assumed to most closely describe reality and the principles by which it operates.f. There is inherent beauty and wonder in science in and its possibilities.
Scientific Inquiry	Students demonstrate the application of specialized methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using information to answer questions.
Core Concepts	Students accurately describe the scope of scientific study in both the physical and life sciences, their core theories and practices, using discipline related terminology.
Scientific Literacy	Students shall: <ul style="list-style-type: none">a. Recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions;b. Demonstrate an ability to gather, comprehend, apply and communicate credible information on scientific and technical topics.
Scientific Reasoning	Students demonstrate scientific reasoning processes to draw conclusions.

NATURAL SCIENCES	
Passport Learning Outcome Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do))
Ethics	Students demonstrate an understanding of the standards that define ethical scientific behavior, including: <ol style="list-style-type: none"> 1. Honesty: The accurate use and reporting of scientific processes, data, and results, and the proper sharing of credit among colleagues; 2. Safety: Ensuring the safety and well-being, both mental and physical, of practitioners, test subjects, local community, and environment; 3. Social Responsibility: Recognition of the impact our actions have on the natural and human world.
Science and Society	Students understand the role science plays in historical and contemporary issues.

Human Cultures: Proficiency in evolving human cultures Increases student knowledge and appreciation of the human condition in different cultures in relation to each other and of cultural diversity and/or cultural evolution over time. Subject matter may include study of the similarities and differences among cultures including cultural values, traditions, beliefs, and customs, as well as the range of cultural achievements and human conditions through time.

Relationship to institutions' Passport Block: This area includes disciplines such as history, anthropology, archaeology, political science, geography, ethnic studies, gender studies, languages, and others.

HUMAN CULTURES	
Passport Learning Outcome Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do))
Core Knowledge	Define and apply knowledge of changing human cultures (including core vocabulary, terminology, information, concepts, theories and debates).
Modes of Inquiry	Identify and describe past and current forms of inquiry into changing human cultures across time and place.
Investigation	Research human cultures using relevant methodologies.
Areas of Study	Examine identities, languages, beliefs, and behaviors of oneself and others as parts of a dynamic culture or cultures.

HUMAN CULTURES	
Passport Learning Outcome Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do))
Attitudes Toward Cultural Difference	Demonstrate understanding, respect, sensitivity, and empathy when interacting with one's own or others' cultures (including but not limited to people, language, artifacts, ideas, values, and customs).
Factors Shaping Human Cultures	Examine and explain the external, structural, and social elements influencing human cultures: class, race and mixed race, ethnicity, age, language, gender, disability, sovereignty, sexual orientation, political ideologies, economic structure, natural environments, historical events, social movements, religion, and other forms of identity.

Creative Expression: Interpretive and creative expression of the potential and limits of the human condition relies on critical analysis of specific texts or works to support its claims.

Relationship to institutions' Passport Block: This area includes disciplines such as music, visual arts, design, theater, film, media, literature, architecture, and others.

CREATIVE EXPRESSION	
Passport Learning Outcome Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do)) <i>Through the study of literary, performing and/or visual arts, students will:</i>
Basic Knowledge	Employ fundamental discipline-specific principles, terminology, skills, technology, and methods.
History and Cultures	Identify, explain and/or demonstrate relationships among societal, cultural, and historical contexts.
Ethics	Demonstrate knowledge of and empathy for the diversity of values, beliefs, ideas, and practices embodied in the human experience.
Creative Process	Engage in a creative process through experimentation, reflection, tolerance for failure, and revision.
Aesthetics and Analysis	Use appropriate methods and tools to analyze, interpret and critique creative processes, works, and/or presentations.

Human Society and The Individual: Human society and the individual explores human behavior in social settings through scientific inquiry within the context of value systems, institutions, economic structures, social groups and/or environments.

Relationship to institutions' Passport Block: This area includes social science disciplines such as sociology, geography, history, criminology, psychology, economics, and others.

HUMAN SOCIETY AND THE INDIVIDUAL	
Passport Learning Outcome Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do))
Core Knowledge	<ul style="list-style-type: none"> ▪ Define vocabulary, concepts and terminology in the social sciences, and describe theories. ▪ Explain the role of individuals and institutions within the context of society.
Basics of Scientific Inquiry	<ul style="list-style-type: none"> • Explain and apply theories to social phenomena and human activity. • Evaluate various types and forms of research including ethical considerations.
Analytical Applications	<ul style="list-style-type: none"> • Identify, frame and/or respond to a research question. • Compile, interpret, analyze and/or evaluate qualitative and/or quantitative data.
Information Use and Communication	<ul style="list-style-type: none"> • Interpret and communicate various representations of qualitative and/or quantitative data. • Responsibly identify, categorize, evaluate, and cite multiple information resources.
Social Responsibility	<ul style="list-style-type: none"> • Recognize the complexities of diverse social identities. • Evaluate issues of social justice with regard to identities within diverse contexts. • Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

CROSSCUTTING SKILLS

Critical Thinking: Critical thinking is a cross-disciplinary process based on information literacy that uses inquiry and analysis and leads to problem solving. Critical thinking is also a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a judgment or conclusion. Critical thinkers deeply reflect on the process and each of the steps below and return to each step as necessary.

Relationship to institutions' Passport Block: This area may be addressed by a single course or in multiple courses across the lower division general education curriculum.

CRITICAL THINKING	
Passport Learning Outcome Features	Passport Learning Outcomes (What the student is expected to know and/or be able to do))
Problem Setting	Identify a problem or question and its component parts.
Recognize Assumptions:	Recognize and assess personal and other relevant underlying assumptions.
Evidence	Identify, gather, and analyze the information/data necessary to address the problem or question
Evaluate	Evaluate information/data for credibility (e.g., bias, reliability, validity) and relevance to a situation.
Context	Identify relevant (disciplinary) context(s) including, as appropriate, principles, criteria, concepts, values, histories, and theories
Reasoning/Conclusion	Develop logical conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Teamwork and Value Systems: **Teamwork** is collaborating towards a common purpose through shared responsibility and mutual accountability, while maintaining healthy relationships. **Value Systems** are a coherent set of ethical standards adopted and/or evolved by a team as a standard to guide its behavior. Teamwork and Value Systems may be embedded in any of the content areas or across multiple courses in the institution's Passport Block.

Relationship to institutions' Passport Block: This area may be addressed by a single course or in courses across the lower division general education curriculum.

TEAMWORK AND VALUE SYSTEMS	
Passport Learning Outcome Features	Passport Learning Outcomes (DRAFT) (What the student is expected to know and/or be able to do))
Teamwork Fundamentals	Students will explain teamwork fundamentals including but not limited to team roles, rules and expectations, time and conflict management, goal setting and problem solving, and other relevant models and concepts.
Purposeful Participation	Students will demonstrate teamwork fundamentals through participation and mutual accountability
Shared Values Systems	Students will demonstrate shared ethical obligations and intercultural sensitivity as they relate to teamwork.
Evaluation	Students will evaluate and communicate strengths and weaknesses of their teamwork: contributions of oneself, team members, and the team.
Reflection	Students will reflect on and communicate the impact and effectiveness of their teamwork.