

Moved Charges

ASEC→ASSA

**ASSA 6 Assess how well faculty needs are being served by ITS. Investigate the appointment of a Faculty representative, "ITS Liaison" for the university or for each college as part of the review on committees (ASEC 5 2017-18).**

This is motivated by several conversations among faculty in the college of science where it is felt that faculty needs are prioritized and addressed over and above the priority list of ITS; there is no reason why solving the actual problems of high priority for faculty should be more expensive than solving the problems that ITS identifies, given that we all recognize that cyber security is critical to all.

LRPEC→ ICC

**ICC 5 Using the sample sustainability learning outcomes, request all academic departments to identify all programs (majors, minors, immersions, etc.) that have a sustainability learning outcome. Set up a process (which may be delegated) by which this information is updated every 3 years, to reflect changes in existing programs and the development of new programs.**

This is a continuation of LRPEC 4 from 2016-17,

*"Write a white paper and thereby propose an approach to perennially collect accurate data on the number of students graduating from programs for which there is at least one "sustainability" learning outcome. In addition, propose an approach to allow "sustainability" to be classified as a general education learning outcome."*

This charge is expected to be completed during Fall 2017-18 based on a recommendation specifically made in the 2016-17 LRPEC report.

In more detail, the 2016-17 LRPEC recommended:

1. Approve sample sustainability learning outcomes against which departments can use to evaluate their existing learning outcomes. Sample sustainability learning outcomes are identified in the next section.
2. Using the sustainability learning outcomes referenced in #1, request all academic departments to identify all programs (majors, minors, immersions, etc.) that have a sustainability learning outcome.
3. Update this information every 3 years to reflect changes in existing programs and the development of new programs.

Using the program list developed through this process, the number of unique students graduating from any of the identified programs can be acquired through the registrar's office on an annual basis.

Based on best practices from other schools, there are two ways for a program to be considered as having at least one sustainability learning outcome:

1. Sustainability is central to the degree program as is the case of Sustainable Engineering; Environmental Sustainability, Health, and Safety; or Sustainable Systems as examples. These

programs focus on the interconnected nature of global challenges from a systems perspective and include economic, environmental, and social perspectives.

2. A required course for the degree program (major, minor, immersion, etc.) contains a sustainability learning outcome.

Examples include:

- Design products, process, or services in a manner that considers the social, environmental, and economic implications of those products, process, or services.
- Understand the impact that human activities have on the environment and society, including the consumption and allocation of resources.
- Understand the ethical responsibility toward present and future generations.
- Recognize sustainability as an integrated concept having social, economic, and environmental dimensions.
- Define and integrate social, economic, and environmental dimensions of global problems.
- Apply the principles of sustainability within the program field(s)
- Incorporate insights from multiple disciplines to address sustainability challenges.
- Identify and explain major sustainability challenges within the program field
- Understand how the Sustainable Development Goals relate to the program field.