

Proposal for Redesigned General Education Program

Brigham Young University

I. GENERAL EDUCATION VISION STATEMENT

The general education program at Brigham Young University supports the university's mission "to assist individuals in their quest for eternal life" by helping students acquire skills and gain knowledge and wisdom through the pursuit of truth. Like the Saints in the early Church, students today commit themselves to the pursuit of truth as they combine faith with the study of "things both in heaven and in the earth, and under the earth; things which have been; things which are, things which must shortly come to pass; things which are at home, things which are abroad," as well as "the wars and the perplexities of the nations," and "good books, and with languages, tongues and people" (see D&C 88:79; D&C 90:15). As they pursue an education at BYU, students "should enlarge their intellects by developing skills, breadth, and depth" (Aims of a BYU Education). Accordingly, the general education program focuses on teaching "skills in the basic tools of learning" [and] "an understanding of the broad areas of human knowledge" to complement the achievement of depth in the major field of study (Aims). This education amplifies students' capacity to recognize truth and serve with love.

A broad general education as envisioned in the Aims equips students to pursue truth by challenging them to think soundly, communicate effectively, and become proficient in quantitative reasoning. General education courses model analytical thinking, foster clear communication, and invite a broad perspective through multiple modes of inquiry. As students engage in the study of the arts and literature, physical and life sciences, languages and social sciences, they converse with the broad domains of knowledge. With this knowledge and attendant methodological skills, they can make connections between disciplines to address contemporary problems and explore enduring questions of importance. To prepare themselves for a rapidly changing world, students learn to draw upon a body of knowledge to receive inspiration and solve problems. The general education classroom should be a place of inspiring learning, "a place in which students become excited about learning and in which that learning leads to revelation" (President Kevin J Worthen).

The passion for truth and learning at the core of general education helps prepare students "in all things" (D&C 88:80) to magnify their lifelong callings as resilient disciples of Christ and engaged citizens of local and global communities. As students learn "by study, and also by faith" (D&C 109:14), they are equipped to use their improved talents, skills, and knowledge to go forth and serve "in a world we wish to improve" (BYU Mission Statement).

II. PROGRAM LEARNING OUTCOMES

The general education program helps students “seek learning, even by study and also by faith” (D&C 88:118). Students learn skills and gain experience using broad domains of knowledge that help them become truth-seeking disciples and engaged citizens able to navigate complexity, diversity, and change so they might impact the moral, social, and ecological environments in which they and their families live.

PROGRAM LEARNING OUTCOMES

1. Through study and faith, students make connections across the arts, history, humanities, and natural and social sciences and use their knowledge to critically examine contemporary and enduring questions.
2. Students collaborate with others, employ critical judgment, and use technology to find, analyze, and evaluate qualitative and quantitative information, including data, to address real-world problems.
3. Students use effective, ethical, collaborative, and creative skills to communicate with diverse audiences through a variety of media and genres.
4. Students develop the knowledge, dispositions, and skills to comprehend global challenges, to engage peoples and cultures, and to value different perspectives as they strive to become responsible local and global citizens.
5. Students practice effective strategies to thrive intellectually, socially, physically, emotionally, and spiritually at BYU and beyond.

III. PROPOSED MODEL FOR A NEW GENERAL EDUCATION PROGRAM

PROPOSAL FOR BYU GENERAL EDUCATION PROGRAM (33 CREDITS)

Fall 2021

Ways of Knowing	Perspectives	Explorations	Citizenship	Designations	
STEM	Physical and Life Sciences 3.0 Credits	Science and Technology In Society 3.0 Credits	Quantitative Reasoning 3.0 Credits	Diversity, Unity, and Belonging	Global Outlook
Arts and Humanities	Arts and Humanities 3.0 Credits	Creativity and Arts 3.0 Credits	Foreign Languages 3.0 Credits		
Social Science	Social Sciences 3.0 Credits	Remembering the Past and Shaping the Future 3.0 Credits	Citizenship, Stewardship and Community 3.0 Credits		
Writing and Communication	First-Year Writing 3.0 Credits	Advanced Writing 3.0 Credits			
Religious Education	Doctrinal Foundation and Religion Electives (Religious Education and General Education together make up the University Core) 14.0 Credits				

Proposed General Education Program: A Second-Century Education

1. Liberal Arts Core. Take each of the following:

- Perspectives: Physical and Life Sciences (3.0)
- Perspectives: Arts & Humanities (3.0)
- Perspectives: Social Sciences (3.0)
- Explorations: Science and Technology in Society (3.0)
- Explorations: Creativity and Arts (3.0)
- Explorations: Remembering the Past and Shaping the Future (3.0)
- Explorations: Citizenship, Stewardship, and Community (3.0)

Note: One of the Explorations classes must be taken as a First-Year Seminar together with a First-Year Writing course. One of the Perspectives or Explorations classes must be certified to meet the Diversity, Unity, and Belonging requirement.

2. Information Literacy and Communication. Take each of the following classes:

- First-Year Writing (3.0) (should be taken concurrently with the First-Year Seminar Explorations class)
- Advanced Written and Oral Communication (3.0) (Note: In some majors, the Advanced Written and Oral Communication requirement is not a single class.)
- A Quantitative Reasoning course (3.0). Options include courses currently meeting the quantitative option of Languages of Learning requirement including MATH 112, STAT 121, PHIL 305, etc.

3. Global Engagement. Complete the following:

- At least three credits of a level-appropriate foreign language (3.0)
- Complete one of the following options:
 - A Perspectives or Explorations class with the designation “Global Outlook” (Note: This class can simultaneously fulfill the requirement for #1 The Liberal Arts Core);
 - Participate in an approved university international study program;
 - Complete at least three additional credits of level-appropriate foreign language classes.

IV. THE PROPOSED GENERAL EDUCATION PROGRAM

The current general education program at BYU was first developed in the mid 1970s and has served students well for many years. Assessment of the current program, however, indicates it is time, as President Kimball suggested in the middle of the last major reform of General Education, “to take out all old planks as they decay and put in new and stronger timber in their

place” ([“Second Century Address”](#)). GE reform was then, as now, a difficult process that must balance many competing interests all the while keeping its focus on what is best for student learning.

An effective general education program at BYU will inspire student and faculty learning by helping all students, regardless of background or previous experience, grow as individuals preparing to serve and work in communities at home and abroad. To be effective, such a program should:

- Be core to the experience of university students and be a coherent program with clear identity and mission rather than a random assemblage of courses.
- Contribute to a sense of belonging and encourage students to invest deeply in their own success as well as that of others at the university in preparation for a lifetime of service.
- Be transformative in students’ personal pursuit of truth and help them value diverse of ways of understanding and creating knowledge, especially using habits of thought not closely associated with their major.
- Expand students’ understanding of the world and knowledge of themselves in ways that draw on the unique strengths of the university to help them understand, lift, and build others now and throughout their lives.

The GE Design Committee, composed of representative faculty from across the university (see Appendix), received a charge from the Academic Vice President to develop a revised GE Program. As the committee researched GE assessment data, best practices at other universities, and national trends in GE, they were to pay particular attention to four criteria:

- 1) **Identity.** *The new GE program at BYU should reflect an unambiguous sense of our institutional identity and values, as expressed by the principles in BYU’s Mission and Aims. This begins with and necessarily engages the religious mission of the university, but it does not exclude other core competencies or values for which we are known (or to which we may aspire).*

The proposed program captures the unique mission and identity of BYU by grounding itself in the mission of the university “to assist individuals in their quest for perfection and eternal life.” The proposed program is distinctive to BYU in that:

- It gives students a holistic view of truth fusing the breadth of the liberal arts with faith and sacred truths.
 - Unlike other universities that might see a liberal arts education as a foundation for economic gain and marketability, the BYU GE program focuses on the “balanced development of the total person” that refines the individual’s ability to pursue truth no matter where this truth is found.
 - The general education program prepares students for a life of dedicated service in places, times, and contexts that can only be intimated but not known. **GE Explorations classes** uniquely allow students to study enduring questions central to building faith and compassion.

- It helps students become well-rounded citizens ready to serve and build their communities. It does this through requirements like:
 - **Citizenship, Stewardship, and Community** (fulfilled by the current American Heritage class) that focuses on American history, the Constitution and its origins, and civics;
 - **Quantitative Reasoning and Writing Courses** that foster sound reasoning, clear communication, and information literacy;
 - a **Diversity, Unity, and Belonging** requirement that helps students understand how the divine heritage of all peoples provides a foundation for unity and the appreciation of diversity in communities;
 - and a **Global Engagement** requirement that enhances the university's unique international expertise with classes that develop cross-cultural competencies and build on the linguistic skills students bring with them. The requirement helps students magnify their existing skills by using them in new contexts and develop new competencies that might open enriching personal and professional opportunities as well as chances to serve. Global Engagement extends students' sense of citizenship so they can see themselves as part of a global community with obligations to their brothers and sisters near and far whose consecration has made their education possible.

- 2) ***Simplicity.*** *GE at BYU should a) enable students to chart an intentional course through GE, b) expect students to recognize and articulate the values embedded in a liberal education, and c) be comprehensible and easily explained to and by students, advisors, and faculty.*

One of the challenges of the current GE program is that most requirements have developed convoluted pathways difficult for students to navigate and *almost impossible for the university to assess programmatically*. Complications of the program obscure the purpose and mission of general education and many students see GE requirements as a series of obstacles to their degree rather than as a means of developing abilities to perceive and appreciate truth. The proposal organizes GE with a straightforward logic that will require minimal advising—a particular benefit for first-generation students and others who lack access to informal advising networks. The organization around the liberal arts' broad “ways of knowing” with a focus on developing faithful disciples and engaged citizens combines with consistency in course design to help students understand the purpose of GE and their own potential.

- 3) ***Commonality.*** *GE programs typically land on a continuum ranging from a reduced and discrete common core to a distribution model with little or no commonality. Our current GE program is a distribution model with few common threads that connect the entire experience. A new GE program may benefit by more commonality, while retaining some of the flexibility that comes with a*

distribution model.

The proposal recasts general education not as a series of requirements but as a coherent *program* with an identity and core objectives easily recognized by faculty, advisors, and students alike. It seeks to counteract the centrifugal tendency of general education classes to barricade themselves in evermore distinct silos dominated by individual disciplines. The mission of general education to develop the individual's ability to pursue truth and to serve knots the various strands of the program into a single narrative that reinforces the mission and aims of the university.

This proposed general education program provides students with common experiences to reinforce the program learning outcomes and the mission of the university such as the **First-Year Seminar, Writing Courses, Explorations classes**, and classes focused on civics and the building vibrant of communities. Distributed classes within categories are not necessarily a problem for commonality (and are indeed necessary at a university the size of BYU), but these distributed classes share key qualities that put them in regular dialog with each other and within the reach of GE program assessment.

Due to the proliferation of knowledge in the world today, this GE program embraces the recommendation of national standards that shift away from a focus on content to the acquisition of skills in ways of thinking and reasoning. While the GE categories reflect the traditional domains of the arts and sciences, they are novel in emphasizing different ways of knowing and making connections between broad areas of knowledge as individuals pursue truth.

- 4) **Efficiency.** *A new GE program must not add credits or time required for the completion of a degree. However, the distribution of credits between GE and the major needs not be static.*

The proposed general education program reduces the total credit hours from the 39-51 (current) to 33. It avoids rigid sequencing and provides maximum flexibility to students and academic programs. It is simple enough for students to chart an intentional path through general education, reducing time to graduation for most. The proposal simplifies relationships between major requirement and GE requirements.

V. KEY FEATURES

Notable features of the proposed general education program for BYU include:

Improved Quantitative Reasoning. A *universal* requirement in **quantitative reasoning** analyzes real-world case studies to help students understand and think clearly about quantitative information and effectively communicate quantitative information and associated arguments and conclusions using written, oral, and graphical means.

Communication. Writing or oral communication continues to form a scaffold for the university experience and is essential to students in all disciplines. All students are required to complete **First-Year Writing** as part of their first-year experience and disciplinary programs will increasingly integrate **Advanced Written and Oral Communication** (Advanced Writing).

Information Literacy. A key part of both **Writing Classes** and the new **Quantitative Reasoning** requirement as well as other courses is the emphasis to access and evaluate qualitative and quantitative information. Effective citizens in a democracy need to know how to seek reliable data to make informed choices.

Ways of Knowing Liberal Arts Core. The foundation of the general education program is the **Ways of Knowing core** divided into three broad domains of knowledge: Science, Social Science, and Arts and Humanities:

- **Perspectives** courses introduce students to how knowledge is encountered, developed, and communicated in a specific discipline.
- **Explorations** courses are inquiry-based learning suited to navigate the “messy middle” of challenging questions. This model helps students see the connections between domains of knowledge as they engage both contemporary issues and perennial questions.

Diversity, Unity, and Belonging. This is not a single course but rather a designation that can be pursued by **Perspectives courses** or **Explorations courses**. Its aim is to help students more fully understand how all people share a divine inheritance and that God equally values all persons. This course will assist students to develop the knowledge, skills, and charity needed to help all people achieve their full potential.

First-Year Common Experience. Embedded in an **Explorations** course, the **First-Year Seminar** teaches students about resources and skills to smooth the transition to college. The Seminar will be of particular benefit to first-generation and academically vulnerable students. Learning communities combine the **Explorations First-Year Seminar** with a **First-Year Writing** class and a Religious Education course to create an integrated common experience.

Focus on Developing Citizenship. Citizenship, Stewardship, and Community (including the [American Heritage](#) class) and remains a requirement for all students as it lays the foundation for the emphasis on citizenship that threads throughout the GE curriculum. Interdisciplinary courses in this requirement teach students of the divine inspiration behind the U.S. Constitution (D&C 101:77, 80), its origins and history of the Constitution, and how understanding major issues can help prepare students for citizenship in a democracy. This focus on citizenship is complemented by classes designated as **Diversity, Unity, and Belonging** and **Global Outlook**. The **foreign language** requirement also helps students to see themselves and their citizenship in broader, global communities.

Global Engagement Requirement. This requirement can be fulfilled by a combination of at least three hours of a foreign language combined with one of the following options: 1) three

additional hours of foreign language training; 2) an English-language **Perspectives** or **Explorations** course with a **Global Outlook** designation that develops understanding and cross-cultural competencies; or 3) an international study program. All these options highlight the distinctive strength of BYU in international experience and unique character as a university supported by the global Church membership. The Global Engagement requirement is designed to help students understand themselves as global citizens with increased professional and interpersonal skills to engage diverse peoples and cultures.

VI. REQUIREMENTS

GE Perspectives (9 credits)

General Education Perspectives courses most closely resemble many of the disciplinary courses currently offered in GE. These courses provide an introduction to a field or a survey of a discipline with an emphasis on helping students to reflect on how knowledge is encountered, developed, and communicated in a specific discipline. Students study the discipline's unique perspectives and work within its methodologies to understand the strengths and limitations of the perspective that discipline provides. Every student completes one course in the following broadly defined areas of human knowledge:

- **Arts & Humanities (3 credits):** *classes in the arts and humanities*
- **Social Sciences (3 credits):** *classes in social sciences and history*
- **Physical and Life Sciences (3 credits):** *classes in physical and life sciences*

This approach exposes them to ways various disciplines approach knowledge and problems. All students will benefit from exploring these areas of knowledge that GE considers essential to a broad education, including students in non-liberal arts and non-science majors.

GE Explorations (12 credits)

GE Explorations courses transcend disciplinary boundaries, explore vital questions, and address pressing problems. They should teach the art of engaging with the world. In the spirit of Brigham Young's vision of education, they should provide students "power to think clearly, the power to act well in the world's work, and the power to appreciate life"¹—the liberal arts in action. Hence, courses are neither surveys nor introductions to majors but concept-driven classes that address enduring questions or delimited challenges. Students participate in the advancement of knowledge as they purposefully and critically think about the content, ask meaningful questions, and posit new hypotheses. Students must take one GE Explorations course from each of the following categories:

- **Creativity and Arts** courses investigate the creative process, its diverse products, and the impacts design, art, architecture, literature, and even nature have on human communities.

¹ Brigham Young, quoted by George H. Brimhall in "The Brigham Young University," *Improvement Era*, vol. 23, no. 9 (July 1920), p. 831.

- **Remembering the Past and Shaping the Future** courses develop a considered understanding of the past and emphasize how past choices produce the present. Courses appreciate the array of historical contributions to our globalizing civilization and consider how historical understanding informs our work to make a better future.
- **Science and Technology in Society** courses examine relationships between scientific innovation and social change, explore the knowledge and values that inspire the technologies we create, and engage in debate over benefits and hazards of technology.
- **Citizenship, Stewardship, and Community** courses contemplate our responsibility as local and global citizens to participate in good government and engage in meaningful causes. Courses analyze specific social, political, or environmental problems and challenge students to help solve them to create a more just and sustainable society. (American Heritage is in this category.)

Extensive experience developing similar courses through the Honors Program's "Unexpected Connections" classes provides general education with an invaluable head start in designing these courses. It is not anticipated that Explorations courses will be team-taught.

Communication, Writing, and Quantitative Reasoning (9 credits)

Students learn to reason and communicate in a dynamic environment that requires flexible strategies (diverse audiences, various media), critical thinking, collaboration, digital literacy, cross-cultural competency, and reasoning with data.

Writing (6 credits)

As in the current GE program, a **First-Year Writing course** will be an important foundation for students. *All incoming students will take first-year writing* to develop clear thinking and communication (an increase of 17% over current enrollments). Sections of the class will be linked with the **First-Year Seminar**. Additionally, all students will be required to take an **Advanced Written and Oral Communication (Advanced Writing)** course during their junior or senior year. Whenever possible, this advanced writing class will be taught within the student's major.

Quantitative Reasoning (3 credits)

Quantitative Reasoning courses will focus on developing reasoning skills in the context of real-world case studies involving numeric data. Students will acquire quantitative, statistical, and software skills through just-in-time pedagogy. Skill instruction will be practical, essential, and focused on the achievement of learning outcomes rather than a complete treatment of mathematical, statistical, and/or software topics. Students entering the university below a certain threshold proficiency may need to take an additional prerequisite course. Courses that currently satisfy the Languages of Learning option 1 requirement will satisfy this new Quantitative Reasoning requirement. New courses will need to be developed to serve the roughly 16.5% of students (around 1100—mostly arts and humanities students) who do not currently a class that would meet this requirement.

Global Engagement (3 credits)

Students will take a level-appropriate foreign language course (minimum 3 credits) as well as one of the following options:

- A **Perspectives** or **Explorations** course carrying the Global Outlook designation (note: this can be done while simultaneously fulfilling the Perspectives or Explorations requirements);
- Participating in an approved International Study program;
- Taking an additional three credits of level-appropriate foreign language classes including classes that may be part of the Culture and Language Across the Curriculum (CLAC) program.

GE Designations (no additional credit)

In addition to fulfilling the requirements listed above in this section, students will take a course that bears each of the following designations in either the Perspectives or Explorations categories:

First-Year Seminar

One of each student's **Exploration** classes should be taken during the first year and be designated as a **First-Year Seminar**. These sections will only be open to freshmen and can only be taken once. This class exists in an envelope with section(s) of **first-year writing** and possibly a class from Religious Education forming a cohesive student cohort. The first-year seminar, like other GE Explorations classes, will focus on a contemporary or enduring question through an interdisciplinary lens but will also include instruction to help students transition to life as a BYU student. This class should be taken during the first or second semester at the university. It will not be required that transfer students take one of their Exploration classes as a First-Year Seminar.

Diversity, Unity, and Belonging

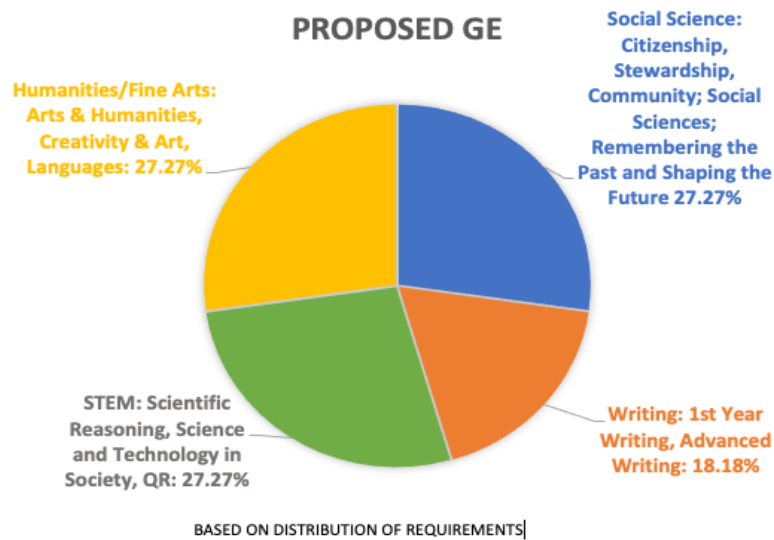
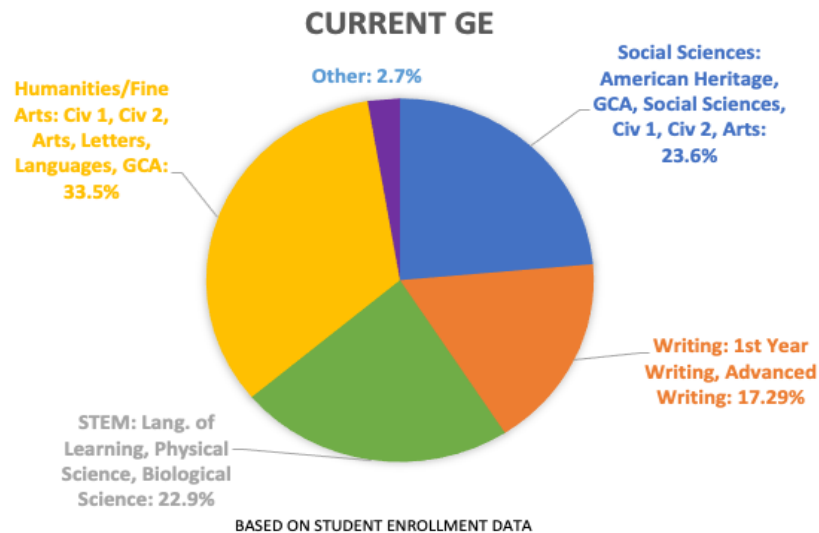
All students will be required to take one course within either the Perspectives or the Explorations classes that carries the **Diversity, Unity, and Belonging** designation. These courses help students develop the empathy, skills, and knowledge to contribute to effective communities that unite behind shared divine identities and draw strength from diverse life experiences.

Global Outlook

GE Perspectives or Explorations courses carrying the **Global Outlook** designation can be used to fulfill the requirements of the **Global Engagement** requirement. They help students to develop their citizenship within a global context. In these courses they learn to see themselves in a broad context that highlights the unique international engagement of the university and the distinctive support of a global community of Church members. These courses focus on transnational issues with the aim of cultivating cross-cultural competencies and understanding.

VII. RESOURCE ALLOCATION

WAYS OF KNOWING AS OVERALL PERCENTAGE OF GENERAL EDUCATION



The proposed general education program has been designed specifically to utilize and work within the current distribution of GE resources at the university (including the allocation of FTEs). It is not anticipated that there would be a need to shift resources between colleges in any significant way. Aside from the investment of developing new classes and reworking existing courses with new learning outcomes in mind, the proposed general education program would require no new resources except to support the following two features:

1. Requiring all incoming freshmen to take a **First-Year Writing** course would increase enrollment in that course by approximately 17% (roughly 1400 students per year). These courses are most often taught by contingent faculty and graduate students alongside some full-time faculty. The University Writing Program is confident that qualified instructors could be found to cover the increased enrollment without requiring additional FTEs.
2. The new **Quantitative Reasoning** requirement is universal and would require resources to teach an additional 1100 students per year. It is anticipated that this requirement could be met through distributed courses taught by a wide number of departments across campus. This mitigates the impact on any one department, but there could still be need for a program such as Statistics to add dedicate faculty resources to develop large sections courses that could meet needs.

VIII. PROCESS

In such a large-scale academic effort as general education reform, the process may be as important as the product. At BYU, the process aspired to be open, transparent, and rely on faculty expertise to redesign the GE curriculum. In the first design thinking stage, GE faculty provided extensive input as they considered the question of what a BYU general education program should be. The second stage was consensus-driven, as faculty and staff on the two GE design committees worked to create innovative proposals for consideration of the whole faculty. Townhall style meetings were held to solicit faculty feedback directly. As a model was developed, university faculty responded through their departments and colleges. The Faculty General Education Committee drafted learning outcomes to flesh out ideas in the proposed plan. In the final curriculum approval process (the third stage), the University Curriculum Council openly discussed and resolved crucial issues by making amendments in a democratic process. In addition to communication through established academic channels, the university community was informed by updates to the General Education website, ge.byu.edu.

IX. APPENDIX: FACULTY COMMITTEES

General Education Design Committee 1.0 (Spring 2019-Fall 2019)

- Stan Benfell, Chair (Professor, Comparative Arts & Letters)
- Jodi Chowen (Managing Director, Careers & Experiential Learning)
- Mikaela Dufur (Professor, Sociology)
- Eric Huntsman (Professor, Ancient Scripture)
- Brian Jackson (Associate Professor, English)
- Amy P. Jensen (Professor, Theatre and Media Arts, Associate Dean, Fine Arts & Communication)
- Jane Lassetter (Professor, Nursing)
- Kelly Patterson (Professor, Political Science)
- James Patterson (Associate Professor, Chemistry & Biochemistry)

- Steve Peck (Associate Professor, Biology)
- Tyler Pedersen (Associate Director, Student Development Services)
- Cecilia Peek (Associate Professor, Comparative Arts & Letters)
- Brooke Smith (Manager, Curriculum & Class Scheduling)
- Vincent Wilding (Professor of Chemical Engineering, Associate Dean, Engineering)

General Education Design Committee 2.0 (Winter 2020-Fall 2020)

- Susan S. Rugh, Chair (Dean, Undergraduate Education)
- Christopher (Chip) Oscarson, Co-Chair (Associate Dean, Undergraduate Education)
- Leanna Balci (Associate Librarian, Lee Library)
- Jennifer Bown (Associate Professor, German & Russian)
- Michael Brown (Professor, PD Biology)
- Isaac Calvert (Assistant Professor, Educational Leadership & Foundations)
- Douglas Cook (Assistant Professor, Mechanical Engineering)
- Richard Davis (Professor, Political Science)
- Michael Dorff (Professor, Mathematics)
- Matt Greene (Administrator, Bachelor of General Studies, Continuing Education)
- Jeremy Grimshaw (Associate Professor, School of Music, Associate Dean, Fine Arts & Communications)
- Melissa Hawkley (Office of AAVP for Undergraduate Studies)
- Kathryn Isaak (PT Faculty, Comparative Arts & Letters)
- Brian Jackson (Professor, English)
- Wade Jacoby (Professor, Political Science)
- Jerry Johnson (Professor, Biology)
- Byran Korth (Associate Professor, Church History)
- Jeff Larson (Assistant Professor, Marketing & Global Supply Chain)
- Katreena Merrill (Associate Professor, Nursing)
- Shawn Miller (Professor, History)
- David Neilsen (Professor, Physics and Astronomy)
- Larry Nelson (Professor, School of Family Life)
- Rex Nielson (Associate Professor, Spanish & Portuguese)
- Marc Olivier (Professor, French & Italian)
- Jenny Pulsipher (Professor, History)
- Rickelle Richards (Associate Professor, Nutrition, Dietetics & Food Sciences)
- Brooke Smith (Manager, Curriculum & Class Scheduling)
- Vincent Wilding (Professor, Chemical Engineering)

Faculty General Education Committee (Fall 2020-present)

- Christopher Oscarson (Chair, Associate Dean, Undergraduate Education)
- Leanna Balci (Associate Librarian, Lee Library)
- John Barrick (Associate Professor, Accounting)
- Isaac Calvert (Assistant Professor, Educational Leadership & Foundations)

- John Harb (Professor, Chemical Engineering)
- Nicholas Mason (Professor, English)
- Katreena Merrill (Associate Professor, Nursing)
- Riley Nelson (Professor, Biology)
- Jon Ostenson (Associate Professor, English & University Writing)
- Jenny Pulsipher (Professor, History)
- Benjamin Thevenin (Theater & Media Arts)/Luke Howard (Music)
- Steven Wood (Professor, Chemistry)

Others Serving on Various Subcommittees

- DJ Gonzales (History)
- Lori Spruance (Public Health)
- Greg Thompson (Spanish)
- Ray Clifford (Center for Language Study)
- Jeff Shumway (Latin American Studies)
- Amy Williams (University Writing)
- Steve Moody (Japanese)
- Phil Rash (Assistant Dean, First-Year Experience)
- Bryce Bunting (Counseling & Psychology Services)
- Rob Colson (Comparative Arts & Letters)
- Jaren Hinckley (Music)
- Quinn Mecham (Political Science)
- Ed Gantt (Psychology)
- Jeremy Pope (American Heritage, Political Science)
- Kristin Matthews (English, American Studies)
- Luke Howard (Music)
- Ryan Gabriel (Sociology)

University Curriculum Council (May-November 2021)

- John Rosenberg (Associate Academic Vice President–Undergraduate Studies, Chair)
- Janet Losser (Director, Center for Teaching and Learning, Co-Chair)
- Susan Rugh (Dean, Undergraduate Education, Executive Council)
- Barry Allred (Registrar, Enrollment Services)
- Carolyn Andrews (Associate Dean, Continuing Education)
- Stan Benfell (Director, Kennedy Center for International Studies)
- John Bingham (Associate Dean, Marriott School of Management)
- Brent Chowen (Director, Educator Preparation Program)
- Kjerste Christensen (Associate Librarian, Harold B. Lee Library, May-September 2021)
- Justin Collings (Associate Dean, Law School, September-November 2021)
- James Crane (Associate Dean, Graduate Studies)
- Lynnette Erickson (Associate Dean, McKay School of Education)
- Susan Fullmer (Associate Dean, Life Sciences)

- Tyler Griffin, (Associate Dean, Religious Education, August-Nov. 2021)
- Jeremy Grimshaw, (Associate Dean, Fine Arts and Communications)
- Andy Hedges (Associate Dean, Religious Education, May-Aug. 2021)
- Jennifer Nielson, (Associate Dean, Physical and Mathematical Sciences)
- Carolina Núñez (Associate Dean, Law School, May-September 2021)
- Christopher (Chip) Oscarson (Associate Dean, Undergraduate Education)
- Sam Otterstrom (Associate Dean, Family, Home and Social Sciences)
- Tyler Pederson (Associate Director, Counseling and Career Center)
- Andy Spackman (Associate University Librarian, Harold B. Lee Library, Sept.-Nov. 2021)
- John Taylor (Associate Dean, Continuing Education, May-July 2021)
- Leslee Thorne-Murphy (Associate Dean, Humanities)
- Julie Valentine (Associate Dean, Nursing)
- Vincent Wilding (Associate Dean, Engineering and Technology)