The UNIVERSITY of VERMONT

FACULTY SENATE

Minutes
January 13, 2014

Senators in Attendance: 57

Absent: Adams (Surgery), Couch (Surgery), Green (Radiology), Hehir (Neuroscience), Heiss (CDAE), Jones (BSAD), Lounsbury (Pharmacology), Macias (Sociology), Mierse (Art), Schapiro (Anesthesiology), Stratton (Plant Biology), Tkatch (Theater), Tyzbir (Nutrition & Food Sciences), Weiss (Medicine), Wu (Rehabilitation & Movement Science), Prue (SAC), Rodgers (PSC), Ross (FPPC)

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1. **Approval of the Minutes.** The minutes of December 9, 2013 were approved as written.

2. **Senate Vice President's Remarks.** Vice President Kaza presided over the meeting and offered a few remarks to begin. She thanked the Senators for their participation in the discussion on student advising that took place at the December meeting. The feedback gathered from this exercise has been collated and given to the Student Affairs Committee for their consideration. Kaza also wanted to bring attention to the new travel policy that would be released later this week. Also, the General Education Committee on Sustainability will be sharing draft learning outcomes with the units in hopes of gathering input and feedback. Finally, Vice President Kaza wanted to remind faculty that the Martin Luther King Jr. celebration week will be kicking off on January 20th. There are many great events planned including a presentation by Julian Bond, former chairman of the NAACP.

3. **Presentation of Degrees.** It was moved, seconded, and voted that the following numbers of graduates be recommended by the Senate to the President for the awarding of the appropriate degrees or certificates as authorized by the Board of Trustees. Individual names of the graduates are recorded with the Minutes of this meeting in the permanent Senate records.

Agriculture and Life Sciences	58
Arts and Sciences	145
Business Administration	19
Education and Social Services	34
Engineering and Mathematics	18
Environment and Natural Resources	24
Graduate College	79

Honors College	8
Medicine	0
Nursing and Health Sciences	12

4. **President & Provost Remarks.** President Sullivan began this agenda item by welcoming faculty back to campus. He noted how appreciative he was for the transparent and positive relationship that has developed between the Faculty Senate and the Administration and wishes to continue to work together in this way. He looks forward to the many opportunities that lie ahead. President Sullivan wanted to take this time to mention the new President's Distinguished University Citizenship and Service Awards. These awards will be presented annually and will recognize members of the UVM faculty who have a proven record of outstanding service to the UVM community. More information about the awards, eligibility, and nomination process may be found here: President's Distinguished University Citizenship and Service Award. Finally he wanted to wish everyone a safe, happy, and successful spring semester.

Provost Rosowsky began his remarks by welcoming faculty back to campus. He is also looking forward to the exciting semester ahead, and continuing to work with the Senate. The Provost had two budget matters to address; a FY15 budget process update, and an update on the IBB reports and timeline. The FY15 budget process is moving along. The Deans and VPs have all considered their targets and made presentations to the Provosot about how to achieve each scenario. He did note that the FY15 budget portion of his website is updated regularly and may be accessed here: FY15 Budget.

The IBB process is moving along as well with the subcommittee reports due on January 24th. Once they have all been collected they will be vetted, formatted, and posted to the IBB website here: Incentive-Based Budgeting. Provost Rosowsky wanted to thank everyone involved in the steering & subcommittees for their hard work. The timeline for the remainder of the project looks like this:

1. Midterm reports due (1/24)
2. Spring steering committee meetings (spring 2014)
3. Budget model constructed (June 2014)
4. Feedback collected & Adjustments made (academic year 2014-2015)
5. IBB budget model runs "in background" (academic year 2014-2015)
6. Move to IBB (FY16)

The floor was opened up for questions. Professor Starrett from Plant & Soil Science inquired about the relationship between financial aid packages and scholarships in regards to a specific situation that occurred within his department. It was answered that financial aid has scholarship components (both from the general fund and individual donors) that the University uses to attract the best and brightest students. This specific case, however, was unique and will be addressed as such. Professor Cohen of the Nursing department asked if there is an account of how much scholarship money goes unused from year to year. President Sullivan answered that there is, the University monitors this closely, however, he didn't have an exact figure to present at the meeting.

5. **COM Proposal.** Dean Morin, of the College of Medicine, joined the Senate to present and discuss a proposal from the College of Medicine to create a new faculty title. This proposal has come about because of the consolidation of the healthcare marketplace which is a trend across the country, not just here in the northeast. As Fletcher Allen develops the "UVM Medical Group" by adding practices across Vermont and New York, there are additional opportunities to place medical students for research and teaching experiences. This new kind of teaching position will not be tenure track (and thus not go through the RPT process), nor should it be confused with a full time faculty position. These are practitioners actively working in the field and supporting students at the same time. These faculty will still be reviewed under a different process to ensure that they continue to perform at UVM's instructional standards.

   It was questioned if this new group of faculty would require representation on the Faculty Senate, and it was answered that this was not the intention of creating this new title. Another question was related to how these individuals would be recruited and hired. Dean Morin assured the Senate that the process would go through the Department Chair who would assess individual qualifications, and then require approval from the Dean. Dean Morin also clarified that creating this new title would be at no additional cost to the University.

   The Senate decided to put this proposal to a vote (in order to show their support/lack of support in a more formal way). The Senate voted in support of this proposal with one member abstaining.

6. **Curricular Affairs.** There were four items of business to come before the Senate related to Curricular Affairs outlined below.

   - **Psychology Name Change.** The Curricular Affairs Committee has approved a name change request from the Psychology department. The department, now called Psychological Sciences, asked for this change to better reflect the work of the department. This name change will be accompanied by an acronym change, now PSYS.

   - **Jeffords Center.** The Jeffords Center for Policy Research will be closing as its budget model proved to be unsustainable. Those involved, including the Jeffords family, agree that the center should transition to operate as an endowment. It is important that this transition move quickly so that it may be approved by the Board of Trustees and move through the probate court process.

   - **Internship Policy.** This proposal was created to provide a set of broad base requirements for the University to follow while partnering for academic internships. The proposal was put together by a joint committee chaired by Dean of the Honors College, Abu Rizvi. The committee had representation from career services, the Curricular Affairs Committee of the Faculty Senate, and many other constituencies across campus. The resulting policy is clear, focused, and provides plenty of latitude for academic units to extend their practices as long as they adhere to these guidelines. There were questions related to who could act as an internship coordinator, and

complications with staff members not being able to act as "instructor of record" within the banner system. These were both answered with the language changes provided by Alison Pechenick. These changes have already been approved by the Internship Policy Committee. They read:

> Section 1 – Academic Internships: "An academic internship is an on-site supervised work experience combined with a structured academic learning plan directed by a University of Vermont *faculty team in which the faculty member is the instructor of record*…"

> Section 4 – Criteria for awarding credit: "2. Support and supervision from a faculty member, advisor or mentor. The student's internship experience must be guided and evaluated by a UVM faculty or staff member *working in concert with a faculty instructor of record*…"

When put to a vote, the proposed policy on academic internships was approved.

- **Master of Public Health.** Two years ago UVM began to offer a certificate in Public Health, this proposal was developed with the understanding that it would become the foundation for a future Master of Public Health. This program is primarily online with 6 credits of a practical project that is to be conducted with an organization that works in the field of Public Health. The CAC felt that the program is well designed and is supported by faculty that have extensive training in online course delivery. There were some concerns regarding the funding mechanism as it is not a traditional model in terms of other programs at UVM. It was noted that although this is a different model than most of the campus, it is already operational in the College of Medicine. There is a demonstrated national need for this kind of degree program, and there are no competing programs currently within Vermont. When put to a vote this proposal was approved.

7. **IT Align Committee.** Mara Saule, Chief Information Officer, came to the Faculty Senate to present the work of the IT Align Committee. This committee will be surveying the needs and existing services across campus. The ultimate goal of this project is to create a new organizational structure that will move IT concerns, needs, and services to a more centralized model. Moving to a more consolidated model should increase university efficiency. The first step in this process is identifying IT service providers on campus. So far, roughly 180 staff members have been identified to fit this role, however, this task is difficult due to the fact that not all IT providers have "IT" in their title. Under the current structure, most of these staff members are not centrally employed. Focus groups will be occurring soon to start recognizing and classifying campus needs, if you are interested in participating or have questions regarding this project, please contact Mara Saule.

Other initiatives that this committee will be looking at include replacing the existing email client and calendar platform, as well as redesigning how UVM web content is organized and accessed. Richard Galbraith urged the committee to consider other entities that UVM works with (Fletcher Allen, State of Vermont, Federal Government, etc.) when considering these changes.

8. **New Business.** Professor Dave Dummitt brought an item of new business to the Faculty Senate. He was concerned that the Research, Scholarship, and The Creative Arts Committee membership addition referendum was sent to the faculty for a vote before being discussed at the Faculty Senate level. He felt that this should have been discussed at a Faculty Senate meeting like the name change for the committee had been last year. He also expressed that there were other ways to ensure representation of specific groups of faculty, and this was perhaps not the best way of doing so. Richard Galbraith, Chair of the RSCA Committee, informed the Senate that this change was discussed with CAS leadership, the RSCA Committee, and the Senate Executive Council before being sent to the faculty body as a referendum ballot. The process for amending the bylaws was followed as per section 6 "Amendment of the Constitution and Bylaws" which states:

> *6. Amendment of the Constitution and Bylaws.*
>
> *6.1. Proposal of Amendments. Amendments may be proposed in one of the following ways:*
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> *a. By resolution at a Faculty Senate meeting and approval by two-thirds of those present and voting, provided a quorum is present.*
>
> *b. By petition of ten percent of the members of the University faculty.*
>
> *c. By recommendation of the Executive Council.*
>
> *6.2. Adoption of Amendments. Amendments generated by any of these methods shall be the subject of a referendum. A referendum ballot will be made available to every eligible faculty member, who will be allowed at least two weeks to respond. The amendment will be adopted if at least two-thirds of the responses favor it.*

Professor Emerita Susan Crockenberg proposed that the Faculty Senate review the procedures for selecting adjunct faculty to teach in undergraduate and graduate programs and consider making them more rigorous, in view of the many undergraduate programs and new graduate programs that use adjunct faculty to teach core courses.

The meeting was adjourned at 5:31 pm.

Notes from Faculty Senate Meeting Discussion on Advising Proposal: December 9, 2013

Suggestions/Edits for the Proposal:
- Remove "student success and satisfaction" as page 8 exit point (too many other facets drive this goal)
- Clarify ways to refer students to all the current supports out there
- P. 8 model: more than good advising goes into the student experience
- Integrated model: clarity of information of other majors & career goals
- Concern that some of the recommendations included in the draft (e.g., encouraging students to meet several times each semester and for all students to meet with an advisor before registering for classes) will be unworkable for faculty in departments with a large number of advisees per faculty (e.g., more than 40). In such departments (and perhaps others), structural changes are needed to provide students with that they need without unduly burdening faculty

Overall Advising Comments & Suggestions:
- The expectation for faculty to meet with all advisees is unrealistic
- There has been little experimentation with group advising
- Perhaps more effort should be put into peer advising
- CAS has centralized advising for 1st year students
- CNHS has peer advising and could perhaps offer some training for a University-wide peer advising initiative
- Intent to Graduate Forms and First Year Hold Releases are motivators for students to see advisors
- Faculty get very little training on advising—how can that be improved?
- "Bad advising" seems to be related more to lack of information on internships or careers and the hub will help with that
- Find out how much bad advising is costing the University in terms of losing students or losing money by inefficiencies
- A frustration is the student who doesn't really know what they want and expect the advisor to have all the answers
- Group advising nights for related majors are very helpful. Maybe also for careers, too
- There are workload and RPT concerns connected with advising
- There is no one size fits all advising
- There is a lack of written information and parameters around advisement at UVM
- TAP courses have helped CAS advisement significantly
- There is no consistent advisement tool used across campus or a consistent evaluation schedule currently in place for advising
- Centralized advising would be very efficient

- There needs to be a better understanding of the resources available to students at the University
- It is not always clear what your role as an advisor is
- The idea of having an advising hub or centralized advising sounds like it could be more organized and information can be easily accessible to students. Also, more money can be spent on advising if done centrally.
- Make it mandatory for students in first two years to attend group advising sessions
- In CAS, provide centralized advising for 1st year students who must fulfill an array of requirements and want to know about courses outside the advisor's department about which she or he may have no or little information. According to a person in Career Counseling, it is unusual for department advisors to be responsible for this kind of advising
- Use peer advisors to provide initial advice to the first year students. This is done in the College of Nursing. Peer advisors receive credit for advising and a certificate/lunch from the Dean
- Clarify that it is the faculty member's responsibility to refer students to the appropriate source (e.g., to find internships or mental health counseling), not to provide that type of advising. This means that faculty need a yearly updated list of all such resources, with names, email addresses, and phone numbers for contacts
- Establish a 1 credit course to introduce students to the University that will prepare them to get the information they need and inform them what their responsibilities are in advising (e.g. to arrive at a meeting with a tentative list of courses that can be the basis of the advising). The College of Nursing does this currently
- Even without such a course, students need to know their responsibilities. It is not time effective to have each advisor provide these expectations individually
- Some sort of evaluation is probably necessary to see that advising is working, but it shouldn't become another time-consuming responsibility for departments
- Some retired faculty have indicated an interest in advising undergraduates. Perhaps they could provide some of the advising for 1st and 2nd year students

Other Comments & Suggestions:
- Undeclared students use non-faculty advisors
- Advising hub by college?
- FAQs or FAQ misconceptions
- More emotional support for students with stress problems (i.e. absence, death, coping skills)
- Can Dean's Support Staff compile FAQs (misconceptions) to improve our collective knowledge about advising?
- What about minor advisors?

Memo To: The Faculty Senate

From: The Curricular Affairs Committee of the Faculty Senate, Cathy Paris, Chair

Date: December 12, 2013

Subject: Approval of a new online Master of Public Health Degree Program

The Curricular Affairs Committee at its December 12, 2013 meeting unanimously approved the action recommended in the following memo.

I. Master of Public Health Degree Program

The Faculty Senate Curricular Affairs Committee received a request from the College of Medicine, Continuing and Distance Education, and the Graduate College to create a new online **Master of Public Health Degree** program. The Department of Medicine in the College of Medicine will be the responsible academic unit. Dr. Jan Carney, Professor of Medicine and Associate Dean for Public Health in the College of Medicine, will be the Program Coordinator and Faculty Director. Department of Medicine Chair Dr. Polly Parsons will be responsible for ensuring the quality of the faculty teaching courses in and for the program.

<u>Oversight</u> An advisory committee including the program director, advisors from Continuing and Distance Education with expertise in health programs and distance education, and identified faculty who are currently teaching courses in Public Health will oversee the degree program. In addition, meetings of all faculty teaching courses in the certificate program will be convened at least twice a year to discuss best practices in online education, quality measures, faculty development, needs for additional courses, and progress towards meeting program goals and objectives.

<u>Rationale</u> The proposed online Master of Public Health Degree program has been developed in response to an urgent need to improve public health and to better prepare students in the health professions and professionals already practicing in the field to meet the health-related needs of diverse populations in a changing health care system. Improving public health is a national need, with implications for education, practice, and the preparation of those working in health care, in public health and non-profit agencies. Public health in medical education has been identified as a national need, through national reports and recommendations such as those of the Institute of Medicine and Josiah F. Macy reports. There are several factors contributing to this emerging and urgent need to improve the health of the public. Health care costs continue to escalate as the burden of chronic conditions increases and our population collectively ages. Health disparities are well documented and continue to worsen as our population becomes more diverse. Changes in the health care systems, as defined in the Patient Protection and Affordable Care Act (ACA), create requirements for accountability of entire patient populations, and new models for population-based practice. Working in this changing environment requires knowledge and skills in population health, application of interventions that impact the broad determinants of health, and teamwork among many different health professionals.

<u>Intended Audience, UVM</u> The proposed master's degree program has been developed to teach foundation population health sciences to students entering health care fields and public health practice. This population includes medical students interested in the study of public health in the context of their

four-year MD degree program, participants in graduate medical education, nursing and health sciences, and other UVM graduate programs.

Vermont Beyond UVM, the master's degree proposal addresses the demand for public health education by employees in Vermont's Department of Health other community and non-profit agencies in Vermont.

Regional and National Because of the online nature of this degree program, it will help to meet the national demand for education in public health. It would seem then that UVM could make an important contribution to improving public health through the development and offering of the proposed Master of Public Health Degree program.

Building on the Certificate of Graduate Study in Public Health foundation An additional strength of this proposal is that it has been developed on the foundation of the already successful Certificate of Graduate Study in Public Health, approved by the Senate and the Board in May 2012. Thus a number of the courses are already in place, participating faculty have developed expertise in teaching online, and the College of Medicine and CDE have established a functional partnership. Like the certificate program, the master's degree program proposed here follows the framework for population health and the future of public health education put forward by the Institute of Medicine in 2003. Drawing on this framework, a core competency model for the Master of Public Health degree was constructed, such that it includes both traditional core areas (epidemiology, biostatistics, environmental health, health services administration, and behavioral sciences) and new and evolving content areas important to public health education (informatics, genomics, communication, cultural competence, community-based participatory research, global healthy, policy and law, and public health ethics).

II.   Requirements for the Master of Public Health Degree

The Master of Public Health Degree program will require the completion of 42 total credits including 18 credits of national competency core courses (6 courses), 9 advanced core course credits (3 courses), 9 approved elective credits (3 courses), and a required culminating (capstone) project experience of 6 credits.

III. Resources

Dr. Carney, Program Coordinator and Faculty Director, will be paid through contract with Continuing and Distance Education, approved by the Department of Medicine. Continuing and Distance Education will pay a part-time curriculum coordinator and will provide staff support. All faculty will receive training from UVM Continuing and Distance Education and the Center for Teaching and Learning to prepare them for online teaching. The resources for this training are to be made available by these two units, with no additional expense requested to cover these costs. Two new faculty lines are to be funded by the College of Medicine using net revenues generated through the program. Overall, funding for this proposal is to come from tuition dollars generated by student enrollments. Continuing and Distance Education will be responsible for costs associated with faculty compensation and program development.

IV. Review Process and Recommendation

A subcommittee of the Curricular Affairs Committee considered the proposal for the establishment of Master of Public Health Degree program. The full committee received an electronic copy of the subcommittee's report prior to its meeting of December 12, 2013 as well as a set of questions raised by the review subcommittee. These questions were addressed to the satisfaction of the subcommittee, who recommended approval of the new graduate degree program. The Curricular Affairs Committee unanimously approved this request to establish an online Master of Public Health Degree program.

Policy on Academic Internships

Approved by Curricular Affairs Committee,

December 4, 2013

Academic internships

An academic internship is an on-site supervised work experience combined with a structured academic learning plan directed by a University of Vermont faculty or staff member, for which academic credit is awarded. Academic credit may be awarded if the learning that takes place in the internship experience satisfies the criteria listed in this policy.

The focus of this policy is on academic internships. Academic internships may be distinguished from other forms of experiential learning. The following are not explicitly addressed in this policy, either because they are handled according to existing protocols or because they are not currently offered at the University: cooperative education (co-op); student teaching, practicums, and clinical training experiences in professional programs; service learning experiences, and student research. Where one of these experiences is gained through an academic internship, this policy applies to it. For example, if a service learning experience may be gained through an academic internship, the experience is considered service learning and internship simultaneously, and this policy applies to it.

Need for a policy

There are two reasons to have such a policy. First, internships address important learning outcomes. College graduates today must combine content knowledge with the ability to apply, extend and test that knowledge in order to understand complex issues and address real-world challenges. The ability to integrate and apply knowledge can be developed by encouraging students to take part in internships (and other forms of experiential education), and by offering effective guidance, support, and feedback during the process. Second, a university-wide policy for awarding academic credit for internships at the undergraduate level is necessary in order to set forth the minimum requirements that ensure learning and academic rigor as well as equitable treatment of students across academic units. Such a policy also provides clarity for students, faculty members, advisors, and employers.

Flexibility for academic units

Academic units have the freedom to design specific curricula and guidelines for such credit-bearing experiences, but those guidelines should conform to the minimum requirements set forth in this policy. For example, academic units may choose to limit the number of internship credits allowed or specify a number of credits, particular coursework or a minimum GPA before a student is eligible for internships. Moreover, as stated earlier, other forms of experiential learning are not affected by this policy.

Procedural and legal matters

The Career Center keeps updated forms and procedures online, and faculty members, staff, student, and employers are strongly encouraged to review these legal guidelines and make use of these tools and procedures in considering an internship. The University's Internship Coordinator, housed in the Career Center, is available for consultation on these procedures.

Criteria for awarding credit

Any internship experience for which a student receives academic credit must include the following components:

1. *Appropriate student preparation.* The student should have the academic preparation that allows the student to apply, extend and test knowledge in order to understand complex issues and address real-world challenges in the proposed internship experience. In addition, the student's academic supervisor may require the student to engage in a program of readings or other work prior to or concurrently with the internship in order to ensure the learning to be gained from it.

2. *Support and supervision from a faculty member, advisor or mentor.* The student's internship experience must be guided and evaluated by a UVM faculty or staff member ("academic supervisor") to ensure an appropriate balance of challenge and support during the process. The academic supervisor should provide the student regular feedback on progress in the internship and on the demonstration of learning and is solely responsible for issuing a grade upon completion.

3. *Work experience capable of advancing learning.* Work that is only routine, does not engage the student's academic preparation or advance the student's learning goals is not appropriate for an academic internship. The internship itself must engage the student in an on-site work experience of sufficient depth, complexity and engagement that the student's learning goals (discussed below) may be achieved. A memorandum of understanding agreed to by the student, the University, and the internship site should reflect this understanding.

4. *Sufficient length.* Credit is not granted for completion of a certain number of hours of work. Demonstration of learning must also take place. Nonetheless, an internship must be long enough to allow for this learning: a minimum number of work and study hours per credit earned is required. In addition, these hours should be spread over several weeks so that there is sufficient time for students to reflect on and absorb what they are learning. Note that the following indicates a minimum number of hours; the requirement may be higher in particular departments.

- Each credit requires a minimum of 40 hours. For example, 3 credits require a minimum of 120 hours, or at least 8 hours per week during a 15-week semester or 10 hours per week during 12 weeks in the summer.
- Ordinarily, no more than six credits of internship credit may be granted for work with a single employer during the semester or summer.
- Typically, a student taking a credit-bearing academic internship will also take other courses during the internship semester. The time devoted to the internship should not be so much that it interferes with the student carrying a full-time course of study. Ordinarily, an internship assignment should not exceed 20 hours per week unless the student is not taking classes full time, as during the summer. Usually, unpaid interns work 8 to 10 hours per week.

5. *Articulation of learning goals*. The student, in consultation with the academic supervisor must identify a set of intended learning goals to be achieved through the internship process. These must be captured in a document, such as a learning contract, syllabus, or project design, that expresses the connection between the work experience, the desired learning to be achieved, and an identified product(s) that will demonstrate that the learning has occurred (see below), and indicates the means of assessment. This document should be specific enough to prepare and guide the student for effective learning, but also be flexible enough to allow for the unplanned opportunities that may arise in a workplace.

6. *Demonstration of learning*. Academic credit is not granted for the work experience itself. It is granted for academic learning of sufficient academic rigor and elaboration that takes place in connection with the internship. Learning is demonstrated in two ways. (a) By means of work products that show the application, deepening or extension of academic concepts (such as laboratory tests, handbooks, posters, forecasts, software, hardware, designs, studies, surveys, presentations, reports, plans, budgets, films, websites and so on) and in writing describing these. (b) By means of reflection on the internship experience showing what was learned and how this knowledge relates to prior and future academic learning. This reflection and synthesis may be shown in writing or other ways (in an essay, report, presentation or talk, for example). Students may demonstrate learning and reflection on their experience in a variety of ways, but the details of this requirement should be agreed upon in advance with the academic supervisor and included in the learning goals document, with mutually agreed revisions being possible.

7. *Prior approval*. Academic credit is granted when learning goals, the means for their demonstration, and appropriate supervision are settled prior to the initiation of the internship work experience. However, it may be appropriate to add detail to learning goals and make them final after the internship begins in order to permit consultation with those at the internship site. In any case, credit is not granted retroactively.

Grading

A student taking internships may receive a letter grade or be given a Satisfactory/ Unsatisfactory grade, as the offering department determines is appropriate.

Payment

Payment for an internship does not affect the granting of academic credit unless there are well-known professional standards mandating otherwise.