



FACULTY SENATE

Minutes

Monday, April 24, 2017
Memorial Lounge 4:00 – 5:30 pm

The meeting was called to order at 4:05 p.m.

Senators in Attendance: 42

Absent: Senators Adams (Anesthesiology), Eastman (Anthropology), Ikeda (Asian Languages & Literature), Smith (Education), Pinder (Civil & Environmental Engineering), (Mechanical Engineering), JooYoo (English), Toolin (ERTC), (Family Medicine), Mehrtens (Geology), Mieder (German & Russian), Busier (Leadership & Developmental Sciences), Braas (Neuroscience), Solomon (Neuroscience), Zenali (Pathology), Ambaye (Pathology), Chen (Plant & Soil Science), Naylor (Psychiatry), Stickle (Psychological Science), Lemos (Radiology), Roberts (Romance Languages & Linguistics), Burns (RSCA), Ricketts (RSENR), Chittenden (SAC), Prue (SAC), Patterson (Social Work), Carney (Vice President)

I. Approval of the Minutes

Motion: To approve the minutes of the March 27, 2017 Meeting

Vote: 96% approve, 0% oppose, 4% abstain

II. Nominations from Senate Floor for Faculty Senate Vice President and two (2) Members At-Large to the Executive Council.

Cathy Paris opened the floor for nominations for Vice President. Laura Almstead nominated Jan Carney to serve a second term as Vice President. Jan Carney has accepted the nomination. No other nominations were received for Vice President. Cathy Paris opened the floor for nominations for Members At-Large. No nominations were received from the floor. Cathy announced that the Faculty Senate office received a nomination for Steve Zdatny of the History Department. Steve Zdatny has accepted the nomination. No other nominations were received for Member At-Large.

III. Internationalization Efforts, Gayle Nunley, Director of Global Educational Initiatives, and Stacey Kostell, VP for Enrollment Management

(Presentation slides are attached to these minutes)

Stacey Kostell spoke about UVM's efforts to grow international enrollment across the University. Goals include enhancing diversity and better preparing students to thrive in a global society, and to both recruit and support international students. Over the past ten years, the enrollment of international students in undergraduate programs at UVM has increased, while the number of international students enrolled in graduate programs has remained steady. Currently, the largest percentage of international students are from China (68%). The goal is to increase enrollment from other countries, and decrease the percent of international students to 50% from China.

Gayle Nunley provided an overview of the different routes into UVM for international students, including direct admission, transfer students from US Pathway Program (USPP), and UVM Global Gateway Program (GGP). UVM Global Gateway was launched in 2014 to enable UVM as an academic program for success in UVM programs. GGP includes targeted support in academic English, US

educational transition, and progression toward graduation. GGP students are currently enrolled in 50 different majors, with the largest number in CAS followed by GSB and CEMS.

Stacey Kostell provided an overview of the numbers of international students enrolled through each pathway, with a breakdown by college/school. VP Kostell also addressed the challenges and opportunities in bringing international students to UVM

Director Nunley highlighted the supports available for students and faculty. Student support includes targeted advising, international student advisors in all units, Writing Center and Center for Academic Success work with multilingual students, and the Office of International Education provides outside of classroom multilingual programming to help students feel like members of the community. Faculty support includes faculty development programming (examples include: Writing in the Disciplines, and Blackboard Jungle), the Center for Teaching and Learning will have new resources on the website soon, CESS has faculty trained in English as a Second Language, and are available to hold faculty workshops or one-on-one support.

- IV. **Internships.** Amanda Chase, Career Counselor & Internship Coordinator, and Abby McGowan, Associate Dean of Arts and Sciences, provided general information about internships (professional learning opportunities) for UVM students. (Two handouts are attached to these minutes: Internship Information & Best Practices for Faculty, and “SINT” Option: Overview of Summer Internship Credit for \$100) Internships offer meaningful skill development related to the student’s academic program. Internships can be paid, unpaid, for credit, or not-for-credit, and can take place in Burlington, out-of-state, or in other countries. The Career Center offers support for both students and faculty. They help students connect with experiences, through the Catamount job link portal, and help with resume and interview preparation. They also help faculty with processes and procedures. The Career Center vets opportunities posted by employers to screen out those that are exploitative, or just menial labor. The Career Center also helps students address the affordability of internships with scholarships to support students during summer internships to enable the student to continue to pay housing, or other expenses while gaining experience. The new Summer Internship Credit (SINT) was created to provide an affordable option for a very narrow group of students (about 12-15 students each year) who may not want or need credit. SINT is a one-credit internship course for a tuition rate of \$100. The reduced-cost internship credit is only available during the summer and will be offered under subject prefix SINT. The criteria for SINT include: 1) it must be an unpaid summer internship, 2) the student can’t get the internship without credit, or 3) the student is an international student that must have a credit-bearing course to keep their visa. The credits will be recorded on the student’s transcript, but cannot be counted toward degree eligibility (it will be credit earned in excess of degree requirements). The student must fulfil the same requirements as a regular internship course. The faculty compensation for supervising SINT credit will be treated the same as any other summer credits. The scholarship will pay the Unit the difference. SINT is meant to solve a problem for particular type of student, and Amanda Chase speaks directly to each student enrolling in SINT, and helps coordinate with faculty. Students are encouraged to enroll in existing summer courses, instead of independent study, to avoid workload issues with faculty.

- V. **Monitoring Emerging Federal Regulatory Changes,** Al Turgeon, Chief Risk Officer & Assistant to the VP for University Relations & Administration

Al Turgeon briefed the Faculty Senate on the emerging federal regulatory changes and risk assessment process. On January 31, 2017, President Sullivan charged a Risk Assessment Team (RAT) to assist him and other Senior Leaders to identify, assess, mitigate and report on emerging federal regulatory risks and/or opportunities that could materially impact UVM’s mission, vision, strategic goals and/or competitiveness. Examples include: health care reform and the impact on health care costs, or the impact of disruption of international travel on international student enrollment. The Team’s fundamental role is to identify and assess the impact of federal regulatory changes on the University. The RAT meets monthly to review the “heat map” of both internal and external risks. Risks are scored and assigned a supervisor manager. The highest-level risks are assigned to a VP, and require briefing of the Board of Trustees.

VI. Curricular Affairs Committee Report - Chair Laura Almstead presented the following:

- **New undergraduate Certificate in Computer-Aided Engineering Technology**

The Curricular Affairs Committee unanimously approved a proposal submitted by the College of Engineering and Mathematical Sciences for a new undergraduate Certificate in Computer-Aided Engineering Technology. The proposed certificate program offers a coherent set of courses that meet an expressed need from employers for professional technical training. Courses in the curriculum all have capacity for more students, and the proposal has support of participating units. Therefore, the new certificate serves as a way to use existing resources to offer a valuable credential to UVM undergraduates.

Motion: Laura Almstead called a vote to approve the proposed undergraduate Certificate in Computer Aided Engineering Technology, in College of Engineering and Mathematical Science,

Vote: 81% approve, 7% oppose, 12% abstain

- **Name change, Certificate of Graduate Study in Environmental Public Health**

The Graduate College, in conjunction with the Department of Medicine in the Larner College of Medicine and Continuing and Distance Education, is requesting to change the name of the Certificate of Graduate Study in Environmental Public Health to the Certificate of Graduate Study in Global and Environmental Health. The name change reflects changing descriptive language with the field of public health itself and the increasing emphasis and awareness of the global nature of public health issues.

Motion: Laura Almstead called for a vote to approve the request to change the name of the Certificate of Graduate Study in Environmental Public Health to the **Certificate of Graduate Study in Global and Environmental Health**.

Vote: 78% approve, 10% oppose, 13% abstain

- **Name change, Sustainable Entrepreneurship MBA**

The Graduate College in conjunction with the Grossman School of Business is requesting to change the program name of the Sustainable Entrepreneurship MBA (SEMBA) to The Sustainable Innovation MBA (The SIMBA). The name change request is a result of the experience that program faculty have had with student recruitment, the program's board of advisors, and companies. The word "entrepreneurship" carries with it the connotation of "start-ups," which is not the focus of the program. "Innovation" better describes the focus of the program and, indeed, its place in the field of MBA education.

Motion: Laura Almstead called for a vote to approve the request to change the name of the Sustainable Entrepreneurship MBA (SEMBA) to **The Sustainable Innovation MBA (The SIMBA)**.

Vote: 90% approve, 0% oppose, 10% abstain

- Report-out of an item approved by the CAC that does not require Senate vote.

Revisions to the Chemistry BA and BS Degrees.

The Department of Chemistry submitted a proposal for significant revisions to the Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Chemistry. Overall, changes to the BA and BS in Chemistry are meant to improve student engagement early in the program and deploy more high impact practices. Both are demonstrated means to promote retention within STEM majors. The Department also believes that the revised degrees will better serve students interested in chemical science, and provide curriculum choices that allow them to explore a range of related interests.

VII. **Senate Committee Report: Professional Standards Committee**, Robert Rodgers, Chair
Robert Rodgers introduced Michael Giangreco, as the chair-elect for the Professional Standards Committee. Michael will take over the chair on July 1, 2017, when Robert retires. Cathy Paris thanked Robert for his years of service to the Faculty Senate and the Professional Standards Committee. Robert provided an overview of the work of the PSC, which includes the review of sabbatical applications, and reappointment, promotion, and tenure (RPT) cases for the University. The PSC advises the Provost on the results of the review. This year, the PSC reviewed 56 sabbatical applications and 97 RPT cases. The PSC annual report to the Faculty Senate will be available on the Faculty Senate website in May. This year, the PSC report includes a summary of persistent issues related to the sabbatical and RPT submissions, including suggested updates to the sabbatical application, CVs with highly personal content, and noted variation in the “Overall Expectations” section on the Green Sheets.

VIII. **New Business** [*5 min*]. No new business was presented.

IX. **Adjourn.** Meeting was adjourned at 5:40 p.m.

International Student Enrollment

Gayle Nunley, Director of Global
Educational Initiatives

Stacey Kostell, Vice President for
Enrollment Management

*Faculty Senate Meeting
April 24, 2017*



The University of Vermont



ACADEMIC EXCELLENCE GOAL #7

"Increase domestic diversity & grow international student enrollment across the University"

Why International Students

- To enhance diversity and better prepare students to thrive in a global society
- Goals:
 - Recruit a diverse, academically prepared international student population
 - Provide a network of support to help ensure student success

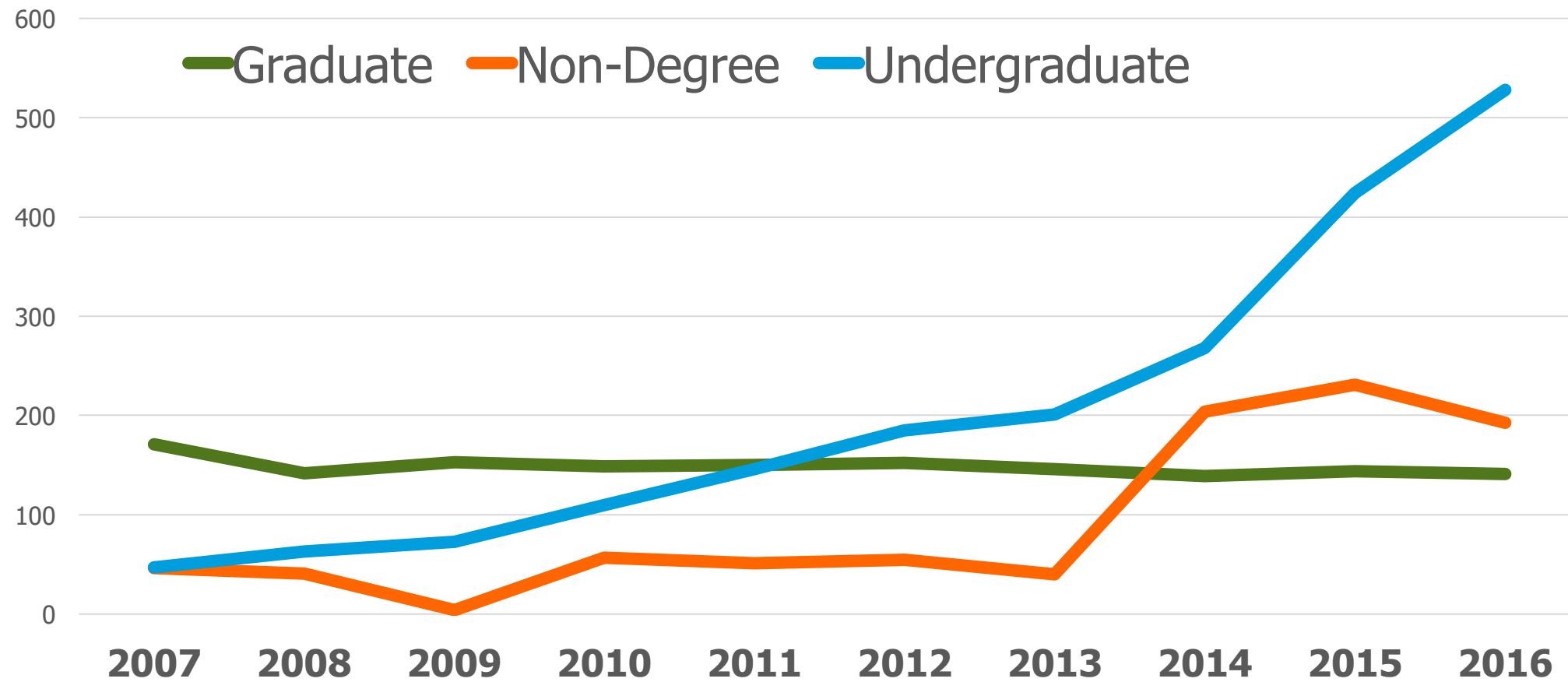
Undergraduate Enrollment 2007 vs. 2016

	2007	2016
Total Enrollment	9,454	10,267
Percent Vermont	35%	28%
Percent Female	55%	57%
Percent Students of Color	7%	11%
Percent International	0.5%	5.2%
FTFY Retention Rate	85.6%	86.4%
4-Year Graduate Rate	57%	64%

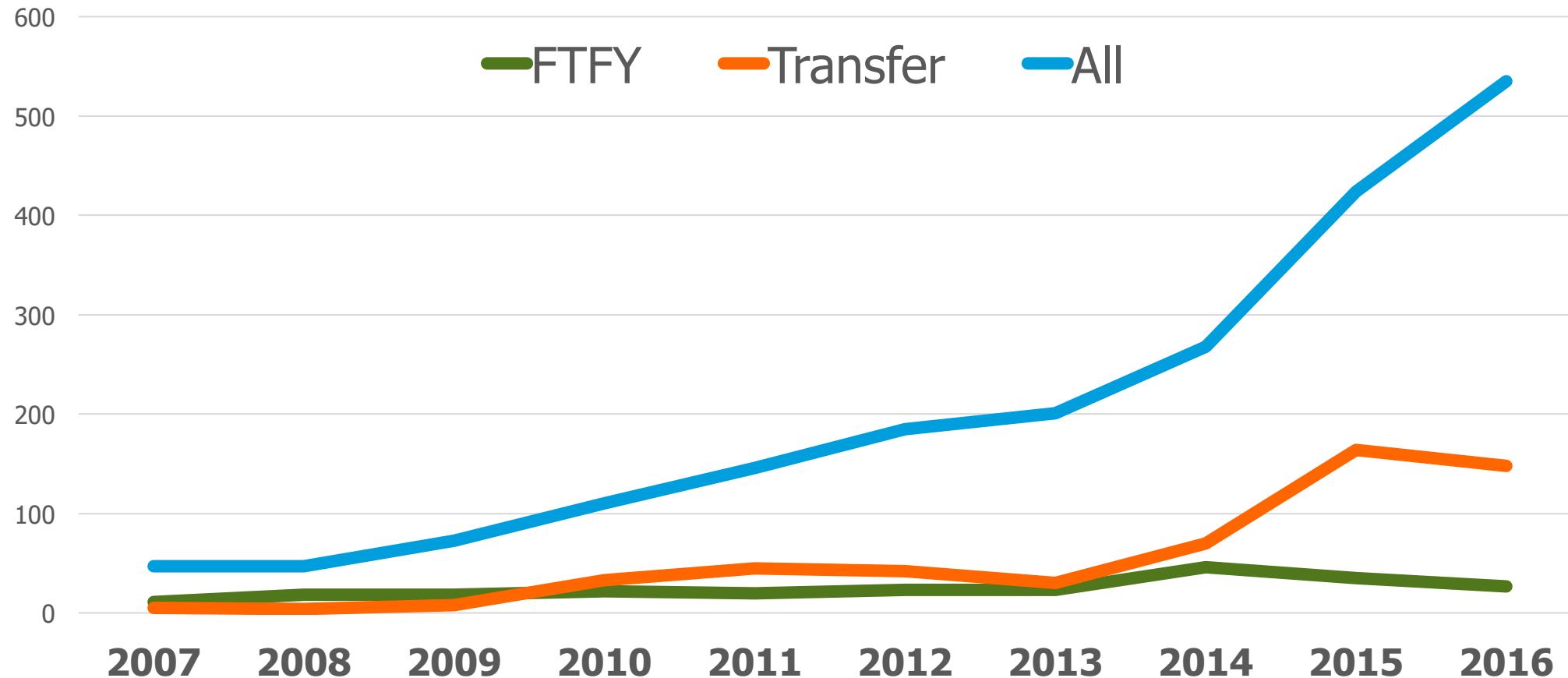


International Student Enrollment

Data Trends - Campus



Data Trends – Undergraduate Students



Undergraduate International Students

■ Sub-Saharan Africa

■ Canada

■ Latin America and Caribbean

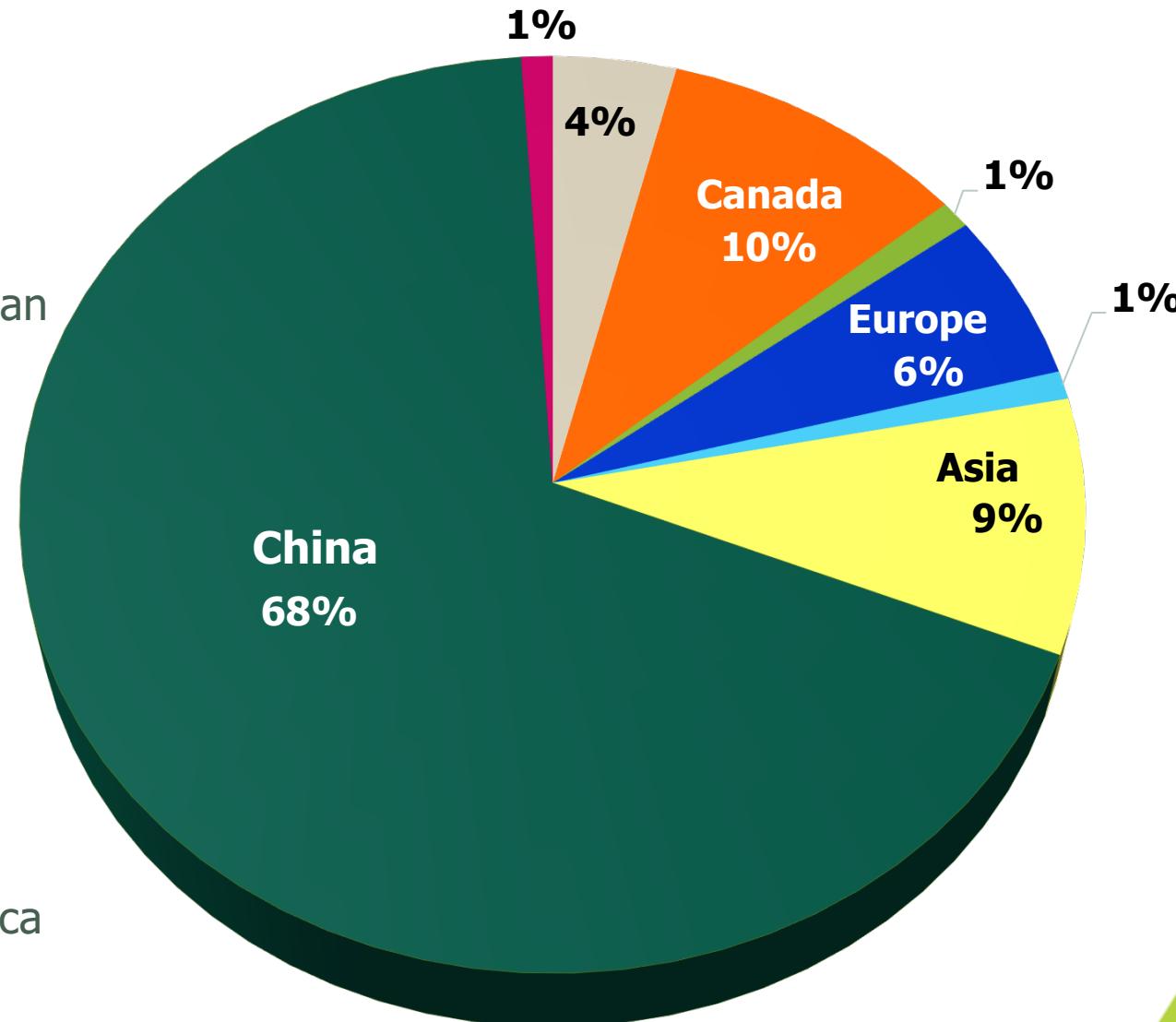
■ Europe

■ Oceania

■ Asia (except China)

■ China

■ Middle East and North Africa



International Student Pipelines

Direct Admission

- 25-40 new FTFY
- High TOEFL
- Country diversity
- Most competitive
- Travel to ~27 countries

Global Gateway

- 150 new transfers
- Meet transfer admission requirements
- Proven performance (avg. UVM GPA: ~3.0)

USPP

- 20 new transfers
- 3.0 GPA required for admission

Global Gateway Program (GGP)



New Global Gateway Program Students

By Term: Fall 2014 – Spring 2017

	Spr 2014	Sum 2014	Fall 2014	Spr 2015	Sum 2015	Fall 2015	Spr 2016	Sum 2016	Fall 2016	Spr 2017
New GGP Enrollment	40	18	147	54	15	151	47	16	96	19
Total GGP Enrollment	40	57	165	197	111	181	164	103	136	97

Matriculation of GGP Students by Term

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
# of Students	35	17	136	33	120	53

Spring 2017 GGP Enrollment by College

College/School	New Fall Enrollment from GGP	Total Enrolled from GGP
CALS	6	27
RSENR	1	8
CAS	23	120
GSB	8	113
CEMS	12	88
CESS	2	11
CNHS	1	5
TOTAL	53	372

Students enrolled in over 50 majors

Fall 2016 USPP Enrollment by College

College/School	New USPP Transfers	Total Enrolled from USPP
CALS	1	6
RSENR	0	0
CAS	3	12
GSB	5	11
CEMS	8	33
CESS	1	1
CNHS	2	4
TOTAL	20	67

Fall 2016 Direct Entry Enrollment by College

College/School	New FTFY	New Transfers	Total Direct Entry Enrolled
CALS	3	1	30
RSENR	1	0	2
CAS	11	5	40
GSB	6	1	32
CEMS	4	0	17
CESS	0	0	7
CNHS	2	0	6
TOTAL	27	7	134

Challenges

- Competition for international students
- Reliance on rankings to select colleges
- Unknown location/lack of recognition
- Cost/No need-based financial aid
- Focus on quality status and diversity

Opportunities

- Successful students, pipeline for future enrollment
- Student interest in a variety of academic programs
- Unique campus environment
- UVM Global Gateway Program



International Student Success

GPA for International Students

College/School	International Undergraduates	All Undergraduates
CALS	2.92	3.12
RSENR	2.63	3.17
CAS	2.81	3.08
GSB	3.03	2.97
CEMS	2.90	3.04
CESS	3.04	3.34
CNHS	3.14	3.34
All Colleges/Schools	2.92	3.12

Retention Rate: Matriculated GGP Students

Cohort Term	GGP Matriculants	All New Transfers	All FTFY
Fall 2014	94.3%	84%	85.9%
Fall 2015	94.1%	86.2%	86.4%

GGP First Graduates

- 23 graduates this year
- 9 majors in 4 colleges/schools
- 3.19 cumulative GPA through Fall 2016*
- 4 Year graduate rate, approximately 60%
- 5 graduating early

For all matriculated GGP students, cumulative GPA = 3.0

Student Support

- Targeted advising during GGP
- International student advisors in all units
- Writing Center and Center for Academic Success work with multilingual students
- Office of International Education offers multilingual programming

Faculty Support

- Faculty development programming
- Center for Teaching and Learning
 - New resources/strategies website coming soon
- English as Second Language
 - Faculty workshops or one-on-one support



Questions?

Internships

- What are Internships?
 - Credit vs. not-for-credit
 - Best practices
- Institutional and Staff Supports
 - How students find internships
 - Vetting opportunities
 - What different colleges do
 - Affordability: SINT and scholarships
- Academic Integration

Internship Information & Best Practices

Definition of an Internship

An internship is a professional learning experience that offers meaningful skill development, practical work experience, and is related to a student's career interest or area of study. Internships provide the opportunity for career exploration and should incorporate structured, deliberate reflection related to learning objectives.

- Generally a one-time experience that promotes academic, career, and personal development
- There is an intentional "learning agenda" that is structured into the experience
- Common learning activities include learning objectives, observation, reflection, evaluation, and assessment
- An effort is made to establish a reasonable balance between the intern's learning goals and the specific work an organization needs done

Opportunities Not Considered an Internship

- Positions consisting primarily of clerical tasks. Assignments such as data entry, creating mailings, filing/sorting paperwork, and reception should amount to no more than 20% of an internship.
- Part-time jobs with little or no training, guidance, or supervision, or jobs that do not provide an opportunity for students to gain experience related to their academic learning
- Replacing what would typically be a paid position with an unpaid intern

Internship Benefits for Students

- The opportunity to gain hands-on experience, learn more about a desired industry, and evaluate career interests and skills
- Can earn credit and compensation
- Have the chance to make an impact on the real world
- Lay groundwork for career networks and mentors

How Students Find Internship Opportunities

- Organizations seeking student interns often post job descriptions on online job boards. UVM has its own job and internship database (called Catamount Job Link), and over 1,000 internships are posted on it each year.
- Students typically apply to internships by sending a resume and cover letter directly to the employer.
- The employer selects their intern(s) using their own criteria and processes, and offers the intern the position.
- Some students "create their own internship" by pitching a project or offer to work to an organization
- Internships usually occur on a semesterly (spring/summer/fall) schedule, though it is up to the employer to determine start and end dates. Students typically apply to internships 3-6 months before they hope to start.

Academic Integration

Integrating internships with an academic course provides multiple advantages:

- Quality control: Ensures that the student and internship organization create a learning contract and discuss expectations and goals (for both the student and the employer), and support from an academic instructor
- Ways for students to understand, reflect on, and articulate the transferrable skills that they are building
- Integrates the professional experience with the student's academic coursework
- The chance to work through challenges with support of their peers

Internship Information and Best Practices

Earning Academic Credit

- Credit can only be awarded by the University – employers do not have the ability to grant academic credit. A student must enroll in (and pay for) an academic internship course or independent study to earn credit. The student should be enrolled in the course at the same time that they are doing the internship.
- A variety of internship course options exist at UVM, and all courses require that internship credit is agreed upon and enrolled in prior to the internship. No credit can be awarded retroactively for work already completed.
- Some students, particularly those with large course loads or very structured schedules, may not want or need to earn academic credit. Those students may choose to intern purely for the professional experience.
- The number of credits awarded for an internship can vary, and depend upon the number of hours worked at the internship and the amount of associated academic work completed. UVM's Academic Internship Policy requires a minimum of 40 hours of internship work completed (over the course of a semester) for every credit earned.
- Receiving academic credit and getting paid by the internship site have no bearing on one another. Some students earn both credit and payment, some students earn neither, and some students receive only credit or payment.

Student Compensation for Internship Work

- Compensation is not required or regulated by the University, but the Internship Coordinator can provide employers with guidance and information about labor regulations. UVM always encourages employers to pay their interns to create more equitable, affordable experiences for students.
 - Requirements for unpaid internships are dictated by the US Department of Labor, and are outlined in the document entitled "Fact Sheet 71". Interns must be paid at least minimum wage in the state where the intern works (\$10/hour in Vermont) unless the internship meets all six criteria below:
 1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
 2. The internship experience is for the benefit of the intern;
 3. The intern does not displace regular employees, but works under close supervision of existing staff;
 4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
 5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
 6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.
- U.S. Department of Labor Fact Sheet #71

Institutional Resources for Internship Instructors

The Career Center's Internship Coordinator is a fulltime staff member who is available to support and consult with faculty and staff across the University, as well as with students and employers.

The Internship Coordinator provides:

- Consultation on internship best practices
- A website with resources, including example syllabi and learning contracts
- Support using Catamount Job Link, UVM's job and internship database
- Processes and documentation to manage legal and risk management concerns
- Administration of yearly internship scholarship funds for multiple colleges and departments
- Guidance for students applying to internships (finding opportunities and preparing application materials)
- Direct support for employers at internship organizations



The University of Vermont

Office of the Provost
and Senior Vice President

TO: University of Vermont Faculty Members
FROM: Brian Reed, Associate Provost for Teaching and Learning
DATE: April 7, 2017
SUBJECT: New Summer Internship Option – SINT

Increasingly, and in order to comply with U.S. Department of Labor regulations, employers offering unpaid internships require the internship to be undertaken for academic credit. In response to this trend, I am writing to provide you with information on a new summer internship option that supplements our existing internship offerings, and will be available to students effective summer 2017. This alternative will be offered under the subject prefix SINT, and has been developed to address the following challenge:

There are instances in which students don't need/want academic credit for an unpaid summer internship, but the receipt of academic credit is a requirement of the organization sponsoring the internship. This is easily managed during the academic year, when most students enroll in 15 credits, and can add up to 3 credits without incurring additional tuition expenses. In the summer, however, registering for an internship course incurs a new tuition expense. As a result, in order to accept an unpaid internship with an academic credit requirement, students must be able to both forfeit summer income *and* absorb the new tuition expense. This puts some valuable internship opportunities beyond the reach of many students. The new SINT option is designed to address this problem.

The characteristics and conditions of the new summer internship option (SINT):

- Tuition rate is reduced to \$100 per credit (plus the required comprehensive fee of \$10 for 1 credit).
- Academic credit and grade awarded and recorded on the student's transcript; the credit does **not** count toward degree eligibility (it will be credit earned in excess of degree requirements).
- Applies only to unpaid/less-than-minimum wage, elective, summer internships; all three conditions must be met to utilize the new option.
- Available to undergraduate and graduate students (graduate students register under SINT 290).
- Offered under the university-wide subject prefix SINT; registration only by Instructor Permission; registration to be coordinated by the Internship Coordinator in the Career Center.
- Offered at the academic department's discretion and under the supervision of a faculty member or faculty-staff team with a faculty member serving as Instructor of Record.

- All existing internship learning, academic, quality expectations and outcomes apply, consistent with the existing [Policy on Academic Internships](#).
- Existing department-based prefix internship courses at standard tuition rates remain in place for students seeking degree-eligible academic credit.
- The SINT internship course can be cross-listed with existing department-based internship courses; students seeking degree-eligible credit enroll via the department prefix (standard tuition rates), students not seeking degree-eligible credit enroll via SINT (\$100 per credit).
- The SINT courselist information is as follows: SINT 090 - Internship, SINT 190 - Internship, SINT 290 - Internship; 1 – 18 credits; Description: On-site supervised work experience combined with a structured academic learning plan directed by a faculty member/faculty-staff team with faculty member as instructor of record; academic credit not degree eligible; offered at department discretion. May be cross-listed with departmental internship courses.

The attached chart illustrates the similarities and differences among internships, practicum, independent study, and undergraduate research.

If you have questions or seek further information, please contact the Internship Coordinator in the Career Center at career@uvm.edu.

We are pleased to be able to offer this option to our students, which serves to increase their access to important learning and professional experiences, and advance our goals related to career preparation and high-impact practices.

Attachment – Internships Compared to Some Other Categories of Experiential Learning Experiences

“SINT” Option: Overview of Summer Internship Credit for \$100

UVM has created a new affordable credit option that allows undergraduate and graduate students to enroll in a one-credit internship course for a tuition rate of \$100. The reduced-cost internship credit is only available during the summer and will be offered under subject prefix SINT.

SINT credit will not count toward degree requirements. However, it provides a more affordable option for students who may not want or need credit, but who are in the following situations where academic credit is required:

- Students whose internship organization requires that they earn credit
- International students who plan to engage in internships and need to enroll for academic credit as a visa requirement for Curricular Practical Training (CPT)

In the past, students in these situations were forced to pay full tuition price for credit, even if the credit was not wanted or needed for their degree. This new option can allow a student to take on an internship opportunity that they may have otherwise needed to turn down for financial reasons.

Certain criteria must be met to utilize the new \$100 “SINT” credit option:

- The internship must be 1) unpaid/less-than-minimum wage, 2) elective, and 3) occur during the summer; all three conditions must be met to utilize the new option.
- Academic credit and grade awarded will be recorded on the student’s transcript; the credit does **not** count toward degree eligibility (it will be credit earned in excess of degree requirements).
- The student will need to enroll in an internship course that is cross-listed with SINT. The student will must complete all academic assignments as given by the instructor. Some internship courses include:
 - College of Arts and Sciences AS 190 (“Intern in Arts and Sciences”, Instructor Dana Christiansen, cross-listed with SINT 190 OL1)
 - Grossman School of Business BSAD 094 (“Internship”, Instructor Amanda Davis Simpfenderfer, cross-listed with SINT 090 A)
- All existing internship learning/academic expectations and outcomes apply, consistent with the existing Policy on Academic Internships.

Students who wish to earn credit that counts toward degree requirements should enroll in existing internship courses at standard tuition rates (the same as has been done in the past).

Registration for the SINT credit is coordinated by the Internship Coordinator in the Career Center (amanda.chase@uvm.edu), and students can contact her to enroll.

SINT (\$100 Summer Internship Credit): Frequently Asked Questions

Q: How will the reduced cost impact instructor compensation?

A: Under the current Collective Bargaining Agreement, faculty compensation for supervising SINT credit will be treated the same as any other summer credits.

Q: How will SINT credit appear in a degree audit?

A: SINT courses fall into the ‘Not Counted’ section of the DegreeWorks audit and the ‘Courses Not Applying to the Degree’ section of the CATS audit. They do not count towards the Total Hour requirement to graduate and the grades are not calculated into the student’s GPA.

Q: What will be the difference between a student who uses the SINT option for an internship, and a student who regularly enrolls in the internship course?

A: There will be no differences academically. The students will have the same academic requirements as each other, and an outside observer would not know who is using the SINT option and who is not. The only differences would be the way that the students enroll in the course, and the amount the students pay for tuition.

Q: Should we expect to see an influx of students using the new SINT option?

A: No. The SINT option is only for specific circumstances, and we expect to see no more than ~12 students using this summer option.

Q: How was SINT created, and how was information about this option disseminated?

A: The option was created as a collaborative effort between Brian Reed, Associate Provost for Teaching and Learning, Assistant Provost and Chief of Staff Kerry Castano, the Career Center, Student Financial Services, and the Registrar. Information about SINT was sent to the Council of Deans in January. The option was discussed in the February 27th Faculty Senate meeting and was approved at that time by the Curricular Affairs Committee. A memo was sent to all faculty on April 7th about SINT, and an article describing the new option was included in April 10th’s UVM Announcements and Events email. An email providing additional details was sent to internship instructors and coordinators on April 17th.

SINT Open Hours

Internship Coordinator Amanda Chase will be holding open hours at the Career Center to answer questions related to the new SINT summer internship credit option.

Please feel free to drop by the Career Center (second floor of the Davis Center) to learn more about this credit option, or to share questions that you may have:

- Tuesday, 4/25: 11am-noon and 2:30-3:30pm
- Wednesday, 4/26: 1-2pm
- Friday, 4/28: 9-11am

If you have additional questions but cannot attend one of the above sessions, please contact Amanda to set up an alternative time to meet: amanda.chase@uvm.edu or 802-656-3455

Internships Compared to Some Other Categories of Experiential Learning Experiences

Some exceptions apply, but the guidance below holds in the majority of cases. Note that in several College of Education and Social Services disciplines, the term "Internship" is used to describe required elements of the curriculum (referred to as "practicum" in other disciplines).**

FACULTY AND STUDENT FAQ's	Off-Campus Non-Credit Internship	For-Credit Internship	For-Credit SINT Internship ¹	Required Clinical/Field Practicum**	Independent Study ²	Undergraduate Research ³
Credit awarded?	No	Yes	Yes	Yes	Yes	Yes
Tuition amount?	None	Standard	\$100/credit	Standard	Standard	Standard
When available?	AY, Summer	AY, Summer	Summer Only	AY, Summer	AY, Summer	AY, Summer
Meets degree requirements?*	No	Yes*	No	Yes*	Yes*	Yes*
Paid or unpaid?	Either	Either	Only for Unpaid/Paid less than Min Wage	Unpaid	Unpaid	Unpaid
Participation required or elective?	Elective	Elective	Elective	Required, per major	Elective	Elective
Student enrolls in credit-bearing course?	No	Yes, internship course	Yes, internship course	Yes, defined by curriculum	Yes, independent study course	Yes, research course
Sponsoring faculty member required?	No	Yes	Yes	Yes	Yes	Yes
Pass/No Pass Option?	N/A	No	Yes	No	No	No
Involves an external organization?	Yes	Yes, unless interning at UVM	Yes, unless interning at UVM	Yes	No	No
MOU with external organization required?	No	Yes, course instructor coordinates with Career Center	Yes, course instructor coordinates with Career Center	Yes, handled at department level	No	No

*if consistent with the requirements of the academic major and the college/school

ADMINISTRATIVE NOTES

Is UVM a party to the arrangement?	No	Yes	Yes	Yes	Yes	Yes
Eligible to use campus resources and services?	No	Yes	Yes	Yes	Yes	Yes
Federal Aid Eligible?	No	Yes, if in 6 or more credits	No	Yes, if in 6 or more credits	Yes, if in 6 or more credits	Yes, if in 6 or more credits
Liability insurance provided by whom?	Provided at employer's discretion	Employer/UVM shared responsibility	Employer/UVM shared responsibility	UVM	UVM	UVM

Course Descriptions:

1 - Internship: On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion.

2 - Independent Study: Tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

3 - Undergraduate Research: Undergraduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

**Curricular Affairs Committee
of the Faculty Senate**

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: April 6, 2017
Re: Approval of a proposal for a new undergraduate Certificate in Computer-Aided Engineering Technology

At its meeting on April 6, 2017, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

The Curricular Affairs Committee unanimously approved a proposal for a new undergraduate Certificate in Computer-Aided Engineering Technology (CAET) submitted by the College of Engineering and Mathematical Sciences (CEMS). If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2017.

Program Description, Rationale, and Evidence for Demand

Computer-Aided Engineering Technology (CAET) is the broad usage of computer software to aid in engineering analysis, design and marketing. The term encompasses design, validation, simulation and optimization of products and manufacturing tools. CAET systems are playing an increasing role with regard to information to help support design teams in decision-making. CAET is used in many fields such as automotive, aviation, space, and shipbuilding industries. One of the components of CAET is Drafting and Design (CADD or CAD) which is the term for an evolving set of computer based tools used for the development, communication and evaluation of product designs.

The proposed CAET certificate is designed to give UVM undergraduates a critical skill set identified by business and governmental groups at both the state and national levels. Successful completion of the CAET certificate enables employers to evaluate applicants by reviewing the class curriculum and student portfolios. Certificate recipients will be prepared for evolving technologies due to a sound basis in computerized design software combined with a mastery of three dimensional form and location geometry. Therefore, the certificate would allow those that completed it to enter the workplace in fields such as mechanical, land development or structural design with core competencies that foster an immediate positive impact to an employer.

Relationship to Existing Programs

There are no other certificate programs at the University with a primary focus on CAET. The minor in Geospatial Technologies/Geographic Information Systems requires either GEOG 081 or CE 10, both of

which are optional courses in the proposed certificate. There is one computer-aided design (CAD) course, CDAE 101 Computer-Aided Drafting and Design, that is required for a minor in Green Building and Community Design (GBCD) offered by the Department of Community Development and Applied Economics. CDAE 101 is included as an elective for the certificate in CAET.

Curriculum

Successful completion of the proposed CAET certificate requires a minimum of fifteen credits (8 credits of required courses and 7 credits of elective courses). Two core foundation classes establish a sound basis in computerized automation techniques combined with the mastery of three dimensional form and location geometry. Elective courses facilitate a focus into specific sub-disciplines. Some of these elective courses are from other academic units. Those units are aware and have agreed to a few additional students.

Required Courses (8 credits)		Credits
ENGR 002	Graphical Communications	2
ENGR 112	Building Information Modeling	3
ENGR 114	Advanced 3D Drafting	3
Elective Options (minimum of 7 credits)		Credits
CE 10	Geomatics	3
CDAE 101	Computer-Aided Drafting and Design	3
CDAE 131	Applied Design Studio: Light Frame Building	3
GEOG 081	Geospatial Concepts and Visualizations	3
ENGR 116	Virtual Instrumentation	1
NR 143	Intro to Geographic Information Systems	3

Three of the courses, ENGR 112/114/116, have been offered as ENGR 195's and are now permanent courses in the course catalog.

As part of the course descriptions, both ENGR 112 and ENGR 114 require design projects. The project requirements integrated into these courses provide a capstone design experience for students, and serve as the required integrative learning component required for undergraduate certificate programs at UVM.

Admission Requirements and Process

There are no special requirements for UVM students to complete the course sequence. Students will be required to declare their intent to earn a certificate for the sequence.

Anticipated Enrollment and Impact on Current Programs

The proposers anticipate as few as five students in the first year with growth of up to twenty over five years. All the courses in the sequence are currently being offered and have capacity. Undergraduate certificates provide UVM students additional credentials, and are not designed to substitute for degree

programs. The only minor in the engineering departments is in Electrical Engineering. There are not course overlaps between the proposed certificate in CAET, and thus the proposers do not anticipate that inauguration of the certificate would impact enrollment in that minor.

Advising

The CEMS academic advisors will handle advising for UVM students wishing to complete the certificate.

Resource Requirements

All courses included in the proposed curriculum are currently being offered and have capacity for additional students. Existing CEMS labs have capacity for on-site courses. Online course needs will be met with the existing Virtual Computer system. The ENGR prefix courses (002/112/114/116) have been configured as hybrid courses as part of the normal pedagogical development. Both ENGR 002 and ENGR 116 have been further developed as fully online courses using funding from an existing UVM CEMS Department of Labor grant (TAACCCT). Therefore, no additional resources are required.

Evidence of Support

Letters of support were provided by Luis Garcia, Dean of the CEMS; Thomas Vogelmann, Dean of the College of Agricultural and Life Sciences; Jane Kolodinsky, Department Chair for Community Development and Applied Economics; and Nancy Mathews, Dean of the Rubenstein School of Environment and Natural Resources; Cynthia Belliveau, Dean of Continuing and Distance Education; and William A. Falls, Dean of the College of Arts and Sciences.

Summary

The proposed certificate program offers a coherent set of courses that meet an expressed need from employers for professional technical training. Courses in the curriculum all have capacity for more students, and the proposal has support of participating units. Therefore, the new certificate serves as a way to use existing resources to offer a valuable credential to UVM undergraduates.

**Curricular Affairs Committee
of the Faculty Senate**

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: April 6, 2017
Re: Approval of a request submitted by the Graduate College to Change the Name of the Certificate of Graduate Study in Environmental Public Health

At its meeting on April 6, 2017, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

The Curricular Affairs Committee unanimously approved a request submitted by the Graduate College in conjunction with the Larner College of Medicine, Department of Medicine and Continuing and Distance Education (CDE) to change the name of the Certificate of Graduate Study in Environmental Public Health (CGS EPH) to the Certificate of Graduate Study in "Global and Environmental Health" (CGS GEH). No curricular changes are being made to the program.

The CGS EPH is one of a suite of certificates offered by the Department of Medicine with CDE that provide stand-alone graduate-level health credentials, and also feed into the Masters in Public Health (MPH) for students that wish to pursue their studies further. Alteration to the name of the EPH certificate is being requested due to changes in descriptive language within the field of public health, and the increasing awareness of the global nature of public health issues. Based on an examination of public health offerings at other institutions, the field has differentiated into two domains – one related to toxicology and occupational health, and another related to the intersection of the environment (natural and built) with human/animal health and infectious disease. The CGS EPH program at UVM is focused on the latter domain, and the program believes that the proposed name – the CGS in Global and Environmental Health – better reflects the program's focus.

Support for the name change was provided by the Chair of the Department of Medicine, the Dean of LCOM, and the Dean of the Graduate College.

**Curricular Affairs Committee
of the Faculty Senate**

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: April 6, 2017
Re: Approval of a request submitted by the Graduate College to Change the Name of the Sustainable Entrepreneurship MBA

At its meeting on April 6, 2017, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

The Curricular Affairs Committee unanimously approved a request submitted by the Graduate College in conjunction with the Grossman School of Business (GSB) to change the name of the Sustainable Entrepreneurship MBA (SEMBA) to “The Sustainable Innovation MBA” (The SIMBA). No curricular changes are being made to the program.

The name change request is a result of experiences faculty in the program have had with prospective students, the program’s board of directors, and companies indicating that the word entrepreneurship carries with it the connotation of “start-ups,” which is not the focus of the program. Faculty believe that misperceptions of the program due to the presence of “entrepreneurship” in the name are a potential barrier to increasing the quality and quantity of applicants, and potentially a deterrent to perspective employers. The curriculum of the SEMBA is unique compared to similar programs at other institutions in that every course focuses on integrating sustainability and/or innovation throughout all functional areas and business disciplines covered in traditional MBA programs. It also includes a focus on providing frameworks and tools to achieve sustainable innovation that are not covered in these other programs. Thus, the faculty believe that “innovation” better describes the program’s focus and its place in the field of MBA education. The new name – The Sustainable Innovation MBA – directly reflects the mission of the program, which is to “develop the next generation of leaders who will transform, disrupt, innovate, and build sustainable businesses and enterprises in a world that demands it.”

Data obtained from alumni and prospective students, as well as the program’s faculty, Advisory Board, and Council of Mentors confirmed a need to change the current name, and indicated that the new name would be positively received. Support for the name change proposal was provided by the Dean of the Graduate College, the GSB Curriculum Committee and Dean, the Chair of Community Development and Applied Economics, and the Chair of the SEMBA Advisory Board.

**Curricular Affairs Committee
of the Faculty Senate**

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: April 6, 2017
Re: Item approved by the Curricular Affairs Committee that do not require a Faculty Senate vote

Request to Change Bachelor of Arts (BA) and Bachelor of Science (BS) in Chemistry

The Department of Chemistry submitted a proposal for significant revisions to the Bachelor of Arts (BA) and Bachelor of Science (BS) degrees in Chemistry. The primary objectives of the proposed changes are to provide degree options that better support students' needs, provide coursework consistent with students' interests, and promote retention in the undergraduate degrees. These objectives were met through both curricular changes as well as structural changes to the degrees. Specifically, the goals of the Department's revisions were to:

- 1) Decrease the total number of mandatory courses for Chemistry degrees, and increase the number and diversity of elective 200-level courses.
- 2) Create options for BA degree to be earned with or without American Chemical Society certification.
- 3) Re-orient the focus of first-year coursework to the practice of Chemistry by adopting an "Organic First" approach.
- 4) Increase the Chemistry content density in the first year, with an increased focus on subdiscipline-relevant content.
- 5) Create better alignment of laboratory offerings with course curricula by redistributing the Advanced Laboratory (CHEM 201, CHEM 202) credits to advanced synthetic, instrumental analysis, and physical chemistry laboratories.
- 6) Promote a greater culture of safety, environmental stewardship, and chemical intuition through discipline-specific laboratory experiences.
- 7) Provide earlier discipline-specific instruction on writing, information literacy, and presentation skills.

As a whole, the Department hopes that these changes, which engage subdiscipline-specific content sooner and afford greater choice, will prompt greater retention in the Chemistry major, a challenge in Chemistry and other STEM majors that is recognized across public universities.¹ Beginning the curricula with Organic Chemistry places students squarely in one of the active areas of the science. This creates a different experience than starting with General Chemistry, a collection of initial concepts. With the new curriculum, majors will start by learning about what chemists really do. This strategy is aimed at improving student engagement with Chemistry content from the outset. The Department conducted informal polling of current Chemistry majors to assess potential anxiety related this "organic first" approach. Responses indicated that this change is generally not viewed as a concern among current students.

¹ Chen X.; Soldner, M. *STEM Attrition: College Students' Paths into and out of STEM Fields*, U.S. Department of Education, Institute of Education Sciences, Washington, DC, 2013.

Curriculum

All existing undergraduate Chemistry courses are part of the revised program with the exception of four courses (CHEM 035, CHEM 36, CHEM 143, and CHEM 144), which will be deactivated under the revised sequence. New, required courses developed to replace the deleted courses and support the curricular revisions are indicated in the table below. All courses have been approved, and will be in the catalog for AY 2017-2018. The Department also notes that the current BS degree requires MATH 021 and 022 and PHYS 051 and 152, and those requirements remain unchanged. However, as part of the revised sequence, the BA degree will also allow for MATH 019 and 020 as well as PHYS 011/021 and 012/022. The proposed catalog descriptions and full list of courses for the new BA and BS in Chemistry curriculum that were provided in the proposal are included at the end of this report.

Number	Name
CHEM 47	Organic Chemistry for Majors 1
CHEM 48	Organic Chemistry for Majors 2
CHEM 51	Exploring Chemistry 1
CHEM 52	Exploring Chemistry 2
CHEM 114	Advanced Synthesis Techniques
CHEM 165	Introductory Physical Chemistry
CHEM 166	Physical Chemistry Lab
CHEM 181	2 nd Year Seminar: Writing
CHEM 182	2 nd Year Seminar: Presentation
CHEM 199	Professional Development
CHEM 219	Instrumental Analysis Lab
CHEM 260	Advanced Physical Chemistry

Concerns were raised during the public comment period that allowing students pursuing the BA to take either PHYS 011/012 or PHYS 051/152 would leave students that chose the former option unprepared for their subsequent physical chemistry course, and that PHYS 011/012 are sufficient to meet the American Chemical Society (ACS) guidelines for Bachelors degrees in chemistry. The concerns were specifically related to the fact that PHYS 011/012 are not calculus-based. The Chair of the Chemistry Department responded to these concerns, stating that they recently restructured their physical chemistry sequence. Physical chemistry material had been divided into one semester of quantum mechanics (CHEM 161) and one semester of thermodynamics and kinetics (CHEM 162). Those courses are no longer being offered. Instead, students take Introduction to Physical Chemistry (CHEM 165), which covers more basic topics of quantum, thermodynamics, and kinetics, and more advanced topics are covered in the second semester (CHEM 260 Advanced Physical Chemistry). While CHEM 260 does require multivariable calculus, it is a requirement for the BS degree only, which has more rigorous physics and mathematics requirements (PHYS 51/152 and either MATH 121 or CHEM 167). Dr. Landry acknowledges that the BA degree falls below ACS standards for other reasons, which is explicitly stated in the program's catalog description. Students wishing to pursue an accredited path in the BA are directed to take specific courses from the available options. Currently, neither the Biomolecular or Environmental concentrations within the BA are

ACS-certified. Dr. Landry also indicated the Department had been in communications with the ACS Committee on Professional Training, which certifies degrees and accredits the department. The committee has expressed interest in seeing how the realignment progresses, as the committee has been discussing ways to revisit the undergraduate physical chemistry curriculum.

Admission Requirements and Process

The changes do not impact requirements for admission, though they may make the Chemistry degrees more appealing, particularly given the high degree of specialization possible within the BA degree. This programmatic change does not affect their selection process. It will ideally challenge the increasingly academically prepared students admitted to UVM, and it will provide pathways for students who arrive with less preparation as well.

Anticipated Enrollment and Impact on Current Programs

Overall, the Department does not anticipate a change in the source of candidates, or significant alterations in the number of students within the degrees. The new curriculum will, however, better support a more diverse pool of students. Increased numbers of students majoring in Chemistry due to the increased flexibility of the BA and improved retention within the major, could result in slightly increased enrollments for required courses outside the department, for example, mathematics, physics, and related science courses at the upper level. However, with the current number of graduating Chemistry majors of five to ten, even doubling the number of graduating Chemistry majors would not change enrollments in these courses more than the normal fluctuations in enrollment over the last five years.

It is important to note that the non-majors course offerings (e.g., CHEM 31/32 and 141/142) are unaffected by this proposal, and this route remains an option for students who switch to the Chemistry major after the first few years, transfer students, and students who may need more remedial preparation for the degree. In their revisions process, the Chemistry Department reached out to departments across the University requiring these courses to make them aware of the changes and seek their approval.

Assessment Plan

The Department will undertake this evaluation as part of its annual assessment practices. Specific metrics the Department indicates will be assessed are indicated below.

- 1) *Student performance through vetted assessments.* The Department collected validated assessment data on topical areas at the end of key foundational courses. They will continue this practice and compare data for students engaged in the new curriculum with those in the current to ask whether students are learning as well or better under the new curriculum.
- 2) *Enrollment in the degree programs.* They will track the number of majors by degree type, the pathways toward degrees, and enrollment in the courses. These data will address the question of whether more students are taking and completing Chemistry degrees, and whether the revised sequence is contributing to retention.
- 3) *Student experience.* The capstone course allows us to collect student experience data. They will continue to ask students what aspects of their degrees helped them to prepare for their current roles.

Staffing Plan, Resource Requirements, and Budget

There are no changes to staff assignments, faculty, space requirements, or library requirements. No additional costs are anticipated by the Department.

Evidence of Support

Communication of support was provided by Dr. Sara Cahan, Chair of Department of Biology; Faith Rushford, Pre-Health Program Director; Dr. Margaret Eppstein, Chair of Computer Science; Dr. Charlotte Mehrtens, Director of Geology Department; Dr. Jeff Buzas, Chair of Department of Mathematics & Statistics; Dr. David Barrington, Acting Chair of Department of Plant Biology; and Dr. George Wellman, Department of Pharmacology. It was also approved by the CAS Curriculum Committee and CAS faculty.

Summary

Overall, changes to the BA and BS in Chemistry are meant to improve student engagement early in the program and deploy more high impact practices. Both are demonstrated means to promote retention within STEM majors. The Department also believes that the revised degrees will better serve students interested in chemical science, and provide choices in curriculum that allow them to explore a range of related interests.

Chemistry – Curricular changes 2016-17

Course	Title	Action
CHEM 035	General Chemistry for Majors 1	Deactivated
CHEM 036	General Chemistry for Majors 2	Deactivated
CHEM 039	Introduction to Research	Deactivated
CHEM 040	Introduction to Research	Deactivated
CHEM 042	Intro Organic Chemistry	Edited description to include new course, CHEM 047
CHEM 044	Intro Organic Chemistry	Edited description to include new course, CHEM 047
CHEM 047	Organic Chemistry for Majors 1	New course
CHEM 048	Organic Chemistry for Majors 2	New course
CHEM 051	Exploring Chemistry 1	New course
CHEM 052	Exploring Chemistry 2	New course
CHEM 071	Contemporary Chemical Topics	New course
CHEM 114	Advanced Synthesis Techniques	New course
CHEM 121	Quantitative Analysis	Edited description to include new course, CHEM 052
CHEM 131	Inorganic Chemistry	Edited description to include new course, CHEM 047
CHEM 141	Organic Chemistry 1	Edited description to include new course, CHEM 047
CHEM 142	Organic Chemistry 2	Edited prerequisites to include new course, CHEM 047; edited description to include new course, CHEM 048
CHEM 143	Organic Chemistry for Majors 1	Edited description to reflect introduction of new course, CHEM 047
CHEM 144	Organic Chemistry for Majors 2	Edited description to reflect introduction of new course, CHEM 048
CHEM 146	Advanced Organic Laboratory	Edited prerequisites to include new course, CHEM 048; edited typo in description
CHEM 165	Intro Physical Chemistry	Edited prerequisites to include new course, CHEM 052
CHEM 166	Physical Chemistry Lab	New course
CHEM 181	2 nd Year Seminar: Writing	New course
CHEM 182	2 nd Year Seminar: Presentation	New course
CHEM 199	Professional Development	New course
CHEM 201	Advanced Chemistry Laboratory	Deactivated
CHEM 202	Advanced Chemistry Laboratory	Deactivated
CHEM 205	Biochemistry I	Edited prerequisites to include new course, CHEM 048

CHEM 214	Polymer Chemistry	Edited prerequisites to include new course, CHEM 048, and a current course, CHEM 165
CHEM 219	Instrumental Analysis Lab	New course
CHEM 221	Instrumental Analysis	Edited description to include a current course, CHEM 165
CHEM 223	Mass Spectrometry	Edited prerequisites to include new course, CHEM 048
CHEM 231	Advanced Inorganic Chemistry	Edited prerequisites to include new course, CHEM 048
CHEM 237	Special Topics: Inorganic	Edited description
CHEM 238	Special Topics: Inorganic	Edited description
CHEM 241	Advanced Organic Chemistry 1	Edited prerequisites to include new course, CHEM 048
CHEM 251	Physical Organic Chemistry	Edited prerequisites to include new course, CHEM 048, and a current course, CHEM 165
CHEM 262	Chemical Thermodynamics	Edited prerequisites to include a current course, CHEM 260
CHEM 264	Adv Quantum & Spectroscopy	Edited prerequisites to include a current course, CHEM 260
CHEM 282	Senior Seminar	Moved prerequisite to pre/co-requisites to account for current practice
CHEM 284	Biochemistry Senior Seminar	Deactivated
CHEM 285	Special Topics	Edited description
CHEM 286	Special Topics	Edited description