Faculty Meeting
Tuesday, November 14, 2017
4:10 p.m., Wilson 103

Agenda:

1. Approval of the Minutes of the Faculty Meeting of October 17, 2017.

2. Review of the Minutes of the Faculty Council meeting of October 31, 2017 pending approval of Faculty Council.
   a) New and Revised Course Descriptions
   b) Business from Committee on Graduate Education: Proposed changes to the Economics Ph.D. program

3. Discussion on Immersion with Dean Lauren Benton.

4. Announcements from Dean Benton.

5. Original Motion Calendar.

6. Good of the College.

7. Adjournment.

Please join us for a reception after the meeting!
Minutes:

Dean Lauren Benton called the meeting to order at 4:12 p.m.

1. Approval of the Minutes of the Faculty Meeting of September 19, 2017.

There were no questions or discussion and the Minutes were approved.

2. Review of the Minutes of the Faculty Council meeting of October 3, 2017 pending approval of Faculty Council.

   a) New and Revised Course Descriptions

   • John McLean, Chair of Faculty Council, announced the October Faculty Council meeting centered around Immersion and the Council unanimously voted to put forth the Immersion document (emailed to faculty along with notice of this 10.17.17 meeting) for a full faculty vote in November. He also expressed the Faculty Council’s willingness to meet with departments and programs to further discuss Immersion and answer questions in the coming weeks before the November faculty meeting.
   • There were no questions or discussion on the new and revised course descriptions.

3. Discussion on Immersion with Provost Susan R. Wente.

   • Provost Wente thanked the faculty for having her and introduced her presentation on the overall Immersion program. She asked that any College-specific questions could be directed toward Dean Benton or to the Faculty Council.
   • Provost Wente’s Immersion presentation can be seen here.
   • Provost Wente encouraged faculty to view the most FAQ page, linked here. It is updated frequently as schools update their plans.
   • Highlights of the presentation were: the history of Immersion, the timeline of its rollout, resources to support Immersion, and pathways for different Immersion experiences.
   • Questions from faculty members included how many students were estimated to be interested in each of the four ‘pathways’; support for Immersion resources (expanding VUSRIP funding to accommodate research and labs); the possibility of liability through
external internships as Immersion projects (encourage faculty to work with students on meaningful immersive experiences); research opportunities in departments and programs with limited resources but high interest; clarification surrounding the approval process for Immersion projects (Dean Benton answered that A&S faculty would be approving or signing off on A&S student Immersion projects); if collaboration or group projects would be an opportunity (yes); impact on current senior thesis and honors research (those current projects could be used as Immersion projects).

- Professor John Wikso presented the SyBBURE program as comparison and a positive experience for faculty and students and offered handouts on the program for faculty to pick up if they chose to.
- Dean Benton noted that there had already been enthusiasm among alumni about Immersion experiences.
- Dean Benton further expressed the Faculty Council’s dedication to promoting fairness and transparency throughout the Immersion process, specifically in regards to compensation.
- John McLean added the committees created by the Faculty Council in the proposal would address any possible inequities of workload amongst the departments/programs or divisions. He further clarified that the Council included strong language to note that faculty members, regardless of rank, would not be taken advantage of in adding more work to their schedules.

4. **Announcements from Dean Benton.**

5. **Original Motion Calendar.**

   No issues raised.

6. **Good of the College.**

7. **Adjournment.**

   Dean Benton adjourned the meeting at 5:25 p.m.
Update to the College of Arts and Science

Susan R. Wente
Provost and Vice Chancellor for Academic Affairs

October 17, 2017
Strategy to Achieve our Academic Mission

1. Recruit the best students and faculty
2. Offer an unparalleled living-learning environment
3. Undertake world-class research to advance discovery and learning
4 Pillars and 3 Cross-Cutting Themes
Bold $125 million investment supports landmark graduate student scholarships and leadership institute

New working group launches for big data and data science initiatives

International Strategy Working Group issues draft Executive Summary

Chancellor’s Committee for the Humanities
Immersion Vanderbilt calls for each undergraduate student to participate in an intensive learning experience that takes place in and beyond the classroom and culminates in the creation of a tangible final project.
Reaching out Across Campus to Develop the Vision, Gather Feedback and Craft an Implementation Plan
Deploying Needed Administrative and Financial Resources

• More than 2.5 million dollars has been deployed to the schools/colleges this year
  • Schools and college determine best way to deploy
  • The initial level of support will continue on a yearly basis going forward

• Resources for all schools and colleges
  • iSeminars on the Commons
  • Office of Immersion Resources
  • Career Center
  • the Wond’ry
OFFICE OF Immersion Resources

- Faculty Director
- Faculty Advisory Council
- Associate Director – search launched
- Resource Advisors
- Admin oversight
  - Immersion Database
  - DIVE
  - VUSR

Partner Resources for all schools and colleges
- iSeminars on the Commons
- Career Center
- the Wond’ry
- OACS
- Heard Library
- Trans-Institutional Program Awards
- University Courses
- Global Education Office
Immersion Pathways

- Study Abroad
- Overseas Research
- Overseas Internships

- Design Projects
- Internships
- Service Projects

- Senior Recitals
- Performance
- Digital Storytelling

- Lab Science
- Field Work
- Social Science and Humanities
Exploration Time and Opportunities to Develop Intentional and Academically Rigorous Experiences

Sample 4-Year Student Timeline

**FIRST-YEAR**
- Learn about immersion in Vanderbilt Visions; enroll in a Commons iSeminar; explore the Immersion Database

**SOPHOMORE**
- Begin drafting your Immersion Plan; work with the Office of Immersion Resources and college/school Immersion partners

**JUNIOR**
- Submit your plan for approval, depending on your college/school-specific process
- Engage in immersive inquiry in and beyond the classroom; develop skills and knowledge

**SENIOR**
- Complete the final project; present your work at an Immersion Showcase
Each School Tailors their Approach

ENGINEERING
• Paid partial summer salary for two professors so they could develop hands-on design immersion activities
• Increased summer stipend for undergraduate students doing research under the VUSE summer research program
• Purchased 3D printers for immersion and design projects

BLAIR
Provided support to faculty and students for travel overseas to perform student compositions

PEABODY
• Expanding HOD internship, summer teaching and prolonged research
• Creating new overseas experiences that are extensions of other programs
  • Honors senior capstone
  • Children’s lit experience
Immersion Opportunities Beyond the Undergraduate Schools

**LAW**
- Developing a law immersion experience that will include an externship or supervised research paper
- Funding will be used to compensate faculty/staff and to pay externship-related costs

**DIVINITY**
- Developing urban, national and global immersions and summer institutes related to religious, political and social issues
- Connecting undergraduate students to Divinity’s training programs and conferences
Students are increasingly seeking these opportunities.

Immersion Vanderbilt is a framework to support students to ensure they develop academically rigorous experiences that complement their majors and allow them to pursue their passions and intellectual curiosities in and beyond the classroom.

These experiences will shape the person they will become and set them on the path to be life-long learners.

For more information or to share feedback, visit [Vanderbilt.Edu/Immersion](http://Vanderbilt.Edu/Immersion)
Questions?
Minutes:

- Present: Patrick Abbot, Lauren Benton, Bill Collins, Beth Conklin, Jennifer Fay, Lutz Kuepnick, John McLean, Marian Neamtu, David Weintraub, Edward Wright-Rios
- Guests: Andre Christie-Mizell, Alex Valnoski
- Not present: Ruth Hill, Sarah Igo, Moses Ochonu,
- Meeting was called to order by Chair John McLean at 4:14 p.m.

1. **Approval of the Minutes of the Faculty Council meeting of October 3, 2017 and October 11, 2017**

   David Weintraub moved to approve items 1-4 as a bundle. Chair John McLean offered to bundle items 2-4. A motion to approve the minutes was put forth and Council approved the minutes of both meetings.

2. **Business from CGE: New and changed courses**

   Council approved the new and changed courses.

3. **Business from Curriculum Committee: New and changed courses**

   Council approved the new and changed courses.

4. **Business from Committee on Graduate Education: Proposed changes to the Economics Ph.D. program**

   - Discussion was had around the timeline for students to finish their thesis in Economics and why it would need to extend past five years. Council members discussed different timelines and average time-to-completion in their respective departments and programs and the effect on students taking more time. Clarification was made that funding was only for five years.
   - David Weintraub moved to approve the changes, Edward Wright-Rios seconded and Council approved.

5. **Updates from Dean Benton**

   Dean Lauren Benton updated the Council regarding the recent NLRB hearing officer's report, and that faculty should expect updates about the process going forward through messages from the Provost's office.

6. **New business and concerns**

   - Dean Lauren Benton raised the issue of updating the Rules and Procedures document to revise language and increase flexibility surrounding the timing of advancement for promotion of principal senior lecturers. The Council agreed to take this up after January.
• David Weintraub raised the issue of participation by non-tenure track faculty in Faculty Council and Faculty Senate. The Council may take up this issue some time in the spring.
• David Weintraub also brought up to the Council the issue of the election process to Faculty Council, specifically the nomination process and how to increase participation from across A&S. He raised the issue of whether there was need for concern about “name recognition” in the nominating process, and the extent to which prior service on the Council tends to cause a subset of faculty in A&S to be re-nominated in subsequent years. Council agreed that this was a concern and the need for further discussion on this point.
• Jen Fay inquired if any Council members had been invited by departments or programs to discuss Immersion and the Immersion document proposed by Council, after the offer by Council via email and at the October 17 faculty meeting to have Council members visit departments. Consensus was that no departments or programs had reached out.
• Mike Neamtu offered his experience in discussing Immersion with his faculty, including their questions concerning the lack of specifics in the Council document on compensation and others unknowns, such as volume of student interest that different departments or programs will experience.
• John McLean encouraged discussions with faculty on Immersion to include the offer for Council members to visit with faculty, departments and programs to answer questions. He also encouraged Council members to urge their colleagues to attend the divisional discussions on Immersion as well as the November faculty meeting.
• Beth Conklin advocated that key points of the Immersion document, such as the importance of fairness and transparency in the Immersion process, be highlighted and pointed out through a bullet point list.

7. **Good of the Council**

8. **Adjournment**

Meeting was adjourned at 5:08 p.m.
<table>
<thead>
<tr>
<th>New Course in Astronomy</th>
<th>ADD: Astrophysics Seminars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Term: fall 2017</td>
<td><strong>Astronomy 8003. Astrophysics Seminars.</strong></td>
</tr>
<tr>
<td>Word count: 11</td>
<td>Weekly attendance at Astrophysics program events: colloquium, journal club, and seminars.</td>
</tr>
<tr>
<td>Instructor: Staff</td>
<td></td>
</tr>
<tr>
<td>ORCA#: 2017-172</td>
<td></td>
</tr>
<tr>
<td>Creator: berlinaa</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change in Description in Greek</th>
<th>CHANGE FROM:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Term: Spring 2018</td>
<td><strong>Greek 5101. Beginning Greek I.</strong></td>
</tr>
<tr>
<td>Word count: 49</td>
<td>(Also listed as GRK 1101) Elements of classical Greek. Reading of simplified texts from authors of the fifth and fourth centuries B.C. No credit for students who have earned credit for a more advanced Greek language course. No credit for students who have earned credit for GRK 1101. [4]</td>
</tr>
<tr>
<td>Instructor: goffrd</td>
<td>CHANGE TO: Beginning Greek I</td>
</tr>
<tr>
<td>ORCA#: 2017-183</td>
<td><strong>Greek 5101. Beginning Greek I.</strong></td>
</tr>
<tr>
<td>Creator: goffrd</td>
<td>(Also listed as GRK 1101) Elements of classical Greek. Reading of simplified texts from authors of the fifth and fourth centuries B.C. No credit for students who have earned credit for a more advanced Greek language course. No credit for students who have earned credit for GRK 1101. [3]</td>
</tr>
</tbody>
</table>
Change in Description in Greek
Intended Term: Spring 2018
Word count: 52
Instructor: 
ORCA#: 2017-184
Creator: goffrd

CHANGE FROM:
Greek 5102. Beginning Greek II.
(Also listed as GRK 1102) Continuation of 5101. Completion of the elements of classical Greek through readings from classical authors. Introduction to Homeric and Hellenistic Greek. No credit for students who have earned credit for a more advanced Greek language course. No credit for students who have earned credit for 1102. [4]

CHANGE TO: Beginning Greek II

Greek 5102. Beginning Greek II.
(Also listed as GRK 1102) Continuation of 5101. Completion of the elements of classical Greek through readings from classical authors. Introduction to Homeric and Hellenistic Greek. No credit for students who have earned credit for a more advanced Greek language course. No credit for students who have earned credit for 1102. [3]
### Curriculum Committee Meeting Report to Faculty Council

| New Course in Asian Studies | ADD: Indian Languages and Cultures  
**Asian Studies 1857. Living Languages and Cultures of India.**  
Three weeks in India. Continuities of language, linguistic drift, and contrasts between Hindi, Urdu, and Punjabi. Distinct regional cultures of Jaipur, Lucknow, and Chandigarh. Daily classroom and community-based language instruction with visits to historical and religious sites, commercial centers, rural areas, NGOs, and private homes. No prior language ability necessary. [3] (INT) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Term: Summer 2018</td>
<td></td>
</tr>
<tr>
<td>Word count: 52</td>
<td></td>
</tr>
<tr>
<td>Instructor: Elliott McCarter</td>
<td></td>
</tr>
<tr>
<td>ORCA#: 2017-186</td>
<td></td>
</tr>
<tr>
<td>Creator: mccartec</td>
<td></td>
</tr>
</tbody>
</table>
| New Course in Classics      | ADD: Roman to Medieval Caesarea  
**Classics 3730. The Roman to Medieval Near East: Caesarea Excavations, Israel.**  
From Herod the Great to the Mamluk conquest. Excavation of the site of Caesarea on the Mediterranean coast. Social, cultural, economic, and religious history. Maritime commerce; Roman rule; and the Christian, Jewish, and Muslim communities. Archaeological methods, geospatial analysis, and processing artifacts. Monumental architecture, urban topography, and littoral environment. Daily field and laboratory work with additional seminars and excursions. [3] (INT) |
| Intended Term: Summer 2018  |                                                                                                  |
| Word count: 63              |                                                                                                  |
| Instructor: Joseph L. Rife and Phillip Ackerman-Lieberman |                                                                                                  |
| ORCA#: 2017-185             |                                                                                                  |
| Creator: rifejl             |                                                                                                  |
| New First-Year Writing Seminar in Earth and Environmental Sciences | ADD: FYS: Antarctic Exploration  
**Earth and Environmental Sciences 1111. First-Year Writing Seminar.**  
An examination of Antarctic explorers and exploration, focusing primarily on the 19th and 20th centuries. We will study how the geology, geography, topography, climate, and biology have impacted efforts to explore the continent, and the role of technology in aiding these efforts. We will also discuss the leadership styles of these explorers, with particular attention to the four cardinal virtues (courage, justice, temperance, and wisdom), and consider how these are exhibited, or absent in, the explorers studied. [3] (HCA) |
|---|---|
| New First-Year Writing Seminar in Jewish Studies | ADD: Jews and Hollywood  
**Jewish Studies 1111. Jews and the Invention of Hollywood.**  
Immigrant Jews built the twentieth century movie industry as a patriotic U.S. fantasyland. We'll examine how Jews created the Hollywood studio system and how Hollywood has chosen to represent and often not represent Jews. We will discuss roles in front of and behind the cameras. We'll ask why Jewish characters virtually disappeared from American screens by the late 1930s. We will examine charges of Hollywood "collaboration" with Nazi Germany, and we'll look at Holocaust refugees' contributions to American film. We'll also discuss the blacklisting of accused communists during the Cold War. We will conclude with contemporary popular film. [3] (HCA) |
<table>
<thead>
<tr>
<th>subj</th>
<th>course#</th>
<th>Who will teach this course?</th>
<th>Transcript Course Title (no more than 30 characters).</th>
<th>Full Catalog Course Title.</th>
<th>description</th>
<th>first taught</th>
</tr>
</thead>
</table>
Executive summary of proposed changes in the Economics Ph.D. program

Motivation and general purpose of the changes

The proposed changes to our Ph.D. program address a problem that a significant number of students have, which is transitioning between the course phase of the Ph.D. program and the phase in which they develop their own research program. By helping students to start with their research earlier, more of them are likely to finish their thesis in their fifth or sixth year, and they are likely to have more competitive papers by the time they go on the market. These changes should also translate into better placements, since the job market paper is the primary determinant of job placement.

The course phase of all economics Ph.D. programs is divided into two parts: In a first part, students take a series of mandatory classes that are meant to provide for a common base of knowledge. This first part generally finishes with a written preliminary examination that determines who can stay in the program. This is followed by a second phase of “field courses” that introduce students to the current frontier of research in different subfields of economics and often serve as a springboard for the students’ own research agendas.

We felt that in light of changes in research methods in the profession and the improved preparations of our incoming students, it was time to review the requirements in our graduate program. We conducted a survey of the graduate program requirements at peer institutions and identified several features of our Ph.D. program that we feel are slowing the progress of students toward completing a Ph.D. dissertation:

1. While the preliminary examinations in microeconomics and macroeconomics take place after the first year, our program differs from most in that there are still mandatory classes in microeconomics, macroeconomics and econometrics that all students have to take (and pass with sufficiently high grades) in their second year in the program.
2. Students take field classes and pass another set of exams in two fields in either their second or third year in the program, after which they can, in principle, start their thesis research (which, as explained above, in practice goes quickly for some and at a slower pace for others).
3. Our program has no requirement for students to write a research paper prior to the development of their thesis proposal. The absence of a paper requirement, combined with the fact that students focus on studying to pass their field exams after completing their field courses, means that some students may not have written a research paper prior to their dissertation proposal. The absence of experience from writing a research paper significantly slows the process of developing a thesis topic.
Specific changes

We propose the following main changes to the organization of our Ph.D. program to address the concerns outlined above:

1. Drop Econ 8120, 8220, and 8320 from the list of required courses. The mandatory course phase now finishes after the first year. These courses will remain as electives for those interested in specializing in microeconomic theory, macroeconomics, or econometrics.

2. Add a preliminary examination in econometrics to be taken at the end of the first year – Students will be required to take three preliminary exams (microeconomics, macroeconomics, and econometrics) at the end of the first year. Including econometrics is desirable because most students go on to write a thesis with a large empirical component, for which mastery of econometric methods is a precondition.

3. The notion of “fields,” (which contained exactly two specific classes each that were the basis of the written field exams in the old system) is replaced by the more flexible notion of “concentrations.” Particular classes can be part of one or more areas of concentration, so that classes can be combined to create an area of expertise according to the student’s research interests.

4. Eliminate the requirement that students take field examinations.

5. Add the requirement of a research paper, which is to be submitted by the end of the second semester of their third year. This paper is to be completed under the guidance of a faculty advisor and judged by an ad-hoc committee of three faculty members.

Changes 1 and 2 bring our requirements in line with the required core at peer institutions. They also reflect the fact that our incoming students have better preparation in quantitative methods, so that less remedial work is required in the core. The elimination of mandatory classes in the second year frees up time for students to take more research-focused classes in the second and third year. Expanding the students’ exposure to more fields is desirable because a lot of the most fruitful current research combines results and methods from several different subfields of economics.

Changes 3-5 shifts the emphasis in the fields from completing exams to writing research papers. These changes are intended to speed the transition from class work to developing a topic for the Ph.D. thesis.
Immersion in the College of Arts and Science

September 2017

The faculty of the College of Arts and Science recognize that in-depth learning and the completion of significant projects are important and valuable components of the liberal arts undergraduate education. The curricular framework for Immersion outlined below aims to capture existing in-depth learning opportunities for students and to facilitate the design of new Immersion options.

**Basic Features:**

**Definition of Immersion Project:** An Immersion Project involves tangible demonstration of accomplishment in research, creative expression, civic or professional activity, or global or community engagement. Immersion comprises a group of individual or collaborative activities and/or courses that cohere around a theme and include the completion of a final project. An Immersion Project may be comprised of course work and/or approved Immersion activities outside of the classroom. An Immersion Project will consist of about 9 credit hours or the approximate equivalent effort.

The College already offers numerous opportunities to students to engage in in-depth learning experiences that would qualify as Immersion. These include honors courses and other capstone projects, research of various kinds (including laboratory, field, and library research), and projects involving creative expression. The Immersion Program will encourage and support the development of other new forms of project-based learning as well.

**Immersion Plan:** Each student will develop a plan in consultation with advisors in the Office of Immersion Resources, department/program Immersion Coordinator, and relevant Project faculty supervisors. Students may begin to develop this plan during their second year of course work. Immersion plans must be approved before the end of the student’s third year of study.

**Implementation:**

**Immersion Project supervision:** All faculty members in Arts & Sciences, independent of rank and academic unit, are invited to serve as Immersion supervisors and explore Immersion as an opportunity for new types of research and teaching experiences. Any Vanderbilt faculty member can agree to supervise an Immersion Project, as part of an existing course, as part of a specially designed course, or as an independent study. Any faculty member, regardless of rank, may decline to participate, without penalty.

**Faculty Approval of Immersion Plans:** An Immersion Coordinator appointed in each department and program will receive compensation to evaluate and approve Immersion Plans in relevant academic areas.

**Immersion Project reporting:** Progress toward and completion of an Immersion Project will be recorded through a simple procedure similar to that now used for recording honors enrichment. Separate grades for Immersion Projects will not be required.

**Immersion Activities Outside the Classroom:** Faculty will **not** be responsible for evaluating non-course-based portions of Immersion Projects. These will be evaluated and approved as completed according to procedures to be established by A&S Directors of Immersion in coordination with the Office of Immersion Resources. Only A&S faculty can approve Immersion Plans and Projects for A&S students; faculty will therefore have an opportunity to question students about the suitability of non-course activities.
Role of departments and programs: Departments and programs may wish to organize and designate special courses that offer students the opportunity to complete an Immersion Project. They may also choose to bundle courses (within their own units or together with other units) to highlight immersion options. Examples already proposed are Archaeological Field Studies and Shakespeare Immersion.

Programs and departments are expected to develop strategies to ensure a fair distribution of Immersion-related activities among their faculty members, recognize Immersion-related activities as a valuable service, and protect faculty in vulnerable positions from being drawn into participation in an inequitable number of Immersion activities.

Faculty Compensation and College Resources:

Compensation for faculty:

Fairness and transparency must be guiding principles in implementing, supporting, and rewarding faculty engagement with students. Compensation for substantial faculty effort must be fair and transparent both across and within A&S departments and programs. Any new compensation arrangements should consider the full range of work that faculty do, beyond their regular teaching assignments, to support undergraduate education. This should include, but not be limited to, Immersion-related activities.

At the department or program level, at least one Immersion Coordinator will be appointed in each department or program, and will receive compensation for review and approval of Immersion Plans.

At the College level, four faculty members will be appointed as Directors of Immersion, one in each of the three CAS divisions and one to serve as principal liaison between CAS and the Office of Immersion Resources. Each will participate in approval of Immersion Plans and completed Projects and will receive compensation.

As needed, departments and programs should propose additional compensation (stipends or course release) for faculty in their units who devote substantial effort toward Immersion (for example, through supervision of numerous Immersion Projects). This approach recognizes differences in disciplinary and unit cultures.

An Immersion Committee will be created to oversee and periodically evaluate Immersion. The Committee will make recommendations to the Faculty Council and College and University administration for improving Immersion activities and resource distribution.

The A&S Faculty Council will convene and charge a subcommittee to review how to compensate faculty who devote substantial time to engagements with undergraduate students and undergraduate education beyond their regular teaching duties. This will include, but will not be limited to, Immersion-related contributions. While taking into consideration the wide diversity of activities among different disciplines and programs, the principles of fairness and transparency will guide the development of recommended standards and procedures for determining these compensation arrangements across and within programs in the College of Arts and Science.

Funds for immersion-related instruction:

Each semester the college will award grants of $1,000 to $10,000 to faculty or departments/programs in support of immersion activities. Examples include funding for field trips or field research, undergraduate laboratory opportunities, coordinated visits to archives or libraries, or other activities.

University Resources:
Funding in support of faculty compensation. The provost’s office has provided CAS with funds that will be utilized for immersion coordinator stipends and meeting new instructional needs.

Office of Immersion Resources. This fall (2017), the Provost’s office is opening and staffing an office that will serve to advise undergraduates as they draft Immersion Plans; to inform students about immersion opportunities; to sponsor events for students presenting their Immersion Projects; to record completion of non-course, non-credit immersion projects; and to provide other assistance designed to meet each individual school/college’s respective immersion needs and requirements.

Other university resources available to support faculty efforts in Immersion include funds for TIPS-based Immersion projects; Immersion-based courses developed through the Cross-College Teaching initiative and Commons iSeminars; programming at the Innovation Center/Wondry; internships through the Career Center, study abroad and the Global Summer Scholars in GEO; and undergraduate summer research project funding (VUSRP).

MOTIONS FOR A&S FACULTY VOTE:

Motion 1:

The faculty of the College of Arts and Science approves an Immersion graduation requirement, beginning with students in the incoming class of fall 2018, undergraduate transfer students who enter as sophomores in fall 2019 and undergraduate transfer students who enter as juniors in fall 2020.

Motion 2:

In the 2023-2024 academic year, the faculty of the College of Arts and Science will review and vote on whether or not to continue the Immersion requirement for CAS undergraduates.