Minutes
Monday, January 28, 2019
Memorial Lounge   4:00 – 5:30 p.m.

The meeting was called to order at 4:02 p.m.

Senators in Attendance: 67

Absent: Senators Agnarsson (Biology), Amiel (Biomedical & Health Sciences), Tobin (CDAE), Dasari (Computer Science), Weinstein (Family Medicine), Ross (FPPC), Stafford (Neuroscience), Sidiropoulos (Pathology), Moore (Pediatrics)

---

1. **Approval of Minutes of the December 17, 2018 meeting**
   Motion: To approve the minutes of the December 17, 2018 meeting as written.
   Vote: 98**% approve**, 0% oppose, 2% abstain

2. **Presentation of Degrees**
   It was moved, seconded, and voted that the following numbers of graduates be recommended by the Senate to the President for the awarding of the appropriate degrees or certificates as authorized by the Board of Trustees. Individual names of the graduates are recorded with the Minutes of this meeting in the permanent Senate records.
   > Agriculture and Life Sciences (50)
   > Arts and Sciences (151)
   > Education and Social Services (19)
   > Engineering and Mathematical Sciences (45)
   > Graduate College (81)
   > Grossman School of Business (46)
   > Honors College (9)
   > Larner College of Medicine (1)
   > Nursing and Health Sciences (13)
   > Rubenstein School of Environment and Natural Resources (27)

   Motion: To accept the degrees as presented
   Vote: 100**% approve**, 0% oppose, 0% abstain

3. **Resolution in Memoriam, Reidun Nuquist, LIB**
   Alice Stokes, Library Assistant Professor, Dana Medical Library, presented a Resolution in Memoriam for Reidun Nuquist, retired Library Assistant Professor, Baily Howe Libraries. The resolution is attached to these minutes.
   Motion: Alice Stokes moved to inscribe the Resolution in Memoriam for Reidun Nuquist in the minutes of the Faculty Senate and to send a copy to the family.
   Vote: 100% **approve**, 0% oppose, 0% abstain

4. **UVM President's Remarks.** Thomas Sullivan reported that UVM is working collaboratively with other universities to share best practices for increasing college access and closing the achievement gap for underserved students, including first-generation students, and students from diverse backgrounds. The two collaboratives are 1) the Association of Public and Land-Grant Universities (APLU) and 2) the American Talent Initiative. There are 130 universities working on the APLU collaborative, and UVM will work closely with nine New England universities. The American Talent Initiative includes 109 public and private universities working together. These two initiatives are independent of each other, but overlap in their goal of improving college access, and closing the achievement gap. These collaborative efforts will enrich our understanding of the best practices for recruitment, retention, and ensuring that students receive mentoring and support while they are here.

5. **Impact of the Partial Government Shutdown on Research Funding.** Richard Galbraith, Vice President for Research, provided an update on the potential impact on research funding resulting from the recent partial government shutdown. Although the shutdown has ended, UVM researchers receiving funding from government agencies should be aware of the following:
   - If Federal money was promised before the shutdown, it may be delayed. UVM will carry grants that are approved but delayed, until the federal funds are received.
   - For grants/funding that was processing at the time of the shutdown there may be delays or cancelations of programs.
   - The National Science Foundation (NSF) issued a reopening announcement (Important Notice No. 145) to provide guidance on grant and cooperative agreement-related issues.

   Contact UVM Sponsored Project Administration for assistance if unsure about deadlines.

6. **Retirement Plan Update**. Greg Paradiso, Director of Benefits at UVM, introduced Kevin Murray, VP of Consulting Services at Cammack Retirement Group. Over the past two years, Cammack has been working with a Retirement Plans Oversight Committee (RPOC) at UVM to make improvements to the structure of UVM's retirement plan and the investment options available to participants. UVM is the sponsor of employee retirement savings plans (403b and 457b) and has a fiduciary obligation to ensure that the plans are effective, efficient and serve the best interests of participants. UVM currently has three recordkeepers (administrators) of our retirement savings plans -

Prudential, TIAA, and Fidelity. To reduce costs and enhance services, UVM issued a request for proposal (RFP) to our current recordkeepers and others. Prudential elected not to bid. The RPOC worked with Cammack Retirement to evaluate the bids, and have narrowed down the best two choices:

- Choice#1: Consolidate UVM's use of three recordkeepers into one – TIAA
- Choice#2: Consolidate UVM's use of three recordkeepers into two – TIAA and Fidelity

Presentations of these findings, and the options moving forward are being scheduled with key stakeholder groups. Questions and comments from Senators included a concern about the lack of faculty representation on the RPOC, the short time-frame for scheduling presentations and solicitation of feedback, and a desire for more details on the process going forward. The presentation slides are attached to these minutes. Feedback and questions should be addressed directly to HRSInfo@uvm.edu, or to Greg.Paradiso@uvm.edu, or Jes.Kraus@uvm.edu

7. **Student Mental Health Needs**. Dr. Harry Chen, Executive Director of the Center for Health and Wellbeing, provided an overview of the services offered through the Center for Health and Wellbeing, with a special focus on the Counseling & Psychiatry Services (CAPS). Nationally, there is a growing rate of mental health challenges among children and teens, including anxiety disorder, attempted self-injury, and eating disorders. Some external factors and environmental factors may trigger emotional distress for college students. In the Spring of 2017, UVM facilitated the NCHA to undergraduate students, and found that 43% of UVM students surveyed said they were diagnosed or treated by a professional for a mental health condition. Student requests for accommodations has been consistently increasing. Efforts to improve student health on campus include the offer of screening for mental health, increased peer-to-peer and educational support, and resources for intervention, such as the Care Form. Dr. Chen provided tips for working with students of concern and information about training for mental health first aid. Dr. Chen's presentation slides are attached to these minutes.

8. **Curricular Affairs Committee Report**. Laura Almstead, Chair of the CAC, brought six items to the Senate for consideration. At its meeting on January, 2019, the CAC approved the following:

- **CAC Report Out -** Laura Almstead reported three items that were approved by the CAC, and do not require a Senate vote. A report from the CAC on these items is attached to these minutes.
    - At its January 3, 2019 meeting, the CAC approved a request from the College of Arts and Sciences, Department of Anthropology for a new **Online Degree Completion Program through CAS leading to a B.A. major in Anthropology with a minor in English or Writing**.

    - At its January 3, 2019 meeting, the CAC approved a request from the Graduate College in conjunction with the College of Nursing and Health

Sciences for the addition of a **Direct Entry Program to the existing Master of Science in Clinical Nurse Leader.**

- **New concentrations in the Public Communications Major (CALS)** At its November 1, 2018 meeting, the CAC approved a request from the College of Agriculture and Life Science (CALS), Department of Community Development and Applied Economics, to revise the existing Bachelor of Science degree in Public Communication to include three areas of concentration. These concentrations are identified as Strategic Communication, Communication Design, and Community Media & Journalism.

- **APR Guidelines Revisions – minor change.**   Laura Almstead presented suggested revisions to the Academic Program Review Guidelines. The proposed revisions are highlighted with track changes and attached to these minutes.
  Motion: Laura Almstead moved to approve the minor revisions to the APR Guidelines.
  Vote: 98**% Approve**, 0% Oppose, 2% Abstain

- A request from the Graduate College in conjunction with the College of Engineering and Mathematical Sciences to **change the name of the Certificate of Graduate Study (CGS) in Complex Systems to the CGS in Complex Systems and Data Science**. A report from the CAC is attached to these minutes.
  Motion: Laura Almstead moved to approve the request for a name change of the CGS in Complex Systems to the CGS in Complex Systems and Data Science.
  Vote: 98**% Approve**, 0% Oppose, 2% Abstain

- Proposals from the College of Nursing and Health Sciences (CNHS), Department of Rehabilitation and Movement Sciences, for **1) a new Undergraduate Certificate in Integrative Health and Wellness Coaching and 2) a new Continuing Education Academic Certificate in Integrative Health and Wellness Coaching**. A report from the CAC is attached to these minutes.
  Motion: Laura Almstead moved to approve the request for 1) a new Undergraduate Certificate in Integrative Health and Wellness Coaching and 2) a new Continuing Education Academic Certificate in Integrative Health and Wellness Coaching
  Vote: 93**% Approve**, 5% Oppose, 2% Abstain

- A proposal from the College of Arts and Sciences (CAS), Department of Religion, for a **new Undergraduate Certificate in Religious Literacy in Professions.** A report from the CAC is attached to these minutes.
  Motion: Laura Almstead moved to approve the new Undergraduate Certificate in Religious Literacy in Professions.
     Vote: 95**% Approve**, 5% Oppose, 0% Abstain

- A proposal from the College of Arts and Sciences (CAS), Center for Research on Vermont, for a **new Minor in Reporting and Documentary Storytelling.** A report from the CAC is attached to these minutes.
  Motion: Laura Almstead moved to approve the new Minor in Reporting and Documentary Storytelling.
    Vote: 90**% Approve**, 7% Oppose, 2% Abstain

9. **New Business –** none at this time.

10. **Adjourn**. The meeting adjourned at 5:40 p.m.

Resolution in Memoriam

Reidun D, Nuquist, Library Staff Member and Library Faculty Member, 1991 – 2000

The Senate mourns the loss of a former library faculty member, Library Assistant Professor Reidun Nuquist, who made significant contributions to the Special Collections Department, Documents and Maps Department, and Reference Departments during her time here. Additionally, Reidun impacted and enriched our work and lives both before and after her time at UVM. Reidun resided in Montpelier and passed away on November 26, 2018 at her home at age 78.

Reidun was born and grew up in Norway. While in the Norwegian State Library School, she met her husband, Andrew S. Nuquist of Burlington, VT. In 1970, they moved to Vermont and shortly after that Reidun started working as assistant librarian at the Vermont Historical Society. In 1983, she became Head Librarian there, and was deeply committed to making the Vermont Historical Society's library resources more accessible to researchers.

Former colleagues at the Howe Library remember her thoroughness, deep understanding of library resources and the importance of our collections, her thoughtful contributions to our departments, her effectiveness as an instructor in the classroom with groups of students, and her skill and demeanor in working with a wide range of library patrons on in-depth research questions, enhancing their research process.

Having grown up hiking, biking, and cross-country skiing in Norway, the outdoors were an important part of Reidun's life, and she and Andrew were longtime members of the Green Mountain Club (GMC). Together they led over 400 club outings. Reidun served as both president of the club's Montpelier section and on the club's Board of Directors. She wrote numerous articles for the Long Trail News, was chief author of "A Trip Leader's Handbook: Advice for Successful GMC Outings", edited "So Cool. So Clear, So Grand: A 1931 Hike on Vermont's Long Trail by James Gordon Hindes, and wrote a chapter on the GMC's centennial history, "A Century in the Mountains: Celebrating Vermont's Long Trail." During the last years of her life she completed "A Century of Long Trail Guidebooks: A Retrospective." For her many contributions the GMC made her an honorary life member in 1995 and presented her with two president's awards.

Reidun's life was a balance of outdoors and cultural activities. With Andrew, Reidun was an ardent traveler. We would like to remember and recognize her for the many and varied impacts she has made on the state of Vermont through her chosen profession of librarianship, her commitment and contributions to Vermont historical and contemporary research, her leadership and multitude of initiatives at the Vermont Green Mountain Club, and the character and generosity of Reidun as wonderful colleague, friend, and human being.
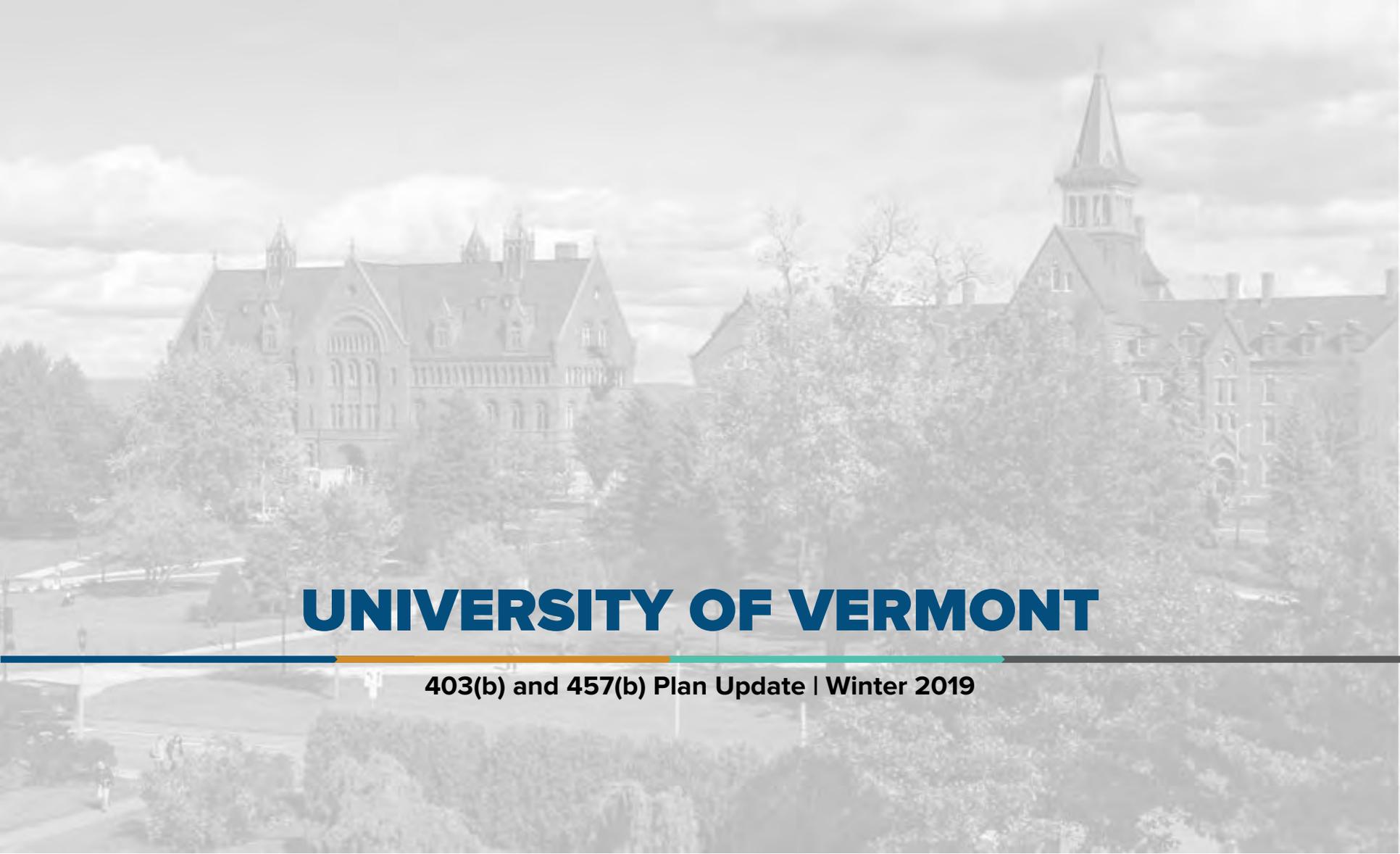
UNIVERSITY OF VERMONT

403(b) and 457(b) Plan Update | Winter 2019

CAMMACK
RETIREMENT

Cammack Retirement Group

Cammack Retirement Group Selected as UVM's Retirement Plan Advisor – Cammack Retirement was selected for their expertise, reputation and prominence in the college and university market, where they have successfully advised on retirement plan oversight for many colleges and universities, including a number of public universities.

Presenter:

Kevin Murray

Vice President, Client Consulting

Cammack Retirement Group

Wellesley, MA

REPRESENTATIVE HIGHER EDUCATION CLIENTS

Serving Private and Public Universities of All Sizes

RETIREMENT PLAN UPDATE

Retirement Plans Oversight Committee

- The University's 403(b) and 457(b) Plans Oversight Committee has been working with Cammack Retirement, to review fiduciary best practices.

- The Oversight Committee Members:

  - Wanda Heading-Grant, Vice President for Human Resources, Diversity & Multicultural Affairs

  - Richard Cate, Vice President for Finance & Treasurer

  - Claire Burlingham, University Controller

  - Jes Kraus, Associate Chief Human Resources Officer

COMMITTEE WORK

The Committee has been working with Cammack Retirement to ensure that the recordkeeper selection and investment offerings reflect the best interests of all plan participants.

It is expected that this review will result in streamlining investment offerings in order to:

- Provide a best-in-class open architecture investment menu - this means offering a smaller number of best-in-class funds for a range of investment types

- Simplify participant investment decisions

- Improve asset diversification

- Improve retirement readiness

DEFINITIONS

What is a retirement plan recordkeeper?

A retirement plan record keeper is essentially the bookkeeper of the retirement plan. For example, the recordkeeper:

- Processes employee enrollment
- Tracks who is in the plan, what investments they own, and what money is going in or out
- Manages the website where employees log in and access their retirement account information
- Issues account statements to participants
- Provides on-site communication and education

What fees does a recordkeeper charge?

Recordkeepers charge fees to participants for performing recordkeeping services.

WHAT IS NOT CHANGING?

The following will not change:

- Plan design
- Terms of eligibility to participate in the retirement plan
- Terms of UVM's contributions to participants' accounts

REQUEST FOR PROPOSAL (RFP)

UVM issued a request for proposal (RFP) to our current recordkeepers and others. Prudential elected not to bid.

UVM issued this RFP:

– To reduce participant costs, as all investment and administrative costs are paid by the participants

– To enhance participant services

As a result, the Committee, working with Cammack Retirement, has narrowed down the best two choices going forward:

CHOICE #1: Consolidate UVM's use of three recordkeepers into one - TIAA

CHOICE #2: Consolidate UVM's use of three recordkeepers into two - TIAA and Fidelity

SAMPLE INVESTMENT STRUCTURE

Sample Open Architecture Investment Structure (Investment menu selection begins after recordkeeper selection)

Dual Recordkeeper		Single Recordkeeper
Fidelity	**TIAA**	**TIAA**
Mutual Fund 1		Mutual Fund 1
Mutual Fund 2		Mutual Fund 2
Mutual Fund 3		Mutual Fund 3
Mutual Fund 4		Mutual Fund 4
Mutual Fund 5		Mutual Fund 5
Mutual Fund 6		Mutual Fund 6
Mutual Fund 7		Mutual Fund 7
Mutual Fund 8		Mutual Fund 8
Mutual Fund 9		Mutual Fund 9
Mutual Fund 10		Mutual Fund 10
Mutual Fund 11		Mutual Fund 11
Mutual Fund 12		Mutual Fund 12
Mutual Fund 13		Mutual Fund 13
Mutual Fund 14		Mutual Fund 14
Mutual Fund 15		Mutual Fund 15
Fidelity Mutual Fund 1	**TIAA Annuity Account 1**	**TIAA Annuity Account 1**
Fidelity Mutual Fund 2	**TIAA Annuity Account 2**	**TIAA Annuity Account 2**
Fidelity Mutual Fund 3	**TIAA Annuity Account 3**	**TIAA Annuity Account 3**
Fidelity Mutual Fund 4	**TIAA Annuity Account 4**	**TIAA Annuity Account 4**
Target Date Funds	**Target Date Funds**	**Target Date Funds**
Brokerage Window	**Brokerage Window**	**Brokerage Window**

CHOICE #1: TIAA

Advantages and Disadvantages

Advantages

- Lowest fees for participants; over 36% lower than Choice #2.

- Easier enrollment and web-based process.

- TIAA has a local office for more accessible customer service.

- Best efficiencies for recordkeeping administration by automating participant transactions such as salary deferral changes, distributions and loans.

- New self-directed brokerage window will be available.

Disadvantages

- Fidelity mutual funds only available under the self-directed brokerage window (in some cases at a higher cost).

CHOICE #2: TIAA & FIDELITY

Advantages and Disadvantages

Advantages

- A few Fidelity mutual funds will be available on the active/monitored investment menu.

- Ability to retain current Fidelity vendor relationships.

Disadvantages

- Higher fees for participants than Choice #1 by over 57%.

- Participants will continue to need to choose between recordkeepers at enrollment, making the process more cumbersome than a single recordkeeper.

- Loss of efficiencies available with only one recordkeeper.
  - Participants may need to log into two different sites to view their total investment options, and to manage their investments.
  - Salary deferral changes and many other processes will remain paper-based.

LOOKING FORWARD – PARTICIPANT EDUCATION

Once decisions have been made around recordkeeping and investment offerings, UVM will implement a robust communication and education program to:

- Re-engage and support employees in their retirement planning
- Communicate transition details around recordkeeping and investment offerings
- Improve plan comprehension
- Improve retirement outcomes/success
- Assure a smooth transition for plan participants

This will include robust on-site services from the chosen recordkeeper(s).

CAMMACK RETIREMENT

RECAP: GOALS OF RFP

Key steps and benefits

A State-of-the-Art Retirement Program

- Reflects best practices in retirement plans administration, including fiduciary oversight. The UVM plans have over $1.3 billion in Plan assets. This process will allow UVM the best opportunity to achieve an optimal fee and service offering, saving participants significant administrative/investment costs and providing improved services.

Benefits of Consolidating Recordkeepers

- Recordkeeper pricing: fewer recordkeepers = more concentrated assets and better economies of scale = lower fees

- Recordkeeper service offering: improved communications and participant services support

- Improved participant outcomes – retirement readiness

QUESTIONS?

THANK YOU
for
ATTENDING

Health and Wellbeing @ UVM

Harry Chen MD
Executive Director CHWB
Public Health Officer UVM

The University of Vermont

Center for Health and Wellbeing: What we offer

- Non-judgmental, collaborative, student-centered care.

- A comprehensive and holistic approach to mental and physical health needs of the UVM population.

- Support to students in the areas of medicine, counseling, psychiatry, nutrition, athletic medicine, community outreach, advocacy, and educational programming.

- A commitment to providing students with respectful and confidential health care.

Our core services

Senior Jason Dana leads mindfulness meditation drop ins at Living Well

- Student Health Services
- Counseling & Psychiatry Services (CAPS)
- Living Well (Education and Outreach)
- Athletic Medicine

uvm.edu/health

Location of Our Services
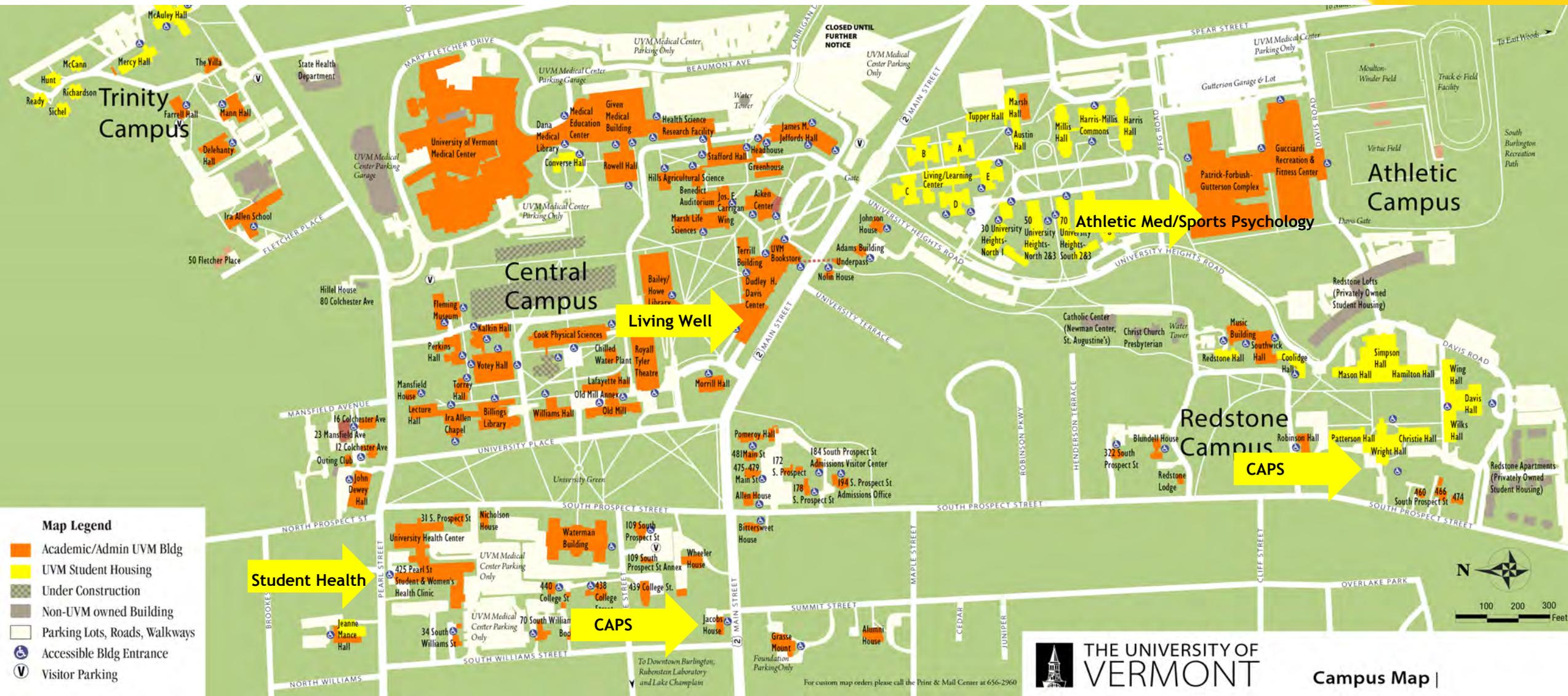
Counseling & Psychiatry Services: What we offer

- Short-term counseling

- Consultation and referral services

- Drop-In counseling

- On-going individual counseling

- Group counseling and educational programs

- Psychiatric consultation and medication management

Living Well – Education and Outreach

- Weekly programs, workshops and featured speakers

- Sexual health, mindfulness, social justice, healthy body image, substance use, stress reduction, life skills, health relationships, and general wellbeing

- Programs and leadership opportunities: StepUp bystander intervention, Catamount Recovery Program

- Relaxation Room, massages, therapy dogs, yoga, exercise classes

Our efforts to improve student health on campus?

- Increased use of screening and assessment tools in primary care medical setting

- Participation in the Jed Campus Initiative

- Increasing peer-to-peer educational and support initiatives

- Getting data - Comprehensive assessment of mental health on our campus

- Additional ways to access counseling supports

- Increasing communications with faculty, staff, and parents

National Context: A Silent Epidemic

Escalating Rates of Depression

Past Year Major Depressive Episode[1] Among Adolescents, By Gender (2011-2015)

Girls:
- 2011: 11.9%
- 2012: 12.1%
- 2013: 13.7%
- 2014: 16.2%
- 2015: 17.3%

Boys:
- 2011: 4.4%
- 2012: 4.5%
- 2013: 4.7%
- 2014: 5.3%
- 2015: 5.7%

Legend: Girls · Boys

Growing Mental Health Challenges Among Children and Teens

25% Of teens meet criteria for an **anxiety disorder**

8% Of children ages 7-16 have **attempted self-injury**

172% Increase in minors requiring **hospitalization for an eating disorder**, 2003 to 2014
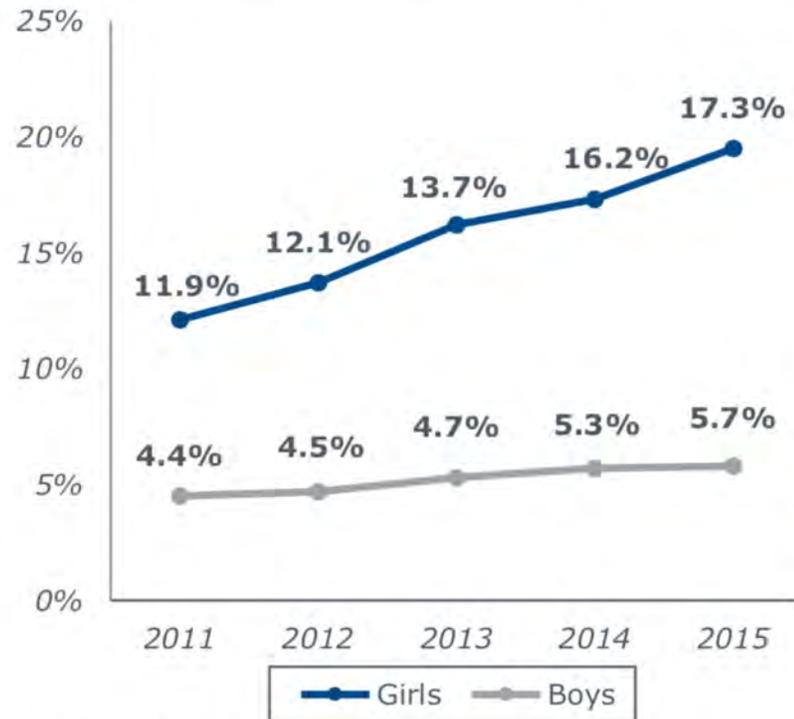
1) A major depressive episode is characterized as suffering from a depressed mood for two weeks or more, and a loss of interest or pleasure in everyday activities, accompanied by other symptoms such as feelings of emptiness, hopelessness, anxiety, and worthlessness.

Source: National Institute of Mental Health, "Major Depression Among Adolescents," https://goo.gl/KSk7xT; Olfson M et al, "Trends in Mental Health Care among Children and Adolescents," *The New England Journal of Medicine*, https://goo.gl/3GjjFn; Merikangas K et al, "Lifetime Prevalence of Mental Disorders in US Adolescents: Results from the National Comorbidity Survey Replication...," *Journal of the American Academy of Child & Adolescent Psychiatry*, https://goo.gl/apDwDe;" EAB interviews and analysis.

Source: Educational Advisory Board

National Context: Demand Continues to Grow

DEMAND FOR SERVICES OUTPACES ENROLLMENT GROWTH

Average Growth, 2009-10 to 2014-15

5.6%
Ave. percent change in **institutional enrollment**

29.6%
Ave. percent change in **Counseling center utilization**

Source: Educational Advisory Board

External Factors that Drive Up Demand

Substance Abuse

Students look to drugs and alcohol to relax; use prescription drugs to focus, work late into the night

Social Media

Time spent online amplifies existing stressors and contributes to an overwhelming sense of social isolation on campus

Intensified Expectations

Students face early and persistent pressure to academically excel, fit in socially, and be successful after graduation

New Parenting Styles

Highly involved parenting creates busy, overscheduled, failure-averse students who struggle to adapt to challenges as they arise in college

Political Climate

Stress from current events and politics exacerbates students' existing issues with stress, anxiety, and depression

National Context: Perceptions of Therapy

BOOMERS: Therapy? That's for crazy people.

**GENERATION X:** I saw my first therapist when I was an adult.

MILLENIALS: Embarrassed about therapy? No. My friends are all in therapy too.

GEN 2020: I have a whole team of coaches and therapists.

Source: Lee, K. "Rethinking the College Mental Health Crisis: Do Bubble Wrap and Special Snowflake Myths Prevent a Vision for Needed Change?," The Huffington Post, Feb. 10, 2017.

UVM RELATIVE TO THE NATIONAL CONTEXT – NCHA

% of undergraduate students being diagnosed or treated by a professional for mental health condition
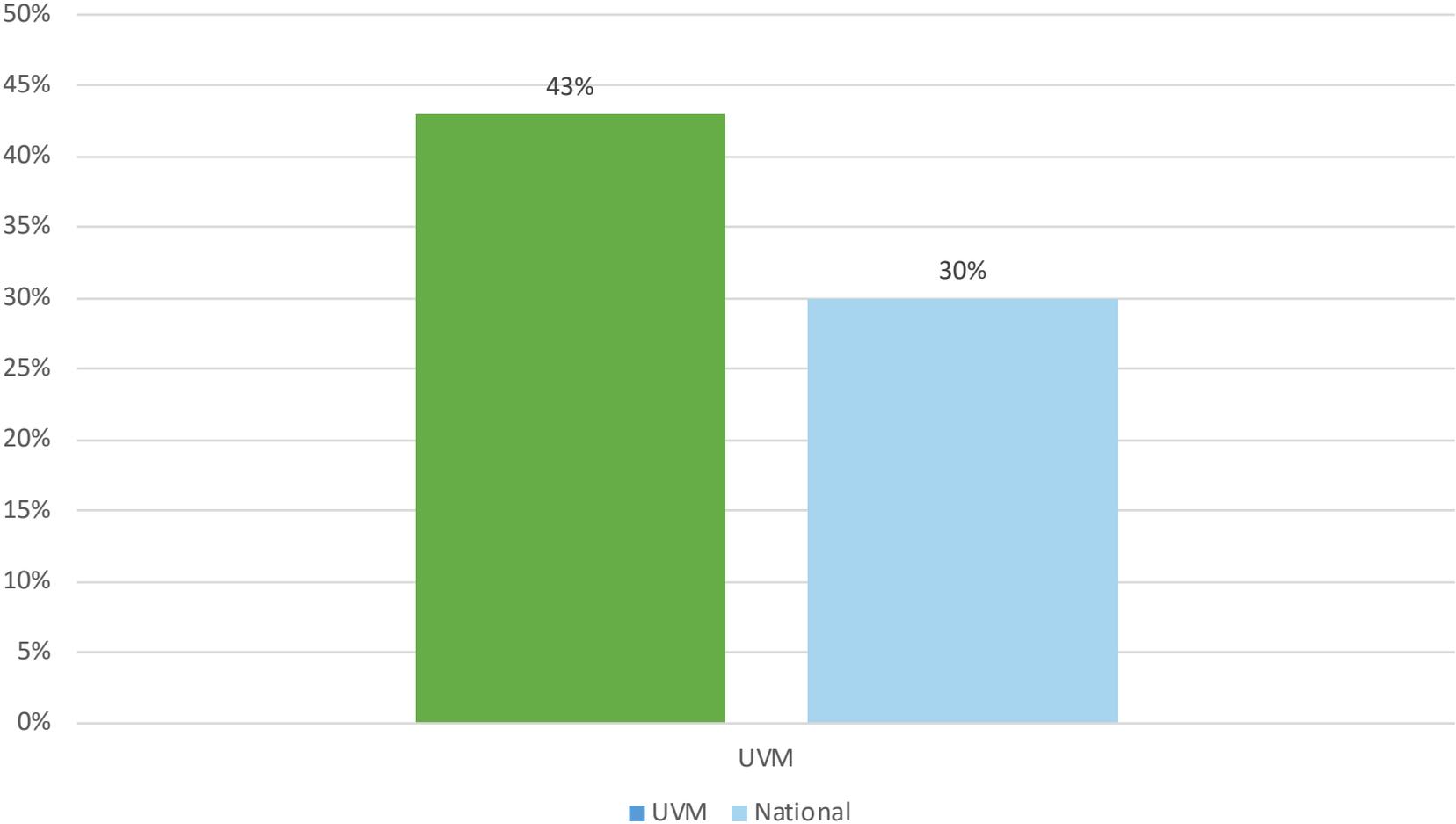
Source: NCHA http://www.acha-ncha.org/pubs_rpts.html

% Per Population That Had a CAPS Appointment

	Agriculture & Life Science	Arts & Sciences	Continuing Education/Non Degree	Education & Soc Svc	Engineering & Math Sciences	Graduate College	Grossman School of Business Administration	Larner College of Medicine	Nursing & Health Sciences	Rubenstein School of Env & NR	Total
13-14	21%	19%	8%	12%	11%	24%	10%	22%	12%	16%	16%
14-15	21%	23%	7%	20%	11%	24%	11%	20%	14%	19%	18%
15-16	24%	24%	6%	22%	13%	25%	8%	18%	16%	22%	18%
16-17	23%	24%	4%	27%	13%	22%	13%	21%	17%	23%	19%
17-18	24%	26%	3%	28%	16%	22%	10%	19%	21%	23%	20%

Why do students go to CAPS?

Anxiety	Depression	Trauma	Grief/loss	Disordered eating
Managing Crisis	Family/Relational	Identity-related concerns (sexuality, gender, racial, etc.)	Developmental/ Adjustment concerns	Alcohol and Drug Concerns

REQUEST FOR STUDENT ACCOMMODATIONS (2006-2018)

Student Accessibility Services: Active Students
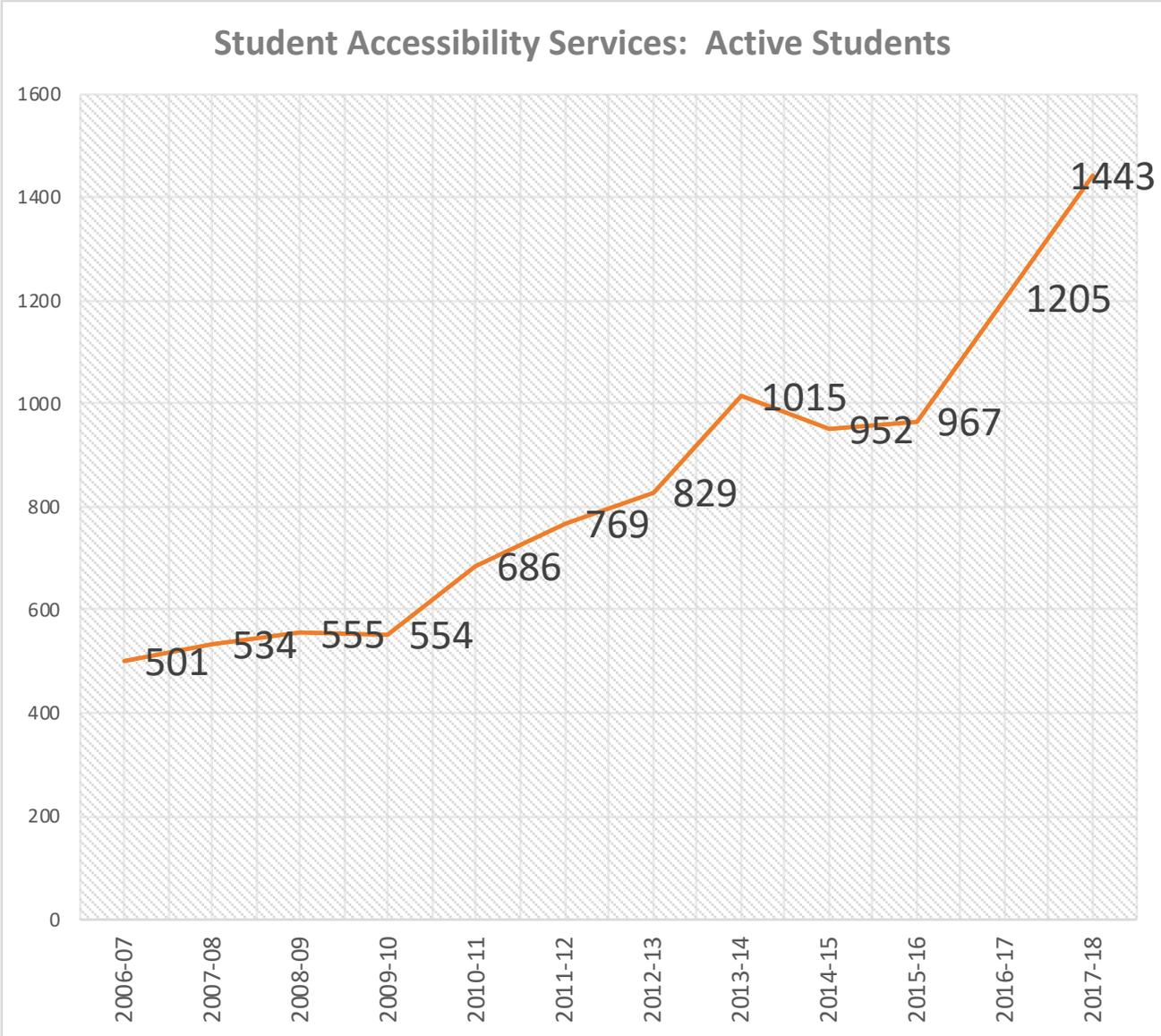
Top 4 Student Accommodation Categories:

1. Psychiatric
2. ADHD
3. Learning Disabilities
4. Physical

Things we tell students (and hope you will too!)

- It is completely normal to experience some bumps both in the transition to UVM and at times throughout the college experience.

- Take good care of your body.

- Make an effort to build a good community.

- Use our services.

- It's ok not to party.

GET ALL A's

A+
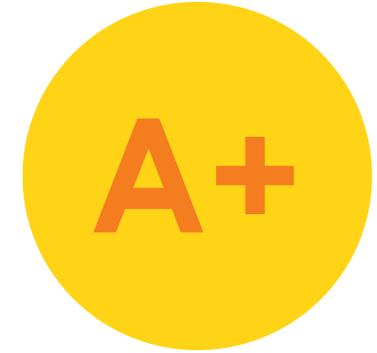
ATTENDENCE

ACADEMIC ALERTS

ACCOMMODATIONS

ALERT SOMEONE

ASSESS ALONG THE WAY

APPROACH SOMEONE

Tips for working with Students of Concern

- Create clear expectations for students and review them.

  - Advising/Supervising

  - Take attendance and hold students accountable.

- Interrupt disruptive or concerning behavior in the moment

  - Take a 5 minute break to talk with the student

- Address your concerns directly in a caring way

  - Ask the student to meet you in a space conducive to conversation

- Don't work in isolation

  - Always consult with your supervisor, or other resources and follow up with written communication to the student

  - Call the Police if you are threatened or feel your safety is/could be at risk

The CARE Form - Revised Process

INCREASED EXPECTATIONS ON UNIVERSITIES TO PREVENT AND RESPOND

MIT IS NOT RESPONSIBLE FOR STUDENT SUICIDE, COURT RULES *New York Times, May 7, 2018*

DISSECTING THE MASSACHUSSETS RULING RECOGNIZING A DUTY FOR HIGHER EDUCATION INSTITUTIONS TO PREVENT STUDENT SUICIDE *Pepper Hamilton, LLP Client Alert, May 14, 2018*

HIS COLLEGE KNEW OF HIS DESPAIR. HIS PARENTS DIDN'T, UNTIL IT WAS TOO LATE. *New York Times, May 12, 2018*

Targeted Interventions

Understanding key UVM student segments:

LOW-RISK STUDENTS	STUDENTS WITH SHORT-TERM NEEDS	HIGH-NEED STUDENTS
Not at risk of harming self or others *Developmental challenges* *Stress due to context* *Loneliness or social isolation*	*Need short-term access to therapeutic care (goal-oriented)*	*Require broad-based support from clinical and non-clinical resources* *Could become high-risk if their needs go unmet*
SELF-SERVICE RESOURCES AND NON-CLINICAL CONNECTIONS *Delayed adjustment and lack of resiliency – counseling is often not the answer for campus climate or lack of social skills*	**INDIVIDUAL OR GROUP THERAPY** *Touchpoint for students during periods of challenge*	**TEAM OF SUPPORT** *Ongoing relationships with CAPS, non-clinical services, SAS, monthly meetings with Dean's office*

MENTAL HEALTH INTERVENTION STRATEGIES

EDUCATION *(student & family)*

- WE Program

- Wellness in all LC's

- Peer Educators in the halls

- "Let's Talk"

- Reduce Cannabis use

- Clear messages to families about expectations of support

TRAINING

- Mental Health First Aid

- Train faculty and staff to triage

- Build resilience

SERVICES

- CAPS – increase counselors

- CARE Team Case Management

- Add Case Managers from Student Conduct staff

Mental Health First Aid

- Identifies risk factors and warning signs of mental problems

- Explores their impact

- Overview of appropriate supports

- Teaches about recovery and resiliency

- Demonstrates how to offer initial help and connect to care

- Explores risk factors and warning signs of specific illnesses

  o anxiety, depression, substance use, bipolar disorder, eating disorders & schizophrenia

4 Reasons to Become a Mental Health First Aider

Be prepared
When a mental health crisis happens, know what to do

You can help
People with mental illnesses often suffer alone

Mental illnesses are common
1 in 5 adults in any given year

You care
Be there for a friend, family member, or colleague

INVESTING IN MENTAL HEALTH IS A PART OF INVESTING IN THE SUCCESS OF UVM STUDENTS.

WE ALL HOLD A PIECE OF THIS WORK

Longitudinal study in 5 colleges

Objectives:

To longitudinally investigate the relationship between NSSI and suicidality in a young adult sample

To longitudinally assess psychological distress trajectories over time and to identify key contributors to the onset of distress in a young adult sample

Methods:

- Simple random sample of undergraduate and graduate students drawn from 8 universities (n=14,372; overall response rate of 38.9%) using measures from the *Survey of Student Wellbeing* administered via web-based survey in 2006-2007 academic year

- Longitudinal study in 5 of 8 original schools (3 private, 2 public). Wave I-III data on 1, 466 individuals (2006-2009)Whitlock et al, 2012

Factors significant in the final model

- Pessimistic cognitive style

- Emotional regulation and processing

- Presence of meaning in life

- Presence of confidants (particularly parents)

- Perceived isolation and number of confidant categories

- History of MH treatment

Response to Major Stress

Post Traumatic Stress Disorder
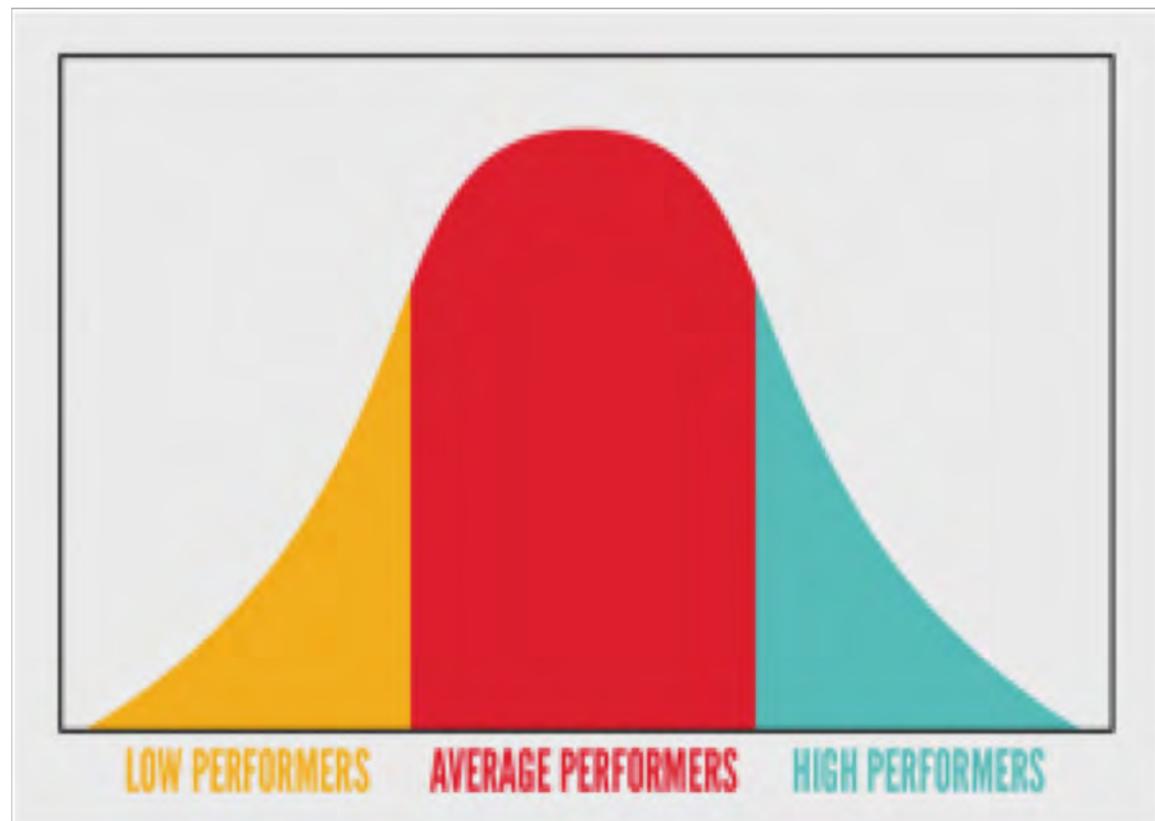
Post Traumatic Growth

Adaptation and return to baseline

Resilency

ok. you've got this

What is it & Why is it Important?

Resilience is the capacity to rise above the difficult circumstances, the trait that allows us to exist in this less-than-perfect world while moving forward with optimism and confidence.

Resilience is the ability to recover from setbacks; the quality of bouncing back. It is similar to buoyancy. When pushed under water, our bodies instinctively rise back up to the surface.

Resilient people are more successful because they push their limits and learn from their mistakes.

Resiliency
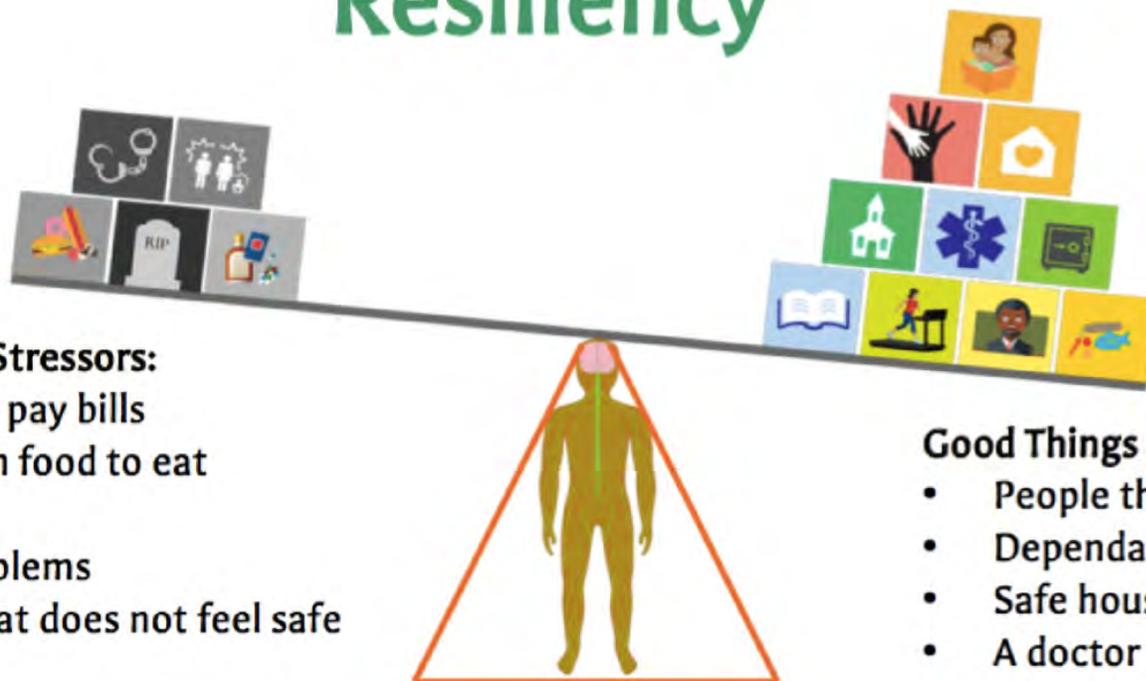
Hard Things & Stressors:
- Not able to pay bills
- Not enough food to eat
- Violence
- Health problems
- Housing that does not feel safe

Good Things & Resources:
- People that you can count on
- Dependable transportation
- Safe housing
- A doctor you trust
- Having enough money

Things about You:
- Genetics and DNA
- Resiliency/ACE score
- Life story
- Personality

Resiliency is when the scale tips toward the good even when there are stressors and hard things.
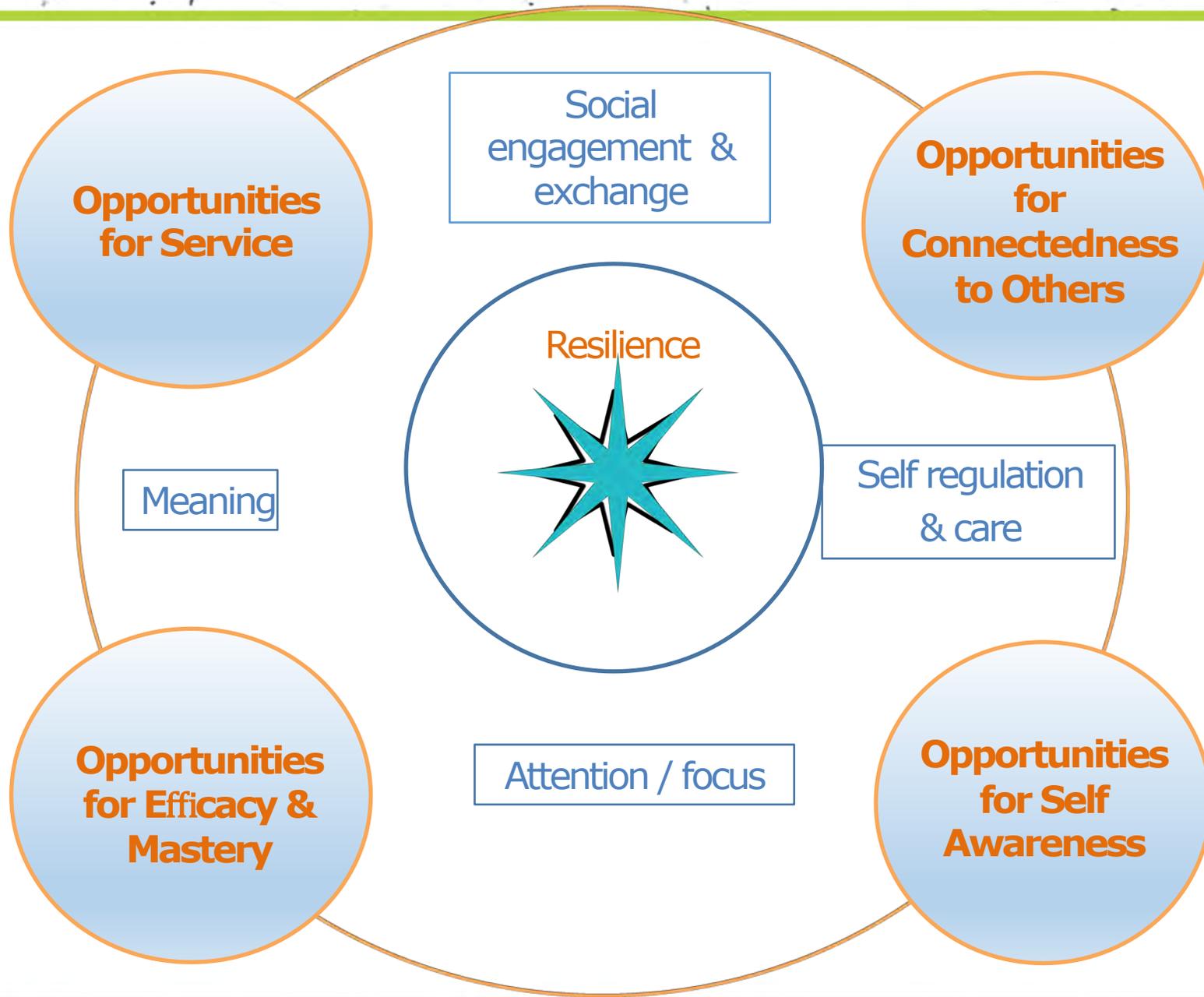
How can we build student resilience?

Service to society

Engaged learning, service learning, work and volunteer opportunities

Mastery and autonomy

Leadership, positive risk taking

Connectedness to others

Relationship and trust building activities and opportunities

Self--awareness & self--regulation

Education and training, opportunities to practice skills, feedback on skills (curricular, public messaging and modeling)

Mindset Rules -Dweck

Fixed

- Look intelligent at All Costs!

- It Should Come Naturally

- Hide Mistakes

- Praise Outcomes

Growth

- LEARN! LEARN! LEARN!

- Work Hard- Effort is Key

- Capitalize on Mistakes

- Effort, struggle and persistence

Positive Psychology

- Flourish – to have a positive human future

- Goals- Well-being/ flourishing/thriving

- Building blocks of resilience and growth- **PERMA** (Seligman)

  - **P**ositive Emotion

  - **E**ngagement

  - **R**elationships

  - **M**eaning

  - **A**ccomplishment

Corey Keyes' Flourishing Model (adapted)

INTERACTING (PHYSICAL)

HELPING OTHERS

LEARNING SOMETHING NEW

PLAYING

SPIRITUAL ACTIVITY MEANING

DIET EXERCISE & SLEEP

COREY KEYES MODEL OF FLOURSHING

Flourishing is a state where people experience positive emotions, positive psychological functioning and positive social functioning, most of the time.
It is a descriptor and measure of positive mental health and overall life well-being.

Correlates for Flourishing

1. "Just Do It" attitude (low procrastination)

2. Capable (I can change this situation for the better)

3. Resilient

4. Deliberate (I know what I want out of life)

5. Personal Growth Initiative (want to become a better person and know how)

6. Mastery Motivation (goals that challenge them to become excellent through process; less focused on outcomes)

7. Malleable Mindset

8. Curiosity

9. Feel Really Cared For (Loved)

10. Self Compassion

Prevention strategies at multiple levels

Policies and Systems
Local, state, and federal policies and laws, economic and cultural influences, media

Community
Physical, social and cultural environment

Organizations
Schools, worksites, faith-based organizations, etc.

Relationships
Family, peers, social networks

Individual
Knowledge, attitudes, beliefs
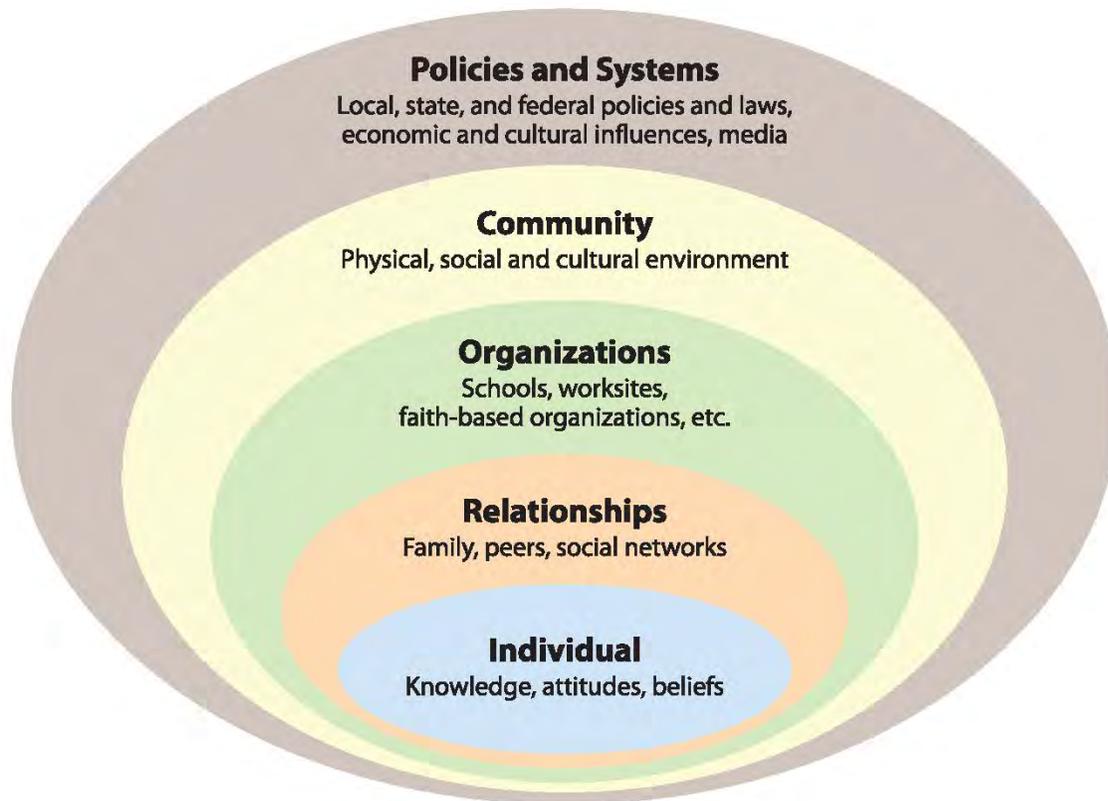
- Work with state agencies on healthy food procurement and guidelines

- Work with cities and towns on healthy community design

- Work with community organizations to promote second-hand smoke protections

- Support businesses to make workplaces healthier

- Support health care providers to help their patients make healthy changes

- Support Vermonters to take control

Questions and Discussion?

MEMO

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: January 3, 2019

Re: Items approved by the Curricular Affairs Committee that do not require a Faculty Senate vote

---

<u>Request for an online degree completion program – BA in Anthropology; Minor in Writing or English</u>
The College of Arts and Sciences submitted a proposal to establish an online degree completion program designed for students who have earned some college-level credits, but do not yet have a bachelor's and are not currently enrolled at a college or university. Upon successful completion of the program, students will receive a Bachelor of Arts (BA) with a major in Anthropology and a Minor in either English or Writing. The online degree completion program will allow students to finish a bachelor's degree outside the traditional four-year undergraduate model, and provide students from across the region access to high-quality education. It is designed to serve older, non-traditional students who seek career advancement or personal enrichment. The online delivery mechanism will better meet the needs of adult students who typically work full time, and help them balance education, work, and family. Similar programs that allow non-traditional students to complete undergraduate degrees outside of traditional four-year residential models exist at many R1 institutions in the US; several were listed in the proposal. The proposers indicated that these programs report strong completion rates with ~80 to 90% of students completing bachelor's degrees.

The online degree completion program does not establish a new curriculum, but rather utilizes existing courses that have previously been offered online during the summer. All requirements for the existing Anthropology BA and English or Writing minor as well as the University requirements, including the General Education Requirements, must be completed for students to graduate with a BA. While the full breadth of Anthropology, English, and Writing courses are not currently available online, the major and minors can be completed entirely online. Online offerings also exist for many of the General Education courses. The proposers indicated that they hope to expand the number of online courses available to degree completion students and eventually provide more minor options. The online classes will be taught by the same faculty that teach the face-to-face versions, and expectations for the courses will be the same. Online courses will be offered in the fall, spring, and/or summer semesters. On-campus degree students will not be allowed to enroll in the online course options except during the summer term, in which they are already able to enroll.

Students will apply to the online degree completion program as transfer students through the standard mechanism and will be held to the normal admissions standards. To enter the program, students must have successfully completed at least 60 college credits that includes the CAS general distribution requirements. (The proposers note that many courses that fulfill the CAS general distribution

requirements are available online during the summer.) The Anthropology major requires 34 credits, both minors require 18 credits, and the remainder of the 120 credits minimum required for graduation come from the University General Education requirements. Students who have been enrolled in a degree-seeking program full time at UVM within the last two years are not eligible for admission unless waived into the program by the Dean. There will be targeted advising to address the particular needs of distance students, including how to do research or connect to campus resources remotely. Full-time students entering with 60 previously earned college credits will be able to complete the program within two years.

The online degree completion program provides a way for UVM to address the educational and instructional needs of non-traditional students and the community at large. Programs such as this benefit students who would be considered "under-served," and thus fit well with UVM's mission to make higher education more accessible. More specifically, the online completion degree capitalizes on the strengths of the Anthropology BA, one of the University's most heavily enrolled majors, and expertise of faculty who have received training in online course delivery.

Letters of support were included from the Dean of Continuing and Distance Education, the Chair of the Department of Anthropology, the Chair of the Department of English, and the Interim Chair of the Philosophy Department. The online degree completion program was also approved by the CAS curriculum committee, faculty, and Dean.

Request for a direct entry program for the existing Master of Science in Clinical Nurse Leader
The Curricular Affairs Committee approved a request from the Graduate College in conjunction with the College of Nursing and Health Sciences (CNHS) to add a direct entry program option (DCLN) for the existing Master of Science in Clinical Nurse Leader (MS-CLN). This request was also approved by the MS-CLN Program Director, Department of Nursing Chair, CNHS Curriculum Planning Committee, Dean of CNHS, Graduate College Executive Council, and Graduate College Dean.

Currently, there is a Direct Entry into Professional Nursing (DEPN) program that allows students who have a bachelor's, but do not have the appropriate nursing background to complete pre-RN licensure requirements as a first year in the respective degree program. The graduate-level curriculum meets pre-RN licensure nursing requirements, but students are not licensed as Registered Nurses until they complete the first year courses and successfully pass their RN licensure examination. The Direct Entry into Clinical Nurse Leader (DCLN) will utilize the curriculum already in place for the existing DEPN. Capacity in all of the pre-licensure courses is such that no additional sections will need to be added.

Offering a pre-licensure academic experience for admission into the MS-CNL program of study is intended to increase the availability of a quality graduate education for nurses prepared to assume leadership roles within health care systems in a variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for graduate study and continued professional development. Increasing enrollment in the DEPN suggests that there is interest among students with bachelor's degrees who lack the necessary training in nursing to pursue graduate-level degrees in nursing.

Request to create new concentrations in the Public Communications Major

The Department of Community Development and Applied Economics in the College of Agriculture and Life Science (CALS) submitted a request to create three new concentrations in the Public Communications major – Strategic Communication, Communication Design, and Community Media + Journalism. Additionally, the number of credits for the major will be increased from 32 to 34. *[Note that the credit number change does not require review or approval by the Faculty Senate Curricular Affairs Committee.]* The new concentrations were also approved by the Department of Community Development and Applied Economics, CALS Curriculum Committee, and CALS faculty.

Over the past ten years, growing enrollment demand and faculty expertise in the Public Communication major and Applied Design minor has led to increased strategic communication, community media, community journalism, and communication design courses. Currently, Public Communication majors can select from courses across these diverse areas to complete the five restricted elective courses required for the major. The three new concentrations were identified based on current course offerings, faculty expertise, and student interests/co-curricular activities. The goal of the concentrations is to maintain a wide selection of courses while also providing students with more structure for the restricted electives in their major program. Descriptions of the new concentrations provided by the department are below.

- *Strategic Communication* encompasses the activities of disciplines including public relations, social marketing, campaigns, and advertising. A PCOM concentration in Strategic Communication will focus on communication theories, skills, and practices needed to create and share effective, relevant, and responsible messages aimed at supporting individual, organizational, and community change.
- *Communication Design* encompasses the activities of disciplines including visual communication design, human-centered design, experience design, graphic and multi-media design. A PCOM concentration in Communication Design will focus on theories, methods, and practices needed to understand community needs before designing, implementing and evaluating messages.
- *Community Media + Journalism* encompasses the activities of disciplines including news writing, video, audio, digital media, and data visualization techniques employed to empower audiences and support responsible traditional mass communication and new media channels. Community Media + Journalism focuses on the theories, skills, and practices needed to analyze situations, audiences, and message effects with the goal of creating relevant and responsible communication that empowers audiences.

<u>Appendix B:</u> Guidelines for Preparation of a Self-Study Report
For <u>Academic</u> Program Review

Introduction:

The self-study report of an academic program describes the academic program using a common set of institutionally determined standards and criteria. The self-study report, together with external reviewer's input, identifies the program's strengths, challenges and opportunities, and provides a basis for informed decision making about future directions. The report is structured around the APR standards and criteria and agreed-upon unit-specific indicators, and should be built upon evidence that clearly indicates how the criteria are being met.

Guidelines for Writing the Self-Study Report

The self-study report is prepared by the responsible faculty and department chairperson or director of the program under review. The report should include relevant data supplied by the Office of Institutional Research (enrollments, FTE ratios, performance of graduates, etc.). The report is expected to provide a review of these data, along with other information collected through program-based assessment and other review processes. The program should utilize these data to explain its status with respect to the standards and criteria included in these guidelines. Evaluation data from existing reviews of the program such as accreditation reports, and any program changes made in response to accreditation reviews, should be incorporated into the self-study report wherever appropriate.

The main body of the report is divided into five sections, and should be approximately fifteen pages in total. Appropriate appendices comprise a sixth section and should be attached to the main body of the report:

- Section One: General Information
- Section Two: Introduction/Overview
- Section Three: Standards and Criteria
- Section Four: Analysis
- Section Five: Summary and Prospective
- Section Six: Appendices

The first two sections of the report provide general information and an executive summary. Sections Two and Three review data for each of the APR standards, and are followed by an analysis of the data in Section 4. Finally, Section 5 comprises an integrative Summary and Prospective that specifically identifies program strengths, challenges and opportunities, and poses future plans and directions for improvement. Each of these sections is described more fully below.

Section One: General Information

The General Information section provides factual data about the program, including name of the program, program type, college or school in which the program is located, name of the chairperson/director of the program, name of the dean of the academic unit, names of faculty writing the report, and date of the report. The process used to develop the report and the participation of different constituencies in its formulation should be described.

Section Two: Introduction/Overview

The Introduction/Overview section establishes the background and context for the review. It should include a brief history of the program, a brief description of its present status, the goals and mission of its graduate and undergraduate programs, unique and distinguishing characteristics, and links with other units such as joint faculty appointments, cross-listed courses, shared undergraduate and graduate service courses, and research collaborations.

Section Three: Standards and Criteria

In this section the program provides data for each standard and criterion. The standards are:
- I)   Contribution to Mission
- II)   Program Quality
- III)   Demand
- IV)   Societal Need
- V)   Quality Control Mechanisms; and
- VI)   Efficiency

In addressing Standard I, *Contribution to Mission*, the program should identify courses it offers that contribute to the University's General Education program.

The assessment of student learning outcomes is one of several items under Standard V, Criterion 5c and it requires special attention. To address this part of the standards, the program needs to:
- a) state its learning outcomes for students in the program and outline the methods and processes for assessing those outcomes. In addition to listing current learning outcomes and indicating the website where they are posted, all programs must provide an updated version of NECHE form E1A or, in the case of an externally accredited program, form E1B. Both forms are posted on the Assessment Website.
- b) describe its long-term, cyclical plan and processes for assessing these learning outcomes.
   - i.   Non-accredited programs should utilize the assessment plan template posted on the Assessment Website to outline their cyclical assessment plan. If the department has a current assessment plan, this can be attached; if it does not,

              training and consultations are available to support the program as it develops the plan.

    ii.   Externally accredited programs do not need to fill out an assessment plan form. NECHE form E1B should be filled out with clear reference to the indicators of program success and areas of remediation identified by the external accreditors.

The completed forms should be included as an Appendix.

Note that additional consultation contacts, resources, and support services are posted on the Assessment Website. All programs preparing for Academic Program Review are encouraged to consult with their school or college's Assessment Coordinator and the Provost's Office.

Where possible, direct assessment of student work should be included in the evaluation of student achievement of program outcomes along with indirect assessments. Direct assessments are those that evaluate student work as evidence of achievement of learning outcomes. In most cases these evaluations will be conducted by program faculty and/or staff (where appropriate). However, some direct measures may be completed by people outside the program. These include students' performance on the licensure exams for which a program prepares them, or direct evaluation of student/graduate performance by employers or internship supervisors using criteria supplied by the program.

In addition to direct assessment of student work, indirect indicators of program outcomes should also be presented. These indicators may include student self-evaluations; interviews, surveys or focus groups of majors; interview, survey or focus group data on alumni satisfaction with the program; interview, survey or focus group data on employer satisfaction with program graduates' performance; post-doctoral placement of graduate students; academic or professional achievements of program graduates; job placement and career progression; and creative works, publications, and grant awards by program students and graduates. Program faculty can also include other data they deem indicative of student outcomes, etc.

Section Four: Analysis

This section should present the main findings of the self-study including an analysis of the extent to which the program meets each standard. Data from direct and indirect assessment[1] of student achievement of program learning outcomes must be included in this analysis, as well as any planned or in-process responses to assessment data. Other regular internal review and evaluation processes, such as departmental reports and retreats, can also provide useful data and examples to demonstrate how well the program is meetings the standards. The meaning, implications, and any departmental response to the findings should be explained.

Section Five: Summary and Prospective

---

[1] See Standard 5c for an explanation of direct and indirect assessment.

The Summary and Prospective should present a vision for the program grounded in the program's strategic goals. It should also present a balanced assessment of the program's strengths, challenges and opportunities as well as directions for the future as informed by the findings. The discussion should include scholarly directions, research plans, curricular or degree program changes, and plans for maintaining and enhancing excellence and diversity of faculty and students over the next eight years. Given the persistence of budgetary constraints, the discussion should include ways in which the unit can be strengthened without receiving additional internal resources.

Section Six: Appendices

Supporting data and materials may be appended to the main body of the report.
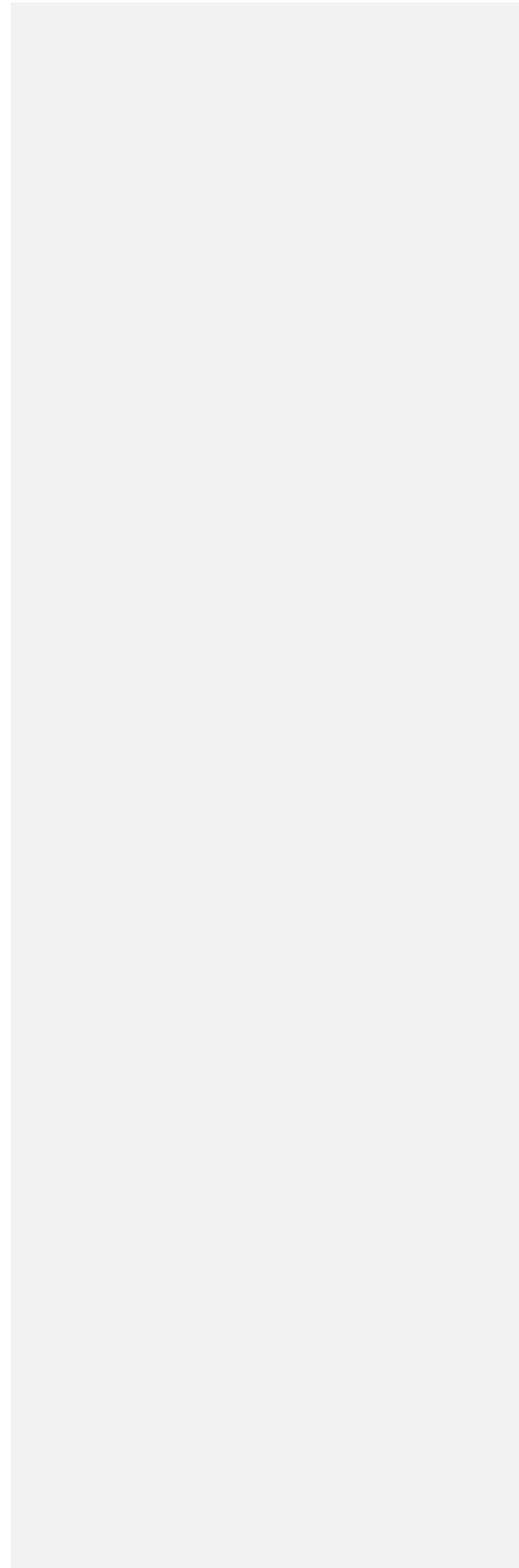
Appendix C: Standards and Criteria for Academic Program Review
Approved by the University of Vermont Faculty Senate mm/dd/yyyy

Standard I: The program has a clear and publicly stated purpose that contributes to the mission of the University.

Criterion 1: The program ***contributes to the mission*** of the University, the College/School, and department by:

a) Having an active strategic plan that is aligned with the vision, mission, and strategic plan of the University.

b) Supporting research and creative activities that generate new knowledge and understanding and enrich the intellectual environment for students, staff, and faculty.

c) Engaging in relevant application of new knowledge to contemporary problems through teaching, scholarship, creative activities, and service and outreach.

d) Preparing students for productive, responsible, and creative lives.

e) Encouraging students to use their knowledge and skills for the benefit of society.

f) Promoting global perspective and appreciation of cultural and intellectual diversity.

f)g) Reflects university priorities for diversity and inclusion in the faculty and student bodies.

g)h) Fostering an enduring commitment to learning.

h)i) Fostering the qualities of respect, integrity, innovation, openness, justice, and responsibility accountability, and leadership as expressed in *Our Common Ground*.

i)j) Additional unit-specific indicators.

Standard II: The program is of high quality

Criterion 2: The ***program quality*** is evidenced by:

a) Faculty - The Program faculty are qualified to teach the curriculum, as indicated by earned academic degrees and professional certifications. The program invests in the professional and scholarly development of its faculty, including the mentoring and guidance of junior faculty members through the RPT process.

b) Resources - The program has adequate faculty, support staff, library resources, equipment, and facilities to accomplish its purpose.

c) Reputation – The program is well regarded, as evidenced by external rankings and

assessments by external reviewers of students, faculty, resources, and productivity. The program attracts and retains excellent students as evidenced by admission qualifications, performance on standardized examinations, etc.

d) Faculty performance – Faculty demonstrate effectiveness in teaching and student advising, scholarship, and service, as evidenced by evaluations, awards, honors, grants, research contributions, publications, citations, and service endeavors.

e) Student performance – The program assesses student mastery of learning outcomes ~~Students demonstrate mastery of knowledge~~ by means of direct and indirect ~~formative and summative~~ assessments, performance in the field, professional achievements, and performance on professional licensure exams. Program graduates succeed in finding jobs and progress well in their chosen careers; alumni are satisfied with the program. Undergraduate and graduate students produce creative works, publications, and receive grant awards. Graduate students are awarded post-doctoral fellowships.

f) Benchmarks – The program reflects "best practices" and compares well to relevant performance standards from comparable institutions and/or accrediting agencies and/or other authoritative sources. The program demonstrates leadership in its performances relative to appropriate external benchmarks.

g) Advising – Program faculty provide excellent academic advising, per student evaluations and other appropriate indicators.

h) Extramural Funding (for programs where such funding is critical) – Success in attracting extramural funding that contributes to the Program's long-term stability.

Standard III: There is demand for the program.

Criterion 3. There is *demand* for the program as evidenced by:

a) external demand based on local, regional, national, and global trends and forecasts for persons with particular types and level of education.

b) internal demand as reflected by both student enrollment in the program and the scope of service teaching for students from other programs.

Standard IV: The program provides graduates who contribute to social institutions.

Criterion 4: *Societal need* for the program is reflected by:

a) evidence for private, public and/or not-for-profit sector needs for persons with particular knowledge, skills, attitudes, and values required to make social institutions work.

b) evidence of the need at national, state, and local levels for persons who can be informed and responsible citizens.

Standard V: The program uses an identified plan for systematic evaluation and assessment of goals and purposes.

Criterion 5: The program has *quality control processes* that are used:

a) to evaluate how well the program is achieving its strategic goals.

b) to monitor on an ongoing basis, the design and delivery of the curriculum/curricula as informed by student outcomes.

c) for ongoing evaluation of clearly stated student outcomes. This includes but is not limited to direct and indirect formative and summative assessments of student learning at the course level. As appropriate, other outcomes should include academic or professional achievements; job placement and career progression; alumni satisfaction with the program; employer satisfaction with program graduates' performance; graduates' performance on professional licensure exams; post-doctoral placement of graduate students; publications, grant awards, and creative works of undergraduate and graduate students, etc. The program should have has a sustainable cyclical n assessment plan in place to evaluate on a regular basis students' achievement of each program outcome on a regular basis, as well as a process for using assessment data to inform make specific changes that are intended to improve with the goal of improving student outcomes.

> **Commented [Office1]:** The terms formative and summative have been replaced with *direct* and *indirect* to be consistent with the terminology used by NECHE.

> **Commented [BR2]:** This text has been moved into the Guidelines because it is interpretive in nature. It does not describe a standard or criterion; rather it explains how the criterion can be met.

d) to monitor the quality of student advising.

e) to utilize data gathered in 5b-d to determine needed changes in tactics, policies, curriculum, and course contents.

f) To plan and implement the self-determined changes in a timely manner.

**Standard VI: The program accomplishes effectively its educational and related purposes**

Criterion 6: The *effectiveness* of the program is reflected by:

a) improvements in the design and delivery of the curriculum based on assessment s of new knowledge in the discipline, of student achievement of program learning outcomes, new knowledge in the discipline, societal need, and demand for the program.

b) measures to maintain or improve high quality student advising, including career preparation advising.

> **Commented [LA3]:** suggested change = "which can include career preparation advising"

c) programmatic features that foster an appreciation of cultural and intellectual diversity.

d) linkages with other programs, including articulation agreements, co-sponsored academic majors, minors, or concentrations, joint appointments of faculty members, cross-listed courses, student internships, practica, or field-based projects with organizations outside the University, resources shared with other academic units, dual degrees, and 3-2, 4-1, or other undergraduate + graduate degree arrangements.

Draft revisions 102218
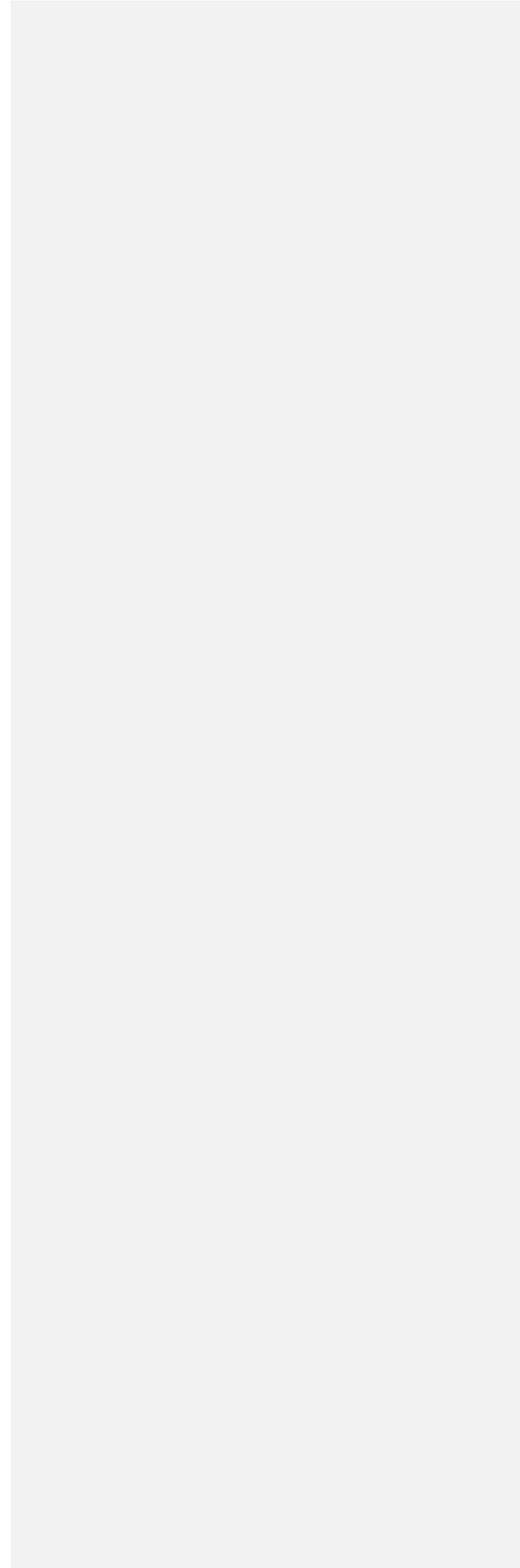
MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: January 3, 2019
Re: Approval of a request by the Graduate College in conjunction with the College of Engineering and Mathematical Sciences to change the name of the Certificate of Graduate Study in Complex Systems

---

On January 3, 2019, the Curricular Affairs Committee approved the action recommended in the following memo.

The Curricular Affairs Committee approved a request from the Graduate College in conjunction with the College of Engineering and Mathematical Sciences (CEMS) to change the name of the Certificate of Graduate Study (CGS) in Complex Systems to the CGS in Complex Systems and Data Science. This request is supported by the CEMS faculty, CEMS Curriculum Committee, and the Dean of CEMS, Dr. Luis Garcia. The proposed name change was also reviewed and approved by the Graduate College Executive Committee and Dean of the Graduate College.

The CGS in Complex Systems, initiated in 2008, was the initiating kernel for developing more complex systems curriculum at UVM, leading to the Master of Science in Complex Systems and Data Science in 2015 and the PhD in Complex Systems and Data Science in 2018. The requested name change would allow the CGS in Complex Systems to have same name as the subsequently added masters and doctoral credentials. The name change has no effect on curriculum or course prefixes.

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: January 3, 2019
Re: Approval of proposals for 1) a new Undergraduate Certificate in Integrative Health and Wellness
            Coaching and 2) a new Continuing Education Academic Certificate in Integrative Health and Wellness
            Coaching submitted by the College of Nursing and Health Sciences

---

At its meeting on January 3, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved proposals for 1) a new Undergraduate Certificate in Integrative Health and Wellness Coaching and 2) a new Continuing Education Academic Certificate in Integrative Health and Wellness Coaching submitted by the College of Nursing and Health Sciences (CNHS), Department of Rehabilitation and Movement Sciences. Karen Westervelt will serve as the director for both proposed certificates. If approved by the Faculty Senate and Board of Trustees, the programs will be offered beginning fall 2019.

The proposed Undergraduate Certificate in Integrative Health and Wellness Coaching (IHWC) and Continuing Education (CE) Academic Certificate in IHWC share the same primary goal and learning objectives, and have nearly identical curricula. Therefore, they were considered together by the CAC. The two certificates differ in their admission criteria and process, number of credits, and advising. Specific differences will be indicated in the relevant sections of this report.

Rationale, Program Description, and Evidence for Demand
The field of Health and Wellness has grown in recent years in response to changes in the healthcare system. In 2017, the International Consortium for Health and Wellness Coaches (ICHWC) initiated a nationally recognized certification exam for Health and Wellness Coaches. Currently, there are only fourteen academic programs that lead to eligibility in the US, only six of which are designed to serve undergraduates. If inaugurated, the proposed certificates would be the first offered in Vermont.

A market analysis for Integrative Health Coaching conducted by UVM's Continuing and Distance Education in conjunction with the Education Advisory Board indicated a 39% increase in regional demand for Integrative Health Coaches between 2013 and 2016. The Bureau of Labor Statistics (BLS) also projects high employment growth for Integrative Health Coaches between 2014 and 2024. Additionally, multiple organizations in Vermont (e.g. UVM Medical Center Employee Wellness, UVM Medical Center Community Health Improvement Program, UVM Medical Center Nurse Navigators, Rise Vermont, the Vermont Center for Children Youth and Families) employ Wellness Coaches and support the effort to provide quality training in health coaching leading to a recognized credential. Thus, these certificates would provide UVM students credentials in a field with a growing demand for qualified individuals.

The primary goal of both proposed certificates is to prepare students to become certified integrative health and wellness coaches to meet an emerging need in health care related to preventative health behaviors across the lifespan. Students completing either certificate will be qualified to sit for the International Consortium for Health & Wellness Coaching (ICHWC) Certification Exam to become an Integrative Health and Wellness coach (https://ichwc.org/hwc-certifying-examination-application/). Upon completion of the coursework, the prospers indicate students will be able to:

- Explain the fundamental components of the health and wellness coaching process
- Facilitate the development of client centered goals related to health behavioral change
- Support clients in the acquisition and understanding of knowledge related to health, health promotion, and disease prevention as defined by the ICHWC
- Evaluate and give feedback on client progress related to milestones to an individual's health plans
- Act within the ethical and legal parameters of the Certified Health and Wellness Coach

In addition to the growing job market for Integrative Health Coaches, there is evidence of interest in integrative health programs offered by UVM. In August of 2018, CNHS launched Undergraduate and CE Certificates in Integrative Healthcare. These certificates are designed to introduce students to the practices and modalities involved in integrative healthcare. Enrollment has exceeded the initial expectations of fifteen students, and the proposers indicate there are currently twenty-five students pursing the certificates.

Relationship to Existing Programs and Impact on Current Programs
Currently, there are no certificates or minors offered by UVM that lead to eligibility for national certification as a Health and Wellness Coach as defined by the ICHWC. While the curricula of the Larner College of Medicine's Behavioral Change Health Studies (BCHS) Minor and the CNHS Integrative Healthcare Certificate offer courses that share content related to the current proposal, the proposed Certificates in IHWC differ in that they provide experiential and competency based curricular elements that are defined by the ICHWC, leading to eligibility for national certification as an Integrative Health and Wellness Coach. The proposers do not anticipate that inauguration of the certificates will impact these or other UVM programs. James Hudziak, director of the BCHS Minor fully supports the proposed certificates.

Curriculum
Completion of the proposed Undergraduate Certificate in IHWC requires a total of twelve credits (9 credits of required courses plus one 3-credit elective course). Continuing education students pursuing the CE Academic Certificate in IHWC must complete fourteen credits of coursework – the same nine credits of required courses as students pursing the undergraduate certificate plus BOTH courses offered as elective options for undergraduates. The prospers indicate this difference in credit number is necessary to meet the credit minimum specified for CE Academic Certificates and make the undergraduate certificate more accessible to undergraduates in programs with a limited number of electives (e.g. nursing). The practicum serves as the integrative learning component that distinguishes UVM undergraduate certificates from other undergraduate programs.

Required Courses

Number	Name	Credits
HLTH 099	Motivational Interviewing for the Integrative Health Coach	3
HLTH 098	Restore, Rejuvenate, Energize	1

| HLTH 199 | Integrative Health Coaching Skills Lab | 3 |
| HLTH 299 | Integrative Health Coaching Practicum | 2 |

Additional Courses**

Number	Name	Credits
CSD 299	Autism Spectrum Disorders: Issues in Assessment & Intervention	3
COMU 122	Family Wellness Coaching	3

**Undergraduates must complete ONE of the two courses; CE students must complete BOTH courses.

The four HLTH courses are new courses; all four are currently in Courseleaf at the level of the Registrar and will be in the catalog next year.

Admission Requirements, Advising, and Anticipated Enrollment
The proposed Undergraduate Certificate in IHWC will be open to all UVM undergraduates who have at least sophomore standing and a minimum GPA of 2.0. To enroll in the proposed CE Academic Certificate in IHWC, individuals must have successfully completed an undergraduate degree with a minimum GPA of 2.5, have a clear background check prior to clinical placement, and demonstrate a commitment to advancement in the field of health and the ability to positively engage in and contribute to the UVM learning community. In order to be considered for acceptance into the CE Academic certificate, prospective students must submit a fully completed online application, as well as a personal statement, two letters of recommendation, and unofficial transcripts. Once all application materials have been received, the Director of the IHWC Certificate will review the materials submitted; Continuing and Distance Education (CDE) will notify applicants of the decision of admission. Admitted students are required to agree to and participate in a background check prior clinical placement.

Students pursuing the Undergraduate Certificate in IHWC will be advised by their home academic advisors. Curricular questions that cannot be addressed by their primary advisor will be directed to the IHWC Certificate Director. Students enrolled in the CE Academic Certificate will be directed to the IHWC Certificate if they have questions. CDE also offers personalized educational and professional support in a variety of ways to students and dedicated advisors are available to help students navigate UVM's systems and guide students in gaining experiences that best fit their interests.

The proposers anticipate a combined enrollment in both certificates of fifteen students the first year. They predict this could increase to a cohort of twenty in the second year.

Resource Requirements
Existing faculty and new faculty will be involved in delivering instruction for the proposed certificates. The proposers anticipate needing to hire one part time certified Health and Wellness Coach with teaching experience to lead the lab course (3 credits once a year) and three Health and Wellness Coaches part time to be lab assistants in the skills lab course. The inclusion of Certified Health and Wellness Coaches in the teaching faculty is critical for the ICHWC Accreditation process. The proposers indicate they have identified a qualified Health and Wellness Coach who would serve as the lead instructor for the lab course and are in discussions with the individual. Workloads for several current faculty will have to be adjusted. Current

administrative staff support is adequate to support the proposed certificates. The Dean of CNHS, Patricia Prelock, secured a $125,000 donation to support development and inauguration of the certificates. Dean Prelock's letter indicates that she fully endorses the proposed certificates and will provide both the fiscal and infrastructure needs to support the programs.

Evidence of Support
Letters of support were provided by CNHS Dean Patricia Prelock, the Chair of the Department of Rehabilitation and Movement Sciences, and James Hudziak, director of The Vermont Center for Children, Youth and Families. Bill Falls, Dean of the College of Arts and Sciences, also indicated his support. Additionally, the proposed certificates were reviewed and approved by the CNHS Curriculum Planning Committee.

Summary
The proposed Undergraduate and CE Academic Certificates in Integrative Health and Wellness Coaching will provide UVM undergraduate and non-matriculated students the knowledge and skills required to successfully complete the ICHWC Certification Exam to become an Integrative Health and Wellness coach. Data obtained through a market analysis indicates recent growth in regional demand for Integrative Health Coaches, and the multiple Vermont organizations employ wellness coaches. More broadly, the Bureau of Labor Statistics projects high employment growth for Integrative Health Coaches in the next five years. Higher than anticipated enrollments in the Integrative Health and Wellness Certificates inaugurated this year also indicate this is an area of interest for students. Nationally, there are few similar programs and none currently in Vermont. Therefore, the proposed certificates will be valuable additions to UVM's certificate offerings.

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: January 3, 2019
Re: Approval of a proposal for a new Undergraduate Certificate in Religious Literacy in Professions by the College of Arts and Sciences

―――

At its meeting on January 3, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

―――

The Curricular Affairs Committee approved a proposal for a new Undergraduate Certificate in Religious Literacy in Professions submitted by the College of Arts and Sciences (CAS), Department of Religion. The Chair of the department, Thomas Borchert, will oversee the proposed certificate. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2019.

Program Description and Rationale
Religions have and continue to shape all aspects of human life, and as such are vital influences to understand in a broad range of professions. The proposed certificate in Religious Literacy in Professions seeks to prepare students for encounters with diverse religions, religious individuals, and religious frameworks. It is primarily aimed at students seeking careers in education, journalism, social services, business, and health fields who wish to deepen their working knowledge about religions, religious individuals, and religiously defined groups or organizations, but who are not interested in or whose majors preclude a Religion Minor.

In the proposal, the proposers cite the definition of religious literacy below by Diane L. Moore of Harvard's Religious Literacy Project, which informed development of the proposed certificate.

> *"Religious literacy entails the ability to discern and analyze the fundamental intersections of religion and social/political/cultural life through multiple lenses. Specifically, a religiously literate person will possess 1) a basic understanding of the history, central texts (where applicable), beliefs, practices and contemporary manifestations of several of the world's religious traditions and expressions as they arose out of and continue to be shaped by particular social, historical and cultural contexts; and 2) the ability to discern and explore the religious dimensions of political, social and cultural expressions across time and place."* (Diane L. Moore, "Overcoming Religious Illiteracy: A Cultural Studies Approach," World History Connected, November 2006. http://worldhistoryconnected.press.uiuc.edu/4.1/moore.html)

Students in the proposed Certificate in Religious Literacy in Professions will learn:
- The difference between devotional expressions of religious worldviews and the study of religion;
- That religions are internally diverse, evolve and change, and their practice varies in time, place, and custom;
- Religious influences are embedded in human experience and affect people who self-identify as religious as well as those who do not;

- Religious knowledge claims, like all other knowledge claims, are situated, contextual, and constructed;
- Peace, war, violence, and levels of religiosity are not inevitable, fixed, or predicated on the "type" of religion one engages in/is operative in one's community

Justification and Evidence for Demand

Development of the proposed Religious Literacy in Professions Certificate was prompted by the observation that students from outside CAS as well as CAS Bachelor of Science students take religion courses in an attempt to better understand people with whom they will interact in their future careers. The proposers hope that the proposed certificate will create an opportunity for students in pre-professional programs and others to add value to their degrees with a stated achievement in Religious Literacy. The proposed certificate will also help fulfill the University Common Ground mission of teaching justice, as religion intersects with many types of oppressive histories and regimes as well as peace-seeking movements and institutions.

Relationship to Existing Programs

There are no certificate programs in religious literacy at any other universities in the US. The proposed certificate bears some resemblance to the existing Minor in Religion at UVM, however the latter is more specifically organized around academic models for understanding religion in societies. The proposed Certificate in Religious Literacy in Professions is primarily aimed at students whose professional interests bring them in contact with different religions. It also provides an option for students interested in obtaining some background in religious literacy whose other requirements preclude an eighteen credit minor.

Curriculum

Completion of the proposed Religious Literacy in Professions Certificate requires a total of thirteen credits (see table below). Students must take at least one zero-level course first, which will serve as a pre-requisite to the 100-level courses. Although REL 105 Religious Literacy can be completed after taking only one Religion course, it is recommended that students take it as the third or fourth course in the series.

Required Courses

Number	Name	Credits
Two zero-level introductory courses (REL 0XX)		6 total
One 100-level intermediate course (REL 1XX)		3
REL 105	Religious Literacy	3
REL 112	Religious Literacy Practicum	1

REL 105 and REL 112 are new courses developed for the certificate; Religion major and minors will also be able to take REL 105 as part of their degree requirements. Together, these courses comprise the integrative learning component that distinguishes Undergraduate Certificates. In REL 105, students will write three reflective essays tailored to the student's particular field and complete an "applied jigsaw unit" that breaks the class up into parts and, when put back together, helps students teach each other about the whole puzzle. In REL 112, students will apply theories and histories of religious literacy to complete a research project tailored to their fields that is centered around a field-specific case study. Both courses are progressing through the course approval process and should be in the catalog next year.

Admission Requirements, Advising, and Assessment

The Certificate in Religious Literacy in Professions will be open to all undergraduates. Students pursing the proposed certificate will be directed to the Department Chair if they have questions.

Faculty in the department will be responsible for oversight of the curriculum for the proposed certificate. The Department will review the enrollment and curriculum periodically to ensure that the goals of the certificate are being met. It will also be included in the Department's Academic Program Review.

Anticipated Enrollment and Impact on Current Programs

The proposers anticipate a limited enrollment that will grow slowly over the next four years and do not anticipate inauguration of the certificate will have an effect on any other programs or significantly change course enrollments.

Resource Requirements

No new resources are required. Current faculty workloads can accommodate teaching the new courses. REL 105 will be offered every year. REL 112 will be offered on an as-needed basis for students in the proposed certificate.

Evidence of Support

The proposed Certificate in Religious Literacy in Professions was approved by the CAS Curriculum Committee and faculty. The Dean of CAS, Bill Falls, also indicated his support. Letters of support were also provided by the Dean of the College of Education and Social Services, the Dean of the Rubenstein School of Environment and Natural Resources, and the Associate Dean of the College of Nursing and Health Sciences.

Summary

The proposed Certificate in Religious Literacy in Professions is a unique and valuable program that will provide students seeking careers in education, journalism, social services, business, and health fields a targeted opportunity to learn the fundamentals of diverse religions, religious persons, and religious frameworks. Additionally, it helps to fulfill the University Common Ground mission of teaching justice. The curriculum offers students the opportunity to directly apply concepts of religious literacy to their field of interest. Therefore, the proposed certificate will be a beneficial addition UVM's current Undergraduate Certificates.

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: January 3, 2019
Re: Approval of proposal for a new Minor in Reporting and Documentary Storytelling submitted by the College of Arts and Sciences

---

At its meeting on January 3, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new Minor in Reporting and Documentary Storytelling submitted by the College of Arts and Sciences, Center for Research on Vermont. The proposed minor will be directed by Greg Bottoms, Professor of English, Deb Ellis, Associate Professor of Film and Television Studies, and Richard Watts, Director of the Center for Research on Vermont. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2019.

Program Description and Rationale
Students in the proposed Reporting and Documentary Storytelling (RDS) minor will study the practice and theory of communicating stories in journalism and nonfiction writing, documentary video, and digital media formats. They will also develop vital skills in media literacy, critical thinking, ethical awareness, creativity, and problem-solving through embedded high-impact experiential learning environments. The proposed minor is based on the belief that students wanting to go into journalism should have a well-rounded education that allows for the merging of their specific disciplinary or interdisciplinary knowledge with the study and practice in journalism. The proposers indicate that students enrolled in the minor will:
- become adept researchers, clear and sophisticated writers, and achieve a high level of competence in nonfiction production
- be able to recognize and evaluate formal means through which nonfiction writing and media production produce meaning, and apply this knowledge in the creation of nonfiction storytelling
- demonstrate effective processes for drafting, revision, and editing toward achieving professional quality work for public audiences
- be able to implement critical thinking skills in subject/topic identification, research, and production
- be able to work as both writers/producers and project editors

The proposers indicated that the RDS minor is modeled after some of the most successful documentary studies certificates and minors at other universities around the country. The curriculum draws upon existing courses and the expertise of CAS faculty in the areas of documentary filmmaking, art, digital-specific composition, and narrative nonfiction writing. The intent of the minor is to organize, promote, and deepen course offerings related to reporting and documentary for the benefit of students, faculty, and the wider community. Students will learn to identify, research, and write stories and see those stories in context. The

coursework will also help students develop their research skills and writing ability, and learn effective processes for drafting, revision, and editing toward achieving professional quality work.

Justification and Evidence for Demand

The proposed RDS minor is designed for students interested in pursuing careers or graduate study in journalism, nonfiction writing, editing and publishing, video, and digital media, but its learning outcomes apply to a broad range of careers and professional efforts. Given that the Center for Research on Vermont has established itself as a source of reporting and documentary storytelling about Vermont, it offers a firm foundation for both academic and experiential learning associated with the minor. The staff support, affiliated faculty of the Center, and relationships existing between the Center and other Vermont institutions also afford a platform by which to connect students to opportunities around the state and in conjunction with Vermont's journalistic needs.

The proposers anticipate that student interest in the minor will be strong and foster new or increased enrollment in existing writing, film, and other courses. There has been expressed interest from current and prospective students in journalism and nonfiction storytelling, and there are a number of students involved in journalism and reporting related student activities for whom the minor may be of interest. It is expected that the minor will attract somewhere between 25 and 40 students per year, for a total of 100 to 150 in the minor.

Admission Requirements and Process

The proposed RDS minor will be available to all UVM undergraduates. Students must achieve a 2.0 average in the minor to have it count towards graduation requirements.

Curriculum

Successful completion of the proposed minor requires a total of 18 credits, including three core credits in writing, three core credits in media history and or theory, and nine credits of elected coursework at the advanced practice level in journalism and nonfiction writing, documentary video, or digital composing and multi-media work. A three-credit internship is also required as a capstone course. Within Vermont, strong partnerships with top media outlets in the state (e.g. Vermont Public Television, Seven Days, Burlington Free Press, WCAX) ensure a robust array of internships available in and near campus. Students interested in pursuing internships outside of Vermont will be supported by the CAS internship staff and the Career Center. CAS students can also explore internships through new partnerships with The Washington Center in DC and The Semester in the City program in Boston, both of which are full semester programs which place students in full time internships.

Required Courses

Core Writing – one of the courses below (3 credits)	
ENGS 050	Art of the Essay
ENGS 051	Topics in Composition

Table continues on the next page.

Media/History/Theory – one of the courses below (3 credits)	
ANTH 202	Anthropology of Media
ENVS 204	Media, Ethics, Politics
FTS 009	History of Television
FTS 010	Contemporary Cinema
PLOS 123/ VS 123	The Vermont Political System
PLOS 137	Politics and Media
REL 298	Religion and Media
SOC 043	Survey of Mass Communication
SOC 148	Sociology of News
SOC 243	Mass Media in Modern Society
Advanced-Level Courses – nine credits from the courses below	
ENGS 107	Topics in Composition and Rhetoric
ENGS 108	Advanced Composition Workshop
ENGS 114	Topics in Writing
ENGS 117	Advanced Creative Nonfiction
FTS 144	Screenwriting I
FST 145	Screenwriting II
ARTS 148	Motion Picture Presentation
FTS 133	Documentary and Avant-Garde Cinema
FTS 141	Film and Video Production I
FTS 145	Film Theory and Practice
ENVS 170	Environmental Arts Practice
ARTS 137	Photography
ARTS 138	Color Photography
ARTS 148	Motion Picture Production
Internship in Journalism/Media/Documentary – one of the options below	
VS 191	Internship
FTS 190/192	Internship

Topics include Contemporary Documentary and History of Documentary

All courses in the curriculum already exist; no new courses were developed for the proposed minor. No more than one course may overlap between a student's major and minor. Students pursuing a major in English with a concentration in writing, a Writing minor, or a major in Public Communications should be especially mindful of this restriction.

Advising
The three co-directors will serve as academic advisors to students in the minor. The Director of the Center for Research in Vermont will oversee the internship placements.

Impact on Current Programs and Anticipated Enrollment
Proposers of the minor stated that they are confident that the minor is distinctive and particular to the strengths of the College of Arts and Sciences with no direct curricular overlap to other programs or minors on campus. The Public Communications major concentration in Media + Journalism within Community Development and Applied Economics (CDAE) offers the closest curricular emphasis with the RDS minor. The RDS minor is

distinct from this concentration in both its form and delivery. Its focus is on long and short-form nonfiction work across media with an emphasis on the creator of the work, interpretative skills development, and artistic craft. Additionally, it employs a more "studio" or "workshop" model of instruction in the practice of journalism and media works. The most closely related minor is the Minor in Public Communications, which does include some courses related to journalism. However, the wider emphasis of this minor is on marketing, advertising, and communication broadly, and it does not include any of the core writing, film, photography, or critical media courses offered in the new RDS minor. Therefore, the proposers believe that the proposed RDS minor will serve students with a different set of interests. As indicated above, the proposers estimate cohorts of ~25 to 40 students.

Staffing Plan, Budget, and Resource Requirements
No additional personnel or resources are needed for the minor. The three co-directors will share responsibility for advising and the Center for Research on Vermont will provide staff support. No new courses are necessary.

Assessment Plan
The minor will be included in the regular Academic Program Review process following the standard expectations for analysis of metrics and on-site evaluation by experts from established programs around the country. The schedule for that review will be timed to coincide with reviews of Film and Television Studies and/or English, since two of the faculty directors belong to those departments. Annually, selected writing by RDS students enrolled in ENG 050/051 will be evaluated as will brief essays students write as part of their internship. Additionally, sample projects developed in the advanced-level courses will be assessed. Every three years, the students completing the proposed minor will be surveyed to see how minor outcomes and experiences have been used professionally or in further academic study.

Evidence of Support
This proposed minor was reviewed and approved by the CAS Curriculum Committee and faculty. Letters of support were provided by the Dean of CAS, Professor Sanders who directs the Environmental Program, and Professor Shephard, Associate Dean for Academic Affairs in the College of Education and Social Services.

Since August 2016, CAS has been in discussion with CDAE regarding ways to make journalism and media courses on campus more visible and to coalesce those courses into more coordinated and focused curricular offering. Although the initial aim was a minor that included both CAS and CDAE courses, this particular goal was not able to be realized at this time despite extensive discussions that began in September of this year. It should be noted that memos of opposition were submitted by the CDAE, which were considered in reviewing the proposal. While there is some overlap with Public Communications in CDAE, the proposers of the RDS minor provide a sound rationale and clearly distinct program of study that capitalizes on strengths in the College of Arts and Sciences. It is hoped, however, that future discussions and the possibility of dual curricular innovations between CAS and CDAE be considered, as this could bring even greater visibility to journalism and documentary and better serve students by offering a greater breadth and depth of courses.

Summary

The proposed Minor in Reporting and Documentary Storytelling utilizes existing courses and faculty expertise to offer a unique educational opportunity for UVM undergraduates to study the practice and theory of telling socially and culturally engaged stories in journalism and nonfiction writing, documentary video, and digital media formats. Projects embedded in the courses and the required internship allow students to gain hands-on experience and apply the skills they develop to professional use in journalism and media projects. There has been expressed interest from current and prospective students in journalism and nonfiction storytelling, and there are a number of students involved in journalism and reporting related student activities for whom the minor may be of interest.