

MINUTES OF THE UNIVERSITY SENATE  
October 15, 2012

1. The regular meeting of the University Senate of October 15, 2012 was called to order by Moderator Susan Spiggle at 4:06. PM.
2. Approval of Minutes

Moderator Spiggle presented the minutes of the meeting of September 17, 2012 for review.

**The minutes were approved as written.**

3. Report of the President

President Herbst reminded the Senate that the University hosted a very successful Senatorial Debate on Thursday. She also described the recent campus visit of Governor Malloy. The governor was on campus to tour some of our greatest areas of need for academic space. He was very open-minded, but “he saw right through the fact that we showed him the very worst” facilities we had.

Governor Malloy also attended a presentation on the Digital Media Program presented by Professor Timothy Hunter.

President Herbst announced that General Electric has provided the University with \$5.7 million to investigate core electrical protection technology. GE will finance a GE professorship, GE graduate assistantships, and GE sponsored research in the School of Engineering.

The President updated the Senate on several of the ongoing administrative searches. The Provost search is well underway. The search for a new Vice President for University Communications research is also proceeding with airport interviews soon to be scheduled. The University’s search for a new master planner is also somewhat ahead of schedule.

Two new departments have been established and recently received approval from the Board of Trustees: the Department of Biomedical Engineering and the Department of Digital Media and Design.

President Herbst entertained questions. Senator Goodheart asked what plans have been established for the Stamford campus. President Herbst described a plan to increase enrollments in several Stamford programs, especially those in Business. She stated that the University will seek funds to boost the number of students and faculty in those areas. She then yielded the floor to Vice Provost Sally Reis who offered that we anticipate that Stamford will be known as the hub for Business Programs and for Digital Media, much in the same way that the Avery Point campus is known as a center for Marine Science. Vice Provost Reis anticipates that the Stamford campus will grow by approximately 300

students. President Herbst stated that she did not want Stamford or any other program to take needed funds away from Storrs, however.

4. Senator Moiseff presented the report of the Senate Executive Committee. (Attachment #6)
5. Moderator Spiggle presented the Consent Agenda

Senator Gramling asked if the Nominating Committee had consulted with the student groups who initiate nominations of students to the various committees to invite representation of students from regional campuses. Senator Petkis responded that effort was made to interest students from the regional campuses, but with only limited success. One student's name has been put forward by the student governments of the various regional campuses. He stated that further efforts at encouraging wider participation will be made.

**The Senate voted to approve the Consent Agenda as presented.**

1. Report of the Curricula and Courses Committee. (Attachment #7)
2. Report of the Nominating Committee. (Attachment #8)
6. Vice Provost Sally Reis presented the Report to the University Senate on Undergraduate Education and Instruction. (Attachment #9)

As part of that report Senator Katrina Higgins spoke about the Undergraduate Programs of the College of Liberal Arts and Sciences. She also described the advising system and activities in the College.

(Attachment #10)

Assistant Vice Provost Maria Martinez described the activities of the Institute for Student Success. Her description included the activities of the Academic Center for Exploratory Students program and its associated components. She also described the growth and success of the Learning Communities programs, academic support units, Academic Achievement Center and UConn Connects program. The activities of the Center for Academic Programs (CAP) and Student Support Services were described as well.

(Attachment #11)

Senator Mannheim asked how well the 500 or so ISS transfer students do. These students are in ACES. The response was that many of them do struggle. A large number of them have made unsuccessful application for business or engineering before arriving and are thus enrolled in ACES, and many struggle finding an appropriate academic path.

Senator Mannheim asked to what extent students who apply here are aware of the support services that are available. Professor Martinez responded that information was handled through the web site and through orientation. CAP students are identified by admissions before they begin study, and receive extensive attention and advice. Senator Chinchilla praised the CAP program for its work with middle school students.

Senator Caira inquired about the advisor case-loads which seem to her to be excessive. The national standard is about 350 students per advisor. We are presently adding new advisors. Senator Caira asked if the numbers were being monitored. Senator Higgins responded that indeed they are. Senator Reis described the recent expansion of personnel in other advising positions as well.

Senator Schultz asked if help concerning time management and so on was available for upper division students as well as students in their first year. The response was that they certainly are.

Senator Reis suggested that faculty make themselves available as mentors in UConnect.

7. Vice President Thomas Callahan presented the annual reports of the Capital Projects Planning Committee and the Building and Grounds Committee.

(Attachment #12)

President Herbst described progress on the Basketball Development Facility and the benefits that will accrue to the University at large, especially as this building will free up Gampel Pavilion for other uses. She also reiterated that only private funds will be used in the planning and construction of this facility.

Vice President Callahan spoke about the sources of funding for projects shown in his presentation and their connection to UConn 2000. He stated that most was funded with UConn 2000 money with some other funds coming from deferred maintenance money. The reclaimed water facility is being funded with other University funds.

Senator Hamilton asked about the status of the Gant Science Complex. President Herbst responded that this is why the Governor was on campus—to tour Gant and the Torrey Life Science Building. Interim Provost Choi stated that the current funds available for the renovation of Gant and Torrey are not sufficient.

President Herbst inquired if there is enough time to get the sidewalks and so forth of the Storrs Center Project finished before winter. Vice President Callahan responded that he believes there is about six weeks of work left and that there is sufficient time.

Senator Mannheim commented about the “incipient winter” and suggested that the University consider constructing covered walkways between academic buildings. He also suggested lowering the floor of Gampel Pavilion to increase seating capacity.

8. The Report of the Vice President and Chief Financial Officer concerning the University Budget was presented by Lysa Teal, Budget Director.

(Attachment #13)

Concerning FY 12, Senator Mannheim asked from where the increased funds came that balanced the budget. The response was that it mostly came from auxiliary enterprises—especially housing and dining services. Senator Mannheim asked about savings that are predicted due to attrition from retirement. It seems to him that these savings from retirement indicate that these positions will not be re-filled. The response was that this is not the University Board of Trustees' position, but was, rather, a recommendation of the *McKenzie Report*.

Senator Schultz inquired about one of the *McKenzie Report* recommendations that the University should increase fundraising. He asked if there were any specific proposals to do so. The response was that this inquiry should be made to the Foundation. Senator Teitelbaum offered that the *McKenzie Report* actually recommends that we hire more fundraisers because they seem to raise more money than they cost.

9. Senator Maria-Luz Fernandez presented a Report of the Nominating Committee containing proposed changes to the By-Laws, Rules, and Regulations of the University Senate. The motion will be presented for a vote at the November 12, 2012 meeting of the University Senate.

(Attachment #14)

Senator Mannheim commented that there should be put in place a mechanism whereby faculty can provide input to the Board of Higher Education to replace the pathway lost through these proposed By-Law changes.

10. There was a motion to adjourn.

The motion was approved by a standing vote of the Senate.

The meeting adjourned at 5:23 PM.

Respectfully submitted,

Robert Miller,  
Professor of Music  
Secretary of the University Senate

The following members and alternates were absent from the October 15, 2012 meeting:

Aindow, Mark  
Armstrong, Lawrence  
Bansal, Rajeev  
Barreca, Regina  
Becker, Loftus  
Boyer, Mark  
Bradford, Michael  
Bushmich, Sandra  
Cetegen, Baki  
Croteau, Maureen  
D'Angelo, Rebecca  
Dayton, Cornelia  
DeFranco, Thomas  
Ego, Michael  
Faustman, L. Cameron  
Finger, Anke

Forbes, Robert  
Gianutsos, Gerald  
Gray, Richard  
Harris, Sharon  
Hiskes, Richard  
Hubbard, Andrea  
Hussein, Mohamed  
Kaminsky, Peter  
Libal, Kathryn  
Livingston, Jill  
MacKay, Allison  
Madaus, Joseph  
Martinez, Samuel  
McGavran, Dennis  
Messier, Chantelle  
Naples, Nancy

Ogbar, Jeffrey  
Patel, Jigish  
Rios, Diana  
Salamone, John  
Saddlemire, John  
Schwab, Richard  
Singha, Suman  
Skoog, Annelie  
Teschke, Carolyn  
Torti, Frank  
Visscher, Pieter  
Weiner, Daniel  
Williams, Michelle  
Zirakzadeh, Cyrus Ernesto

**University Senate Curricula and Courses Committee  
Report to the Senate  
October 15, 2012**

**I. The Curricula and Courses Committee recommends approval to ADD the following 1000 or 2000 level courses**

- A. CDIS 2156Q. Speech and Hearing Science  
Three credits. Recommended preparation: Math 1060Q or higher. Prerequisite: open to sophomores or higher.  
Fundamentals of acoustics specifically oriented to voice, speech production, and hearing. Human response to sound and its measurement. Introduction to acoustic instrumentation and software used in communication sciences. Examples of concepts to be covered include frequency, intensity, decibels, filters, pitch, loudness, formants, critical bands, and masking.
- B. EKIN/NUSC 1161. Husky Reads: Introducing Food and Nutrition to Children through Reading  
One credit. Supervised field work and experiential learning in nutritional literacy for preschoolers and young children, geared to individual, dual, and team activities. Readings and reflections.

**II. The Curricula and Courses Committee recommends approval to REVISE the following 1000 or 2000 level courses**

- A. LING 1010. Language and Mind (change catalog description)
- Current Catalog Copy*  
(101) Either semester. Three credits.  
The special properties of human language and of the human mind that make verbal communication possible. Basic topics in the psychology of language. CA 1.
- Revised Catalog Copy*  
(101) Three credits.  
Discussion of nature-nurture debate with specific reference to language acquisition. Pros and cons of Chomsky's Innateness Hypothesis. CA1.

## B. MCB 2400. Heredity and Society (change title and catalog description)

*Current Catalog Copy*

## 2400. Heredity and Society

(218) Three Credits. Two lectures and one problem-solving/case-study session.

Prerequisite: BIOL 1107. May not be counted toward the majors or minors in Biological Sciences, Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, or Structural Biology and Biophysics. Not open to students who have passed MCB 2410.

Principles of genetics as applied to humans. Focus on modern methods of molecular genetics.

*Revised Catalog Copy*

## 2400. Human Genetics

(218) Three credits. Two lectures and one problem solving/case-study session.

Prerequisite: BIOL 1107. May not be counted toward the majors or minors in Biological Sciences, Ecology and Evolutionary Biology, Molecular and Cell Biology, Physiology and Neurobiology, or Structural Biology and Biophysics. Not open to students who have passed MCB 2410.

Principles of genetics as applied to humans with a focus on the integration of classical and modern methods of genetics.

**III. The Curricula and Courses Committee recommends approval to DELETE the following 1000 or 2000 level courses**

## A. CDIS 1155Q. Applied Sound Science

**IV. The General Education Oversight Committee and the Curricula and Courses Committee recommend revision to the following courses included in Content Area 4 Diversity and Multiculturalism, International**

## A. ENGL 3120. Irish literature in English to 1939 (change catalog description)

*Current Catalog Copy*

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800. Open to juniors or higher.

Fiction, drama, and verse, including such early Irish myth as the Tain bo Cualnge and such writers as Mangan, Somerville & Ross, Yeats, Gregory, Synge, Joyce, and O'Connor. CA 4-INT.

*Revised Catalog Copy*

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Open to juniors or higher.

Fiction, drama, and poetry, including early Irish legends and sagas (in translation); such writers as Swift, Shaw, Wilde, Yeats, Gregory, Synge, Joyce, and Bowen. CA 4-INT.

**B. ENGL 3122 Contemporary Irish Literature (change title and catalog description)***Current Catalog Copy*

## 3122. Contemporary Irish Literature

Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Open to juniors or higher.

Fiction, drama, and verse by such writers as Beckett, Bowen, O'Brien, Friel, Murdoch, O'Faolain, McGahern, McGinley, Heaney, Muldoon, and Doyle. CA 4-INT.

*Revised Catalog Copy*

## 3122. Irish literature in English since 1939

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800. Open to juniors or higher.

Fiction, drama, and poetry by such writers as Beckett, O'Brien, Friel, Heaney, Doyle. CA 4-INT.

**V. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee approved the following courses for inclusion in the W competency****A. ARTH 3500W. Urban Architecture: International Perspectives**

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

The historical development of the urban, built environment in Europe, Asia and the Americas.

**B. CDIS 4245W. Neuroscience of Cognitive and Communication Disorders**

(Formerly offered as CDIS 4244). Four credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800; open to juniors or higher.

Anatomy and physiology of the central nervous system. Brain mechanisms that underlie speech, language, hearing, and cognition. Neurogenic communication disorders.

**C. CDIS 4254W. Introduction to Language Disorders in Children**

Four credits. Not open for credit for students who have passed COMS 253. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800; CDIS 2204; open to juniors or higher

Development, measurement, and function of language in children. Emphasis on child language disorders and their causes. Introduction to assessment and management strategies in settings including public schools and private clinics.

**D. HRTS/POLS 3257W. Politics and Human Rights in Global Supply Chains**

Three credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800; open to Political Science majors or Human Rights majors and minors; open to Juniors and above.

Recommended preparation: POLS 1202, POLS 1402 and POLS/HRTS 3212

The politics and human rights implications of regulating contemporary global supply chains. Topics covered include: official regulatory frameworks; non-regulatory approaches to rule-making (such as voluntary corporate codes of conduct and industry standards); and social responses to the dilemmas of "ethical" sourcing of goods and services.



- E. NURS 3715W. Nursing Leadership  
(250) Three credits. Prerequisites: ENGL 1010 or 1011 or 2011 or 3800; a "C" or better in NURS 3292; open to Nursing majors only.  
An in-depth analysis of the components that facilitate new nursing graduates to become leaders at the patient bedside, within interdisciplinary groups, and in the community. Emphasis is on written and oral communication, leadership, social disclosure and social justice to benefit the client and the discipline.
- F. POLS 3604W. Congress in Theory and Practice  
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 3800; open only to juniors or higher with consent of instructor.  
In-depth analysis of the U.S. Congress, including representation, elections, policy formation, law making, and organization.

**VI. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee approved the following revisions to courses included in the W competency**

- A. 4973W. Senior Design Project II (change prerequisites)

*Current Catalog Copy*

(273W) Three credits. Prerequisite: ME 3260, 3262 and 4972; ENGL 1010 or 1011 or 2011 or 3800.

Projects which have started in the previous semester will be completed. The project analysis, design, and manufacture stages will take place. Both written and oral reports will be required.

*Revised Catalog Copy*

(273W) Three credits. Prerequisite: ME 3260 or ME 3264, 3262 or 3263, and 4972; ENGL 1010 or 1011 or 2011 or 3800.

Projects which have started in the previous semester will be completed. The project analysis, design, and manufacture stages will take place. Both written and oral reports will be required.

**VII. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee recommend deletion of the following courses included in the W competency**

- A. CDIS 3202W. Speech and Language Acquisition  
B. CDIS 4244W. Introduction to Neurogenic Communication Disorders  
C. NURS 3215W. Nursing Research

**VIII. For the information of the Senate, the General Education Oversight Committee and the Curricula and Courses Committee approved the following changes to the W competency plan of the Sociology Department**

- A. To add Sociology 2501W, 2509W, 3453W, and 3991W as courses that satisfy the writing in the major requirement.
- B. To change the catalog description

*Current Catalog Copy*

To satisfy the writing in the major requirement, students must pass one of the following course: SOCI 2301W, 2827W, 3251W, 3307W, 3311W, 3315W, 3351W, 3401W, 3403W, 3407W, 3421W, 3429W, 3451W, 3457W, 3459W, 3471W, 3501W, 3503W, 3511W, 3521W, 3621W, 3651W, 3601W, 3701W, 3703W, 3801W, 3821W, 3841W, 3901W, 3903W, 3905W, 3907W, 3971W, 3996W.

*Revised Catalog Copy*

The writing in the major requirement can be satisfied by passing any 2000- or 3000-level W course in Sociology.

Respectfully Submitted by the 12-13 Senate Curricula and Courses Committee.

Eric Schultz, Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Peter Kaminsky, Kathleen Labadorf, Maria Ana O'Donoghue, Jeffrey Ogbar, Annelie Skoog  
9-7-12

**Nominating Committee Report  
to the University Senate**

October 15, 2012

1. We move the following graduate student deletions from the named standing committees:

Ryan Tomchek from the Scholastic Standards Committee

2. We move to appoint the following faculty and staff members to the named committee effective immediately with the term ending June 30, 2013.

Karen Bresciano to the Growth & Development Committee as representative of the Student Welfare Committee

Terri Dominguez to the Diversity Committee as representative of the Student Welfare Committee

Jaci van Heest to the Diversity Committee as representative of the University Budget Committee

3. We move to appoint Maria-Luz Fernandez as Chair of the Diversity Committee effective immediately with a term ending June 30, 2013.
4. We move to appoint Peter Kaminsky to the General Education Oversight Committee effective immediately with a term ending June 30, 2014.
5. We move the following undergraduate student additions to the named committees effective immediately with a term ending June 30, 2013:

Kevin Alvarez to the Student Welfare Committee

Elliott Bosco to the Scholastic Standards Committee

Leonard Cannon to the Student Welfare Committee

Tylur Craddock to the Diversity Committee

Michael Daniels to the Growth & Development Committee

John Giardina to the University Budget Committee

Ozzie Gooding to the Diversity Committee

Kailee Himes to the General Education Oversight Committee

Elena Innes to the Growth and Development Committee

Shilpa Kolli to the Faculty Standards Committee

Anthony Minniti to the Curricula and Courses Committee and the Enrollment Committee

Stephanie Naranjo to the Enrollment Committee

Neel Rana to the Curricula and Courses Committee

Holly Wonnebeger to the Scholastic Standards Committee

6. We move the following graduate student additions to the named committees effective immediately with a term ending June 30, 2013:

Aidali Aponte-Aviles to the Scholastic Standards Committee  
Bryant Reed to the Growth & Development Committee  
Michelle San Pedro to the Diversity Committee  
Noah Sharpsteen to the General Education Oversight Committee  
Danielle Wong to the Faculty Standards Committee

Respectfully submitted,

Andrea Hubbard, Chair  
Rajeev Bansal  
Thomas Bontly

Marie Cantino  
Cameron Faustman  
Maria-Luz Fernandez

**Report to the University Senate on  
Undergraduate Education & Instruction**

**Sally Reis**

**Interim Vice Provost for Academic Affairs**

Thank you for the opportunity to present some of the work we have been doing to improve and enhance **Undergraduate Education and Instruction (UE&I)**. In this report, I summarize the ways in which our UE&I programs contribute toward the achievement of the University's goals to engage our high-achieving students, support students with high potential who are not achieving as expected, promote diversity, increase retention and graduation rates, and provide both student support for learning and faculty support for teaching.

As many of you know, this the last academic year, we integrated the Center for Continuing Studies (CCS) into our Center for Undergraduate Education and our Institute for Teaching and Learning (ITL). We now have a new Center for Excellence in Teaching and Learning (CETL) that is being led by Dr. Peter Diplock as Interim Assistant Vice Provost. Within the CETL unit is the Institute for Teaching and Learning (ITL), the new E-Campus site for UConn that combines our instructional designers from CCS and ITL, the Early College Experience, and an incubator unit for new programs and continuing education. A subsequent report will highlight the accomplishments of our new CETL and our new e-campus initiatives but some information is included in this summary about the ITL and our Early College Experience (ECE) Program.

**HONORS AND ENRICHMENT PROGRAMS (ORAL REPORT TO BE DELIVERED IN JANUARY)—ASSISTANT VICE PROVOST JENNIFER LEASE BUTTS**

Enrichment Programs provide opportunities to deepen and broaden the undergraduate experience through curricular and co-curricular means at the University of Connecticut. Through experiential learning, mentorship, and opportunities for research and creative scholarship, excellent students from every school, college, and campus at UConn are able to enhance their college education. With the exception of the Honors Program, which has an admissions process, Enrichment Programs are open to all UConn undergraduates. The following information summarizes achievements during the past academic year:

**The Office of Undergraduate Research** distributed over \$329,117 in funding for research and scholarships to undergraduates in 2011 - 2012. This figure includes \$257,868 to support 65 students in the SURF (Summer Undergraduate Research Fund) program, \$44,249 for OUR grants during the academic year, \$20,000 to support the SHARE (Social Sciences, Humanities, and Arts Research Experience) program, and \$7,000 in Life Science Honors Thesis Awards. In addition, the annual poster exhibition, Frontiers in Undergraduate Research, had its highest number of posters and participants, totaling 161 and 198 respectively. While the Life Science Thesis Award has been discontinued due to lack of participation, OUR has doubled the funding for SHARE awards this year with 10 grants of \$2,000 earmarked for underrepresented students interested in research. Last year it developed an extensive menu of workshops and

hosted the largest number of exhibitors at the annual *Frontiers in Undergraduate Research Poster Exhibition*.

**The Office of National Scholarships** supported 55 applicants for prestigious national scholarships such as the Rhodes, Marshall, Mitchell, Udall, and Goldwater. Through increased collaboration with schools and colleges educating students about national scholarships, the ONS has continued to see a rise in student applications for graduate fellowships. The labor intensive process of supporting national scholarship applicants benefits students regardless of the outcome, and finalists and winners bring great prestige to UConn. In 2012, the ONS had 1 winner and 1 Honorable Mention in the Goldwater, 3 NSF GRFP winners and 6 Honorable Mentions, 1 Phi Kappa Phi winner, and 1 NCHC Portz winner. The ONS has nominated 5 students for the Rhodes scholarship, 8 students for the Marshall scholarship, and 3 students for the Mitchell scholarship in the 2012 – 2013 competition.

**The Individualized and Interdisciplinary Studies Program** supports students in a rigorous process of creating individualized plans of study. With about 150 students and 63 graduates in 2012, the IISP works with students with particular interdisciplinary interests. The largest number of majors is in the social sciences. In 2012, 50 students completed an individualized major as a second major, with 101 using the individualized major as their sole major. Because the program is so individualized, there are no plans to increase the reach of the program. However, attention will continue to be paid to improving the quality of the students and the quality of their experience.

**The Pre-Law, Medicine, and Dental Medicine Centers** assists students and alumni in learning about and preparing for law, medical, and dental school. The center is staffed by two experts in law and medical/dental school admissions. They support the work of other faculty and staff in helping students select appropriate schools, complete competitive applications and make decisions after returns are in. They also manage the Special Program in Law and the Special Program in Medicine and Dental Medicine, which provides conditional admittance to the UConn Law School, Medical School, and Dental School upon freshman enrollment. This support includes special classes and advisement for these students, many of whom matriculate to UConn professional schools even though they have the option of going to other schools. While the Pre-Law Center has seen a decrease in the number of students applying to law school, which mirrors national trends, the Pre-Medical/Pre-Dental Center has seen an increase in applicants, compiling 171 letters for students applying to these programs in 2012.

**The Honors Program** welcomed 429 incoming students in the fall of 2012 and now has approximately 1750 students enrolled in the Honors Program. This met our goal of matriculating 425 students to the Honors Program this fall. This goal was met without sacrificing the quality of the first-year student population, which boasts an average SAT (critical reading and math) of 1396 and a high school class rank of 96%. Many students entered UConn with advanced standing through AP/ECE/IB credits; 57% of students had second semester standing or above, and 23% of students had sophomore standing or above. Honors has continued to work with schools and colleges to ensure that Honors sections and Honors course are available for Honors students as well as high-achieving non-Honors students who wish to enroll. The four Honors Living Learning Communities have also continued to grow and thrive, with 58% of all Honors students living in one of these communities. The Honors Program and its students have also benefitted from the dedication of UConn faculty members who advise students and supervise the

Honors thesis or creative project. This is noted in the fact that 301 students graduated with Honors in 2011 – 2012, the highest number in the history of the Honors Program.

**INSTITUTE FOR STUDENT SUCCESS (ISS) ASSISTANT VICE PROVOST MARIA D. MARTINEZ (REPORT DELIVERED AT THE OCTOBER SENATE MEETING)**

**The Academic Center for Exploratory Students (ACES)** staff provides academic advising to students who want to explore the University's academic opportunities before deciding on a field of study. They also work with students who must complete specific requirements before applying to pre-professional majors. ACES serves as a gateway to the university for incoming students and as a support system for continuing students. The advisors assist students transitioning to the University through academic advising, educational planning, and referral. In 2011-2012 ACES served approximately 3,000 students. Two new retention strategies were implemented. The first initiative targets students on scholastic probation and those who successfully appealed a scholastic dismissal by using an intrusive advising model which provides more support and structure. The second focuses on developing a network consisting of former students who become ACES Ambassadors to share information about potential majors with current students. ACES introduced over 1,200 new students to the University through their participation in the summer and spring orientation programs. The majority of the students (875) were incoming freshmen. Over the course of the year, ACES advisors met with over 8,800 students through a combination of scheduled and walk-in appointments. Sixteen percent or 1,400 of these students were not “officially” in the program, thus underscoring the critical role ACES plays in servicing undergraduate students at the University.

**The First Year Programs & Learning Communities (FYP&LC)** unit engages students in programs to assist in their transition to college and to aid in retention. FYP&LC offers guidance, opportunities, and resources encouraging students to become learners with a purpose, discovering the value of the intellectual, social, and cultural dimensions of the University. First Year Experience (FYE) courses enroll about 80% of freshmen. Forty-two percent of the incoming class is participating in one of 27 **Learning Communities (LC)** with 2,400 students overall. Dr. Hedley Freake was appointed Global House Faculty Director, a community with 125 residents representing 14 countries. Fifty-seven percent of Global House residents are from the US, half are first year, one quarter are returning, and one quarter are international exchange. Four LCs are planning short-term study abroad programs for freshmen and sophomores. The Business Connections Learning Community is traveling to China, EcoHouse will be visiting Patagonia, Humanities House to London, and Public Health House to South Africa. The **Academic Achievement Center** is a service staffed by professionals and trained undergraduates who coach students in effective, efficient ways to study, develop goals, and manage their time and stress. This program, which focuses on success processes, is open to all UConn students who want to maximize their efforts to excel academically. In 2011-2012 more than 600 students benefitted from individual appointments, class presentations or workshops. **UConn Connects** provides one-to-one assistance for students on academic warning or probation to help them improve their academic performance. In its 20<sup>th</sup> year, UConn Connects assisted more than 7,000 students seeking to realize their academic potential. In spring 2012, more than 400 students accepted the program’s invitation to work with one of the 110 undergraduate or 55 staff facilitators.

ISS Report to the Senate – Fall 2012 (continued)

**The Center for Academic Programs (CAP)** continues to deliver high-quality support services and programming for first-generation, low-income, and other underrepresented populations at Storrs, the regional campuses, and in various target cities throughout the state. CAP continues its commitment to increase the number of SSS students who study abroad and become involved in Learning Communities. A total of 324 incoming freshmen participated in the 2012 SSS summer pre-collegiate programs at all campuses. As part of the summer programming, this year SSS developed a work study initiative that provided training on professional etiquette and an employment fair. The goal was to help SSS students apply their work-study award funds to secure meaningful campus employment related to their major and support their retention at the university.

Ninety-one percent of the Educational Talent Search (ETS) seniors enrolled in a program of postsecondary education. Additionally, 80% of the high school seniors in the Upward Bound program were admitted to a college of their choice. Despite the challenges of decreased funding, CAP has been able to develop and provide innovative programming to maintain high quality services and increase the number of students. In 2011-2012 CAP served approximately 1800 students through programs on UConn campuses and in public school systems in New Haven, Windham, and Hartford. The SSS program worked with over 1,000 students; Upward Bound/ConnCAP served approximately 120 students, and around 585 student participants received program services from Educational Talent Search. Recently the Center was awarded a \$1.1 M grant from the U.S. Department of Education's McNair Postbaccalaureate Achievement Program. This is UConn's first award of this type and will serve 25 low-income, first-generation and underrepresented students for enrollment in doctoral programs, particularly in science, technology, engineering, and mathematics (STEM) fields.

The Center for Academic Programs hosted an event on October 13<sup>th</sup> in celebration of 45 years of providing access and educational opportunities to low income, first generation and underrepresented populations to Connecticut citizens. Over one hundred alumni and guests attended the event.

**COLLEGE OF LIBERAL ARTS UNDERGRADUATE PROGRAMS—KATRINA HIGGINS, DIRECTOR OF THE ACADEMIC SERVICES CENTER IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES**

**The College of Liberal Arts and Sciences** undergraduate program serves the majority of students at UConn. During the 2011/2012 academic year, the College of Liberal Arts and Sciences served 11,500 CLAS majors and taught 72% of the credit hours offered at the undergraduate level. CLAS graduated 2301 students, or 51%, of the graduating class.

Curriculum and Courses committee work:



- The College added two new majors– Human Rights and Environmental Studies – bringing our total number of majors to 45, seven of which have more than 500 students pursuing the major.
- Three departments were reconfigured and renamed – Modern and Classical Languages is now Literatures, Cultures and Languages; Women’s Studies is now Women’s Gender and Sexuality Studies; Communication Sciences split into two independent departments: the Department of Communication and the Department of Speech, Language and Hearing Sciences.

#### Advising:

- Four new full time advisors were hired in Biology, History, Communication, and Economics bringing our total number of professional advisors in the college to 18.
- In addition to supporting departmental-based advisors and advising throughout the college, the advisors in the CLAS Academic Services Center met with approximately 300 students per month, handled over 3000 requests for curriculum and registration exceptions and advised and registered approximately 1000 freshmen and 500 transfer students during the Fall and Spring orientation programs.

#### Course Availability:

- In response to the ever-increasing demand in the STEM majors, and with the support of the Provosts Office, CLAS added 102 labs (or 608 seats) in the 5 highest-demand biology courses (BIOL 1107 & 1108, AND MCB 2400, 2410 and 2610), as well as 3 additional sections of ENGL 1003 (English for Foreign Students) for international students.

### **CETL--INSTITUTE FOR TEACHING AND LEARNING (ITL) DAN MERCIER, DIRECTOR**

The **Institute for Teaching and Learning** provides pedagogical and technology support for faculty, graduate, and undergraduate students in a wide variety of ways including writing and math tutoring centers, faculty workshops, individual consultations, teaching enhancement plans, faculty learning communities, and orientation programs for newly hired faculty and teaching assistants.

The ITL includes a staff that is in demand to give workshops and presentations throughout the campus. ITL has reorganized itself over the past few years, most recently focusing itself on faculty and professional development. ITL also provides a strong contribution to the academic and technical support needs of the regional campuses.

A few highlights from this year include the emphasis in ITL in assisting faculty who have received low SET’s and/or are teaching larger classes. A part time teaching development specialist, Dr. Sally Dobyns, has joined the ITL to work with faculty who need support with

teaching. This support is provided through individual consultations, workshops and seminars. In addition, support for graduate teaching continues via course offerings through the Neag School of Education and the Graduate School. Annual teaching awards are presented in April.

The Instructional Resource Center (IRC) and Digital Resource Center (DRC, formerly LRC) provide technical and pedagogical support for faculty and students respectively at all campuses. The challenge currently is the conversion to Blackboard 9. Currently approximately 3000 of the University's 4000 instances HuskyCT have been converted to Blackboard 9. This conversion will be completed by Summer '13.

With continued large numbers of graduate TAs and ITAs, we provide language testing and courses, acculturation to North American education, and pedagogy training through out the year.

The W Center provided over 4,000 tutorials this year and has managed to increase efficiencies through different patterns of staffing. Faculty workshops are also provided. The demand in the Q Center is extremely high with over 11,000 student visits last semester alone. The pressures on staffing, time, and space are high, and we continue to provide faculty workshops when requested.

The demand for the use of our interactive TeleVision system (iTV) and media streaming services keeps growing – for classes (about 20 per semester) and general videoconferencing (nearing 300 per semester). The Media Design group has been reconstituted and redirected to support video streaming, in online and face-to-face courses as well as support for workshops and meetings.

#### **EARLY COLLEGE EXPERIENCE, JILL THORNE, DIRECTOR**

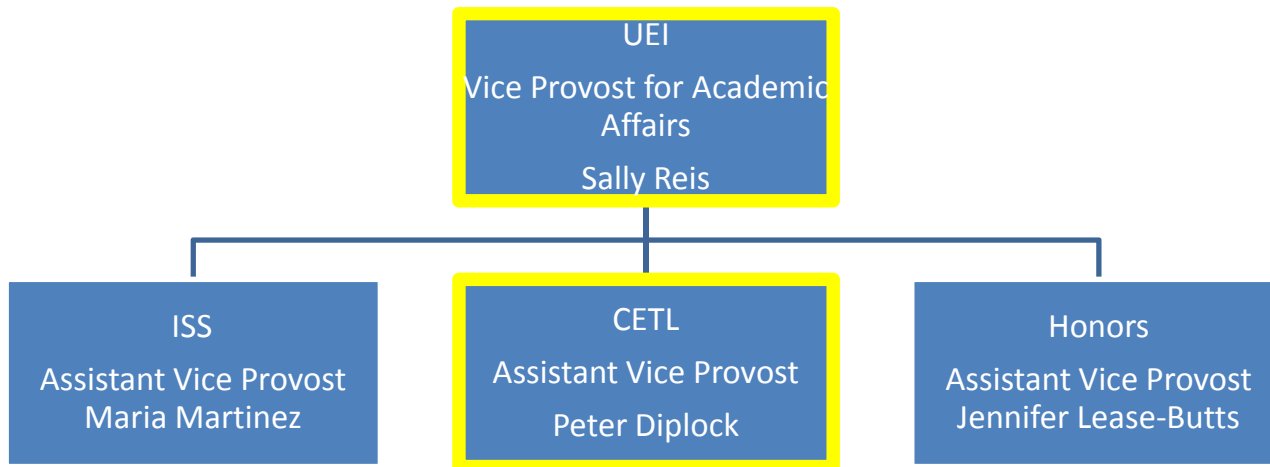
Our ECE is the oldest concurrent enrollment program (CEP) in the nation as it started by President Jorgensen in 1955. It is one of the largest CEPs in the nation in terms of student enrollment (over 9,000 students) and certified instructors (approximately 850 instructors). The UConn ECE works with 4 Schools & Colleges, 23 Departments, and offers 52 courses. The ten-year program student growth rate for the program is 178 % and the ten-year program student growth rate for urban schools of 1169 %.

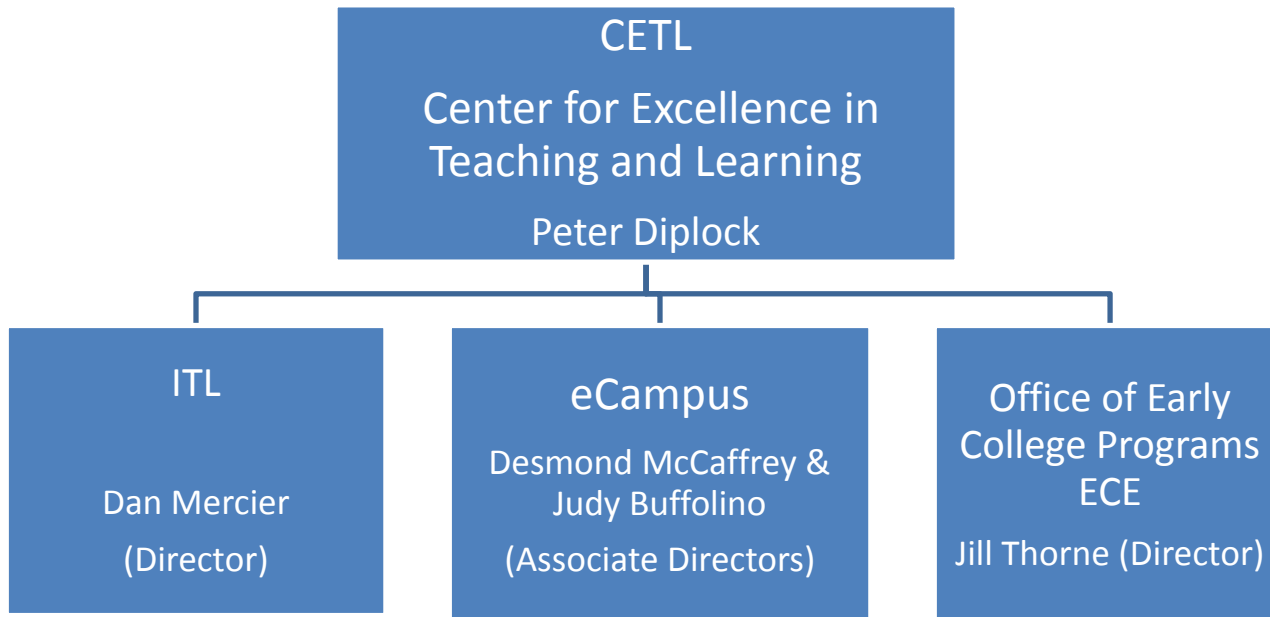
Approximately 1,000 ECE Alumni matriculate to UConn each year, and of the UConn ECE Alumni who apply for UConn admission, 92% are accepted. UConn ECE Alumni graduate on-time or early at UConn, approximately 18 percentage points higher than all other students. UConn ECE Alumni outperform all other students at UConn in their first and second semesters by one full grade level. UConn ECE Alumni compose a third of all honors students and almost a third (28%) of all SSS students. Last year 369 UConn ECE Alumni entered UConn having passed Freshman English, saving the Department 19 additional sections.

#### **CETL---eCampus PETER DIPLOCK, DIRECTOR**

The creation of eCampus this past year follows the recommendations from the Provost's task force on online learning in establishing a centralized support infrastructure to advance online education. The mission of eCampus is to work with faculty to develop high quality learner focused online classes and programs that are linked to academic departments. During the previous academic year, faculty and staff accomplished the following:

- Integrated CCS and ITL instructional design staff into one centralized unit to support efforts throughout the University, and developed 16 new high demand high enrollment courses for summer session II 2012. This next year, this group will support additional growth in high demand summer courses together with development of courses that are part of new certificate programs.
- Worked with Nancy Bull and UITS to ensure single entry platform, and fixed other logistical issues with the Registrar, Bursar, Admissions, Grad School, CCS, and ITL
- Addressed intellectual property concerns with a new document—vetted through faculty
- Worked with appropriate Senate and other faculty groups on Quality and Standards, utilizing Quality Matters (QM) as a standard for course development and Sloan-C as a standard for program development
- Created the eCampus website to provide a portal to online courses and programs. The website also serves as a faculty resource, with research pertinent to online education that is designed to inform and educate
- Established an academic program incubation unit to provide centralized support from idea formation through program launch to help support the vision to develop 15 new certificate programs a year (post baccalaureate and graduate)
- Established eCampus steering committee for the purpose of providing operational guidance and eCampus development committee to provide an open forum for widespread faculty participation





# Center for Excellence in Teaching and Learning (CETL) 12/13 - A - 38

- Created this past year through the integration of the Center for Continuing Studies and Institute for Teaching and Learning staff
- Primary mission is to support the teaching and learning mission at the university, through faculty support and development (ITL), the fusion of technology and pedagogy to advance the online initiative through eCampus, and promotion of the UConn experience through the Office of Early College Programs

# Institute for Teaching and Learning

- With continued large numbers of graduate TAs and ITAs, we provide language testing and courses, acculturation to North American education, and pedagogy training throughout the year.
- The W Center provided over 4,000 tutorials this year and has managed to increase efficiencies through different patterns of staffing. The demand in the Q Center is very high with over 11,000 visits last semester.
- The demand for the use of our interactive TeleVision system (iTV) and media streaming services keeps growing – for classes (about 20 per semester) and general videoconferencing (nearing 300 per semester).
- The Media Design group has been reconstituted and redirected to support video streaming, in online and face-to-face courses as well as support for workshops and meetings.

# eCampus

- Solved logistical problems—working with Nancy Bull and UITs—Single entry and platform issues
- Fixed other logistical issues with Registrar, Bursar, Admissions, Grad School, CCS, ITL
- Addressed intellectual property concerns with new document—vetted through faculty
- Worked with appropriate Senate and other faculty groups on Quality and Standards
- Created an E-campus website



# eCampus

- Centralized instructional design to support University wide initiatives
- Developed 20 new high demand/high enrollment undergraduate courses summer II 2012
- Vision to support development of 15 new certificate programs a year (post baccalaureate and graduate)
- Established an academic program incubation unit to provide centralized support from idea formation through program launch

# UConn Early College Experience

- Oldest Concurrent Enrollment Program (CEP) in the nation; started by President Jorgensen in 1955
- One of the largest CEPs in the nation in terms of student enrollment (over 9,000 students) and certified instructors (approximately 850 instructors)
- UConn ECE works with 4 Schools & Colleges, 23 Departments, and offers 52 courses.
- Ten-year program student growth rate for entire program of 178 percent (3-times growth rate)
- Ten-year program student growth rate for urban schools of 1169 percent (approximately 13-times growth rate)

- Approximately 1,000 ECE Alumni matriculate to UConn each year
- Of the UConn ECE Alumni who apply for UConn admission, 92% are accepted
- UConn ECE Alumni graduate on-time or early at UConn approximately 18 percentage points higher than all other students
- UConn ECE Alumni outperform all other students at UConn in their first and second semesters by usually one full grade level
- UConn ECE Alumni compose a third of all honors students and almost a third (28%) of all SSS students
- Last year 369 UConn ECE Alumni entered UConn having passed Freshman English; saving the Department 19 additional sections

# **COLLEGE OF LIBERAL ARTS UNDERGRADUATE PROGRAMS— KATRINA HIGGINS, DIRECTOR OF THE ACADEMIC SERVICES CENTER IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES**

- **The College of Liberal Arts and Sciences** undergraduate program serves the majority of students at UConn. During the 2011/2012 academic year, the College of Liberal Arts and Sciences served 11,500 CLAS majors and taught 72% of the credit hours offered at the undergraduate level. CLAS graduated 2301 students, or 51%, of the graduating class.
- Curriculum and Courses committee work:
- The College added two new majors— Human Rights and Environmental Studies – bringing our total number of majors to 45, seven of which have more than 500 students pursuing the major.
- Advising: Four new full time advisors were hired in Biology, History, Communication, and Economics bringing our total number of professional advisors in the college to 18.
- In addition to supporting departmental-based advisors and advising throughout the college, the advisors in the CLAS Academic Services Center met with approximately 300 students per month, handled over 3000 requests for curriculum and registration exceptions and advised and registered approximately 1000 freshmen and 500 transfer students during the Fall and Spring orientation programs.
- Course Availability: In response to the ever-increasing demand in the STEM majors, and with the support of the Provosts Office, CLAS added 102 labs (or 608 seats) in the 5 highest-demand biology courses (BIOL 1107 & 1108, AND MCB 2400, 2410 and 2610), as well as 3 additional sections of ENGL 1003 (English for Foreign Students) for international students.

# INSTITUTE FOR STUDENT SUCCESS

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Dr. Maria D. Martinez Ph.D.  
Assistant Vice Provost  
Fall 2012

# INSTITUTE FOR STUDENT SUCCESS (ISS)

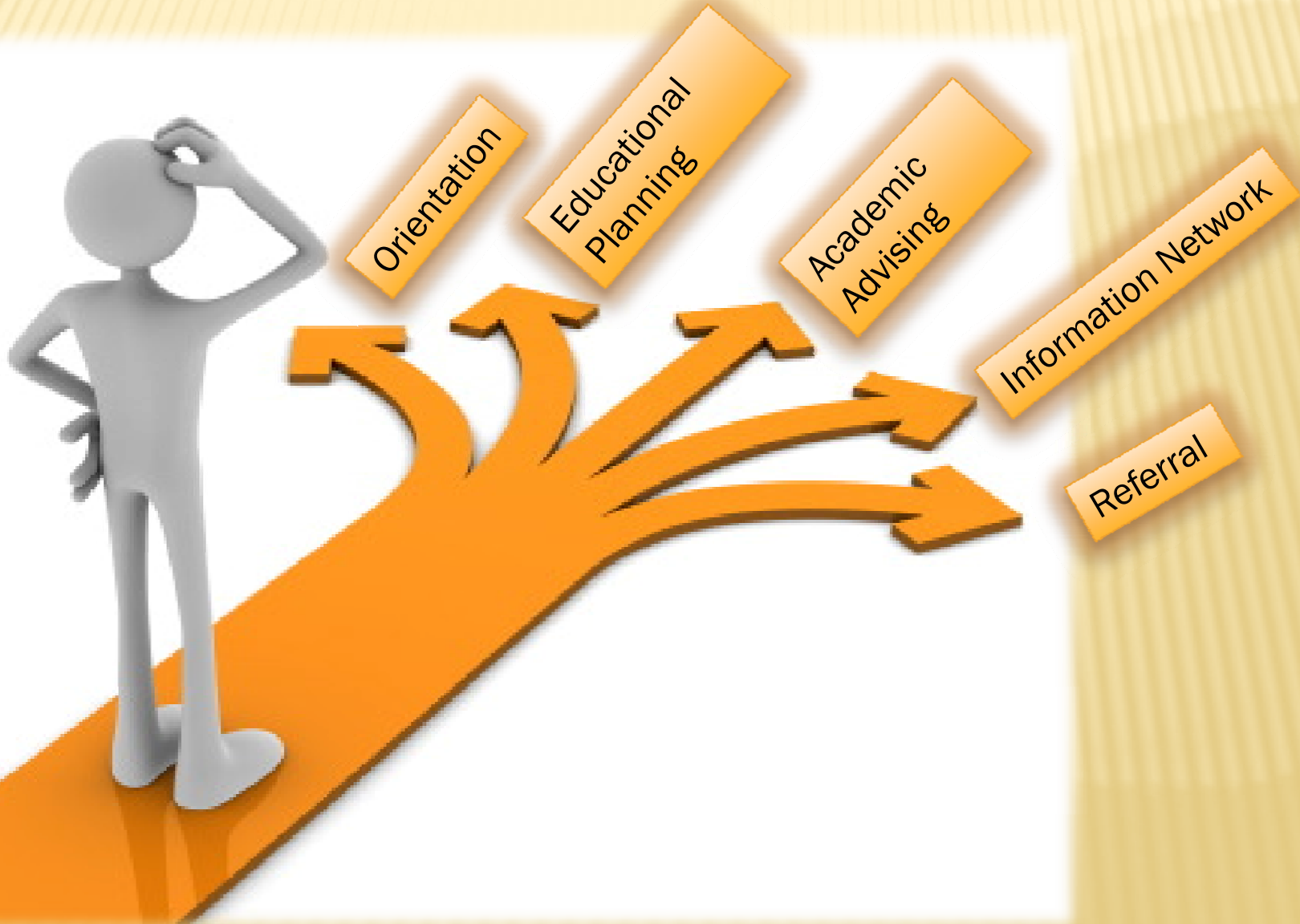


# INSTITUTE FOR STUDENT SUCCESS (ISS)

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- The **Academic Center for Exploratory Students** offers high quality academic advising and educational planning, to students who are exploring and preparing for various degree programs.
- **First Year Programs & Learning Communities** helps first year and transfer students transition to the University, and promotes personal and academic development through interdisciplinary courses, peer education, academic support, one-on-one mentoring, and opportunities to live and participate in Learning Communities.
- The **Center for Academic Programs** increases access to higher education for students who come from underrepresented ethnic or economic backgrounds and/or are first generation college students, and also provides support services to aid students' retention in and graduation from the University.

## ACADEMIC CENTER FOR EXPLORATORY STUDENTS (ACES):





## **ACADEMIC CENTER FOR EXPLORATORY STUDENTS (ACES):**

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- ❖ **Dismissals and Scholastic Probation** – The ACES Academic Standing Committee works with students who are on academic probation and are eligible for dismissal. They review dismissal appeals each semester. Last year, out of 108 appeals, 55 were successful and students were allowed to continue on probation with an academic advising hold.
- ❖ **Advising Caseloads** – Advisor caseloads range from 112 to 408 students per advisor. The average caseload among advisors who primarily work with students is 358 to one.
- ❖ **Graduation Rates & Migration Patterns** - ACES created a tracking system that has the ability to follow individual students through their academic career. This system allows for the examination of trends in choosing majors for ACES students.
- ❖ **Assessment** - In addition to the quantitative data collected to examine graduation rates and migration patterns ACES uses an advising survey to gather more qualitative information about a student's advising experience.

# FIRST YEAR PROGRAMS & LEARNING COMMUNITIES (FYP&LC):




## FIRST YEAR EXPERIENCE (FYE):

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- ❖ University Learning Skills (ULS) Seminars (INTD 1800 sections)
- ❖ Faculty Students Seminars (INTD 1820 sections)
- ❖ Trains undergraduate student mentors who support FYE courses (Mentors enroll in EPSY 3020)
- ❖ Provides FYE curriculum development and training workshops for first-time instructors

**80% of freshmen enroll in First Year Experience (FYE) courses**

## LEARNING COMMUNITIES:



Meaningful  
Interaction with  
faculty, staff &  
student leaders

### Living & Learning Communities

#### Interdisciplinary (8):


- Community Services
- Global House
- Leadership
- & more

#### Major/Program (9):

- Business Connections
- Engineering
- Nursing
- & more



“Small  
College  
Feel”



Successful  
Adjustment to  
College Life

### Learning Communities

#### Major-themed FYE Course (10):

- Allied Health
- Animal Science
- Pre-Journalism
- & more

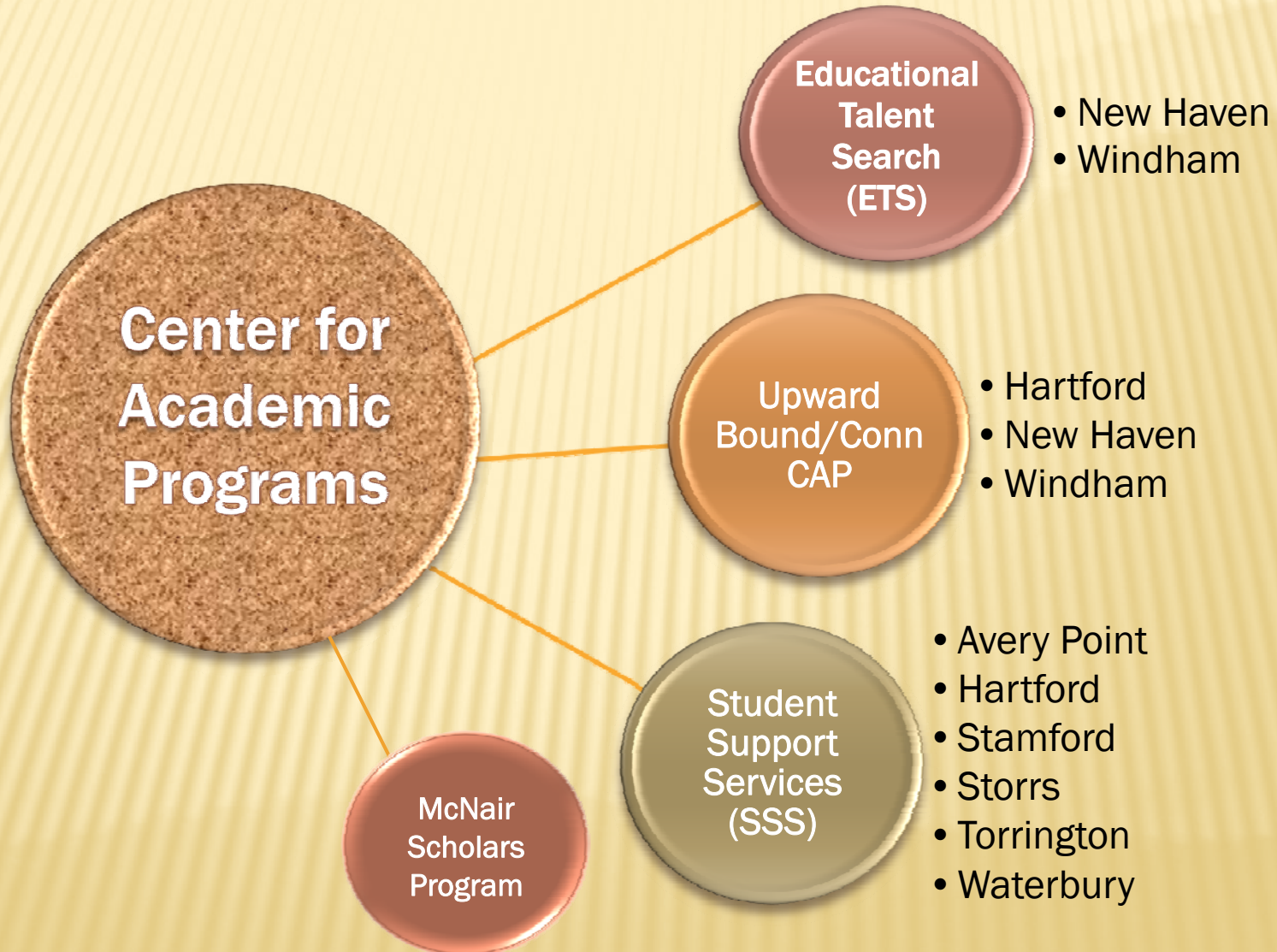
42% participating in one of 27 Learning Communities (LC)  
2,400 students overall

## ACADEMIC SUPPORT:

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- ❖ **Academic Achievement Center (AAC)** - The AAC is staffed by full time professionals and trained undergraduates who coach students in effective, efficient ways to study, develop goals, and manage their time and stress. This program, which focuses on success processes, is open to all UConn students who want to maximize their efforts to excel academically.
- ❖ **UConn Connects** - Provide one-to-one assistance for students on academic warning or probation to help them improve their academic performance.
- ❖ **Early Warning Intervention** - is a system used to make the FYE Instructors and Facilitators aware when students in their classes are having academic difficulties.

## CENTER FOR ACADEMIC PROGRAMS (CAP):



## PRE-COLLEGIATE PROGRAMS:

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### ❖ Educational Talent Search (ETS)

ETS services 600 students in grades six through twelve. In addition to after-school activities and counseling, participants receive information about college admission requirements, scholarships, and various student financial aid programs. This early intervention program helps low income and first generation students to better understand their educational opportunities and options.

ETS works with students in New Haven and Windham and recruitment begins in the 6<sup>th</sup> grade.

### ❖ Upward Bound Program (UB)/CONNCAP

UB/ConnCAP assists students to graduate successfully from high school and to enter and graduate from college. The program provides a six-week summer residential program, academic and personal counseling, supplemental education, weekly seminars, community service projects and tutorial services.

UB/ConnCAP provides services to 120 students from target high schools in New Haven, Hartford, and Windham. Eligible students in 9<sup>th</sup> grade from target high schools must apply for program admission.

## STUDENT SUPPORT SERVICES (SSS):

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- ❖ Increases the University's enrollment, retention and graduation rates of first-generation college students who come from low-income and/or underrepresented ethnic backgrounds.
- ❖ Prepares students for the rigors of higher education through academic, financial, career and personal counseling as well as through various First Year Experience courses, tutoring, peer mentoring and networking. The process begins during the program's six week pre-collegiate summer component where students earn college credits while learning the discipline, dedication and structure needed to be successful at the university.
- ❖ SSS operates in Storrs and at the five regional campuses (Avery Point, Hartford, Stamford, Torrington, Waterbury).



## CENTER FOR ACADEMIC PROGRAMS (CAP):

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CAP serves over 1,800 students

SSS = 1,108 students

UB/ConnCAP = approximately 120 students

ETS = over 600 students

- ❖ **Ronald E. McNair Ph.D. Post baccalaureate Achievement Program –**  
The Center was awarded a \$1.1 M grant from the U.S. Department of Education.  
To serve: 25 low-income, first-generation and underrepresented students for enrollment in doctoral programs, particularly in science, technology, engineering, and mathematics (STEM) fields.



## CONTACT INFORMATION:

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Maria D. Martinez, Ph.D.

Assistant Vice Provost

Institute for Student Success

[maria.d.martinez@uconn.edu](mailto:maria.d.martinez@uconn.edu)

Bidya Ranjeet, Ph.D.

CAP Executive Program Director

Director, Student Support Services

[bidya.ranjeet@uconn.edu](mailto:bidya.ranjeet@uconn.edu)

James D. Hill

Program Director

Academic Center for Exploratory Students

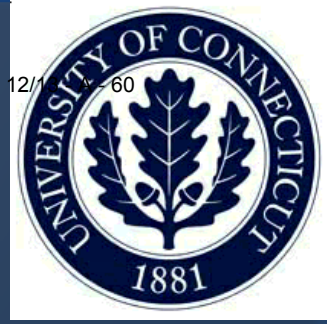
[jim.hill@uconn.edu](mailto:jim.hill@uconn.edu)

David T. Ouimette

Executive Program Director

First Year Programs & Learning Communities

[david.ouimette@uconn.edu](mailto:david.ouimette@uconn.edu)



*University Senate  
Annual CPPAC & B&G Report*

October 15th, 2012

# Building and Grounds Committee Meeting Schedule

12/13 - A - 61

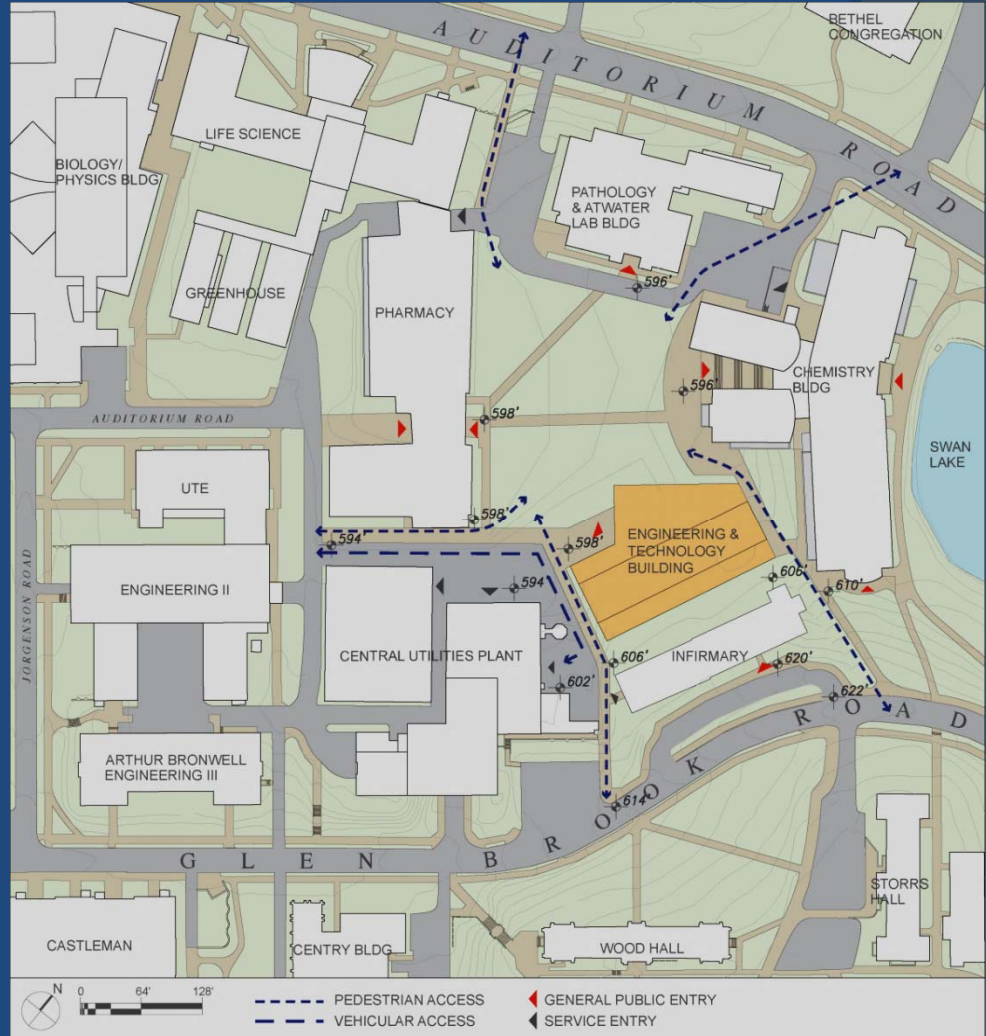
Public Meeting Schedule		
Date	Time	Location
Monday, September 10, 2012 (Prep meeting Sept 5 @ 8:30-Gulley)	4:00 pm – 6:00 pm	Wilbur Cross North Reading Room
Monday, November 5, 2012 (Prep meeting Oct 31 @ 8:30-Gulley)	4:00 pm – 6:00 pm	Wilbur Cross North Reading Room
Monday, January 14, 2013 (Prep meeting Jan 10 @ 8:30-Gulley)	4:00 pm – 6:00 pm	Wilbur Cross North Reading Room
Monday, March 11, 2013 (Prep meeting Mar 6 @ 8:30-Gulley)	4:00 pm – 6:00 pm	Wilbur Cross North Reading Room
Monday, May 13, 2013* (Prep meeting May 8 @ 8:30-Gulley)	4:00 pm – 6:00 pm	Wilbur Cross North Reading Room
Monday, July 15, 2013* (Prep meeting Jul 10 @ 8:30-Gulley)	4:00 pm – 6:00 pm	Wilbur Cross North Reading Room

Committee Meeting Schedule		
Date	Time	Location
Friday, Aug 3, 2012 (Prep meeting Aug 1 @ 8:30-Gulley)	9:00 am – 10:30 am	School of Business Board Room #321
Friday, October 5, 2012 (Prep meeting Oct 3 @ 8:30-Gulley)	9:00 am – 10:30 am	School of Business Board Room #321
Friday, December 7, 2012 (Prep meeting Dec 5 @ 8:30-Gulley)	9:00 am – 10:30 am	School of Business Board Room #321
Friday, February 1, 2013 (Prep meeting Jan 30 @ 8:00-Gulley)	9:00 am – 10:30 am	School of Business Board Room #321
Friday, April 5, 2013 (Prep meeting Apr 4 @ 8:30-Gulley)	9:00 am – 10:30 am	School of Business Board Room #321
Friday, June 7, 2013 (Prep meeting Jun 6 @ 8:30-Gulley)	9:00 am – 10:30 am	School of Business Board Room #321

# Projects in Planning and Design

- **Merritt Hall @ Depot Campus**
- **Demolition of Old Central Warehouse**
- **New Faculty Hires**
- **Repairs to Water Tower**

# New Engineering and Science Building



# Basketball Development Facility

12/13 - A - 64

The new 76,000 GSF building will accommodate the Men's and Women's Basketball programs with space for courts, strength and training, video, academic study, locker rooms, equipment, laundry and office areas.



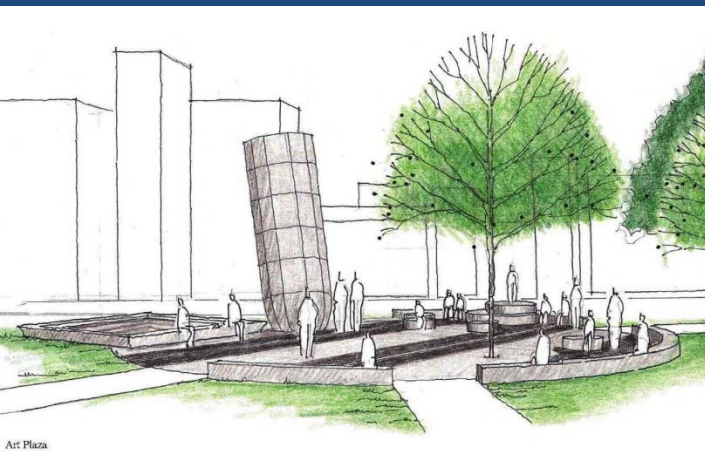
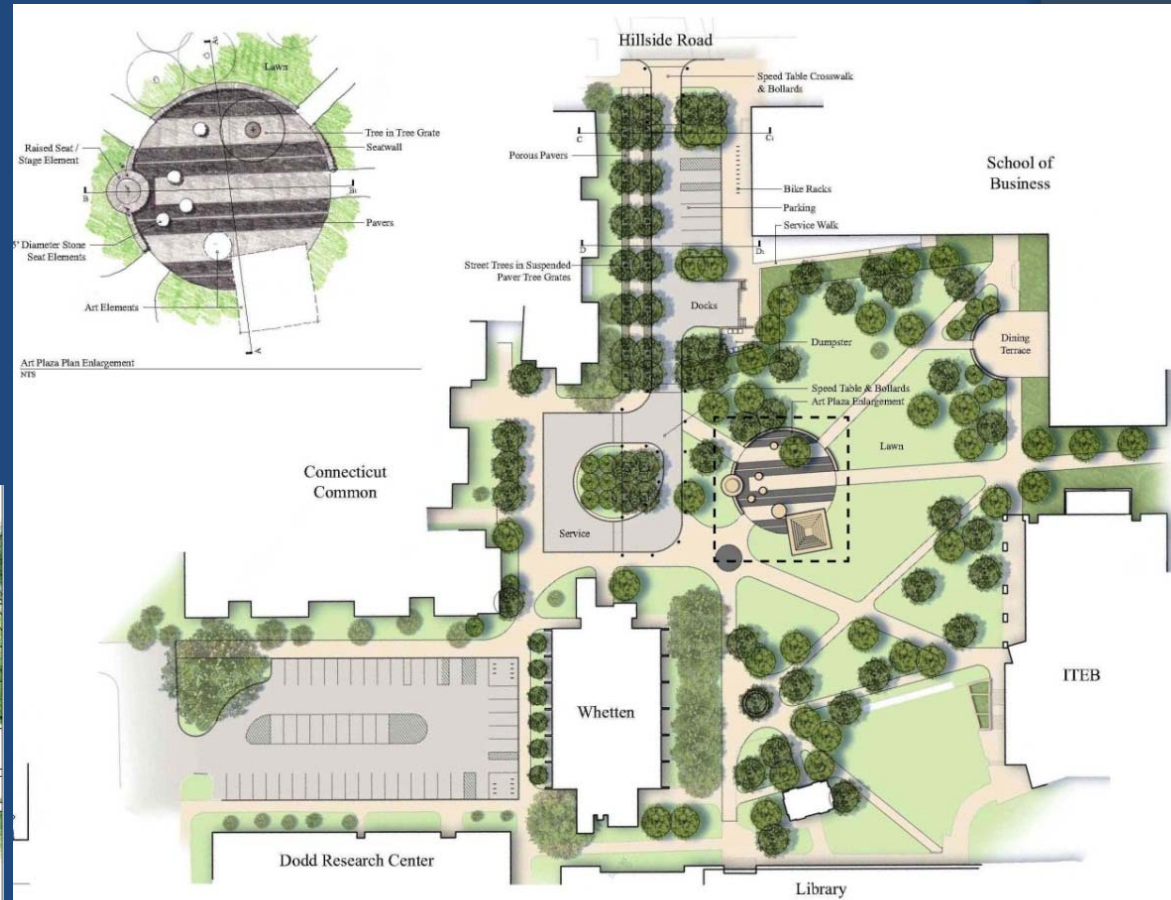


# Library Quad

12/13 - A - 65

The area between Library, Whetten, ITEB, The School of Business and Connecticut Commons has been redesigned. This project will create a vibrant campus destination that will include:

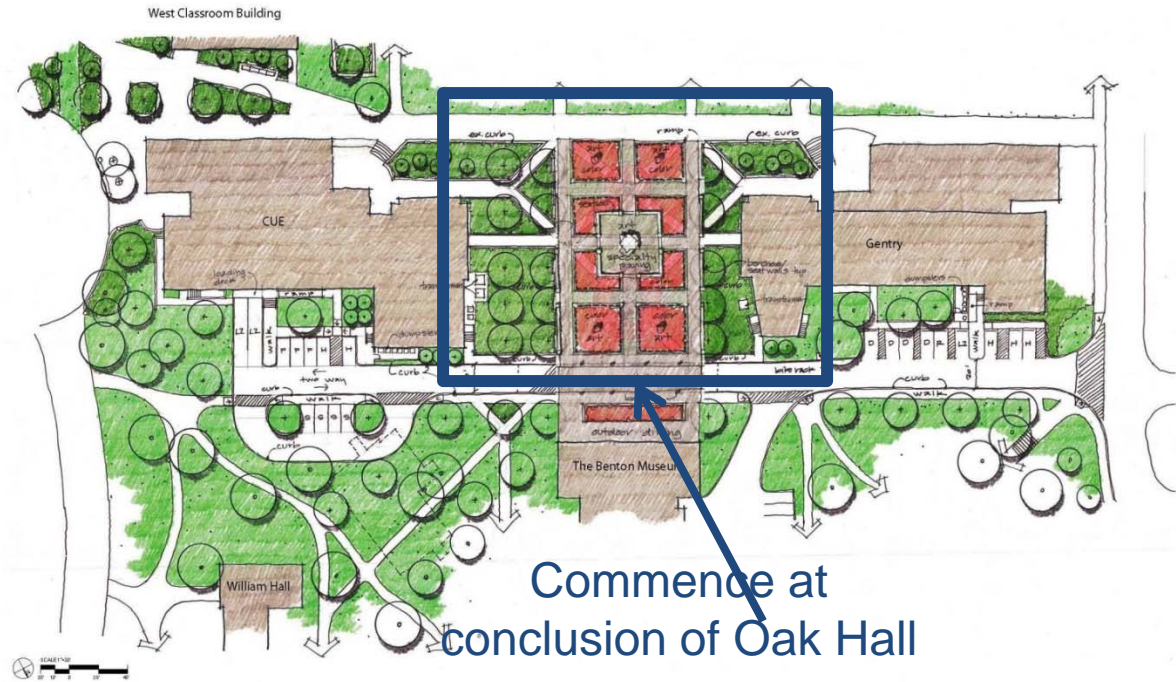
- Appropriate pedestrian walkways
- Plaza spaces for gathering, sitting and conversation
- Lawn areas for enjoying sunny spring days
- Limited, efficient service vehicle access
- Accessible parking



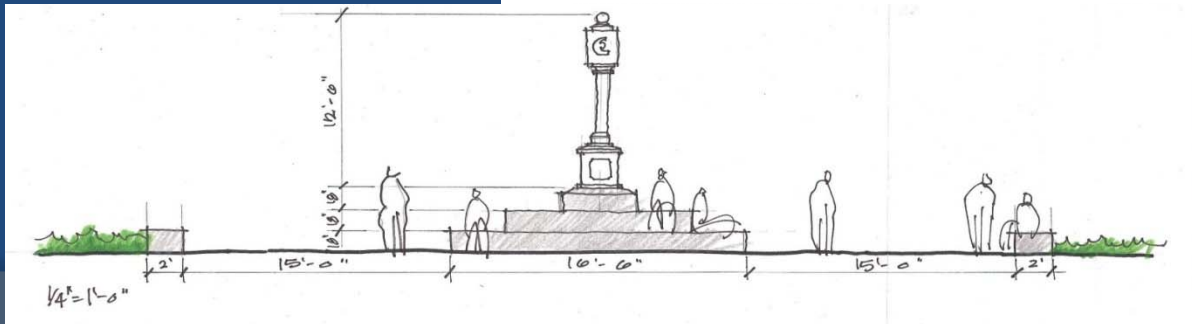
# Gentry including the Sundial Restoration



**This objectives of this project are improvements to pedestrian safety, resolving vehicle access issues and enhancing the former Sundial plaza with outdoor seating and landscaping.**



**Commence at conclusion of Oak Hall**



The Benton Quad  
October 28, 2010

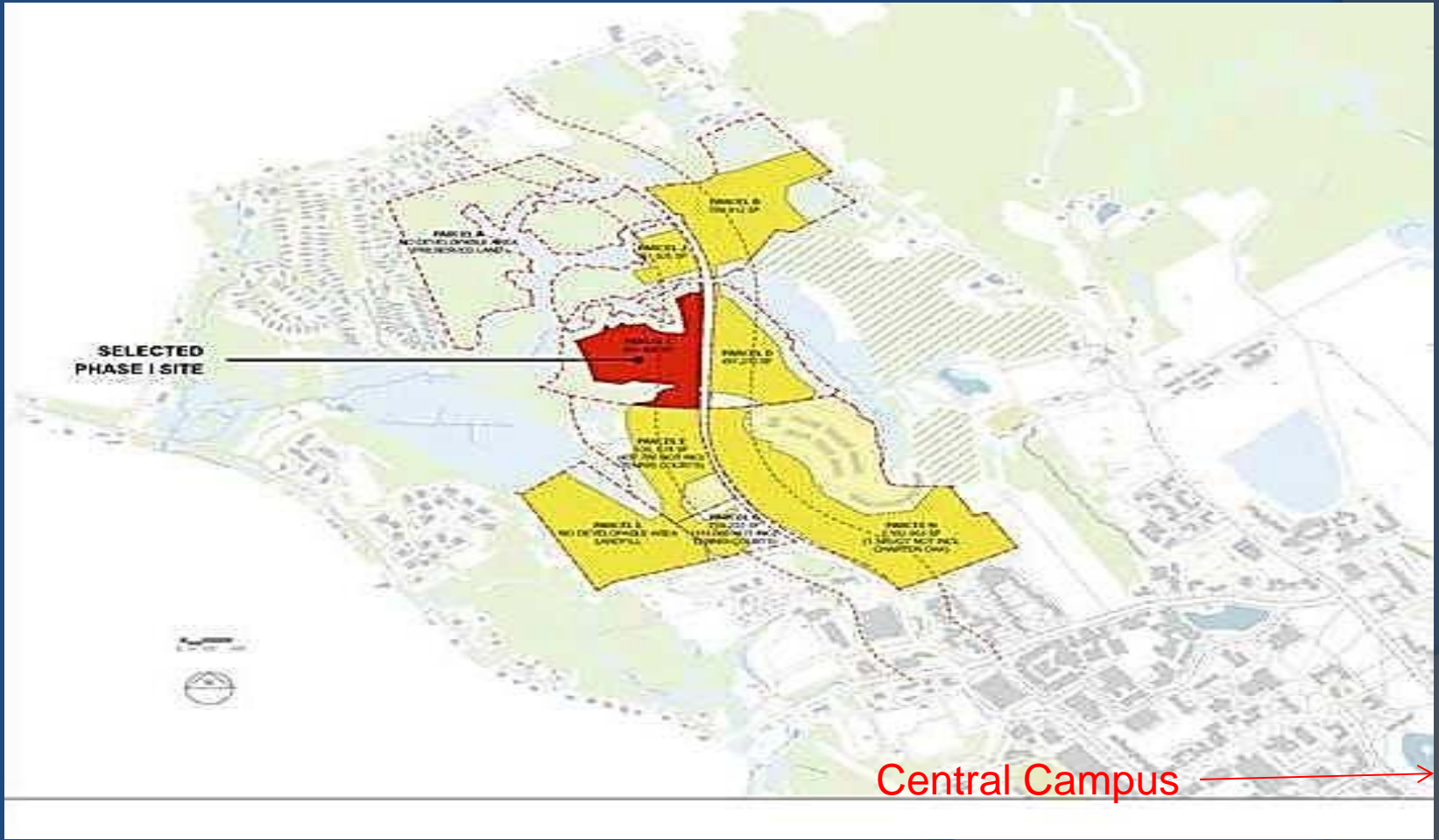
**The corridor between Gentry, Cue and the Benton Art Museum will have a sidewalk for pedestrians and an adjacent roadway for service and delivery vehicles. The Benton**

# UConn Technology Park

12/13 - A - 67

- Innovation Partnership Building
- Technical and Scientific Equipment
- Utilities/Infrastructure/Road Improvements – Including Land Acquisition
- Off-Site Utilities (New Water Supply)
- Environmental Permits

# UConn Technology Park



# Innovation Partnership Building

12/13 - A - 69



## Tenant Laboratory

Wet Laboratories

Dry Laboratories



## Tenant Offices

Dedicated Office

Hotelling Desk

## Tenant Support

- Cold Room, Environmental Room
- Glasswash / Autoclave
- Satellite Procedure Room
- Central Freezer Room
- Large Equipment Room
- Mass Spec Laboratory
- Dewar / Cylinder Storage

# Projects in Construction

12/13 - A - 70

- **Beach Hall**
- **Manchester Hall Window Replacement**
- **Young Building**
- **Avery Point Community Professional Building**

# Bousfield Psychology Addition and Renovation

12/13 - A - 71

A new addition of about 30,000 GSF will be constructed on the north side of the existing building, just south of the recently completed Oak Hall.

The addition will be connected to the existing building through a two-story atrium recently named for the former Chair Skip Lowe which will serve as a new entrance to the facility.

The Basement will house physiopsych labs plus computer server and mechanical/support spaces. The first floor will provide variously sized lecture and seminar rooms, with the atrium offering additional break-out space.

The second floor will house the Psychological Services Clinic which serves the public and conducts research. The third floor will house EEG labs, a wet lab, and a suite of small office-type rooms for conducting psychological research.



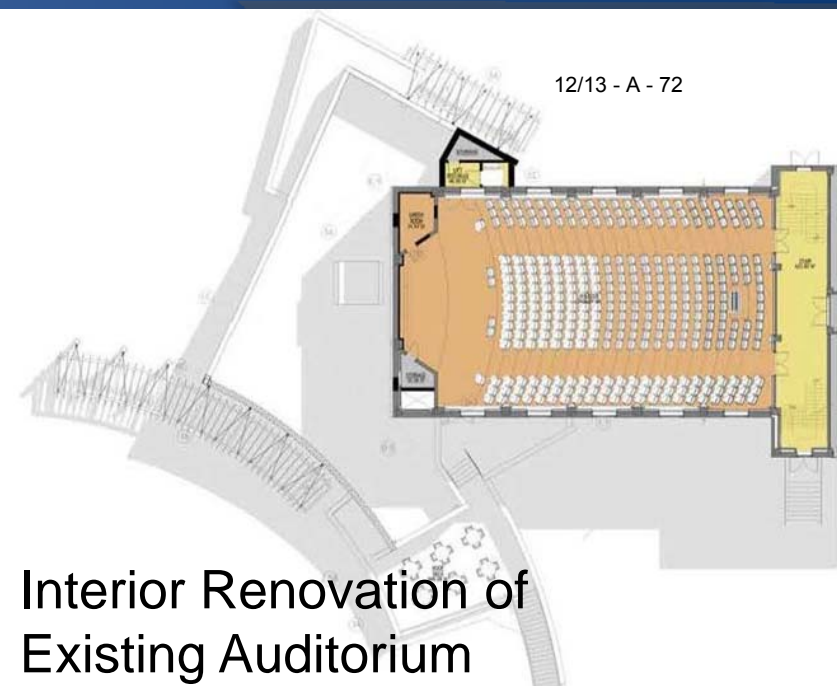
# AVERY POINT STUDENT CENTER

The overall goals of this project are to:

- Create a dramatic gateway to the Campus
- Provide a center of activity that fosters interaction within our community of students, faculty, campus neighbors, and visitors.

Specifically, this project will provide:

- A campus food service operation and dining space
- A large meeting space for campus and community events
- A student lounge and game room for socializing
- A venue space for performances
- Exterior patio spaces



## Exterior Design Plan



View from Campus Entrance



# Pedestrian Safety Improvements – Hillside Road

12/13/14-75

Hillside Road is a two lane campus interior street which runs north and south along the western edge of the core campus area, connecting many of the major destinations on the campus at the University of Connecticut at Storrs.

This includes the adjacent “snow-shelf/beltway”, side walks, lawn areas and plantings. Changes to bus pull-offs, adjacent parking spaces and other roadway changes will require some limited curbing and roadway work.



# Reclaimed Water Facility

12/13 - A - 74

**Site work and the building envelope is nearly complete.**

**Internal construction of the structure and installation of the treatment equipment will be completed by summer 2012.**

**The treatment facility is planned to go online by December 2012.**



# Projects Recently Completed

- **Bio Behavioral 4 – Original Building Renovation**
- **Koon's Hall Façade and Window Replacement**
- **Law School Improvements – Building Envelope and Classrooms**
- **Relocation of more than 200 faculty and staff among various buildings across campus in a summer period**
- **Demolition of MB1 and MB2**
- **Demolition of Memorial Stadium and Press Boxes**
- **Refurbishment of Mirror Lake Fountains!**
- **Castleman Front Steps**
- **Greater Hartford Electrical Improvements**

# Floriculture

The project consisted of renovations and expansion to an existing headhouse building, including: new electrical and HVAC systems; reconfiguration of classrooms and work spaces; a fire suppression system; architectural modifications to meet accessibility requirements.

A 2,400 square foot addition along Route 195 provides an additional classroom, rest rooms, and entry area, as well as mechanical space.

Construction completed Spring 2012.



# Storrs Hall

12/13 - A - 77

The Widmer Wing replaces the modular building and fulfills the need for additional space, by providing student-centered space necessary to prepare students for the 21st century health care environment.

The new 15,800 square foot addition will allow for the development of student functions such as individual exam rooms, clinical simulation rooms and a case study room.

Construction completed August 2012



# Oak Hall

(formerly East Building)

The 133,000 gross square feet for East building houses 18 new high tech classrooms and a 200-seat auditoria.

Departmental offices for *Economics, Modern and Classical Languages, Linguistics, Journalism and Political Science* are located on the upper 3 floors.

Construction completed August 2012.

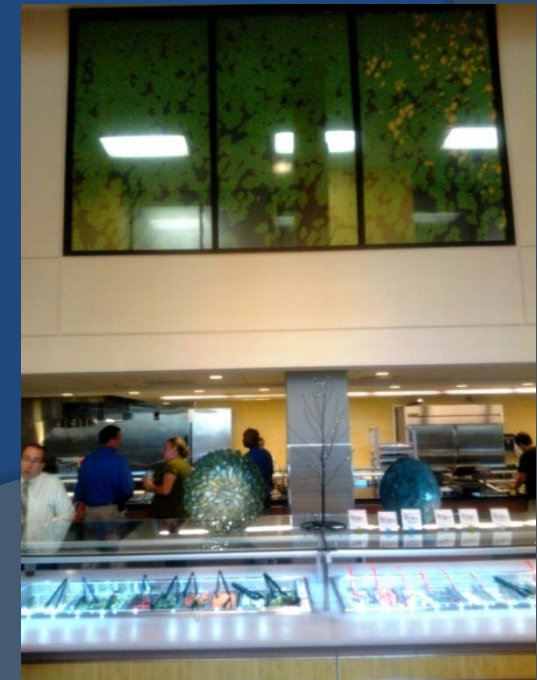
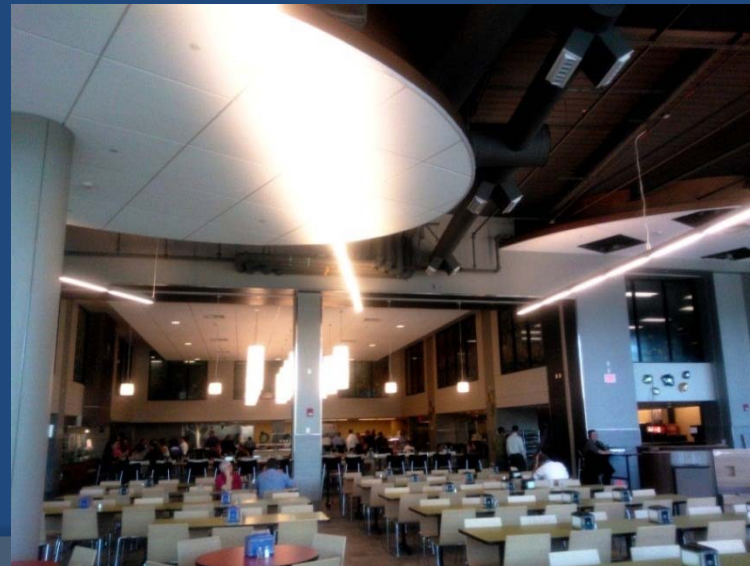
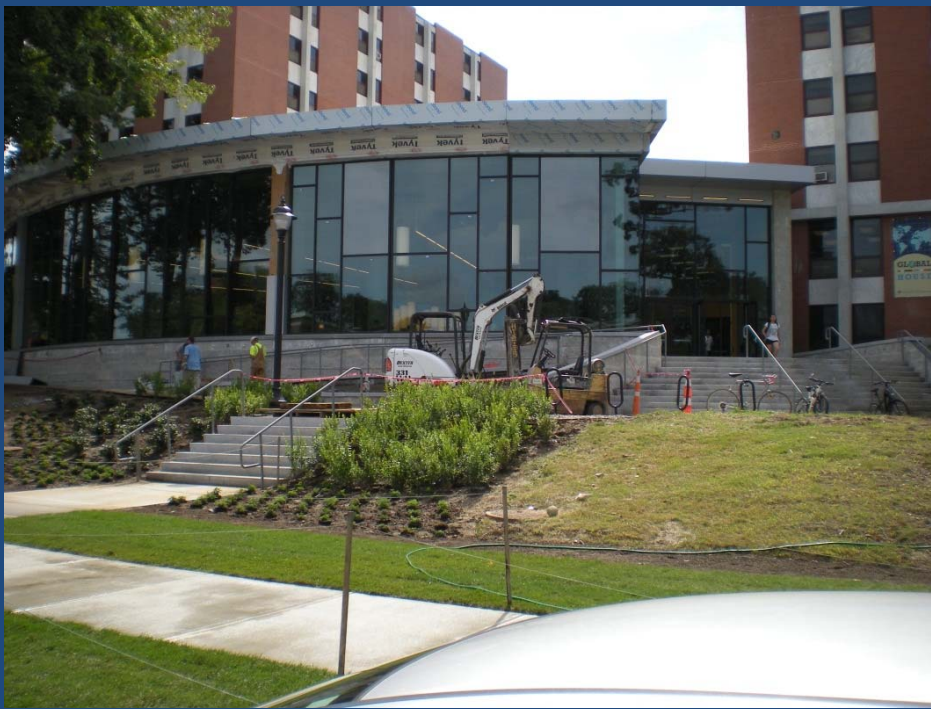
12/13 - A - 78



# McMahon Dining Hall Renovations

12/15 - A - 79

These renovations provide extensive upgrades to the dining area as well as the installation of a new display cooking area and expansion from 300 to 500 seats.



# Storrs Center

12/13 - A - 80

**Phase IA is largely complete. Apartments began occupancy in August 2012 and retail spaces continue to come online.**

**Phase IB is under construction and will be open in August 2013**

**Storrs Road and Dog Lane improvements should be largely completed in 2012.**





# University Senate



## Operating Budget Presentation

October 15, 2012

## University of Connecticut Storrs & Regional Campuses FY 2012 Budget Review (unaudited)

The following narrative and schedule provide information on the main drivers of the University of Connecticut Storrs-based operating budget. The amounts presented here are subject to audit adjustments.

- **Total Revenue** – For the year ended June 30, 2012, total Operating and Research Fund revenues were \$1,032.4 million or \$3.8 million more than budgeted. The Operating Fund had a positive variance from budget of \$4.0 and the Research Fund had a negative variance from budget of \$0.2 million.
  - **State Support** – State support was \$282.4 or 0.6% less than budget. On January 23, 2012, the Governor issued a directive which reduced the allotment by \$2.1 million plus associated fringe benefit support. State support represented 27.4% of total revenues.
  - **Tuition** – Total Tuition revenue was \$259.9 million or 1.5% greater than budget. Tuition revenue collections reflected a 2.4% rate increase coupled with a 2.9% increase in the number of undergraduate degree-seeking students who accounted for approximately 86.5% of budgeted tuition revenues.
  - **Sales & Service Education** – Due to greater activity in educational activities such as Study Abroad, Sales & Service Education revenue was \$1.2 million greater than budget.
  - **Auxiliary Enterprise Revenue** – This category was \$185.0 million or \$1.4 million more than budget primarily due to a greater amount of students housed and more meal plans than anticipated.
  - **Research Fund** – This category was \$97.8 million or 0.2% less than budgeted due to less research activity.
- **Total Expenditures** – Total Operating and Research Fund expenditures/transfers were \$1,027.6 million. Operating Fund expenditures were under budget by \$1.7 million and Research Fund expenditures were under by \$4.0 million.
  - **Personal Services** – Operating Fund Personal Services expenditures (including fringe benefits) were \$565.2 million or \$7.5 million less than budget due to the limited strategic hiring and the amount of time it takes to refill positions, especially faculty.
  - **Energy** – Energy costs were \$5.2 million less than budget due to favorable gas prices and a mild winter.
  - **Transfers** – This line reflected transfers to Plant Funds for various construction projects and bond and installment loan payments, as well as payments for the capital lease for the Cogeneration plant. Transfers were over budget by \$12.3 million due to additional funds transferred to Plant for various construction projects.
  - **Research** – Research expenditures were \$4.0 million less than budget due to less personal services expenses as well as less commodities purchased.
- **Net Gain** – For the year ended June 30, 2012, the University had a net gain of \$4.8 million in the Operating and Research Funds combined.

**University of Connecticut (Storrs & Regionals)**  
**Statement of Current Funds Budget Operations<sup>1</sup> and Variance Analysis**  
**FY12 Actual (Unaudited)**

(Dollars in Millions)

<b>Current Funds Revenues:</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>	<b>% Change</b>
Operating Fund				
State Support	\$284.2	\$282.4	(\$1.8)	
Tuition	256.1	259.9	3.8	
Fees	97.7	97.0	(0.7)	
Grants & Contracts	63.6	64.8	1.2	
Foundation	22.8	21.6	(1.3)	
Investment Income	0.7	0.8	0.1	
Sales & Service Education	16.1	17.3	1.2	
Auxiliary Enterprise Revenue	183.6	185.0	1.4	
Other Revenue	<u>5.8</u>	<u>5.8</u>	<u>0.0</u>	
Total Operating Fund	\$930.5	\$934.5	\$4.0	0.4%
Research Fund	<u>98.1</u>	<u>97.8</u>	<u>(0.2)</u>	-0.2%
<b>Total Current Funds Revenues</b>	<b>\$1028.6</b>	<b>\$1032.4</b>	<b>\$3.8</b>	<b>0.4%</b>
<b>Current Funds Expenditures/Transfers:</b>				
Operating Fund				
Personal Services	\$419.6	\$414.2	(\$5.4)	
Fringe Benefits	153.1	151.0	(2.1)	
Other Expenses	165.8	166.8	1.0	
Energy	26.9	21.7	(5.2)	
Equipment	16.8	15.5	(1.3)	
Student Financial Aid	122.1	121.1	(1.0)	
Transfers	<u>28.3</u>	<u>40.6</u>	<u>12.3</u>	
Total Operating Fund	\$932.5	\$930.9	(\$1.7)	-0.2%
Research Fund	<u>100.7</u>	<u>96.7</u>	<u>(4.0)</u>	-3.9%
<b>Total Current Funds Expenditures/Transfers</b>	<b>\$1033.2</b>	<b>\$1027.6</b>	<b>(\$5.6)</b>	<b>-0.5%</b>
<b>Net Gain (Loss)<sup>2</sup></b>	<b><u>(\$4.6)</u></b>	<b><u>\$4.8</u></b>	<b><u>\$9.4</u></b>	

<sup>1</sup> The University prepares and presents its Operating Budget requests and annual Spending Plan in a current funds format. The current funds format shows gross student tuition and fees and does not net out scholarship allowances, as required in the financial statements which are prepared in the GASB Nos. 34/35 format. Scholarship allowances are shown as an expense item. In addition, the University's current funds format includes equipment purchases as an expense, does not include depreciation or amortization and does not include the State debt service commitment for principal and interest.

<sup>2</sup> For the fiscal year ended June 30, 2012, the University had a net gain of \$4.8 million in the Operating (\$3.7 million) and Research Fund (\$1.1 million).

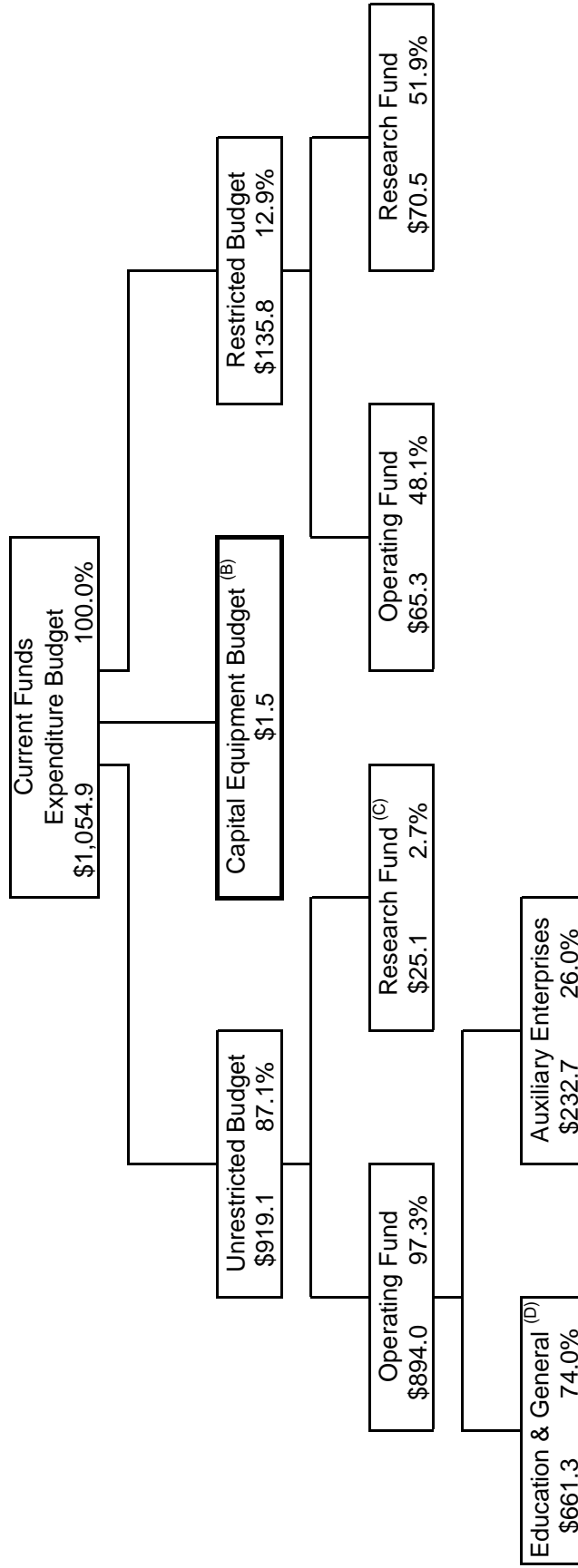
**University of Connecticut (Storrs & Regional Campuses)**  
**Current Funds Budget**  
**FY 2013**

	<b>TOTAL</b>	<b>E &amp; G</b>	<b>AUXILIARY</b>	<b>UNRESTRICTED</b>	<b>RESTRICTED</b>
<b>Revenues</b>					
<b>Operating Fund</b>					
State Support					
State Appropriation/Allotment	\$ 206,906,340	\$ 206,906,340	\$	\$ 206,906,340	\$
Fringe Benefits	85,590,689	85,590,689		85,590,689	
Total State Support	292,497,029	292,497,029		292,497,029	
Student Tuition & Fees-Gross	426,478,070	389,604,655	36,873,415	426,478,070	
Tuition Waiver Discounts	(50,376,945)	(50,376,945)		(50,376,945)	
Net Student Tuition & Fees	376,101,125	339,227,710	36,873,415	376,101,125	
Grants & Contracts	56,896,912	55,677,167	1,219,745	2,473,140	54,423,772
Private Gifts & Grants	24,595,064	14,775,864	9,819,200	14,122,314	10,472,750
Investment Income	756,400	686,320	70,080	384,000	372,400
Sales/Services of Educational Depts	17,503,635	17,503,635		17,503,635	0
Sales/Services Auxiliary Enterprises	185,532,371	0	185,532,371	185,532,371	0
Other Revenue	5,446,838	5,396,838	50,000	5,446,838	0
<b>Total Operating Fund</b>	<b>\$ 959,329,374</b>	<b>\$ 725,764,563</b>	<b>\$ 233,564,811</b>	<b>\$ 894,060,452</b>	<b>\$ 65,268,922</b>
<b>Research Fund</b>					
Research Grants and Contracts	94,620,000	94,620,000		24,059,000	70,561,000
<b>Total Revenues</b>	<b>\$ 1,053,949,374</b>	<b>\$ 820,384,563</b>	<b>\$ 233,564,811</b>	<b>\$ 918,119,452</b>	<b>\$ 135,829,922</b>
<b>Expenditures/Transfers</b>					
<b>Education and General (E&amp;G):</b>					
Instruction	\$ 303,727,299	\$ 303,727,299	\$	\$ 299,624,925	\$ 4,102,374
Research	73,014,420	73,014,420		5,632,158	67,382,262
Public Service	40,431,556	40,431,556		22,463,365	17,968,191
Academic Support	82,566,739	82,566,739		77,828,965	4,737,774
Library	25,236,194	25,236,194		25,200,183	36,011
Student Services	30,792,432	30,792,432		30,688,769	103,663
Institutional Support	84,970,018	84,970,018		84,970,018	
Physical Plant	67,210,048	67,210,048		67,210,048	
Student Aid	117,311,220	117,311,220		76,649,649	40,661,571
<b>Sub-Total Education and General</b>	<b>825,259,926</b>	<b>825,259,926</b>		<b>690,268,080</b>	<b>134,991,846</b>
<b>E &amp; G Transfers / Debt Retirement</b>	<b>(3,875,363)</b>	<b>(3,875,363)</b>		<b>(3,875,363)</b>	
<b>Total Education and General</b>	<b>\$ 821,384,563</b>	<b>\$ 821,384,563</b>		<b>\$ 686,392,717</b>	<b>\$ 134,991,846</b>
<b>Auxiliary Enterprises</b>					
Expenditures	183,923,526		183,923,526	183,085,450	838,076
Mandatory Transfers for Debt Retirement	11,680,139		11,680,139	11,680,139	
<b>Auxiliary Expend. / Mandatory Trans</b>	<b>\$ 195,603,665</b>	<b>\$</b>	<b>\$ 195,603,665</b>	<b>\$ 194,765,589</b>	<b>\$ 838,076</b>
Non-Mandatory Transfers	37,961,146		37,961,146	37,961,146	
<b>Total Auxiliary Enterprises</b>	<b>\$ 233,564,811</b>	<b>\$</b>	<b>\$ 233,564,811</b>	<b>\$ 232,726,735</b>	<b>\$ 838,076</b>
<b>Total Expenditures/Transfers</b>	<b>\$ 1,054,949,374</b>	<b>\$ 821,384,563</b>	<b>\$ 233,564,811</b>	<b>\$ 919,119,452</b>	<b>\$ 135,829,922</b>
<b>Net Loss</b>	<b>\$ (1,000,000)</b>	<b>\$ (1,000,000)</b>	<b>\$ 0</b>	<b>\$ (1,000,000)</b>	<b>\$ 0</b>

# University of Connecticut (Storrs & Regional Campuses)

## Total Current Funds Expenditure Budget (in millions) <sup>(A)</sup> - % by Categories

### FY 2013



<sup>(A)</sup> Includes transfers for Debt Service and construction projects.

<sup>(B)</sup> The Capital Equipment Budget, funded by UCONN 2000, is shown for illustrative purposes only and is not included in the Current Funds Expenditure Budget figures.

<sup>(C)</sup> This amount represents grant indirects (F&A) funding only. Sponsored grants are reflected in the restricted portion of the budget.

<sup>(D)</sup> Primary revenue sources are the State Appropriation, tuition receipts, and E&G Enterprise activities (e.g., Continuing Studies, MBA, etc...).

# University of Connecticut (Storrs & Regional Campuses)

## Current Funds (in millions)

### Fiscal Years Ended June 30, 2009-2013

	Actual		Actual		Actual		Budget		
	FY 2009	FY 2010	FY 2011	FY 2012 (unaudited)	Change	%	FY 2013	Change	%
<b>Revenues:</b>									
Operating Fund									
State Support	\$327.8	\$325.4	\$329.0	\$282.4	(\$46.6)	-14.2%	\$292.5	\$10.1	3.6%
Tuition (Net of Discounts)	210.3	226.2	246.1	259.9	13.8	5.6%	271.6	11.7	4.5%
Fees	82.9	88.6	92.3	97.0	4.7	5.1%	104.5	7.5	7.7%
Auxiliary Enterprise Revenue	152.4	164.8	176.4	185.0	8.6	4.9%	185.5	0.5	0.3%
All Other Revenues	<u>105.6</u>	<u>102.9</u>	<u>117.1</u>	<u>110.3</u>	<u>(6.8)</u>	-5.8%	<u>105.2</u>	<u>(5.1)</u>	-4.6%
Total Operating Fund	\$879.0	\$907.9	\$960.9	\$934.5	(\$26.4)	-2.7%	\$959.3	\$24.8	2.7%
Research Fund	<u>80.6</u>	<u>89.7</u>	<u>97.3</u>	<u>97.8</u>	<u>0.5</u>	0.5%	<u>94.6</u>	<u>(3.2)</u>	-3.3%
<b>Total Revenues</b>	\$959.6	\$997.6	\$1,058.2	\$1,032.4	(\$25.8)	-2.4%	\$1,053.9	\$21.5	2.1%
<b>Expenditures / Transfers:</b>									
Operating Fund									
Personal Services	\$403.3	\$386.9	\$413.0	\$414.2	\$1.2	0.3%	\$425.7	\$11.5	2.8%
Fringe Benefits	136.7	137.5	148.3	151.0	2.7	1.8%	156.4	5.4	3.6%
Other Expenses	185.1	186.1	196.9	188.5	(8.4)	-4.3%	193.2	4.7	2.5%
Equipment	14.8	26.0	17.4	15.5	(1.9)	-10.9%	17.9	2.4	15.5%
Student Financial Aid	90.4	104.8	118.4	121.1	2.7	2.3%	125.5	4.4	3.6%
Transfers	<u>46.3</u>	<u>57.2</u>	<u>49.1</u>	<u>40.6</u>	<u>(8.5)</u>	-17.3%	<u>40.6</u>	<u>0.0</u>	0.0%
Total Operating Fund	\$876.6	\$898.5	\$943.1	\$930.9	(\$12.2)	-1.3%	\$959.3	\$28.4	3.1%
Research Fund Expenditures	<u>78.2</u>	<u>88.1</u>	<u>98.4</u>	<u>96.7</u>	<u>(1.7)</u>	-1.7%	<u>95.6</u>	<u>(1.1)</u>	-1.1%
<b>Total Expenditures / Transfers</b>	\$954.8	\$986.6	\$1,041.5	\$1,027.6	(\$28.9)	-2.7%	\$1,054.9	\$27.3	2.7%
<b>Gain Prior to Transfer</b>	<u>\$4.8</u>	<u>\$11.0</u>	<u>\$16.7</u>	<u>\$4.8</u>			<u>(\$1.0)</u>		
Transfer from Reserves to State General Fund		(8.0)	(15.0)						
<b>Net Gain (Loss)</b>		<u>\$3.0</u>	<u>\$1.7</u>						

University of Connecticut  
Storrs & Regional Campuses  
State Appropriation

	FY 2011		FY 2012				FY 2013	
	Actual <u>Allotment</u>	UConn Requested <u>Appropriation</u>	HB 6380 <u>4/21/2011</u>	B-1 A <u>Allotment</u>	Gov Rescission <u>1/23/2012</u>	Forecasted <u>Allotment</u>	UConn Requested <u>Appropriation</u>	HB 5557 <u>5/7/2012</u>
Operating Fund	\$219,438,156	\$240,758,433	\$213,457,963	\$195,825,481	(\$2,135,000)	\$193,690,481	\$233,703,987	\$192,336,268
Tuition Freeze	4,741,885	4,741,885	4,267,696	4,267,696		4,267,696	4,741,885	4,267,696
Regional Campus	8,375,559	8,375,559	7,538,003	7,538,003		7,538,003	8,375,559	7,538,003
Vet Diagnostic Lab	100,000	100,000	90,000	90,000		90,000	100,000	90,000
CT Ctr for Advanced Technology								500,000
CommPACT Schools								500,000
Kirklyn M. Kerr Grant Program								400,000
<b>Total Storrs &amp; Regionals</b>	<b>\$232,655,600</b>	<b>\$253,975,877</b>	<b>\$225,353,662</b>	<b>\$207,721,180</b>	<b>(\$2,135,000)</b>	<b>\$205,586,180</b>	<b>\$246,921,431</b>	<b>\$205,631,967</b>

## **Highlights Fiscal Year 2013 University Spending Plan**

The FY13 budget is the first developed under the leadership of President Susan Herbst. This budget supports the President's four areas of focus: student success, strengthening research and economic development, focusing on philanthropy and communicating the University's message of excellence and ambition. The June 28<sup>th</sup> budget presentation to the Board of Trustees will focus on the spending plan for FY13 based on tuition and fee rates that were approved by the Board in December 2011 and April 2012.

### **BUDGET GOALS**

Our budget goals at Storrs and the Regional campuses balance the economic reality of a decline in State operating support over time while maintaining robust academic, research and student service enterprises from which the University derives its long-standing reputation. This reputation along with proper stewardship of its assets has created a value proposition that drives continued increases in applications and paid deposits from in-state, out-of-state and international students.

At the Health Center, the goal in FY13 is to achieve a budgeted profit of \$74,248. The first key to achieving this goal is expense control while providing patient safety, quality health care and adequate resources to fulfill our teaching and research missions. The second key will be to achieve patient volume goals in FY13. The positive outlook for the future of John Dempsey Hospital will enhance the Health Center's ability to recruit clinical faculty. This budget includes funds to recruit such faculty.

### **THE STATE BUDGET**

Over the past several years we have been experiencing a decline in state operating support. Though it was a difficult process this budget maintains a commitment to meeting the needs of UConn students, patients and faculty.

Last year, Governor Malloy and the General Assembly acknowledged UConn's vital role in addressing the state's economic crisis in both the short and long term by providing funding for BioScience Connecticut and Tech Park. This investment will completely rebuild and expand the University of Connecticut Health Center and will allow for developing a state of the art technology park on the Storrs campus. The University gratefully acknowledges these new and substantial financial commitments and looks forward to an even closer and more productive partnership with state government in its economic development efforts. Given the current economic recession, this partnership will ensure the continued education of our high-achieving students, provide Connecticut with a highly qualified workforce, achieve the highest quality health care, and conduct research that serves as a catalyst for innovation, product development and job creation.



In early May 2012, the revised State budget for FY13 was passed by the legislature and signed into law. State appropriation levels reflect the continuing difficult fiscal environment. The State support for the University is as follows:

For FY13, the Storrs State allotment is \$205.6 million (excluding year-end accounting accruals). This amount represents flat State funding as compared to the FY12 allotment. Fringe benefit support from the State for Storrs is estimated to be \$85.6 million for FY13. The State's share of the Storrs-based operating budget, which stood at 50% in FY91 and 35.4% in FY06, is projected to be 27.8% for FY13. The Board approved tuition increase of 5.5% for FY13 was predicated on a 1% increase in the State appropriation. The final appropriation did not include a 1% increase. In addition, there was a reduction in the Connecticut Aid to Public College Students (CAPCS) financial aid program that was absorbed by the University as financial aid packages to students are sent well before the passage of the budget. For FY13 the University will offset the loss of these state funds with University funds. The approved faculty hiring plan, which included a 4 year tuition rate proposal, permitted the University to increase tuition an additional 1% if the State appropriation did not increase 1%. Please note that the University chose to manage the budget without increasing tuition.

For FY13, the Health Center's budget includes state funding for fringe benefits of \$13.5 million for John Dempsey Hospital (JDH). This is in recognition of the fringe benefit differential between JDH and the average at other Connecticut hospitals. The allotment of \$112.7 million for FY13 is an increase of \$4.2 million compared to the FY12 appropriation. The increase is primarily related to faculty recruitment and Correctional Managed Health Care services. Fringe Benefit support from the State for the Health Center is estimated at \$48.0 million for FY13. Total State support (including fringe benefits) for the Health Center is 21.1% of the operating budget for FY13.

### SPENDING REDUCTIONS AND CONTROLS

Over the course of the last few years, the current and previous Governors have issued a number of directives to reduce state spending in response to revised State revenue projections. The University has instituted new procedures in keeping with these directives, including constraints on hiring personnel for both the Storrs-based program and the Health Center.

Also, we continue to seek immediate and long-term efficiencies where possible. The University hired McKinsey and Company, an internationally renowned management consulting firm, to work with the University to identify savings in non-academic areas. Though initially proposed by the Board of Trustees before the current budget challenges came into being, the McKinsey study is of great value. Even in a more positive fiscal climate, every dollar saved in administrative costs can be redirected to our core missions of teaching, research and student service, and that is a gain for all of us. Many faculty, administrators, staff and students met with the McKinsey team to discuss ideas. The Strategic Redesign Initiative report was issued on November 10, 2011. This report identified more than \$50 million in potential savings and revenue opportunities over five years. The recommendations take into account the provision of the SEBAC agreement that provides job security for four years; 70 percent of savings would be generated through non-personnel costs. The report notes that 40 percent of UConn

employees will be eligible to retire during the next four years, and it is likely that between 20 percent and 25 percent of those eligible will do so, allowing savings to be generated through attrition. The report's savings recommendations regarding the areas they reviewed include: standardizing and centralizing purchases; reorganizing Facilities Operations and establishing performance standards to assess end-user satisfaction; standardizing financial, HR, and IT services; and streamlining operational processes through greater reliance on IT services. Regarding additional revenue, McKinsey made several recommendations, including increasing parking and transportation fees, which are far lower than peer institutions; increasing the rates charged for high-demand rooms on campus; increasing Foundation fundraising; instituting variable ticket pricing for athletic events; expanding revenue-generating academic programs, including summer school; and increasing technology commercialization. The University has already begun implementing several recommendations.

At the Health Center, the "value analysis" process, a systematic look at ways to reduce costs and enhance operations, continues to produce savings in such areas as product standardization and scheduling improvements. In addition, the revenue cycle enhancement program is producing efficiencies. The Health Center is benefiting from UCONN 2000 in energy conservation efforts. Two major deferred maintenance projects (cooling coil and heating coil) are converting the original electric heat system to more energy efficient steam and hot water systems. The main cooling tower replacement is complete, and we continue to replace boilers and chillers with up-to-date energy efficient equipment.

### BUDGET PLAN AND PRIORITIES

The Storrs-based program budgeted a net loss of \$4.6 million for FY12; however, forecasted results reflect a net gain of \$4.5 million. Overall, while revenues were close to budget, expenditures were much less than budgeted. Significant savings were experienced in personal services/fringe benefits due to limited hiring, energy due to favorable gas prices and a mild winter, and in the research arena due to less personal services expenses and commodity purchases.

The Storrs-based proposed spending plan for FY13 projects a net loss of \$1.0 million. Over the years, the Research Fund balance for use by principal investigators, deans and department heads has grown. It is expected that \$1.0 million of the prior years' accumulation of funds will be spent down in FY13. The flat State appropriation will be partially offset by tuition revenues based on the 5.5% rate increase and no collective bargaining unit increases due to the SEBAC agreement for all University employees.

The Health Center's FY12 forecasted operating loss of \$4.8 million is due to lower than expected revenue for federal grants, lower auxiliary revenue from outside contracts, a reduction to the general fund appropriation, higher salary and fringe benefits costs, and an increase to drugs. On the positive side, expense savings for medical supplies, outside purchased services, repairs and maintenance and utilities are forecasted to be achieved or under budget.

The proposed budget for UCHC for FY13 is a profit of \$74,248. This profit reflects an increase in tuition and fees; an increase in grant revenue related to the Cage

Processing Capital project; higher clinical revenues due to volume and rate; an increase in Auxiliary revenue due to the Connecticut Children's Medical Center contract; an increase in State support; and does not include any bargaining unit increases due to SEBAC.

	<u>FY12 Actual (\$m)</u>	<u>FY13 Budget (\$m)</u>
Storrs based	\$1,024.4	\$1,054.9 (3.0%)
Health Center*	<u>795.5</u>	<u>825.0 (3.7%)</u>
Total	\$1,819.9	\$1,879.9 (3.3%)

\*Note that these numbers include the fringe benefit differential for John Dempsey Hospital.

(Detailed charts for the current funds budgets, and their revenue/expenditure components are found in Tabs 3 and 4 of the budget materials.)

The FY13 budget reflects the following:

- The state appropriation and estimates of state fringe benefit support;
- Efficiencies, cost-reductions and reallocations rolled out permanently into the base budget;
- Revenue enhancement/implementation of charges previously approved by the Board;
- Expenditures for quality: year 1 of the faculty hiring plan, course coverage and an enriched educational experience.

### STORRS & REGIONAL CAMPUSES

Our strategic budgetary focus remains the faculty hiring plan, which is the key to realizing the Academic Plan's three interrelated objectives: improving undergraduate instruction, growing research productivity and enhancing the University's reputation as a center for scholarly endeavors. The University's plan to increase full-time faculty is designed to: enhance the quality of the student experience, further the state's economic growth through research and workforce development, solidify the University's national reputation, and maximize the investment of parents and all taxpayers by ensuring that students can graduate in four years.

At the December 19, 2011 Board of Trustees meeting, a new faculty hiring plan was presented by the President. The University's plan is to hire 290 new tenure-track faculty members over the next four years, with particular emphasis in the fields of genomics, education, health insurance and finance. Per President Susan Herbst, "Our goal is to dramatically expand our faculty ranks in strategic and meaningful ways to ensure we are the university we want to be in the future."

### Revenue

The University relies heavily on its non-state revenue streams for fiscal stability, particularly in times when the State budget is under stress. These sources include

tuition/room/board/fees as well as private support and research funding at Storrs and the regional campuses.

The proposed FY13 budget incorporates the implementation of rate increases approved in December 2011 and April 2012 for tuition, room, board and fees. Detailed breakouts are in Tab 4 of these materials. For FY13, the total in-state undergraduate student cost will be \$22,502, an increase of 4.73% over FY12. For an out-of-state undergraduate, the cost will rise at approximately the same percentage, for a total student cost of \$40,334. As described below, financial aid is budgeted to offset the impact to financially needy students and their families. UConn remains a tremendous value in comparison to our competitors—but it is a value only if the quality of education remains high.

FY13 tuition revenue growth, the combined effect of enrollment and tuition rate increases, is projected at a 4.3% increase over FY12. (Please see Tab 4 Current Funds chart.) Changes in room and board (in Auxiliary Enterprises) and fees drive an increase of 2.9% for FY13 over FY12 revenue. Please note that growth in these revenue streams is a function of rate changes and occupancy. Another major source of revenue for FY13 is state support of \$292.5 million or 4.1% more than FY12. While the state appropriation is flat, fringe benefit support is projected to increase.

#### FY13 Funding Initiatives:

##### Current Services Needs

This budget respects the constraints of the current economic environment. A portion of the planned expenditures in the budget will support unavoidable inflationary increases in ongoing activities. The one area of expansion that serves as the primary exception to this general rule is financial aid as described below.

##### Faculty Hiring Plan

This is the first year of the Faculty Hiring Plan approved by the Board of Trustees in December 2011. The original goal for the first year was to hire 70 new faculty. Due to the timing of the approval of the Plan, not all searches could be initiated in order to have faculty on board by fall of 2012. Although it appears we have gotten off to a slow start, we fully expect to be back on track next year and hiring 290 faculty in four years.

##### Financial Aid

Financial aid represents an expenditure that while to some extent is discretionary is inextricably intertwined with the mission of the University and is therefore treated as a mandatory line item in the budget. When developing the budget, the goal is to provide an appropriate amount of financial aid to ensure that no UConn education is denied or hampered because of financial need. The FY12 financial aid budget was \$5.8 million more than we originally intended due to a significant change in continuing student demand. While we had hoped to present a FY13 financial aid budget which was more in line with the University's historical practice of allocating need based awards, this budget includes additional aid to continuing students at a cost of \$4.1 million. In addition, the University will off-set the \$1.2 million reduction

to the Connecticut Aid to Public College Students (CAPCS) Grant from the State with University funds.

This budget also includes increases to the Law School scholarship program of \$500,000. These scholarships are to be awarded to in-state students attaining an LSAT score greater than 162. This aid is intended to position the Law School to become more competitive in recruiting high quality students.

For FY13, the University will earmark \$401.1 million for all forms of financial aid, and \$131.2 million (including tuition waivers) of that amount will be funded with tuition revenue. In other words, in this FY13 budget, 40.7% of the University's tuition revenue is dedicated to financial aid; 19.5% is dedicated to need-based aid. For FY12, more than 21,000 students received financial aid from all known sources (more than 17,500 were actually packaged with one or more funds controlled by Student Financial Aid Services) so this funding is very critical. This budget represents an increase of \$17.5 million over FY12 total financial aid expenditures.

#### Equipment & Plant Renewal Program

UCONN 2000 includes project lines entitled "Equipment, Library Collections and Telecommunications," and "Deferred Maintenance/Code/ADA Renovation Lump Sum". In the recent past, we have discussed the importance of gradually shifting equipment and some deferred maintenance to operating dollars to ensure a stable funding stream for these activities. A steady phase-in of additional funding would free up UCONN 2000 dollars for reallocation to other capital expenses. The FY11 budget included \$3.5 million for equipment and \$2.5 million for a plant renewal program in the operating budget. Due to the budget constraints in FY12, this initiative was suspended. For FY13, the budget includes a modest set-aside of \$1 million for equipment and \$2 million for the plant renewal program. The expectation is to increase these operating budget amounts each year in order to relieve the pressure on other UCONN 2000 named projects.

#### Athletics

Due to various challenges within the Athletic program, the University increased central support to Athletics in FY12. This increased support will continue in FY13. During FY13, Athletics administration will work closely with central administration to determine an appropriate level of support in the out years. Of note, the University has selected SportsNet New York (SNY) to be its women's basketball regional television broadcast partner for the next four seasons. Beginning in FY13, this agreement is anticipated to provide a guaranteed rights fee of \$4.55 million over the term of the contract. In addition, another \$4.7 million of non-guaranteed revenue is possible from marketing partnerships, drop-in spots, web and promotional items, and specials and features. The new agreement with SNY will provide UConn with unique cross-promotional opportunities, as UConn's television packages for men's basketball, women's basketball, and football will be shown by the same carrier. SNY is currently the local television home for Husky football and men's basketball through rights granted by the BIG EAST Conference to ESPN Regional Television.

### Economic Development

The Office of Economic Development was recently established by President Herbst to build new collaborations with industry and entrepreneurs and to expand the University's contribution to Connecticut's economy. Within the Office, the Tech-Knowledge Portal is UConn's front door for industry, acting as a liaison for companies and entrepreneurs who seek assistance and access to UConn's wide variety of technology, expertise, and resources. Increased support in FY13 will allow the Office to fulfill its mission.

### Center for Excellence in Teaching and Learning (CETL)

The creation of the University's new CETL is the result of an integration of the Center for Continuing Studies (CCS) and the Institute for Teaching and Learning (ITL). While this is not a cost savings measure, the goal of this transformation is to marshal the expertise needed to develop and implement innovative new programs and teaching strategies as part of UConn's ambitious new faculty hiring initiative. CETL will provide enhanced support to UConn's ambitious online initiatives, build robust academic outreach programs, help schools and colleges develop new entrepreneurial efforts, and provide business services and marketing expertise to support these activities. CETL will allow the University to take full advantage of the capacity that currently resides in CCS and ITL, and refocus these resources to support the exciting opportunities we expect in the coming years. During the last several months, members of the Provost's staff have been working with CCS and ITL to develop a plan to restructure these units and integrate staff and resources into the new unit and across other units University-wide. We fully expect that CETL will be ready in time for the new academic year.

### Reductions / Reallocations

The Storrs-based program has strategically enhanced revenues where possible and reduced expenditures within the FY13 budget.

- The stringent approval process for all hires and rehires will continue as well as the delay of any hire/re-hire through a vacancy management assessment.
- All procurement contracts are being reviewed for possible savings opportunities and revenue enhancements.
- The facilities area is aggressively pursuing operating efficiencies.
- Pressure to cultivate alternative sources of revenue such as an expanded summer session and utilization of private/grant funds will continue for all areas.
- Existing funding structures are still under review in order to move certain programs towards self-sufficiency.
- Utilization of existing designated fund balances is strongly encouraged when appropriate.
- Restructuring of the University's senior administrative leadership and elimination of two senior positions (Vice President/Chief Operating Officer & Vice President for Human Resources).

Detail for the Storrs-based spending plan is in Tab 4.

### Information Technology Strategic Priorities

As the University has experienced reduced operating budgets related to infrastructure in recent years, basic foundational technology requirements have not been replaced, upgraded or properly maintained. This limits central information technology's (UITs) ability to be agile and meet the growing demands for new services while maintaining a stable, reliable, and available production environment. Although there are many initiatives that must be undertaken over the next several years to bring the central IT facility up to date, there are 7 priorities identified by UITs as being critical to avoid crisis situations and requiring immediate resources to remediate.

- Data Center Rescue
- Disaster Recovery
- Network Master Plan (wired)
- secureU
- End User Services
- Identity Management
- Decision Support System (Data Warehouse)

These 7 priorities would require an annual operating budget increase of \$13.2 million and one-time capital funds over the next three years of \$59.4 million. In the near term, University administration will work aggressively with the Provost and UITs to develop a funding plan for the future.

### HEALTH CENTER

In FY12, there is a forecasted loss of \$4.8 million. The proposed budget for FY13 is a profit of \$74,248 million. The following is a summary of significant revenue and expense changes.

#### Revenue

The state appropriation for FY13 for the Health Center is \$112.7 million. The Health Center expects State fringe benefit support of \$48.0 million, along with \$13.5 million for the John Dempsey Hospital fringe benefit differential. Of the Health Center's \$825.0 million in revenue for FY13, sources other than the state appropriation account for an increase of \$27.8 million. Clinical revenue is budgeted at \$365.2 million, a 6.2% increase over FY12. Clinical revenues for JDH are budgeted to increase 4.2% over FY12. The revenue increase is due to a slight volume increase of 2.0% and the remaining portion is attributable to rate increases. For the UConn Medical Group (UMG), the overall increase to net patient revenue is 11.0% of which 2.9% is based on volume and the remainder is due to rate increases.

In FY13, we expect research revenue activity to increase by 3.9%. This increase is due to the \$5.0 million Cage Processing capital project. Research revenue is budgeted at \$84.9 million. Income related to the placement of interns and residents is \$55.2 million, an increase of 2.7%. Tuition and fee revenue is \$18.5 million, which reflects the rate increases approved by the Board. \$85.6 million (on both the revenue and the expense side) reflects the contract with the Department of Correction for inmate health services.

## Expenditures

Salaries and fringes are budgeted at \$455.9 million (net of JDH fringe benefit allotment), an increase of 4.5% primarily related to new faculty hires in the specialties of Mohs, Neurosurgery, Gastroenterology, General Surgery, Cardiology and Psychiatry. The budget assumes no salary increases for bargaining unit employees based on the SEBAC agreement. The FY13 budget includes \$500,000 of startup costs funded by the State appropriation. A 6.5% decrease in drugs is due to the reduction of the expense and revenue related to anticoag drug patients (this also occurred in FY12). Outside purchased services are budgeted to increase by 13.1% due to additional expenses necessary to meet our construction time tables, and to ensure success of Bioscience CT along with various information technology related expenses. Repairs and Maintenance is budgeted at \$8.7million which is a \$1.7 million increase. This increase is mainly due to an increase in contracted custodial services, clinical engineering maintenance agreements, operating room expenses related to DaVinci and skills simulator and cardiology outreach location. Depreciation is budgeted at \$31.9 million which is a 7.6% increase due to the completion of the Banner and Nextgen projects.

Detail for the Health Center spending plan is in Tab 3.

## FUND BALANCE

For the Storrs-based program, the FY12 year-end unrestricted current funds balance is forecasted to be \$75.5 million. This unrestricted fund balance represents 8.2% of the FY13 unrestricted expenditure budget (\$919.1 million) or, alternatively stated, 30 days' worth of operations.

The \$75.5 million current funds balance represents the funds remaining in the following operating areas: the research fund (designated for research); the auxiliary operations (residential, dining, health, student activities and recreational services); and departmental generated (self-supporting fee-based instructional programs such as Continuing Studies and MBA).

The unrestricted current funds balance is our operating capital and support for programs and activities that generate revenue and are not supported by the State appropriation. We borrow from the fund balance to pay our bills when necessary. Additionally, in 2010 the Governor requested fund balances of \$3 million and then another \$5 million from us during the year. We were able to meet this obligation using existing fund balance. The fund balance allows us to manage these dislocations without disrupting the University's operations.

Fund balances may be held in a departmental account for start-up costs for new faculty conducting research. Additionally, under the provisions of UCONN 2000, the University is required to maintain a renewal and replacement fund to keep projects in sound operating condition; the fund balance serves this purpose under the Master Indenture. These balances also include inventory, prepaid expenses and encumbrances.

Throughout the year, when funds are available, we also set aside dollars in accounts for planned one-time expenditures, mostly capital. These accounts comprise our plant



funds. These balances are primarily for Auxiliary Enterprise projects such as Residential Life, Dining Services, Student Health Services, Student Union and Athletics. The University has a policy that a departmentally funded construction project cannot begin unless the funding has been identified and transferred to plant funds. For Residential Life and Dining Services projects, the window of opportunity to actually complete many repairs, renovations and improvements is limited as some projects cannot be done while students are occupying the buildings, so the actual spending of the cash is a timing issue. Another large project included in plant funds is the water reclamation project. The total cost of the project was budgeted at \$29 million and the forecasted balance at fiscal year-end is expected to be \$18 million. This project started at the beginning of June 2011 with substantial completion expected by fall 2012.

For Storrs, the FY12 forecasted unrestricted net assets of \$177.3 million consists of \$75.5 million current funds balance, \$76.9 million in unexpended plant funds and \$24.9 million in funds that are internally restricted for the retirement of indebtedness. Note that in FY12, there was a planned drawdown of debt reserves bringing the debt reserve to 1.25 times the annual debt payment. This is down from 1.76. This FY13 budget includes maintaining these debt reserves at 1.25 times our annual debt payments.

Finally, at the Health Center, the FY12 forecasted unrestricted operating fund balance of \$50 million represents 6.2% of the FY13 unrestricted expenditure budget (\$811.4 million) or, alternatively stated, 22.2 days' worth of operations

**Nominating Committee Report  
to the University Senate  
October 15, 2012**

**Presentation of this motion is for the Senate's consideration at the October 2012 meeting and for a vote at the November 2012 meeting.**

**Background:**

The Board of Governors for Higher Education and the Student Conduct Committee have been dissolved and no longer require appointees. Therefore section I.C.3.d. and I.C.3.f. can be removed from the *By-Laws, Rules, and Regulations of the University Senate*.

Changes to I.C.3.g. reflect the current names of the student governing bodies: the Undergraduate Student Government and the Graduate Student Senate.

**Motion:**

The Nominating Committee moves the following changes to the By-Laws, Rules, and Regulations of the University Senate:

- the elimination of I.C.3.d. and I.C.3.f.
- the relettering the remaining two paragraphs
- to update the names of the student governing bodies

I. By-Laws

C. Senate Committees

3. Nominating Committee

~~d. In alternate years the Nominating Committee shall present to the faculty at large a slate of four candidates from the list of full-time members of the University faculty who hold the rank of instructor or above, who do not hold an administrative title higher than department head, and who have been members of the University faculty for at least one year, for election of a representative to the Standing Advisory Committee of the Board of Governors for Higher Education. The faculty representative will serve for a term of two years. The candidates receiving the next highest votes, in descending order according to number of votes received, will be considered alternate representatives, who will replace an elected representative who resigns or who is otherwise unable to serve.~~

ed. In October of each year the Nominating Committee shall submit to the faculty and to the professional staff slates composed of at least two nominees for each At-large seat to be filled in the Senate. Candidates may also be nominated by petition; if a petition

signed by five members of the faculty or the professional staff in support of a candidate is submitted before 1 November, that candidate's name shall be included on the election ballot.

~~f. At the November meeting of the Senate the Nominating Committee shall submit a slate of nominees for the Student Conduct Committee.~~

ge. The Committee shall submit to the April meeting of the Senate its recommendations as to the chairpersons and members of the standing committees for the ensuing year (the number of nominees for each committee constituting a recommendation as to the number of members of that committee) and such nominations shall be included in the minutes of the Senate. Newly elected members of the Senate and all other members of the faculty and professional staff shall be asked by the Secretary in February if they wish to indicate an interest in serving on one of the standing committees, and the preferences so secured shall be turned over to the Senate Nominating Committee. Each year the Nominating Committee shall solicit for its consideration names of ~~undergraduate~~ students from the Presidents of the Undergraduate Student ~~Council~~ **Government and the Graduate Student Senate**. The chairpersons and at least half of the membership of each standing committee shall be senators.