UNIVERSITY SENATE MEETING AGENDA
February 3, 2020

A regular meeting of the University Senate will be held on Monday, February 3, 2020 at 4:00 p.m. in the ROME BALLROOM, Storrs Campus

The Agenda for this meeting is as follows:

1. Call to Order and Approval of Minutes
   November 4, 2019
   December 9, 2019
2. Report of the President
   Presented by President Thomas Katsouleas
3. Report of the Senate Executive Committee
   Presented by SEC Chair Veronica Makowsky
4. Consent Agenda Items:
   Report of the Senate Curricula and Courses Committee
5. Report of the UConn Foundation
   Presented by Scott Roberts, President and CEO
6. New Business

SENATE EXECUTIVE COMMITTEE

Veronica Makowsky, Chair
Carol Atkinson-Palombo
Hedley Freake
Debra Kendall
Angela Rola
Priyanka Thakkar

Justin Fang
Andrea Hubbard
Gustavo Nanclares
Eric Schultz
Jaci Van Heest

For the benefit of the Moderator and Tellers, Senators are urged to sit at the tables and leave the chairs around the perimeter for the press and spectators.
I. The Senate Curricula and Courses Committee recommends ADDITION the following 1000- or 2000-level courses:

A. ARTH/AFRA 2222 Race, Gender, Sexuality, and the Power of Looking (#11079) [New CA1-a, CA4 – GEOC Approved]
   
   *Proposed Catalog Copy*

   ARTH 2222. Race, Gender, Sexuality, and the Power of Looking
   Also offered as: AFRA 2222
   3.00 credits
   Prerequisites: None. Not open for credit to students who have passed ARTH 2198 when offered as “Race, Gender, and the Power of Looking.”
   Grading Basis: Graded
   A beginning investigation into the issues of what constitutes visual culture and how race, gender, and sexuality are seen and not seen. The goals of the course include engaging with the history and scholarly dialogues around visual studies, becoming more active and critical visual consumers and critics, and understanding personal stakes and diverse positions in dialogues about visualizing gender and race. CA 1. CA 4.

   AFRA 2222. Race, Gender, Sexuality, and the Power of Looking
   Also offered as: ARTH 2222
   3.00 credits
   Prerequisites: None. Not open for credit to students who have passed ARTH 2198 when offered as “Race, Gender, and the Power of Looking.”
   Grading Basis: Graded
   A beginning investigation into the issues of what constitutes visual culture and how race, gender, and sexuality are seen and not seen. The goals of the course include engaging with the history and scholarly dialogues around visual studies, becoming more active and critical visual consumers and critics, and understanding personal stakes and diverse positions in dialogues about visualizing gender and race. CA 1. CA 4.

B. ECON 1101 Economics Through Film (#13157)
   
   *Proposed Catalog Copy*

   ECON 1101. Economics through Film
   3.00 credits
   Prerequisites: Not open for credit to students who have passed ECON 1000, 1200, 1201, or 1202.
   Grading Basis: Graded
   Introduction to basic economic concepts and contemporary economic issues through their portrayal in motion pictures. CA 2.

C. ENGL 1007 Seminar in Writing and Multimodal Composition (#10738) [New FYW – GEOC Approved by W and IL]
   
   *Proposed Catalog Copy*

   ENGL 1007. Seminar in Writing and Multimodal Composition
3.00 credits
Prerequisite: Students placed in ENGL 1004 must pass that class before enrolling in ENGL 1007 and 1008. Corequisite: ENGL 1008.
Grading Basis: Graded
Introduction to college composition through multiple technologies. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life.

D. ENGL 1008 Studio for the Seminar in Writing and Multimodal Composition (#13108) [New FYW – GEOC Approved by W and IL]
Proposed Catalog Copy
ENGL 1008. Studio for the Seminar in Writing and Multimodal Composition.
1.00 credit
Corequisite: ENGL 1007.
Grading Basis: Graded
Introduction to multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. Students design a digital portfolio to showcase creations and skills-based micro-credentials they earn in coursework.

E. HEJS 2200 Israel: History and Society (#12865) [New CA1-e, CA4-Int – GEOC Approved]
Proposed Catalog Copy
HEJS 2200. Israel: History and Society
3.00 credits
Prerequisites: None
Grading Basis: Graded
Major themes in Zionist and Israeli history and the development of Israeli art, literature, film, popular music, dance, theater, and popular culture, with a focus on the central questions that have both unified and divided Israeli society and politics. CA 1. CA 4-INT.

F. HIST 1200 World History, 1200-1800 (#13644) [New CA1-c, CA4-Int – GEOC Approved]
Proposed Catalog Copy
HIST 1200. World History, 1200-1800
3.00 credits
Prerequisites: None
Grading Basis: Graded
A global approach to human history, 1200CE to 1800CE, emphasizing political, intellectual, economic, and social interactions among peoples with diverse cultures, ideas, and values. CA 1. CA 4-INT.

G. HIST 2222E Global Environmental History (#4998) [CA1-c, CA4, EL – GEOC Approved]
Proposed Catalog Copy
HIST 2222E. Global Environmental History
3.00 credits
Prerequisites: None
Grading Basis: Graded
Transformations of the global environment since 1450: the effects of human practices and ideas, especially on energy, landscapes, and commodities. CA 1. CA 4-INT
II. The Senate Curricula and Courses Committee recommends REVISION the following 1000- or 2000-level courses:

A. ECON 2326 Operations Research (#14516) [Revise restrictions]

*Current Catalog Copy*
ECON 2326. Operations Research
3.00 credits
Prerequisites: Recommended preparation: ECON 1200 or both ECON 1201 and 1202
Grading Basis: Graded
Extensive use of computer spreadsheets to find efficient solutions to problems faced by managers in both the public and private sectors. Optimization of input and output mixes, of delivery routes, and communication networks.

*Revised Catalog Copy*
ECON 2326. Operations Research
3.00 credits
Prerequisites: None Recommended preparation: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 4326.
Grading Basis: Graded
Extensive use of computer spreadsheets to find efficient solutions to problems faced by managers in both the public and private sectors. Optimization of input and output mixes, of delivery routes, and communication networks.

B. ECON/MAST 2467 Economics of the Oceans (#13402) [Add EL – GEOC Approved]

*Current Catalog Copy*
ECON 2467. Economics of the Oceans
Also offered as: MAST 2467
3.00 credits
Prerequisites: ECON 1200 or 1201.
Grading Basis: Graded
Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

MAST 2467. Economics of the Oceans
Also offered as: ECON 2467
3.00 credits
Prerequisites: ECON 1200 or 1201.
Grading Basis: Graded
Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

*Revised Catalog Copy*
ECON 2467E. Economics of the Oceans
Also offered as: MAST 2467E
3.00 credits
Prerequisites: ECON 1200 or 1201.
Grading Basis: Graded
Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

MAST 2467E. Economics of the Oceans
Also offered as: ECON 2467E
3.00 credits
Prerequisites: ECON 1200 or 1201.
Grading Basis: Graded
Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

C. EEB 2250 Introduction to Plant Physiology (#13257) [Add CA3; Revise description – GEOC Approved]

**Current Catalog Copy**
EEB 2250. Introduction to Plant Physiology
3.00 credits
Prerequisites: BIOL 1107 or 1108 or 1110 or equivalent.
Grading Basis: Graded
This course will explore the unique physiological processes of plants that underlie their capacity to grow, develop, and sense and respond to the environment. Topics will include photosynthesis, water and nutrient uptake, long distance transport, signals and signal transduction, growth and development, and environmental interactions (biotic and abiotic).

**Revised Catalog Copy**
EEB 2250. Introduction to Plant Physiology
3.00 credits
Prerequisites: BIOL 1107 or 1108 or 1110 or instructor consent.
Grading Basis: Graded
Exploration of the distinct physiological processes of plants that underlie their capacity to grow, develop, and sense and respond to the environment. Topics include photosynthesis, water and nutrient uptake, long distance transport, signals and signal transduction, growth and development, and environmental interactions (biotic and abiotic), including climate change. CA 3.

D. KINS 2227 Exercise Prescription (#12163) [Declined for CA3; Revise prereqs only and description revision]

**Current Catalog Copy**
KINS 2227. Exercise Prescription
3.00 credits
Prerequisite: Open only to students in Kinesiology programs; Recommended Preparation: KINS 1100.
Grading Basis: Graded
Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; special populations with chronic disease and health conditions such as diseases of cardiovascular, pulmonary, metabolic, and musculoskeletal systems as well as overweight and obesity.

Revised Catalog Copy
KINS 2227. Exercise Prescription
3.00 credits
Prerequisites: None. Recommended Preparation: KINS 1100.
Grading Basis: Graded
Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; and special populations with chronic disease and health conditions such as overweight and obesity, and cardiovascular, pulmonary, metabolic, and musculoskeletal disease.

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend ADDITION of the following 3000- or 4000-level existing courses into the General Education curriculum:

A. BUSN 3004W Business Writing and Communication (#14595) [New W – GEOC Approved]

Proposed Catalog Copy
BUSN 3004W. Business Writing and Communication
2.00 credits
Prerequisites: ENGL 1010 or 1011 or 2011; open only to Business Majors of sophomore or higher status. Not open for credit to students who have passed BUSN 3002W or BUSN 3003W or BADM 4075W or MGMT 3070W.
Grading Basis: Graded
Rhetorical strategies and practices for improving professional writing and oral communications, as well as ways in which visual communications, document design, and emerging genres (e.g., new media, social media) shape professional messages.

IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend REVISION of the following 3000- or 4000-level existing courses in or into the General Education curriculum:

A. KINS 4205W Exercise Science Capstone (#11327) [Add W; Revise title and credits – GEOC Approved]

Current Catalog Copy
KINS 4205. Exercise is Medicine Capstone
2.00 credits
Prerequisites: Good academic standing with a minimum of 90 credits and consent of instructor.
Grading Basis: Graded
Students participate in a scholarly project (original research, systematic review or clinical case report) with one or more faculty mentors and students. Students prepare a manuscript meeting professional standards for form and content and a poster consistent in format with a professional meeting call for abstracts.

Revised Catalog Copy
KINS 4205W. Exercise Science Capstone
3.00 credits
Prerequisites: ENGL 1010 or 1011 or 2011; good academic standing with a minimum of 90 credits and consent of instructor.
Grading Basis: Graded
Participation in a scholarly project (original research, systematic review, or clinical case report) with one or more faculty mentors and students. Students prepare a manuscript meeting professional standards for form and content, and a poster consistent in format with a professional meeting call for abstracts.

V. For the information of the University Senate:
   A. EDLR 2001 Contemporary Social Issues in Sport (N/A) was approved by GEOC for offering in intensive session as a CA4.
   B. UNIV 3995 Special Topics: Healthcare Internship with Atlantis Project – Italy (#14191) was Senate C&C Chair-approved by Eric Schultz for its third and final offering as a Special Topics course.
   C. “Or by special permission from the instructor” was approved as an editorial addition to the prereqs for ARAB 1002, ARAB 1003, and ARAB 1004.

Respectfully Submitted by the 19-20 Senate Curricula and Courses Committee: Eric Schultz (Chair), Pam Bedore, Mark Brand, Tutita Casa, John Chandy, Marc Hatfield, Kate Fuller, David Knecht, Matt McKenzie, David Ouimette, Alejandro Rodriguez (Student Rep), Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Gina Stuart, Jennifer Terni, Manuela Wagner, Michael Zhu (Student Rep)

From the 1/22/2020 meeting
UNIVERSITY SENATE MEETING MINUTES
A regular meeting of the University Senate was held on
Monday, November 4, 2019, at 4:00 p.m.
in the ROME BALLROOM, Storrs Campus

1. Call to Order and Approval of October 7 Minutes
The Senate meeting was called to order by Moderator Siegle at 4:02 p.m.

Moderator Siegle called for the approval of the October 7, 2019 minutes. Senator Long made the
motion, which Senator Crivello seconded. The vote was called with no discussion.

The minutes were approved as written.

There was an announcement that a reception would immediately follow the Senate meeting to
honor this year’s Provost’s Outstanding Service Awards recipients.

2. Report of the President - Presented by Interim Provost John Elliott
Provost Elliott began by sharing a text from President Katsouleas in which the President expressed
his regrets for missing the Senate meeting, as he was attending an event at the Governor’s
Residence to promote state workforce development.

The Provost offered a brief report on the President’s behalf that aimed, he noted, to reiterate and
add context to information already in the public record.

The President has named the search committee for the CDO [Chief Diversity Officer]. This
information can be found on the President’s website. The President has also named a student-
based advisory council on race and diversity. Almost 100 students applied and 16 were ultimately
chosen. The Provost mentioned that he has spoken to a number of students about recent events on
campus. He also underscored that the University’s activities in response to these events have been
months in the making and were set in motion before these events. He noted that President
Katsouleas came to UConn with a deep commitment to diversity and inclusion, which these
decisions are a part of.

The Provost, speaking for the President, noted that the CDO is not a panacea for the challenges we
face. It is a key leadership position. The university will bring in multiple finalists for the position and
will arrange meetings between the candidates and faculty, staff, and students, as well as Senate
committees and will deeply engage with the campus community.

In addition, the President will soon name the President’s Working Group on Sustainability and the
Environment. There is, the Provost noted, expressed student commitment to this—and that the
idea of the working group predates this. The Provost remarked that great credit should be given to
the Senate for responding to the groundswell of interest, reflected in the addition of environmental
literacy to the General Education curriculum. The Working Group will be ½ students and ½ faculty,
plus ex officio staff members. It will be led by CFO Scott Jordan. Students are submitting
expressions of interest—as with the student-based advisory council on race and diversity, President Katsouleas will review and make final selections. This is expected to be announced very soon. The Working Group will complement other campus councils and committees focused on sustainability and climate, and will expand the university’s overall commitment to these.

Provost Elliott welcomed questions.

Senator Long asked a question related to the President’s goal to double research. He referred to a previous month’s report by the Information Technology & Innovation Foundation (ITIF) [Note from the Secretary: it is the ITIF’s 10/21/19 report entitled “U.S. Funding for University Research Continues to Slide.”]. The report states that the U.S. continues to fall behind world leaders in funding for research. Senator Long shared several report findings, which he had in front of him: According to OECD [Organisation for Economic Co-operation and Development] data, the U.S. has slid to 28th of 39th nations in government funding for university research as a share of GDP; The 12 leading governments are investing more than double the U.S. investment; Between 2011 and 2017, U.S. government funding as a share of GDP fell by nearly a quarter. Senator Long asked how, in light of that political reality, we can reasonably expect to double research. What strategies will be in place that we can double research in a climate where funding has fallen precipitously. Provost Elliott first observed that these findings were about relative not absolute outcomes. That the percentage of funding in an economy as large as ours is still a large amount of money. Although he wasn’t sure about particular movements, he remarked that the impression the report gives is that funding is cascading downward—and this he believes this doesn’t, in fact, reflect the reality we’re in. It also doesn’t reflect the changes that will occur. He said there has been ongoing discussion between the Executive branch and Congress about how these funding allocations happen, and they’ve been sustained at a higher level than initial budget proposals suggest. So it is not as bad as the report suggests. Secondly, Provost Elliott continued, is the question about what happens among the people who seek that funding. The President has talked about doubling research and scholarship. It’s not just NSF-funded research (although that’s a large component), but also a recognition of what we do as scholars at this university. It’s the whole portfolio, the whole package. Finally, he suggested, the goal is over a period of time. There may be a little tailwind, a little price level increase over time. When talking about doubling, there are three things that can happen: the total amount of scholarship based on the time and effort and energy our faculty put into it, but also the cost of it. Those are all factors. The main strategy is threefold: identify really talented faculty and hire them and incent them and give them the resources that they need. So hire, incent, and give them resources.

Senator McCutcheon referred to a Daily Campus article from the previous week that said the supplemental utility plant that was to be built next to Science 1 has been put on hold in terms of construction and planning. How may that impact the construction and operation of Science 1? Have contingencies been put in place to prevent delays? Provost Elliott responded that there were two elements and the quoting didn’t make it completely clear in terms of the words President Katsouleas used. First, the President talked about being sure to make no irrevocable decisions about these outcomes, that we allow these committees he’s put in place, both the Board of Trustees and also the student-led effort, to do the things they need to do to evaluate the alternative. So let’s let that play out. The second question is what has actually been put on hold? If you look at that space where Science 1 is and the planned renovation and it coming back online, there are two things
going on. First, there was (and is not currently) a plan in place to build an additional tri-generation capacity. And there is separately a need to deliver chilled water to Science 1. That is necessary to support science at the university. That is one part of a multi-part pattern. That part continues. The multi-part, the new generation of electricity and other things, is on hold and unlikely to happen any time soon. Provost Elliott then called upon [Master Planner] Laura Cruickshank to expand upon his answer. Master Planner Cruickshank confirmed that they didn’t need the second part of that plan to open Science 1 or to finish Gant Phase 3. By Gant Phase 3, she clarified, she means the renovation of the north wing. This isn’t, she continued, going to delay anything and they are proceeding in design with the supplemental utility plant, which is the part that has the chillers and is not the part that has the tri-generation. Senator McCutcheon followed up with a question about whether we would be able to draw power off of the grid when we had exceeded the capacity of the current power plant. Cruickshank replied yes, they would be able to. She added that they would be and are and have always been making accommodations for the first phase of the supplemental utility plant.

Moderator Siegle asked if there were more questions (there were none).

3. Report of the Senate Executive Committee - Presented by SEC Chair Veronica Makowsky

SEC Chair Makowsky presented the report of the Senate Executive Committee.

See supporting materials to these minutes.

There were no questions or comments following the report.

4. Consent Agenda Items:

A. Report of the Nominating Committee

See supporting materials to these minutes.

Moderator Siegle, after asking if any wished to remove items from the consent agenda (no one did), called for adoption of the consent agenda.

The consent agenda was adopted unanimously.

5. Report from the Scholastic Standards Committee presented by Senator Joe Crivello

Attachment #16
A. Motion to amend the By-Laws, Rules, and Regulations of the University Senate, E.7 Change of Course Grades, E.8 Appeals of Assigned Course Grades

Senator Crivello reintroduced for discussion and a vote the previous motion of the Scholastic Standards Committee (see October 7 meeting) to amend the Senate By-Laws appeal of course grade policy, specifically with regard to the timeline of appeals.

Before turning to the presentation, he noted that clarification had been added based on feedback given in the October Senate meeting. He further noted that justification for the motion was rooted in the due diligence of the Scholastic Standards committee, which had met with USG and student welfare in its deliberations. Many students need their grades in a timely manner and the appeals process needs to happen while faculty (including graduate students and adjuncts) are still here. He re-emphasized that exigencies can happen and are allowed with the motion and that the only significant change was the timing of the initiation of the process, which was being reduced to ten working days.

See the motion presentation in supporting materials to these minutes.

Senator Crivello invited questions.

Senator Segerson asked a clarifying question. If the intent is to get grade appeals resolved more quickly than the current six months, she asked, is there anything that prevents a student from filing an appeal quickly. Senator Crivello answered that people disappear in those six months. Senator Segerson persisted: if the argument is that it must happen quickly, isn’t it already possible for students who need or choose to file quickly. Senator Crivello acknowledged that was possible.

Senator Armstrong commented the proposed change gives a student ten days to start the appeal and outlines a five day window for the faculty to respond. The current grade appeal policy does not have a timeline for the initial response by the faculty member. She noted that she speaks specifically for the undergraduate population. Some students who appeal grades need to graduate and go on to their lives. If we allow the process to go beyond the ten day window, it can hold up their graduation. There are ramifications for financial aid, the academic dismissal process, and graduation. She mentioned a specific example of a student who needed an expedited grade appeal in order to report overseas.

Senator Burkey commented that the motion was great, but as Associate Dean, he was responsible for doing the faculty (appeals) panel, when it reached that point, and that this model still pushes that into the summer. He gets pushback from faculty about it being June and this doesn’t address this when it pushes into June or early July. He wondered if the committee had discussed any ways to improve that aspect of the process. Senator Crivello responded that you have to give everyone some time to process the appeal. The minimum is 64 days and he didn’t believe there was a solution to that problem.

Senator Werstler mentioned that he had friends who had been through the process. Much of the problem, he suggested, for why students go through the grade appeal process, is that they don’t know their grades ahead of time until they’re released at the end of the year. He asked what could be done to limit the need for grade appeals needing to happen in the first place. What preemptive
could be done, what guidelines, such as instructors having to do mid-semester or during-semester release grades. If students were well aware of their grades going into the end of the semester they could adjust their behavior and commitment to a course. Senator Crivello added that most (grade appeals) are due when a student believes an error has been made. He noted that he provides sufficient information in his course that students can calculate their grades. He underscored that this appeals process is for when there is a dispute between a student and a professor, when the student believes they have been cheated out of a grade that they deserve. Senator Werstler asked a follow-up question about whether an appeal could be made after the 10 days. Senator Crivello answered that yes, if there were extenuating circumstances, absolutely.

Senator Majumdar reiterated his concern, expressed in the October 7 Senate meeting, over the 10 working day timeframe. Six months is excessive, but he proposed an amendment to the motion to change 10 working days to 10 working days after the start of the next semester. He noted that students, no matter what the deadline is, can start the process minutes after the grades are posted. He expressed concern with the 10 working day limit both for the fall and spring semesters. He would not expect a student to work on an appeal over the Christmas Break and New Year’s and be back filing the appeal by the 2nd or 3rd of January.

Moderator Siegle asked if there was a 2nd to this amendment to the motion: to extend the deadline to “10 working days following the start of the next semester.” Senator Pratto seconded the motion.

Moderator Siegle opened the floor for discussion of the motion to amend the original motion.

Senator Armstrong expressed strong concern with the extended deadline and its effect on students’ eligibility for financial aid and the dismissal process. Both financial aid and dismissal processes start during the break periods. If a student doesn’t meet their SAP [Satisfactory Academic Progress] for financial aid, they are at risk of losing the financial aid that was used to pay for that semester, which then becomes a charge due. Then a student, who is already academically struggling related to the grade appeal, they might now owe the university money that they thought their financial aid was covering. They might also be subject to dismissal, which jeopardizes their student standing. She expressed a strong wish to make the process happen sooner for the benefit of students.

Senator Coulter followed on Senator Armstrong’s comments by pointing out that they [the Senate Scholastic Standards Committee] had spent about nine months reviewing this issue and had considered many timeframes: 30 days, 10 days, 20 days (etc.). Part of the reason to address the timing was in fact because of an Associate Dean who [like Senator Burkey] was facing the problem of what to do with the summer timing, specifically the ten days after the grade was posted or after the end of the grade posting period. This makes sure the student has made the initial process of submitting the appeal while the faculty members are here and can address the appeal. The committee put in further checks in terms of the faculty having to respond within ten days (formerly 30). Further, the motion puts in place a panel review committee that can be called in summer to address this issue and that the Dean can replace members on that panel if needed. The committee was speaking to both the student side of things and accommodating issues of financial aid and graduation. They spoke with various student groups to make sure they were being represented. Moderator Siegle gently reminded the Senator that discussion was currently about the proposed
amendment. Senator Coulter clarified that these points were made to speak against the amendment.

Senator Freake commented that no, there was nothing to stop a student from appealing immediately. However, he continued, students are like many of us in not doing things immediately. They look to when the deadline is and put it off until then. It’s in the best interests of students and of faculty to do this quickly. If we have a bylaw that tells students they have an extended period before submitting, he believes that is misleading.

Moderator Siegle, having called for additional comments on the amendment (there were none), called for a vote on the proposed amendment to extend the grade appeal submission deadline to ten days after the start of the next semester.

There were two votes in support of the amendment, but the majority voted no. There were no abstentions. The Amendment failed to pass.

Moderator Siegle opened the floor for any additional comments on the original motion.

Senator Fang asked when students do have reasons for not appealing by the deadline, who will decide if their reasons count as extenuating. Senator Crivello answered that it would be the Dean or the Dean’s representative. It would not be the faculty member (whose grade is being appealed) who will decide. It will be decided at the College [or School] level. It takes into account medical, travel and other reasons—it’s a fairly broad exigency. They can’t all be listed, but the new language broadly encompasses all possibilities.

Having asked for any further comments (there were none), Moderator Siegle called for the vote.

The original motion passed with two opposing. There was one abstention.

6. Update on University Budget - Presented by Scott Jordan, Executive Vice President and Chief Financial Officer

Executive Vice President and CFO Jordan presented the Fall 2019 Budget Update by highlighting a number of data points from the presentation.

He opened by stating the three things he planned to cover 1) where the university ended Fiscal Year 19, 2) the budget for FY20 that was approved by the Board of Trustees at their meeting June 26, 2019, and 3) some issues going forward. He would then happily take questions.

He emphasized that all of the data he would present was very high level data.

See the Fall 2019 Budget Update in supporting materials to these minutes.

Some points highlighted from the presentation:

[Slide 3 – FY19 Results].

There was a slight positive balance for FY18. The drivers were revenue and expense:
On the revenue side, the block grant was barely above FY18, just 4 million. Part of fringe appears as revenue, as the agreement with the state is that they pay fringe for those funded by the block grant. That fringe reimbursement increased by 9.5%. The other part of fringe is in expense. Both of those numbers (fringe as reimbursement/income and as expense) are huge. Fringe expense was 286 million, up over 10% higher from FY18. This was mostly due, he explained, to the SAG agreement [SEBAC ARP Grievance Award], a one-time opportunity for employees to switch to the state pension program. That increase is permanent; once you’re in the pension, the state continues to be charged, and that cost is substantially higher than the ARC program. (He noted that he’s not trying to make anyone feel bad for making that choice; he’s just sharing that it is expensive for the university.)

Back to the revenue side, tuition and fees increased 4.6%, which is roughly inflation plus we did increase tuition and fees last year (this year is the last year of our current rate schedule and the university will be reviewing tuition again shortly for the next academic year). He explained that “auxiliary” revenue is housing, dining, parking, and athletics. He commented on “other” revenue, which had a fairly large increase (over 23%), due largely to a higher STIF rate (interest the state pays us for deposits we have in state funds).

As you look at expenditures, he noted, it will probably make sense with how the university feels right now: real expenditure (money out the door) for salaries and wages went down, due to hiring at a lower pace than in previous years. He noted that FY20 will go up due to pay increases (which will also likely occur in FY21).

We will all share outrage at the cost of fringe, especially those funded out of research grants. He said the university is working with the state government for some kind of relief on research.

He added that he was proud that, as we have raised tuition, we have also raised financial aid proportionally.

[Slide 14 – UConn FY20 Forecast].

He said there were two important things to note in the FY20 budget as presented to the Board of Trustees:

1) There is a FY20 net deficit budget projected of 19.6 million. The state block grant is 199 million dollars for FY19, only 4 million higher than last year; fringe will continue to grow and there pay raises for bargaining units and management exempt will total over 20 million dollars.

2) The university has a surplus of 11.3 million for FY20—or would have were it not for the 31 million dollar cost of UConn’s contribution to the unfunded pension liability. This amount is above and beyond what it costs to pay for the fringe of all current university employees and is a charge for money the state didn’t set aside in the past to fund current retirees’ pensions and health costs. This has a real impact.

[Slide 18 – FY20 SERS Fringe Costs].

This slide, he noted, had been shared with the state legislature.
The projected budget shows UConn paying (for UConn and UConn Health) over 77 million dollars toward unfunded pension liability and health care costs.

UConn would be fine were it not for this unfunded cost [he referred again to Slide 14].

He concluded by suggesting how the University would address this, how they would close the budget gap. One piece of good news was that the projection was based on aggressive assumptions and it won’t be quite as bad as they thought. [See Slide 9 – Closing the Budget Gap] The state fringe rate is not up as much as anticipated and some net gain from FY19 has been applied to the FY deficit. Rather than 19.6 million, the current projected deficit is just over 5 million. They believe they can “manage through this.” They continue to talk to the state about the fact that, if the unfunded liability went away, we’d be sustainable and competitive.

He invited questions.

Senator Crivello commented/asked: he knows it has come up in the past, but how can we support 40 million deficit in athletics? Is it worth the investment? EVP/CFO Jordan responded that indications are that the university is moving in the right direction on this. [He referred to Slide 15 – Athletics.] Looking at the numbers, we have dropped from 82.3 million in FY17 to 80.1. We didn’t use to have that problem in the old days of the Big East and we’re headed in the right direction and it will get better. When we move from the American back to the Big East, we will have lower travel expenses: more bus games, less flying. The other piece to the expense side is that the biggest cost is student aid (to athletes), and that’s because we’ve been raising tuition and fees. We are studying how our competitors do cost accounting on student aid. Not real numbers (cost accounting), but it’s important to study how our peers are doing this to see if we’re doing it right. He also noted that we’re down (Athletics) salaries over 3 million dollars since FY17. We’re working in the right direction. What’s going in the wrong direction and has been since we left the Big East is revenues, specifically NCAA distributions [see slide], down in FY17 from 10 million to 4 million in FY19. We left a conference [the Big East] that had better distributions, especially basketball tournament distributions, to a new conference had very little. We did have a “tail” to that distribution from the Big East, but that has run out and we’re near bottom. Now we have zero from the old Big East and zero from the new Big East. But it will get better.

Senator McCutcheon commented that the Budget Committee has been studying these issues for quite some time and will take a close look at the numbers. We’re going to be losing most of our NCAA payouts as we leave the AAC and paying a multi-million dollar penalty going forward. The numbers [shared by Jordan] also do not [seem to] reflect the possibility of settling Kevin Ollie’s lawsuit, which could dramatically affect the budget of the athletic department for a single year. He is not sure numbers presented reflect what happens when we lose the AAC payout—and that we may see deficits in the 40 million when that happens. He is unsure how the 1 million dollar amount was arrived at for the decrease of NCAA payout contributions when the number should be closer to zero based on patterns he’s seen looking at this in the Budget committee. Jordan responded that he agreed in part—that the decrease would be 1 million or less for the next few years. He continued that based on their modelling, they believe it has reached bottom and will come up as Big East revenue comes in. We do owe the AAC a breakage fee – McCutcheon interjected that there was also the Big East buy-in fee, equivalent to half a year’s subsidy (a little less). McCutcheon continued that his principle comment was in regards to the 77 million dollars in unfunded pension liabilities.
He commented for the record (repeating a comment made just to the Budget Committee) that this payment (of 77 million) is unethical, especially for soft money researchers. We’re charging the federal government and companies for work that’s being done, which includes a labor cost—and part of that labor cost is going toward the unfunded pension liability. So clients are paying for labor that’s not going to that labor. This is a huge problem and he’d worry about the Inspector General knowing about it. He’s heard that “every school does it,” but it opens up a huge liability for the university, which we should be aware of going forward. Especially for soft money labor, when part of the money is not going to that labor. Jordan said his comment on this is to nod. He won’t agree that there will be problems with the federal government, but he has said to the legislature and elsewhere that this is wrong. It’s a matter of intergenerational equity. Whomever we are charging, we are charging for something they are not receiving, whether it’s outside funders at the hospital, patients, insurance companies. And you can see here [indicates Slide 18 – FY20 SERS Fringe Costs] the amount of unfunded liability we put on the tuition fund and on Auxiliary/Other (mostly housing, dining, parking, athletics). We have tried to limit the amount of fringe that we put on funds that are funded by our students, but it’s not possible if someone is paid out of the GUF—fringe has to be paid out of the GUF too [in those cases]. One thing I have said – and Representative Haddad has said publicly at the State House – is that it’s not right to charge students a fee and have a chunk of it go into this pension fund. We’d all agree this is wrong.

Senator Polifroni said her point had already been answered in Senator McCutcheon’s comments and related to the exit fee we will pay to the American conference.

Senator Makowsky offered a big picture question. These are very precise numbers for the next year or so. She wondered, as he saw it, as someone experienced in these matters, how do we get ourselves out of this bind? Even if fringe improves, there are still the problems of the same or lower block grant. What does he see in the future? Will anything help us out of this perpetual bind? Or what should we be doing? Jordan answered it was a good question. Some of its embedded in these slides. The first slide [see Slide 4 – FY20 Revenue by Category] is our revenue share; it’s a pie chart of revenue shares. We’re heavily reliant on tuition and auxiliary (which is mostly housing and dining). We’re more than a quarter reliant on state support (he noted that amount wasn’t inflation or enrollment adjusted, which if included would show a steady decline over time). We’re no better off—in fact, we’re worse off—than we were a decade ago. A couple of things on the revenue side. First, we need to tell our story to the state and we’re working on some new narratives on that. The way he, President Katsouleas, and Lloyd Blanchard (Associate Vice President of Budget) think about it is that the principle thing the state is buying when they pay us is subsidized tuition for in-state students. We should talk about it that way. We’re starting to develop some data that explains it in a very simple way: roughly a 60/40 split, that is: it costs about 28 thousand per student for the cost of instruction (across the board—it’s understood that some degrees cost more than others). Our in-state tuition is about 15 thousand dollars, so it’s that difference that the state’s buying. We can start to communicate affordability and enrollment to the state more clearly to the state in terms of the block grant, rather than have them just focus on the amount (200 million dollars) they gave to UConn. He would argue more state support. Second, if you look at the very small orange slice on revenues [Slide 4]; that’s Foundation funds. If you compare us to our peers, 1.5% of our revenue comes from our endowment, only 20+ million dollars a year. Not to throw Yale out there, but over ½ of their income comes from their endowment. It would take us a long time to get there, but keep
your ears up for some work around a campaign that hopes to make some radical leaps. It will take
generations to get us where we ought to be relative to our peers. The other piece is in sales and
services [still Slide 4]. Tiny thing. And also grants and contracts. Some of this is going to be on us,
the university needs to be more entrepreneurial. To do more certificates, Masters programs,
graduate programs, various kinds of outreach. The kinds of things the Business School is doing very
well, but we need to think across the university. We need to think: how can I do things that can be
profitable for my school, my department. He noted that we are coming to the end of our ability to
raise tuition by a lot each year. We’ve been pretty aggressive and against the broader (not just in-
state) market, we’re about as high as we can go. Folks just won’t come; we’ll price ourselves out of
the market. In state it’s largely about commitment to affordability, accessibility. We don’t have a
lot more tolerance for raising tuition. On the expense side, it’s all about fringe. We can be
sustainable in the long run.

Senator Demoura asked a two-part question: about expenses related to energy, is there a specific
number or percentage on how much is spent on renewable energy, specifically solar, wind, hydro
power (not natural gas)? Jordan answered that he could not, not off of these data—and noted these
were operating budgets. When you look at a solar panel, there’s very little operating cost. What
you’re looking at here [see Slide 6] under energy is really the cost of buying natural gas and oil (to
whatever extent we buy that). Senator Demoura continued with his second question: looking
forward, regarding the task force that Jordan will be heading, how is the university going to be
investing in renewable energy going forward to get that cost (of buying natural gas) down? Jordan
responded by amending his previous response to say the university does buy some energy (that his
answer had been a little Storrs-focused). Storrs makes most of their own energy and the “energy”
cost is the cost of buying natural gas (and oil). The regional campuses and UConn Health are on the
grid, but we are buying energy through contracts and it’s all renewable energy. He offered that he
could get the number for what our regional energy expense is. With regard to the follow-up
question, that’s the work of the group the President is putting together. The university has mostly
committed—mostly on the capital budget side—to solar panels on Science 1. Unsure of the cost of
that, but it’s integrated into that program. More to come.

Senator McCutcheon commented that he can appreciate the hope that we can reduce expenses
through a fringe decrease, but negotiated raises may offset that. And after six pay freezes in the
past decade, another won’t be tolerated. It goes without saying that our biggest failure on the
revenue side has been our Foundation. We’ve been completely unable to keep up with peers and
peer aspirants. Michigan, a flagship, has like 9 billion and we have 400 million (it was about 280
million when I came 11 years ago). Yale draws off their endowment as much as our entire budget.
Without increasing that revenue stream, given our tuition constraints, we’ll never be able to meet
the demands of staff and faculty salary to put us in a better position against our peer and peer
aspirants. We don’t pay our faculty here as well as other schools do (and they have cheaper places
to live). Not sure it’s across the board, but it’s close. We have to increase that revenue side and in
his eleven years, he hasn’t seen a fundamental change in how our foundation works to grow that
revenue stream. Jordan’s only comment was to stay engaged, that President Katsouleas and Scott
Roberts [new President/CEO of Foundation] are very engaged in that question. He noted that we
have seen some preliminary data, and while he doesn’t want to call it a uniquely Connecticut thing,
there is an idea that if you yell at people they’ll do more: doubling research by telling you to double
research. There’s more to it than that. We’ve seen data showing that from UConn all the way to Yale, there’s a pretty linear relationship between the number of development officers and the amount of money raised each year. There’s roughly a ten to one return on investment in development officer salaries. We have forty-four development officers. Yale has something close to 400. Senator McCutcheon interjected: so why aren’t we hiring? Jordan continued: that’s the plan and President Katsouleas is asking just that. Stay tuned.

Senator Bansal asked whether going forward in state tuition will increase at a faster rate than out of state. Jordan responded that as a percentage, in-state has increased more than out of state. In-state has gone up less on a dollar basis. So much raising in- and out- (of-state) tuition in lockstep at the same percentage has compounded out-of-state tuition, which is now at 35 thousand—all in with room and board it’s in the mid-50s. We are starting to approach private school tuition with out-of-state, while in-state is about 15 [thousand]. So by percentage rate, we have been raising in-state higher than out-of-state. We’re trying to stay in the market on out-of-state tuition.

Senator Philbrick asked, for an institution that relies heavily on tuition, how does this relate to new initiative of free tuition for families making 50 thousand or less? Jordan answered that we treat financial aid budget as an expense. Student financial aid already over 190M and 13% of the overall university budget. There are a great many students now whose families have incomes under 50 thousand dollars who are receiving very generous aid packages. The CT commitment is to fill the gap between the aid they’re getting—on tuition. So if 15 thousand dollars tuition and they get 14 thousand now, we’ll add the thousand to fill the gap and create free tuition. So 75% of students here now whose families make below 50 thousand are already getting this benefit through the normal FAFSA-Foundation financial aid packaging [quickly confirmed by Vice President Fuerst]. We estimate filling the gap will cost between 900 thousand and 1 million per cohort. Next year’s freshmen will be about a million, then 2 million, then even out at 4 million. We see this as an increase in the financial aid budget of that amount: 1 million, 2 million, 3 million, 4 million. At the same time, President Katsouleas and Scott Roberts are working to raise philanthropy to fill that gap. When we talk about 4 million dollars, it seems like a lot of money, but within the broader context of the university budget, it’s not a lot. The donor community is really excited about this. The goal is to raise annual fund money now for the million needed today, but also President Katsouleas is thinking long term about endowed funds to kick off 4 million in endowment funds so that it will be there forever. It is our intention to fund this [CT Commitment] with philanthropy if possible.

At 5:15, Moderator Siegle asked if there was any new business (there was none).

Senator Majumdar asked two questions. 1. What is the average rate of interest on our debt service? Jordan answered that he didn’t know the exact amount but noted that 2.1% of the budget is very low. We’re doing this responsibly; we’re not borrowing a lot of money on our own account. The state of Connecticut is super generous with capital dollars, he added. All of the buildings we’re building except the recreation center and part of the expense of the new athletics buildings (by baseball and soccer fields)—almost everything else is 100% paid for by the state. So the state carries that debt service. Our rates are in the 4% range. We go to market (Wall Street) every year on both new and old debt and we refinance when we need to. We actively manage this. 2. Senator Majumdar asked about the cost of the CT Commitment once we cycle through 4 years of cohorts and are up to 4 million a year. The idea is to build up a capital endowment and then the returns will
be forever. We’re looking at something like 100 million dollars in endowments. Is that right? Jordan said he thought it was. Majumdar continued: if (as Senator McCutcheon observed), we went from 280 million to 400 million dollars in 11 years, at that rate, we won’t be able to raise to that level, given past performance. He asked Jordan’s take on this. Jordan responded that his take was to give it time. It is an ambitious goal (100 million for this program). While we’re working toward the 100 million, the foundation works through conversations with donors: how much can you donate to the endowment going forward? How much can you contribute to unrestricted funds today? So far, conversations about that piece (the unrestricted funds) have been positive. We’re breaking it down by yearly targets. Can we raise 100 million soon to fully endow us? The answer is no, not soon. Can we raise 1 million by next year to fill that gap by next year? We think we can. We’ll ramp up over time.

Senator Douglas returned to what Jordan had said previously about the state covering most of the cost of buildings on campus—but that he had called out the rec center and other athletic facilities. Why are those not covered? Jordan answered that, as a matter of public policy, the state prefers to pay for academic buildings. The highest priority would be academic buildings, science buildings, laboratories, special purpose dormitories like the next gen dorm (to encourage STEM, maker space); and below that, in public priority it’s a matter of what the tax payers are willing to pay for. Amenities and self-supporting activities (housing, dining, parking, athletics, and rec) are seen more as auxiliary. In Connecticut and most of higher ed, those are paid for out of student fees. It’s a public policy choice.

Moderator Siegle asked if there were other questions (there were none). He asked for a motion to adjourn the meeting. Senator Long made the motion, which was seconded by Senator Philbrick.

The University Senate adjourned at 5:20 p.m.

All were invited to attend a reception for the Provost’s Outstanding Service Awards recipients, which immediately followed the Senate in the Rome foyer.

Minutes for this meeting respectfully submitted by Susanna Cowan, Senate Secretary.

Senate Executive Committee
Veronica Makowsky, Chair
Carol Atkinson-Palombo
Rajeev Bansal
Justin Fang
Hedley Freake
Andrea Hubbard
Debra Kendall
Gustavo Nanclares
Angela Rola
Priyanka Thakkar
Jaci Van Heest
The following members were absent from the November 4, 2019 meeting:

Accorsi, Michael
Barnes-Farrell, Janet*
Barrett, Edith*
Bradford, Michael
Chandy, John*
Dominguez, Terri*
Dyson, Stephen*
Fitch, R. Holly
Gebelein, Anne*
Gilbert, Michael*
Govoni, Kristen
Holle, Lisa
Hussein, Mohamed
Katsouleas, Tom*
Kazerounian, Kazem*
Kendig, Tysen*
Kersaint, Gladis*
Maric, Radenka
Nanclares, Gustavo*
Park Boush, Lisa
Shor, Leslie
Shoulson, Jeffrey
Terni, Jennifer*
Vokoun, Jason
Volin, John
Weiner, Daniel*
Wilson, Cristina
Zurolo, Mark

*Members who gave advance notice of absence
Good Afternoon,

It has been a busy few weeks for the Senate Executive Committee (SEC) as it has been for many on campus. The SEC has met four times since the last Senate meeting. On October 11, we gathered for a special meeting where our sole focus was the effectiveness of the Senate, the Senate Executive Committee, and the Senate Standing Committees. We reviewed constituency information, and discussed means of amplifying the Senate’s impact and improving communication with our colleagues throughout the university. We are exploring new ways of communicating Senate business and action, possibly through social media outlets. Additionally, as a result of this meeting, we expect there will be some by-law change proposals coming forward next semester concerning the Standing Committees.

On October 25th the SEC met privately with President Katsouleas followed by a meeting with Senate committee chairs. This group agreed that it was critical to issue a statement in response to the recent racial incidents on campus. The following was forwarded to The Daily Campus, the Daily Digest, and shared via the Senate listserv:

At the meeting, October 25th, 2019, the undersigned and present members of The University Senate Executive Committee and the University Senate Standing Committee Chairs voted unanimously to condemn racist attitudes in thought, word, and deed. We deeply regret the sufferings of those experiencing the results of systemic racism and pledge to bring these issues before the University Senate for impactful action. UConn can and should be better than this.

As the search for the Chief Diversity Officer gets underway, we are pleased to share that Amy Howell, chair of the Senate Diversity Committee, will serve as the Senate representative on the search committee.

Also from the SEC/Committee chairs meeting, we share the following updates:

- The SEC has charged the Scholastic Standards Committee with reviewing Senate by-laws with the goal of clarifying and/or updating the language regarding exam scheduling on Reading Days. This request stemmed from an inquiry about holding a final assessment makeup session on a reading day. The SEC and vice Provost Volin confirmed the Registrar’s Office response that no final assessments may be scheduled on a reading day.
- A working group is being formed to explore the A/A+ grading issue. Representatives from both undergraduate and graduate levels will meet to work through this issue.
- The SEC has written the charge for the Regional Campuses Ad Hoc Committee. The charge includes a proposed composition of the committee that the Senate Nominating Committee will be asked to populate.
- At the December Senate meeting, we expect that the Scholastic Standards Committee will bring forth a motion to clarify and finalize the dual degree by-law language.
- The review of First-Year Writing courses was discussed. It was agreed that:
  - GEOC should review the new FYW courses.
2. GEOC should review its Guidelines and the Senate By-Laws and bring back to the SEC/Senate proposals to modify them so that it is clear that FYW is part of the University General Education Program.
   
   o The Faculty Standards Committee is completing their work on leave for non-tenure track and will report their recommendations to the Senate at an upcoming meeting.

On October 23rd, President Katsouleas, convened the University of Connecticut Trustee-Administration-Faculty-Student (TAFS) Committee. The TAFS committee is intended to function as a conference committee to facilitate communication between the trustee, administration, faculty, and student groups represented on the committee, as well as to serve as an advisory body to the Board of Trustees. All members of the SEC serve on the TAFS Committee. This year, President Katsouleas gave the TAFS Committee the sole charge of discussing “UConn’s efforts to reduce our emissions and achieve the future sustainability we desire.” The TAFS Committee has been charged with discussing the function, membership, and processes of a working group of experts at UConn that will take responsibility for “coordinated analysis, policy formulation and strategic planning on issues of sustainability, particularly reducing emissions.” President Katsouleas asked Trustee Jeanine Gouin to chair the TAFS committee and the meeting discussed the ways in which TAFS might function as well as its agenda for the year. The SEC has appointed Carol Atkinson-Palombo and Hedley Freake to that committee.

On November 1st, the SEC met privately with Provost Elliott followed by a meeting with senior administration. The SEC is continuing to work with the Provost and AAUP to determine the best way to set up a study leading to recommendations. Senior administration shared initiatives and highlights from their divisions.

The SEC is pleased to announce that Rajeev Bansal will serve as the Senate representative to the newly created Board of Trustees Research, Entrepreneurship, and Innovation Committee. Carol Polifroni will serve on the BoT Financial Affairs Committee. Gustavo Nanclares will serve on the newly created President’s Research Advisory Council (P-RAC). The membership of the P-RAC will consist of faculty representatives from each school and college, as well as student and postdoctoral representatives. The P-RAC will serve as a forum to discuss issues and concerns related to research, scholarship, and creative works at UConn and UConn Health and to provide input and guidance to the VPR and President on relevant institutional policies, practices, and strategic initiatives.

The next meeting of the University Senate will be held on December 9th. As a reminder: the meeting will fall during the final assessment period, therefore, the University Senate will not vote on any actions affecting students.

Finally, a reminder that all are invited to stay for a reception following today’s Senate meeting where we will honor the 2019 recipients of the Provost’s Outstanding Service Award.

Respectfully Submitted,

Veronica Makowsky, Chair
Senate Executive Committee
Nominating Committee Report
to the University Senate
November 4, 2019

1. For the information of the Senate, the Undergraduate Student Government has made the following appointments:
   - Senate Diversity Committee – Avolyn Nieves and Maya Murarka
   - Senate University Budget Committee – Michael Cerulli and Dylan Nenadal
   - Senate Student Welfare Committee – Delaruelle Tarpeh and Kanu Caplash
   - Senate Growth & Development Committee – Jake Knowlton and Brandon Jones
   - Senate Scholastic Standards Committee – Sreenidhi Nair and Nia Moore
   - Senate Faculty Standards Committee – Dalton Howie and Stuart Allen
   - Senate Curricula and Courses Committee – Michael Zhu and Alejandro Rodriguez
   - Senate Enrollment Committee – Damon Reynolds and Katharine Morris
   - General Education Oversight Committee – Neal Krishna

Respectfully submitted,

Del Siegle, Chair
Rajeev Bansal
Morty Ortega
Carol Atkinson-Palombo
Terri Dominguez
Leslie Shor
I. Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:

A. ANTH 2600 Applied Research and Microscopy in Archaeobotany (#12283) [New course only; CA3 approval is still pending GEOC]

*Proposed Catalog Copy*

ANTH 2600. Applied Research and Microscopy in Archaeobotany
Four credits. Recommended Preparation: STAT 1000Q or STAT 1100Q; ENGL 1010 or 1011 or 2011. Not open for credit to students who have passed ANTH 3095 when taught as “Applied Research in Archaeobotany.”
Introduction to research trends in archaeobotany and use of microscopy tools. Design and execution of a research project.

B. DMD 2620 Human Development, Digital Media, and Technology (#9363) [New CA2 & CA4]

*Proposed Catalog Copy*

DMD 2620. Human Development, Digital Media, and Technology
Three credits. Prerequisite: ENGL 1010/1011 or ENG 2011. Recommended preparation: HDFS 1070 or DMD 2010.
Social, economic, and cultural influences on youths’ interactions with, and use of, technology for formal and informal learning. Examples include media literacy, digital divide, technology in education, cyberbullying, and other issues that have emerged since the rise of the World Wide Web and growth of social media. CA 2. CA 4.

C. ECE 1401 Programming for Electrical Engineers (#12103)

*Proposed Catalog Copy*

ECE 1401 Programming for Electrical Engineers.
Three Credits. Prerequisites: CSE 1010 or CSE 1729.
An introduction to programming tools and languages for electrical engineers. Applications to various mathematical and engineering problems including data acquisition, data analysis, and simulation.

D. EDCI 1100 If You Love It, Teach It (#5021) [New CA2 – GEOC approved]

*Proposed Catalog Copy*

EDCI 1100. If You Love It, Teach It
Three credits.
Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures. CA 2.

E. ENGL 2730W Travel Writing (#11358) [New CA1-b, W – GEOC approved]

*Proposed Catalog Copy*

ENGL 2730W. Travel Writing
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.
Introduction to the craft of travel writing, with attention to the history, variety, and ethics of the genre. CA 1.

F. ENGL/CLCS 2609 Fascism and its Opponents (#11417) [New CA1-c – GEOC approved]

*Proposed Catalog Copy*

ENGL 2609 Fascism and its Opponents
(also offered as CLCS 2609.) Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Not open for credit to students who have passed AMST/ENGL 3265W when offered as “Fascism and Antifascism in the US.”
A comparative study of fascist and antifascist movements, ideologies, aesthetics, and states across a number of national contexts, before and after the Second World War. Readings may consist of literary works, films and visual culture, autobiographies, political rhetoric, histories, and other cultural artifacts. CA 1.

CLCS 2609 Fascism and its Opponents
(also offered as ENGL 2609.) Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Not open for credit to students who have passed AMST/ENGL 3265W when offered as “Fascism and Antifascism in the US.”
A comparative study of fascist and antifascist movements, ideologies, aesthetics, and states across a number of national contexts, before and after the Second World War. Readings may consist of literary works, films and visual culture, autobiographies, political rhetoric, histories, and other cultural artifacts. CA 1.

G. GSCI 1000E The Human Epoch: Living in the Anthropocene (#12164) [New E, still pending CA3]

*Proposed Catalog Copy*

GSCI 1000E. The Human Epoch: Living in the Anthropocene
Three credits.
Introduction to geoscience focusing on human activities as agents of geologic change. Examines human planetary processes in our current epoch, the Anthropocene. Provides a novel frame for contemporary environmental issues such as climate change, sustainability, mass extinctions, land use, and waste disposal. Interaction between earthly processes and human affairs.

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

A. AH 2001 Medical Terminology (#13396) [Revise credits and catalog copy]

*Current Catalog Copy*

AH 2001. Medical Terminology
One credit. Prerequisites: Open to CAHNR students and following majors: Biological Sciences; Health Care Management; HDFS; MCB; NURS; Pharmacy Studies; PNB; PSYC; and SLHS; others by instructor consent.
Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes.
Revised Catalog Copy
AH 2001. Medical Terminology
Two credits. Prerequisites: Open to CAHNR students and following majors: Biological Sciences; Health Care Management; HDFS; MCB; NURS; Pharmacy Studies; PNB; PSYC; and SLHS; others by instructor consent.
Introduction and mastery of medical terminology through presentation of word roots, prefixes, and suffixes. Terminology associated with disease processes, symptoms, diagnosis, clinical procedures, laboratory tests, and treatments that affect various body systems.

B. ANTH 1000/W Other People’s Worlds (#11801) [Revise title and description – GEOC approved]
Current Catalog Copy

ANTH 1000. Other People’s Worlds
Three credits.
A survey of the development, contributions, and contemporary social problems of selected non-Euroamerican peoples and cultures. CA 2. CA 4-INT.

ANTH 1000W. Other People’s Worlds
Prerequisite: ENGL 1010 or 1011 or 2011. CA 2. CA-4-INT.

Revised Catalog Copy
ANTH 1000. Peoples and Cultures of the World
Three credits.
An introduction to the anthropological understanding of human society through ethnographic case studies of selected peoples and cultures, exploring the richness and variety of human life. Encourages students to learn about different cultures and to apply their knowledge to make sense of their own society. CA 2. CA 4-INT.

ANTH 1000W. Peoples and Cultures of the World
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

C. ANTH 1010 Global Climate Change and Human Societies (#8737) [Add EL]
Current Catalog Copy
ANTH 1010. Global Climate Change and Human Societies
Three credits.
A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it. CA 2. CA 4-INT.

Revised Catalog Copy
ANTH 1010E. Global Climate Change and Human Societies
Three credits.
A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it. CA 2. CA 4-INT.

D. ECON 2312 Empirical Methods in Economics II (#8746) [Revise title, catalog copy, Add Q]

Current Catalog Copy
ECON 2312. Empirical Methods in Economics II
Three credits. Prerequisite: ECON 2311.
Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.

Revised Catalog Copy
ECON 2312Q. Econometrics II
Three credits. Prerequisite: ECON 2311Q.
Development of techniques beyond those covered in ECON 2311Q. Topics may include endogeneity problems and instrumental variables, panel-data models, binary-choice models including probit and logit, and time-series econometrics.

E. EEB 2244/W General Ecology (#10114) [Add EL, revise prereqs]

Current Catalog Copy
EEB 2244. General Ecology
Four credits. Prerequisite: Six credits of college biology. Three lectures and one 2-hour discussion section.
Fundamental ecological dynamics of communities, populations and ecosystems, with emphasis in discussion sections on reading primary literature, problem-solving, and exposure to ecological research techniques.

EEB 2244W. General Ecology
Four credits. Prerequisite: Six credits of college biology; ENGL 1010 or 1011 or 2011. Content as in EEB 2244; requires major writing assignment.

Revised Catalog Copy
EEB 2244E. General Ecology
Four credits. Prerequisite: BIOL 1108.
Fundamental ecological dynamics of communities, populations, and ecosystems, including how humans impact the health and well-being of the natural world, the concept of ecosystem services, and the synergy between conservation of the biota and sustainability. Emphasis in discussion sections is on reading primary literature, problem-solving, scientific method, and sampling techniques.

EEB 2244WE. General Ecology
Four credits. Prerequisite: BIOL 1108; ENGL 1010 or 1011 or 2011.
F. GEOG 2200 Introduction to Human Geography (#10094) [Add CA2 & CA4-Int]

*Current Catalog Copy*
GEOG 2200. Introduction to Human Geography
Three credits.
Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments.

*Revised Catalog Copy*
GEOG 2200. Introduction to Human Geography
Three credits.
Geographic perspectives on the relationships between human behavior/activities and the physical, economic, and cultural environments. CA 2. CA 4-INT.

G. GEOG 2320 Climate Change: Current Geographic Issues (#8819) [Add EL]

*Current Catalog Copy*
GEOG 2320. Climate Change: Current Geographic Issues
Three credits.
Introduction to the science, impacts, and politics of climate change from a geographic perspective. Examination of physical mechanisms, extreme weather events, impacts on water, food and energy systems, impacts on polar regions, energy strategies and solutions, policy and negotiations, and mitigation and adaptation strategies. CA 2.

*Revised Catalog Copy*
GEOG 2320E. Climate Change: Current Geographic Issues
Three credits.
Introduction to the science, impacts, and politics of climate change from a geographic perspective. Examination of physical mechanisms, extreme weather events, impacts on water, food and energy systems, impacts on polar regions, energy strategies and solutions, policy and negotiations, and mitigation and adaptation strategies. CA 2.

H. GERM 1133 Intermediate German I (#13177) [Revise number and description]

*Current Catalog Copy*
GERM 1133. Intermediate German I
4.00 credits. Prerequisites: GERM 1132 or two years of high school German. Not open to students who have passed GERM 1113, 1114, 1134, 1153, 3200, 3220 or any other 2000 level courses taught in German.
Grading Basis: Graded Review and extension of grammar, vocabulary expansion, graded composition, intensive and extensive reading, and intensive oral practice to further develop communicative abilities within a cultural setting.

*Revised Catalog Copy*
GERM 1003. Intermediate German I
Four credits. Prerequisites: GERM 1002 or two years of high school German. May not be taken out of sequence after passing 1004. May not be taken for credit after passing any 2000-level or
above course taught in German.
Further development of communicative abilities and intercultural competence by investigating topics such as contemporary politics, the environment, history, film, music, fine arts, literature, and technology.

I. GERM 1134 Intermediate German II (#13176) [Revise number and description]

*Current Catalog Copy*

GERM 1134. Intermediate German II
4.00 credits. Prerequisites: GERM 1333. Not open for credit to students who have passed GERM 1114, 1154, 2201, 2204, 3221, 3231, 3233 or any other 2000 level courses taught in German. Grading Basis: Graded Review and extension of grammar, vocabulary expansion, graded composition, intensive and extensive reading, and intensive oral practice to further develop communicative abilities within a cultural setting.

*Revised Catalog Copy*

GERM 1004. Intermediate German II
Four credits. Prerequisites: GERM 1003. May not be taken for credit after passing any 2000-level or above course taught in German. Solidifying communicative abilities and intercultural competence by investigating topics such as contemporary politics, the environment, history, film, music, fine art, literature, and technology.

J. HDFS 2001 Diversity Issues in Human Development and Family Studies (#13401) [Change in title (dept name)]

*Current Catalog Copy*

Three credits. Open to sophomores or higher. Recommended preparation: HDFS 1070. Critical issues in diversity and multiculturalism in human development, family relations, and professional practice. CA 4.

*Revised Catalog Copy*

Three credits. Open to sophomores or higher. Recommended preparation: HDFS 1070. Critical issues in diversity and multiculturalism in human development, family relations, and professional practice. CA 4.

K. HDFS 2004W Research Methods in Human Development and Family Studies (#13403) [Change in title (dept name)]

*Current Catalog Copy*

HDFS 2004W. Research Methods in Human Development and Family Studies
4.00 credits Prerequisites: ENGL 1010 or 1011 or 2011; HDFS 1070, which may be taken concurrently; open only to HDFS majors, sophomores or higher. Cannot be taken after passing HDFS 3092, 4004, or 4007.
Overview of research methods with emphasis on (1) the social context in which research occurs and is used, and (2) strengths and limitations of social science research methods. Includes topics such as hypothesis formation, measurement of social variables, research ethics, data collection techniques, and interpreting results.

**Revised Catalog Copy**

HDFS 2004W. Research Methods in Human Development and Family Sciences

Four credits. Prerequisites: ENGL 1010 or 1011 or 2011; HDFS 1070, which may be taken concurrently; open only to HDFS majors, sophomores or higher. Cannot be taken after passing HDFS 3092, 4004, or 4007.

Overview of research methods with emphasis on (1) the social context in which research occurs and is used, and (2) strengths and limitations of social science research methods. Includes topics such as hypothesis formation, measurement of social variables, research ethics, data collection techniques, and interpreting results.

**L.** HIST 3350 Byzantium (#13218) [Revise Number]

*Current Catalog Copy*

HIST 3350. Byzantium

Three credits.

A survey of the major developments from the fourth through the fifteenth centuries: religious controversies, the theme system, the Crusades, Byzantine civilization, its law, art, literature, and its impact upon European and Russian civilization.

*Revised Catalog Copy*

HIST 2350. Byzantium

Three credits.

A survey of the major developments from the fourth through the fifteenth centuries: religious controversies, the theme system, the Crusades, Byzantine civilization, its law, art, literature, and its impact upon European and Russian civilization.

**M.** HIST 3421 History of Modern England (#13196) [Revise Number]

*Current Catalog Copy*

Three credits.

Cultural, political, economic, and intellectual development of modern Britain, with special emphasis on changing ideas of national identity.

*Revised Catalog Copy*

HIST 2421. History of Modern England

Three credits.

Cultural, political, economic, and intellectual development of modern Britain, with special emphasis on changing ideas of national identity.

**N.** HIST 3470 Medieval and Imperial Russia to 1855 (#13219) [Revise Number]

*Current Catalog Copy*
HIST 3470. Medieval and Imperial Russia to 1855
Three credits.
The development of Russia from the emergence of the Slavs to the reign of Alexander II. Russian political institutions, orthodoxy and cultural traditions, nobility, peasantry, and townsmen.

Revised Catalog Copy
HIST 2470. Medieval and Imperial Russia to 1855
Three credits.
The development of Russia from the emergence of the Slavs to the reign of Alexander II. Russian political institutions, orthodoxy and cultural traditions, nobility, peasantry, and townsmen.

O. HIST 3471 History of Russia Since 1855 (#13220) [Revise Number]
Current Catalog Copy
HIST 3471. History of Russia Since 1855
Three credits. Recommended preparation: HIST 3470.
Continuation of History 3470. Late imperial Russia, the former Soviet Union, and contemporary Russia.

Revised Catalog Copy
HIST 2471. History of Russia Since 1855
Three credits. Recommended preparation: HIST 2470.
Continuation of History 2470. Late imperial Russia, the former Soviet Union, and contemporary Russia.

P. HIST 3832 Modern Japan (#13418) [Revise Number]
Current Catalog Copy
HIST 3832. Modern Japan
Three credits.
Examines the dawn of the modern era to the present day in a place we call Japan. In each of our readings, we will seek to understand what constitutes, as one scholar put it, "history versus the radiant myth of belonging."

Revised Catalog Copy
HIST 2832. Modern Japan
Three credits.
Examines the dawn of the modern era to the present day in a place we call Japan. In each of our readings, we will seek to understand what constitutes, as one scholar put it, "history versus the radiant myth of belonging."

Q. ILCS 1145 Elementary Italian I (#13129) [Revise number and description]
Current Catalog Copy
ILCS 1145. Elementary Italian I
4.00 credits. Prerequisites: Not open to students with three or more years high school Italian, ILCS 1146, 1147 or 1148, or any 2000 level course taught in Italian.
Elementary Italian grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation. Students who wish to continue in Italian but feel ill prepared should contact the head of the Literatures, Cultures, and Languages Department.

Revised Catalog Copy
ILCS 1001. Elementary Italian I
Four credits. Prerequisites: Not open for credit to students with three or more years of high school Italian. May not be taken out of sequence after passing ILCS 1002, 1003, or 1004. May not be taken for credit after passing any 2000-level or above course taught in Italian. Students with questions about placement should contact the head of the Department of Literatures, Cultures and Languages.
Elementary Italian grammar. Practice of oral skills through pronunciation and easy conversation. Reading of simple texts and exposure to Italian media and culture.

R. ILCS 1146 Elementary Italian II (#13134) [Revise number and description]

Current Catalog Copy
ILCS 1146. Elementary Italian II
4.00 credits. Prerequisites: ILCS 1145. Not open to students with three or more years high school Italian, ILCS 1147 or 1148, or any 2000 level taught in Italian.
Grading Basis: Graded Elementary Italian grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation. Students who wish to continue in Italian but feel ill prepared should contact the head of the Literatures, Cultures, and Languages Department.

Revised Catalog Copy
ILCS 1002. Elementary Italian II
Four credits. Prerequisite: ILCS 1001 or equivalent. Not open for credit to students with three or more years of high school Italian. May not be taken out of sequence after passing ILCS 1003 or 1004. May not be taken for credit after passing any 2000-level or above course taught in Italian. Students with questions about placement should contact the head of the Department of Literatures, Cultures and Languages.
More elements of grammar and culture with integrated readings. Further practice in conversation and exposure to culture though simple examples from media, politics, and art.

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend REVISION of the following 3000- or 4000-level existing courses within or into the General Education curriculum:

A. AH 3175 Environmental Health (#12308) [Add EL]

Current Catalog Copy
AH 3175. Environmental Health
Three credits. Prerequisite: BIOL 1102 or equivalent; CHEM 1122 or equivalent; open to Allied
Health Sciences majors, BGS students, Environmental Sciences, Environmental Studies and Engineering majors, others with instructor consent; open to juniors or higher. Recommended preparation: a course in animal anatomy and physiology. Silbart

Course will focus on the environmental health consequences of exposure to toxic chemicals, food contaminants and radiation. Basic principles of toxicology will be discussed, followed by lectures on specific topics such as: cancer, occupational hazards, radiation, genetic biomonitoring, risk assessment techniques, risk/benefit analysis, social/legal aspects of regulating toxic chemicals, and other related topics.

Revised Catalog Copy
AH 3175E. Environmental Health
Three credits. Prerequisite: BIOL 1102 or equivalent; CHEM 1122 or equivalent; open to Allied Health Sciences majors, Environmental Sciences, Environmental Studies and Engineering majors, others with instructor consent; open to juniors or higher. Recommended preparation: a course in animal anatomy and physiology.

The environmental health consequences of exposure to toxic chemicals, food contaminants and radiation. Basic principles of toxicology and topics such as cancer, occupational hazards, radiation, genetic biomonitoring, risk assessment techniques, risk/benefit analysis, social/legal aspects of regulating toxic chemicals, and other related topics.

B. ENGL 4302W Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand [W] (#11397) [Revise title and description]

Current Catalog Copy
ENGL 4302W. Advanced Study: Literature of Australia, Canada, Ireland, and New Zealand
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of these Commonwealth countries.

Revised Catalog Copy
ENGL 4302W. Advanced Study: Literature of Ireland
Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 and at least 12 credits of 2000-level or above English courses or consent of instructor; open to juniors or higher. May be repeated for credit with a change of topic.

Intensive study of particular topics in the literature of Ireland.

C. JOUR 3046 Environmental Journalism (#12988) [Add EL]

Current Catalog Copy
JOUR 3046. Environmental Journalism
3.00 credits Prerequisites: JOUR 2000W or consent of the instructor. Open to Juniors or higher. Explores specialized coverage of environmental issues by journalists, emphasizing news reporting with the opportunity to produce print, visual and multimedia news reports.
Revised Catalog Copy

JOUR 3046E. Environmental Journalism
3.00 credits. Prerequisites: JOUR 2000W or consent of the instructor. Open to Juniors or higher. Explores specialized coverage of environmental issues by journalists, emphasizing news reporting with the opportunity to produce print, visual, and multimedia news reports.

D. KINS 3530/W Aerobic and Resistance Training for Performance [W] (#11323) [Revise title, description, and prereqs]

Current Catalog Copy

KINS 3530. Aerobic and Resistance Training for Performance
(Formerly offered as EKIN 3530.) Three credits. Prerequisite: Open only to students in Kinesiology programs. Van Heest
Development of analysis techniques of human physiology specific to sport performance. Laboratory and field methods to evaluate aerobic ability, anaerobic ability, flexibility, muscular strength and power and body composition. A strong foundation in musculoskeletal anatomy and physiology is required. Designed to better prepare the student for development of scientifically sound coaching practices.

KINS 3530W. Aerobic and Resistance Training for Performance
(Formerly offered as EKIN 3530W.) Prerequisite: Open only to students in Kinesiology programs; ENGL 1010 or 1011 or 2011.

Revised Catalog Copy

KINS 3530. Aerobic Training for Health and Performance
Three credits. Prerequisite: KINS 4500. Open only to students in Kinesiology programs; others by consent of instructor.
Focuses on the knowledge, skills, and understanding of the scientific principles on which to design individualized aerobic training programs needed for optimal performance, health improvement, disease treatment, and injury prevention. Presents analysis techniques of human physiology specific to aerobic training and performing. Laboratory and field methods to evaluate aerobic ability, lactate threshold, economy, anthropometrics, and aerobic performance characteristics will be discussed.

KINS 3530W. Aerobic Training for Health and Performance
Three credits. Prerequisite: KINS 4500. Open only to students in Kinesiology programs; others by consent of instructor.

IV. For the information of the University Senate, the General Education Oversight Committee approved the following courses for offering in intensive session:

A. GEOG 2400 Introduction to Sustainable Cities (No CAR) [CA2, CA4-Int, E]
B. SOCI 2310 Introduction to Criminal Justice (No CAR) [CA2, CA4]
C. SOCI/LLAS 3525 Latino Sociology (No CAR) [CA2, CA4]

Respectfully Submitted by the 19-20 Senate Curricula and Courses Committee: Pam Bedore (Chair), Mark Brand, Tutita Casa, John Chandy, Marc Hatfield, Kate Fuller, David Knecht, Matt McKenzie,
David Ouimette, Alejandro Rodriguez (Student Rep), Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Gina Stuart, Jennifer Terni, Manuela Wagner, Michael Zhu (Student Rep)

From the 10/9/19 and 10/23/19 meetings
Appeals of Assigned Course Grades: Senate By-Laws

A. Background:

The most significant change will be to reduce the initial grade appeal deadline from six months to ten days to facilitate grade reviews in a timely manner. This is of particular importance to students who need a grade for continuation of financial aid, for continued status as a student, and for application to jobs and/or internships. In this era of rapid electronic communication, six months seems an unnecessary delay.

The clarifications include:

- Pointing students to section E.7 so that students understand the accepted criteria for grade changes — a computational error, clerical error, and the discovery of overlooked components in a student’s body of work.
- Greater specificity at each level of the process.
- Provisions for contingencies on the part of those involved that might delay the process.
- Clarification of the process at the level of the Faculty Grade Change Review Committee (FGCRC) at each school or college, particularly that, in pressing circumstances, the Deans/Dean’s Designee may appoint an ad hoc review committee if the FGCRC is unavailable, e.g., summer recess.

B. Current Relevant By-Laws

E.7 Change of Course Grades
E.8 Appeals of Assigned Course Grades

E.7 Change of Course Grades
-provided for information purposes only-

Grades are part of the student’s permanent record; they should never be changed for reasons unrelated to courses requirements or quality of work. Once the grade has been submitted, an instructor may neither accept additional work nor give additional examinations.

Instructors should change grades for the following reasons: a computational error, clerical error, and the discovery of overlooked components in a students’ body of work. In cases when the instructor concludes that a course grade ought to be changes, the instructor determines a corrected grade and initiates the grade change process. The head of the department or program offering the course and the dean of the school or college in which the course is taught will be notified of a grade change to ensure consistency with the By-Laws.
E.8 Appeals of Assigned Course Grades
-provided for information purposes only-

If a student believes that an error in grading has occurred, the student may request (within six months of the final grade being posted) that the instructor to review the grade. If the student cannot contact the instructor, then the student should contact the department head. When the course is in a non-departmentalized school or college, the student should contact that dean or the dean’s designee.

If the instructor agrees that a grade change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

If the instructor believes that the original grade is correct, the student has 30 days to appeal the decision to the head of the department in which the course is taught. The department head will seek input from the instructor and the student to determine his/her opinion related to the merits of the grade appeal.

If after this review, the instructor and the department head agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the registrar.

If the instructor and the department agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has 10 working days to request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Panel (see below).

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Panel. The department’s head request shall be made within 10 working days of completion of the grade appeal review.

Faculty Grade Change Review Panel. The Faculty Grade Change Review Panel, hereafter referred to as the Faculty Review Panel, shall be composed of three full-time faculty members appointed by the dean of the school or college in which the course is taught. The Faculty Review Panel shall convene a hearing within 10 working days of notification of a case. Both the appealing student and the course instructor should be present at the hearing. The student shall be afforded an opportunity to state the grounds on which he or she is appealing the grade. The instructor will be afforded an opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence and/or request testimony of others. The Faculty Review Panel may request input from the department head.

If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the Registrar a change of grade request signed by all members of the Faculty Review Panel. The Faculty Review Panel will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within 10 days of the decision. The decision of the Faculty Review Panel shall be considered final.

C. Proposal to Senate: Motion
We propose to amend the By-Laws, Rules and Regulation of the University Senate as follows with deleted items in strikethrough and new language underlined. By-Laws, Rules and Regulations of the University of Senate II.E.8.
II.E.8
The policy deadlines herein may be extended, depending on the current level of the appeal, by the dean/dean’s designee or the Faculty Grade Change Review Committee (FGCRC, defined below) due to extenuating circumstances on the part of the student or the instructor.

In a non-departmentalized school or college, the dean or the dean’s designee will serve in the role outlined for the department head. For INTO courses, the department head of the lead instructor of the course and the corresponding dean or dean’s designee will serve the roles outline for department heads and deans and their designees. For UNIV courses, the UICC chair will function in place of the department head, and further appeals will directed to the Vice-Provost for Academic Affairs, who will act in place of a dean.

All steps in this process taken by the student, instructor, department head, and the FGCRC must be in writing.

Grade Appeal Procedure

If a student believes that an assigned course grade is in error, an error in grading has occurred, the student has ten (10) working days from the posting of the grade or the last day grades are to be posted, whichever is later, to ask the instructor to review the grade. If the student cannot contact the instructor, then the student should contact the department head. When the course is in a non-departmentalized school or college, the student should contact that dean or the dean’s designee. Allowable reasons for a grade change request are defined in current By-Laws (E.7 above) and comprise “…computational errors, clerical errors, and the discovery of overlooked components in a student’s body of work.”

If the instructor does not respond to the student within five (5) working days (or sooner if extenuating circumstances merit a more expedited review), the student should contact the department head in which the course is offered.

If the instructor agrees that a grade change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

If the instructor believes that the original grade is correct, the student has ten (10) working days to appeal the decision to the head of the department in which the course is offered. The department head will seek input from the instructor and the student to determine his/her opinion related to the merits of the grade appeal and provide a decision within ten (10) working days from date of the appeal.

If after this review, the instructor and the department head agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the registrar.

If the instructor and the department agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has ten (10) working days to request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee Panel (see below).
If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, within ten (10) working days, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Panel Committee. The department's head request shall be made within 10 working days of completion of the grade appeal review.

Faculty Grade Change Review Panel Committee

Each school or college shall appoint a standing Faculty Grade Change Review Committee (FGCRC) composed of a minimum of three full-time faculty members appointed by the dean of the school or college in which the course is taught or assign the responsibilities of grade appeals to a standing committee within the school or college. If, due to exigency, a grade appeal must be resolved and the standing committee is not available, the dean or the dean's designee of the school or college will convene an ad hoc FGCRC of three full-time faculty members to hear the appeal.

The FGCRC should perform an administrative review to determine if there are sufficient grounds to proceed with an appeal hearing. If so, the Faculty Review Panel FGCRC shall convene, schedule a hearing within ten (10) working days of notification of a case. Except under extenuating circumstances approved by the FGCRC, both the appealing student appealing the grade and the course instructor should be present, either in person or via electronic communication, at the hearing. The student will speak first and shall be afforded an opportunity to state the grounds for the grade appeal on which he or she is appealing the grade, followed by the instructor’s response. The instructor will be afforded an opportunity to document the basis on which the grade was awarded. Both parties may present supporting evidence related to the grade appeal and/or request testimony of others. The Faculty Review Panel FGCRC may request input from the department head.

If the Faculty Review Panel recommends a grade change, it is authorized to execute the change by sending to the Registrar a change of grade request signed by all members of the Faculty Review Panel. If the FGCRC agrees (by a majority vote) that a grade change is warranted, the FGCRC chair will send a grade change notification to the registrar. If, however, the FGCRC does not agree that a grade change is warranted, the instructor's grade stands. The FGCRC's decision shall be considered final. The Faculty Review Panel FGCRC will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within ten (10) days of the decision. The decision of the Faculty Review Panel shall be considered final.

D. Clean copy

II.E.8

The policy deadlines herein may be extended, depending on the current level of the appeal, by the dean/dean’s designee or the Faculty Grade Change Review Committee (FGCRC, defined below) due to extenuating circumstances on the part of the student or the instructor.

In a non-departmentalized school or college, the dean or the dean’s designee will serve in the role outlined for the department head. For INTD courses, the department head of the lead instructor of the course and the corresponding dean or dean’s designee will serve the roles outline for department heads and deans and their designees. For UNIV courses, the UICC chair will function in place of the department
head, and further appeals will be directed to the Vice-Provost for Academic Affairs, who will act in place of a dean.

All steps in this process taken by the student, instructor, department head, and the FGCRC must be in writing.

Grade Appeal Procedure

If a student believes that an assigned course grade is in error, the student has ten (10) working days from the posting of the grade or the last day grades are to be posted, whichever is later, to ask the instructor to review the grade. Allowable reasons for a grade change request are defined in current By-Laws (E.7) and comprise “…computational errors, clerical errors, and the discovery of overlooked components in a student’s body of work.”

If the instructor does not respond to the student within five (5) working days (or sooner if extenuating circumstances merit a more expedited review), the student should contact the department head in which the course is offered.

If the instructor agrees that a grade change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

If the instructor notifies the student that the original grade is correct, the student has ten (10) working days to appeal the decision to the head of the department in which the course is offered. The department head will seek input from the instructor and the student to determine the merits of the grade appeal and provide a decision within ten (10) working days from date of the appeal.

If after this review, the instructor and the department head agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the registrar.

If the instructor and the department agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has ten (10) working days to request, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee Panel (see below).

If the department head thinks that a grade change is justified but the instructor does not agree, the department head shall request, within ten (10) working days, through the dean of the school or college in which the course is taught, a review by the Faculty Grade Change Review Committee.

Faculty Grade Change Review Committee

Each school or college shall appoint a standing Faculty Grade Change Review Committee (FGCRC) composed of a minimum of three full-time faculty members or assign the responsibilities of grade appeals to a standing committee within the school or college. If, due to exigency, a grade appeal must be resolved and the standing committee is not available, the dean or the dean’s designee of the school or college will convene an ad hoc FGCRC of three full-time faculty members to hear the appeal.

The FGCRC should perform an administrative review to determine if there are sufficient grounds to proceed with an appeal hearing. If so, the FGCRC shall schedule a hearing within ten (10) working days of
notification of a case. Both the student appealing the grade and the course instructor must be present, either in person or via electronic communication, at the hearing. The student will speak first and state the grounds for the grade appeal, followed by the instructor’s response. Both parties must present supporting evidence related to the grade appeal and may request testimony of others. The FGCRC may request input from the department head.

If the FGCRC agrees (by a majority vote) that a grade change is warranted, the FGCRC chair will send a grade change notification to the registrar. If, however, the FGCRC does not agree that a grade change is warranted, the instructor’s grade stands. The FGCRC’s decision shall be considered final. The FGCRC will send a written report of the decision to the instructor, the student, the department head, and the dean of the school or college offering the course within ten (10) days of the decision.

E. Major Changes

- Changing the timeline for student appeals from 6 months to 10 working days
- Charging each college to establish and staff a Faculty Grade Change Review Committee (FGCRC) with three full-time faculty.
- All steps in the process must be documented in writing.
- A student has 10 days instead of 30 days to appeal to the department head after a faculty’s decision denying a grade change.
- Providing the dean or the dean’s designee of the school or college in which the class is offered, an administrative review of the merits of the student’s grade appeal before sending the case to the FGCRC.
- If due to an exigency, the dean or the dean’s designee of the school or college in which the class is offered may convene an ad hoc FGCRC of three full-time faculty to hear the appeal.
- Outlining a procedure for grade appeal in UNIV and INTD classes.
- Requiring the student and instructor to be present at the appeal, or via electronic communications.
Budget Update

University Senate Report

Fall 2019
Overview

- FY19 Results
- FY20 Operating Budget
- FY20 Capital Projects
- SWOT Analysis
- Questions
## FY19 Results

<table>
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<tr>
<th>Millions of dollars</th>
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<th>FY19</th>
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<td>141</td>
<td>174</td>
<td>+23.4%</td>
<td>Training grant, higher STIF rate</td>
</tr>
<tr>
<td><strong>Research fund revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research fund revenue</td>
<td>107</td>
<td>122</td>
<td>+14.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditures</td>
<td>1,237</td>
<td>1,307</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td>Salaries and wages</td>
<td>505</td>
<td>501</td>
<td>-.8%</td>
<td></td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>259</td>
<td>286</td>
<td>+10.4%</td>
<td>Impact of SAG Award</td>
</tr>
<tr>
<td>Financial aid</td>
<td>170</td>
<td>188</td>
<td>+10.6%</td>
<td>Increase in student need/merit aid</td>
</tr>
<tr>
<td>Other</td>
<td>303</td>
<td>332</td>
<td>+9.6%</td>
<td>Deferred maintenance, small cap needs</td>
</tr>
<tr>
<td><strong>Research fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research fund</td>
<td>105</td>
<td>122</td>
<td>+16.2%</td>
<td></td>
</tr>
<tr>
<td>Gain/(loss)</td>
<td>2.4</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FY20 Revenue by Category

The University relies more on tuition than any other revenue source at nearly 31%, greater than state support at 26%.

<table>
<thead>
<tr>
<th>Revenues ($M)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Block Grant</td>
<td>200.4</td>
</tr>
<tr>
<td>Fringe Benefits &amp; Adjustments</td>
<td>171.1</td>
</tr>
<tr>
<td>Total State Support</td>
<td>$371.5</td>
</tr>
<tr>
<td>Tuition</td>
<td>443.3</td>
</tr>
<tr>
<td>Fees</td>
<td>146.5</td>
</tr>
<tr>
<td>Grants &amp; Contracts</td>
<td>86.1</td>
</tr>
<tr>
<td>Foundation/Endowment</td>
<td>21.7</td>
</tr>
<tr>
<td>Sales &amp; Services</td>
<td>23.7</td>
</tr>
<tr>
<td>Auxiliary Enterprise Revenue</td>
<td>218.3</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>14.9</td>
</tr>
<tr>
<td><strong>Total Operating Fund</strong></td>
<td>$1326.0</td>
</tr>
<tr>
<td>Research Fund</td>
<td>118.0</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$1444.0</td>
</tr>
</tbody>
</table>

Students contribute 56% of total revenues

Note: Use of decimals may result in rounding differences.

State Block Grant represents FY20 Governor’s budget.
The State block grant is only used for salaries of University employees, but it only covers about 47% of all employees.

- Since FY10, the State block grant has averaged ~$214M per year - the FY20 budgeted block grant is ~$14M less than this 10 year average.
- The remaining 53% of employees are funded by non-State revenue sources including tuition and fees, auxiliary enterprises, research, grants and contracts, Foundation, and sales and services.
FY20 Expense by Category

Salary and fringe benefit costs are growing at a significant pace and account for over 57% of the University’s operating budget.

<table>
<thead>
<tr>
<th>Expenditures ($M)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>521.7</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>318.7</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>234.2</td>
</tr>
<tr>
<td>Energy</td>
<td>20.7</td>
</tr>
<tr>
<td>Equipment</td>
<td>25.5</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>194.7</td>
</tr>
<tr>
<td>Debt Service</td>
<td>27.0</td>
</tr>
<tr>
<td>Capital Projects</td>
<td>4.2</td>
</tr>
<tr>
<td>Total Operating Fund</td>
<td>$1346.5</td>
</tr>
<tr>
<td>Research Fund</td>
<td>117.1</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$1463.6</td>
</tr>
</tbody>
</table>

Note: Use of decimals may result in rounding differences.
## UConn FY20 Operating Budget

<table>
<thead>
<tr>
<th>Millions of dollars</th>
<th>FY19</th>
<th>FY20</th>
<th>% change</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating revenue</td>
<td>1,223</td>
<td>1,222</td>
<td>-0.08%</td>
<td></td>
</tr>
<tr>
<td>Block grant</td>
<td>195</td>
<td>200</td>
<td>+2.6%</td>
<td></td>
</tr>
<tr>
<td>Fringe reimbursement</td>
<td>71</td>
<td>67</td>
<td>-5.6%</td>
<td></td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>564</td>
<td>590</td>
<td>+4.6%</td>
<td></td>
</tr>
<tr>
<td>Auxiliary</td>
<td>219</td>
<td>218</td>
<td>-0.5%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>174</td>
<td>147</td>
<td>-15.5%</td>
<td>Accounting category change</td>
</tr>
<tr>
<td><strong>Research fund</strong></td>
<td></td>
<td></td>
<td>-3.3%</td>
<td></td>
</tr>
<tr>
<td>Research fund</td>
<td>122</td>
<td>118</td>
<td>-3.3%</td>
<td></td>
</tr>
<tr>
<td><strong>Operating Expenditures</strong></td>
<td></td>
<td></td>
<td>+1.9%</td>
<td></td>
</tr>
<tr>
<td>Salaries and wages</td>
<td>501</td>
<td>522</td>
<td>+4.2%</td>
<td></td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>168</td>
<td>183</td>
<td>+8.9%</td>
<td></td>
</tr>
<tr>
<td>Financial aid</td>
<td>188</td>
<td>195</td>
<td>+3.7%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>332</td>
<td>312</td>
<td>-6.3%</td>
<td>Accounting category change</td>
</tr>
<tr>
<td><strong>Research fund</strong></td>
<td></td>
<td></td>
<td>-4.1%</td>
<td></td>
</tr>
<tr>
<td>Research fund</td>
<td>122</td>
<td>117</td>
<td>-4.1%</td>
<td></td>
</tr>
<tr>
<td>Gain/(loss)</td>
<td>33</td>
<td>11</td>
<td></td>
<td>Without unfunded liabilities</td>
</tr>
</tbody>
</table>
How Unfunded Fringe Costs Impact Budget

- Table below separates unfunded portion of fringe costs to show impact on budget
- UConn’s operations are fiscally healthy but for these costs.
- Growth in unfunded pension and health costs are unsustainable

<table>
<thead>
<tr>
<th>Millions of dollars</th>
<th>FY19</th>
<th>FY20</th>
<th>% change</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Revenue</strong></td>
<td>1,345</td>
<td>1,340</td>
<td>-0.3%</td>
<td></td>
</tr>
<tr>
<td>Fringe reimbursement</td>
<td>71</td>
<td>67</td>
<td>-5.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>1,312</td>
<td>1,329</td>
<td>+1.3%</td>
<td></td>
</tr>
<tr>
<td>Fringe benefit expenses</td>
<td>168</td>
<td>183</td>
<td>+8.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Gain/(loss) w/o unfunded pension and health costs</strong></td>
<td>33</td>
<td>11</td>
<td></td>
<td>UConn operations are fiscally healthy</td>
</tr>
<tr>
<td>SERS unfunded pension/health expense</td>
<td>117</td>
<td>135</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less amount funded by State</td>
<td>(91)</td>
<td>(104)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unfunded pension/health costs paid by UConn</strong></td>
<td>26</td>
<td>31</td>
<td>+19.2%</td>
<td>This is unsustainable.</td>
</tr>
<tr>
<td>Gain/(loss)</td>
<td>7</td>
<td>(20)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Closing the Budget Gap

- Each year, we start with a large gap between expected revenues and expenditures.
  - Under current assumptions, **deficit will grow about $17M per year**.
- This has forced rescissions/cuts to department budgets to bring deficit to a manageable level.
- Through the year, we work on efficiency gains, revenue opportunities, and efforts to control spending to bring the budget into balance by year’s end.

### Budget Gap

<table>
<thead>
<tr>
<th></th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
<th>FY23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Deficit</td>
<td>$ (45.0)</td>
<td>$ (47.4)</td>
<td>$ (39.5)</td>
<td>$ (57.0)</td>
</tr>
<tr>
<td>Rescissions/Cuts to Departments</td>
<td>25.4</td>
<td>25.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$ (19.6)</td>
<td>$ (22.4)</td>
<td>$ (39.5)</td>
<td>$ (57.0)</td>
</tr>
<tr>
<td>Lower final fringe rates from State</td>
<td>$ 6.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY19 small net gain applied to FY20 deficit</td>
<td>$ 6.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net add'l activity based on FY19 actuals</td>
<td>$ 4.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State cut (incl fringe)</td>
<td>$ (1.8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net Gain/(Loss)</strong></td>
<td>$ (5.1)</td>
<td>$ (22.4)</td>
<td>$ (39.5)</td>
<td>$ (57.0)</td>
</tr>
</tbody>
</table>
UConn has a budget of $250M in FY20 for Capital Projects

- **$151.2M for Science Program**
  - Gant renovations ($40M to support Phase 2 construction)
  - STEM Science ($35.4M to begin construction)
  - Infrastructure ($70.4M for supplemental utility plant and other utilities)
  - Other ($5.4M to renovate labs and purchase equipment)

- **$24.4M for Academic Priority Projects**
  - Fine Arts ($5.9M to complete construction)
  - Programmatic ($14.0M for lab and classroom renovation)
  - Equipment ($4.5M)

- **$74.4M for Deferred Maintenance and Other Projects**
  - ESCO ($9.0M for energy improvement infrastructure project)
  - Facilities ($8.0M to repair and improve various facilities)
  - Hockey/Athletic District ($27.3M for new arena and turf field)
  - Other ($45.8M for infrastructure, res life, code corrections, and contingency)
## SWOT Analysis

### Evaluating UConn’s Strengths, Weaknesses, Opportunities and Threats

<table>
<thead>
<tr>
<th>STRENGTHS (+)</th>
<th>WEAKNESSES (–)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tuition – Affordable and competitive with peers</td>
<td>• Diversity of revenues – Heavily reliant on State appropriations and tuition.</td>
</tr>
<tr>
<td>• Students – Academically strong and contribute to the CT economy (70% stay in CT after graduation)</td>
<td>• Fringe benefits – Rates are high and and dictated by the State Comptroller</td>
</tr>
<tr>
<td>• Hiring – Prudent and careful in hiring decisions, with strict review for any new position</td>
<td>• Deferred maintenance – Significant infrastructure needs far exceed available resources</td>
</tr>
<tr>
<td>• Economic engine - Pillar to the State economy</td>
<td>• Budget flexibility – Limited ability to control personnel costs, which represents nearly 60% of all spending</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPPORTUNITIES (+)</th>
<th>THREATS (–)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Philanthropy – Increasing endowments and focusing on scholarship funds to recruit best students</td>
<td>• State support – Pressure on State budget has led to reductions in UConn’s operating and capital budgets</td>
</tr>
<tr>
<td>• Research revenues – President’s vision to double research grants can fund invention &amp; innovations, and enhance reputation</td>
<td>• Research competitiveness – Competition for best faculty and research grants impacted by high fringe rates</td>
</tr>
<tr>
<td>• “Silver Tsunami” – Potential to address structural deficit through salary and fringe savings, consolidation, and efficiency gains.</td>
<td>• State population decline – As CT’s high school population declines, UConn may be challenged to maintain enrollment, particularly at regional campuses.</td>
</tr>
</tbody>
</table>
Questions?
## FY19 Results

<table>
<thead>
<tr>
<th></th>
<th>FY18 Actuals</th>
<th>FY19 Actuals</th>
<th>% Change FY19-18</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Block Grant</td>
<td>191.3</td>
<td>195.0</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td>Adjustments/accruals</td>
<td>3.5</td>
<td>-5.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>148.0</td>
<td>167.4</td>
<td>13.1%</td>
<td>SAG impact</td>
</tr>
<tr>
<td><strong>Total State Support</strong></td>
<td>$342.9</td>
<td>$356.7</td>
<td>5.9%</td>
<td>Rate increase</td>
</tr>
<tr>
<td>Tuition</td>
<td>402.7</td>
<td>426.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory/Course Fees</td>
<td>136.1</td>
<td>137.7</td>
<td>1.2%</td>
<td></td>
</tr>
<tr>
<td>Grants &amp; Contracts</td>
<td>77.9</td>
<td>88.4</td>
<td>13.4%</td>
<td>Non-research award and Pell increase</td>
</tr>
<tr>
<td>Foundation/Endowment</td>
<td>22.1</td>
<td>32.9</td>
<td>49.1%</td>
<td>STIF interest rate increase and add'l Foundation reimb.</td>
</tr>
<tr>
<td>Sales &amp; Service</td>
<td>23.6</td>
<td>22.6</td>
<td>-4.2%</td>
<td></td>
</tr>
<tr>
<td>Auxiliary Enterprise</td>
<td>217.5</td>
<td>218.9</td>
<td>0.6%</td>
<td>Athletics decrease offset room/board increase</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>13.9</td>
<td>29.8</td>
<td>113.8%</td>
<td>Accounting change in UCH reimbursements</td>
</tr>
<tr>
<td><strong>Total Operating Fund</strong></td>
<td>$1,236.8</td>
<td>$1,313.3</td>
<td>12.3%</td>
<td></td>
</tr>
<tr>
<td>Research Fund</td>
<td>107.5</td>
<td>122.2</td>
<td>13.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$1,344.3</td>
<td>$1,435.5</td>
<td>12.4%</td>
<td></td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>505.0</td>
<td>501.2</td>
<td>-0.7%</td>
<td>Relatively flat spend</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>259.1</td>
<td>285.9</td>
<td>10.3%</td>
<td>SAG impact</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>221.5</td>
<td>237.5</td>
<td>7.2%</td>
<td>Accounting change in UCH reimbursements</td>
</tr>
<tr>
<td>Energy</td>
<td>19.7</td>
<td>21.1</td>
<td>7.2%</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>29.6</td>
<td>23.2</td>
<td>-21.7%</td>
<td>Timing of equipment purchases</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>170.2</td>
<td>188.2</td>
<td>10.6%</td>
<td>Tuition plan increases</td>
</tr>
<tr>
<td>Projects/Debt</td>
<td>31.7</td>
<td>49.6</td>
<td>56.5%</td>
<td>Funds to be used for capital projects</td>
</tr>
<tr>
<td><strong>Total Operating Fund</strong></td>
<td>$1,236.8</td>
<td>$1,306.6</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td>Research Fund</td>
<td>105.2</td>
<td>122.4</td>
<td>16.4%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$1,341.9</td>
<td>$1,429.0</td>
<td>6.5%</td>
<td></td>
</tr>
<tr>
<td>Net Gain/Loss</td>
<td>$2.4</td>
<td>$6.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In FY20, UConn’s bottom line would be fine without the unfunded liabilities.

### Revenues ($M)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY20 Budget</th>
<th>Updated FY20 Forecast</th>
<th>Variance from Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Block Grant</td>
<td>200.4</td>
<td>199.4</td>
<td>State reduction</td>
</tr>
<tr>
<td>Fringe Benefits &amp; Adjustments</td>
<td>66.8</td>
<td>63.7</td>
<td>Final fringe rates from Comptroller</td>
</tr>
<tr>
<td>Total State Support</td>
<td>$267.1</td>
<td>$263.0</td>
<td></td>
</tr>
<tr>
<td>Tuition/Fees</td>
<td>589.8</td>
<td>589.8</td>
<td></td>
</tr>
<tr>
<td>Grants &amp; Contracts/Foundation</td>
<td>107.8</td>
<td>118.3</td>
<td>Add'l expected from investment income/foundation reimbursements</td>
</tr>
<tr>
<td>Auxiliary Enterprise Revenue</td>
<td>218.3</td>
<td>218.3</td>
<td></td>
</tr>
<tr>
<td>All Other Revenue</td>
<td>38.6</td>
<td>53.9</td>
<td>Due to change in how we account for UCH revenue</td>
</tr>
<tr>
<td><strong>Total Operating Fund</strong></td>
<td>$1221.6</td>
<td>$1243.2</td>
<td></td>
</tr>
<tr>
<td>Research Fund</td>
<td>118.0</td>
<td>118.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$1339.6</td>
<td>$1361.2</td>
<td></td>
</tr>
</tbody>
</table>

### Expenditures ($M)

<table>
<thead>
<tr>
<th>Description</th>
<th>FY20 Budget</th>
<th>Updated FY20 Forecast</th>
<th>Variance from Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>521.7</td>
<td>527.7</td>
<td>Slight increase based on final FY19 spend and FY20 trends</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>183.4</td>
<td>177.4</td>
<td>Final fringe rates from Comptroller</td>
</tr>
<tr>
<td>Other Expenses (incl energy and equipment)</td>
<td>280.4</td>
<td>296.8</td>
<td>Due to change in how we account for UCH revenue</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>194.7</td>
<td>194.7</td>
<td></td>
</tr>
<tr>
<td>Debt Service/Capital Projects</td>
<td>31.1</td>
<td>25.0</td>
<td>Less needed for projects due to small net gain in FY19</td>
</tr>
<tr>
<td><strong>Total Operating Fund</strong></td>
<td>$1211.2</td>
<td>$1221.6</td>
<td></td>
</tr>
<tr>
<td>Research Fund</td>
<td>117.1</td>
<td>117.1</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$1328.3</td>
<td>$1338.6</td>
<td></td>
</tr>
</tbody>
</table>

### Operating Gain/(Loss)

<table>
<thead>
<tr>
<th>Description</th>
<th>$11.3</th>
<th>$22.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expense for SERS Unfunded Pension and Retiree Health</td>
<td>135.4</td>
<td>125.4</td>
</tr>
<tr>
<td>Less amount funded by the State</td>
<td>104.4</td>
<td>97.7</td>
</tr>
<tr>
<td><strong>Net SERS Unfunded Pension and Retiree Health Costs</strong></td>
<td>$31.0</td>
<td>$27.7</td>
</tr>
</tbody>
</table>

### Excess/(Deficiency)

<table>
<thead>
<tr>
<th>Description</th>
<th>$-(19.6)</th>
<th>$-(5.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lapses</td>
<td>19.6</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>Projected Net Gain/Loss</strong></td>
<td>$0.0</td>
<td>$0.0</td>
</tr>
</tbody>
</table>

Slight upward trend in tuition revenue may close this gap for FY20
## Athletics

### Operating Revenues

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ticket Sales</td>
<td>$9,843,615</td>
<td>$9,107,068</td>
<td>$7,513,832</td>
<td>$9,407,327</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$8,280,611</td>
<td>$8,529,029</td>
<td>$8,784,900</td>
<td>$6,530,675</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$33,947,001</td>
<td>$30,511,984</td>
<td>$35,673,417</td>
<td>$40,347,042</td>
</tr>
<tr>
<td>Guarantees</td>
<td>$489,667</td>
<td>$1,703,000</td>
<td>$1,376,459</td>
<td>$575,000</td>
</tr>
<tr>
<td>Contributions from Related Entities (Foundation)</td>
<td>$5,666,523</td>
<td>$2,711,055</td>
<td>$5,800,500</td>
<td>$5,662,300</td>
</tr>
<tr>
<td>Media Rights**</td>
<td>$0</td>
<td>$1,078,256</td>
<td>$1,175,000</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>NCAA/Conference Distributions</td>
<td>$10,499,170</td>
<td>$9,902,878</td>
<td>$6,372,392</td>
<td>$4,494,747</td>
</tr>
<tr>
<td>Royalties, Licensing, Advertisements and Sponsorships</td>
<td>$13,902,160</td>
<td>$14,057,628</td>
<td>$11,206,659</td>
<td>$11,110,715</td>
</tr>
<tr>
<td>Other Operating Revenue</td>
<td>$745,474</td>
<td>$1,707,525</td>
<td>$1,167,549</td>
<td>$982,538</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$83,374,221</strong></td>
<td><strong>$79,308,423</strong></td>
<td><strong>$79,070,708</strong></td>
<td><strong>$80,110,344</strong></td>
</tr>
</tbody>
</table>

### Operating Expenses

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Student Aid</td>
<td>$16,406,406</td>
<td>$16,926,762</td>
<td>$17,650,393</td>
<td>$19,045,211</td>
</tr>
<tr>
<td>Guarantees</td>
<td>$1,392,565</td>
<td>$1,264,166</td>
<td>$1,191,413</td>
<td>$1,205,250</td>
</tr>
<tr>
<td>Salaries/Fringe Benefits</td>
<td>$36,998,325</td>
<td>$32,742,568</td>
<td>$31,984,650</td>
<td>$33,054,515</td>
</tr>
<tr>
<td>Sports Equipment, Uniform, and Supplies</td>
<td>$2,337,583</td>
<td>$2,203,762</td>
<td>$2,510,824</td>
<td>$2,487,010</td>
</tr>
<tr>
<td>Recruiting, Travel and Game Expenses</td>
<td>$14,349,801</td>
<td>$13,557,080</td>
<td>$15,913,712</td>
<td>$15,762,781</td>
</tr>
<tr>
<td>Fundraising, Marketing and Promotion</td>
<td>$1,218,018</td>
<td>$1,426,860</td>
<td>$1,699,409</td>
<td>$1,683,292</td>
</tr>
<tr>
<td>Facilities, Administrative, Overhead and Rental Expenses</td>
<td>$2,735,703</td>
<td>$3,860,305</td>
<td>$1,240,972</td>
<td>$554,760</td>
</tr>
<tr>
<td>Other Operating Expenses</td>
<td>$6,943,363</td>
<td>$6,658,831</td>
<td>$6,423,396</td>
<td>$6,317,525</td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td><strong>$82,381,764</strong></td>
<td><strong>$78,640,334</strong></td>
<td><strong>$78,614,770</strong></td>
<td><strong>$80,110,344</strong></td>
</tr>
</tbody>
</table>

### Excess/(deficiency) of operating revenues over/(under) operating expenses

<table>
<thead>
<tr>
<th></th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excess/(deficiency)</td>
<td><strong>$992,457</strong></td>
<td><strong>$668,089</strong></td>
<td><strong>$455,938</strong></td>
<td><strong>$0</strong></td>
</tr>
</tbody>
</table>

**Women's basketball media rights with SNY were absorbed by the conference in FY17.**
Fringe benefit costs impact UConn and UConn Health’s budgets and competitiveness.

The largest portion of the State’s retirement rate is attributable to the state’s unfunded liabilities, which are passed on to higher ed.

- **Research Competitiveness** – UConn and UConn Health research fringe rates are about 20% points higher than their peers. This results in less research grants, research dollars, innovation and commercializing technologies.

- **Clinical Competitiveness** – Current state fringe rates for UCH’s John Dempsey Hospital are 45% higher than other Connecticut hospitals; this results in tens of millions of dollars in more costs for UConn Health to provide clinical care compared to other hospitals in the state. This gap in costs due to the high fringe rates results in a budget deficiency that UConn Health cannot cover on its own.
Comparison of Research Fringe Rates

In FY20, UConn Storrs is 16.6% points above its peers in the faculty rate and UCH is 19.1% points higher in the professional rate.

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Professional</th>
<th>Special Payroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>UConn (Storrs &amp; Regionals)</td>
<td>53.2%</td>
<td>64.8%</td>
<td>24.3%</td>
</tr>
<tr>
<td>UConn Health</td>
<td>40.9%</td>
<td>59.9%</td>
<td>14.0%</td>
</tr>
</tbody>
</table>

Peer Institutions:
- Michigan State University: 47.2% 47.2% 7.7%
- University of Georgia: 49.0% 49.0% 24.4%
- Indiana University: 39.3% 39.3% 27.9%
- University of Delaware: 40.6% 40.6% 7.1%
- University of Utah: 34.0% 62.0% 34.0/10.0
- University of Kansas: 35.0/40.0/9.0 % 35.0/40.0/9.0 % 15.0%
- Purdue University: 28.1% 33.2/30.5/50.2% 4.0%
- University of Kentucky: a 19.9% 20.0% 9.1%
- Average of Peer Institutions: 36.6% 40.8% 18.5%

Aspirant Institutions:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Faculty</th>
<th>Professional</th>
<th>Special Payroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn State University</td>
<td>37.9%</td>
<td>37.9%</td>
<td>13.0%</td>
</tr>
<tr>
<td>University of Illinois - UC</td>
<td>42.0%</td>
<td>42.0%</td>
<td>7.8%</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>35.0%</td>
<td>35.0%</td>
<td>19.9%</td>
</tr>
<tr>
<td>University of California - Davis</td>
<td>38.4%</td>
<td>53.1%</td>
<td>10.3%</td>
</tr>
<tr>
<td>University of Florida</td>
<td>26.8%</td>
<td>35.7%</td>
<td>12.1/5.7%</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>25.3%</td>
<td>39.2%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Ohio State - Main campus</td>
<td>24.0%</td>
<td>31.1%</td>
<td>15.1/9.1%</td>
</tr>
<tr>
<td>University of Texas - Austin</td>
<td>a 29.8%</td>
<td>29.8%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Average of Aspirant Institutions</td>
<td>32.4%</td>
<td>38.0%</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

Other Institutions:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Faculty</th>
<th>Professional</th>
<th>Special Payroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Vermont</td>
<td>46.0%</td>
<td>46.0%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Rutgers State University</td>
<td>41.4%</td>
<td>41.4%</td>
<td>41.4%</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>45.0%</td>
<td>45.0%</td>
<td>8.0%</td>
</tr>
<tr>
<td>UMASS-Amherst</td>
<td>36.6%</td>
<td>36.6%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Yale University</td>
<td>27.5%</td>
<td>27.5%</td>
<td>27.5%</td>
</tr>
<tr>
<td>Brown University</td>
<td>30.4%</td>
<td>30.4%</td>
<td>30.4%</td>
</tr>
<tr>
<td>New York University</td>
<td>30.5%</td>
<td>30.5%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Temple University</td>
<td>25.5%</td>
<td>25.5%</td>
<td>21.4%</td>
</tr>
<tr>
<td>MIT</td>
<td>26.6%</td>
<td>26.6%</td>
<td>8.2%</td>
</tr>
<tr>
<td>University of Rhode Island</td>
<td>a 21.9%</td>
<td>21.9%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Harvard University</td>
<td>23.6%</td>
<td>30.5%</td>
<td>19.4%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>28.9%</td>
<td>39.6%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Average of Other Institutions</td>
<td>32.0%</td>
<td>33.5%</td>
<td>21.7%</td>
</tr>
</tbody>
</table>

Notes:
- a Does not include health insurance, which is charged at actual cost
- b Rate varies based on FTE (.9-1.0/ .5-.89/ .49 or less)
- c Separate rates for Faculty and Graduate summer salary
- d Graduate student rate; Faculty summer pay at regular faculty rate
- e Rate varies depending on retirement plan

Aspirant Institutions: Faculty Professional Special Payroll
Penn State University 37.9 37.9 13.0
University of Illinois - UC 42.0 42.0 7.8 d
University of Wisconsin-Madison 35.0 35.0 19.9
University of California - Davis 38.4 53.1 10.3
University of Florida 26.8 35.7 12.1/5.7 c
University of Maryland 25.3 39.2 8.4
Ohio State - Main campus 24.0 31.1 15.1/9.1 c
University of Texas - Austin a 29.8 29.8 5.1
Average of Aspirant Institutions 32.4% 38.0% 13.5%

Other Institutions: Faculty Professional Special Payroll
University of Vermont 46.0 46.0 11.6
Rutgers State University 41.4 41.4 41.4
University of New Hampshire 45.0 45.0 8.0
UMASS-Amherst 36.6 36.6 1.7
Yale University 27.5 27.5 27.5
Brown University 30.4 30.4 30.4
New York University 30.5 30.5 30.5
Temple University 25.5 25.5 21.4 d
MIT 26.6 26.6 8.2 d
University of Rhode Island a 21.9 21.9 21.9
Harvard University 23.6 30.5 19.4 d
University of Virginia 28.9 39.6 7.6
Average of Other Institutions 32.0% 33.5% 21.7%
The portion of the fringe costs associated with the State’s unfunded pension liabilities are significant. While the State reimburses UConn/UCH for some of those costs, UConn’s other non-state funds still pay a large cost of that liability at $48.1M. Additionally, retiree health costs add another $29.3M on non-state funds for a combined total of $77.4M expected for FY20.

**UConn received $33.2M additional State support in FY20 to help cover the unfunded pension liability and retiree health costs.**
UNIVERSITY SENATE MEETING MINUTES
The regular meeting of the University Senate was not held on Monday, December 9, 2019 at 4:00 p.m.

1. December 2019 University Senate Meeting Canceled by SEC
The regular meeting of the University Senate was canceled by the Senate Executive Committee.

The following communication went out from Senate Executive Committee Chair Veronica Makowsky Friday, December 4, 2019:

Dear Colleagues:

The Senate Executive Committee is presented with the very unusual scenario of a light agenda (as opposed to our normal lengthy and serious ones) for the December 9th meeting of the University Senate. We have checked with all the relevant parties; there is no time-sensitive business. Consequently, the December meeting of the University Senate is cancelled. You will receive an electronic ballot for the consent agenda; please respond to the ballot so that we have a quorum and can accomplish this business.

We are very grateful for all your work and participation this semester and look forward to seeing you in February.

Have a lovely break!

Veronica Makowsky, Chair, On behalf of the Senate Executive Committee

The Consent Agenda vote was done electronically — see next item.

2. Consent Agenda Item(s)
   A. Senate Curricula and Courses Committee Report

   See supporting materials to these minutes.

   Due to the cancelation of the regular Senate meeting, the vote for the Consent Agenda was conducted via email.

   The Consent Agenda was sent to Senate members two days in advance of opening the vote, in case there were any motions to remove items. None were received, so the vote was called electronically.

   The consent agenda was adopted unanimously, with 55 Senate members (62%) responding to the email call to vote.

   The University Senate will resume its regular meeting schedule at the next scheduled meeting, Monday, February 3, 2020, at 4:00 p.m. in the Rome Ballroom, Storrs campus.
Minutes for this meeting respectfully submitted by Susanna Cowan, Senate Secretary.

Senate Executive Committee

Veronica Makowsky, Chair  
Carol Atkinson-Palombo  
Rajeev Bansal  
Justin Fang  
Hedley Freake  
Andrea Hubbard

Debra Kendall  
Gustavo Nanclares  
Angela Rola  
Priyanka Thakkar  
Jaci Van Heest
I. The Senate Curricula and Courses Committee recommends ADDITION the following 1000- or 2000-level courses:

A. CSE 2301 Principles and Practice of Digital Logic Design (#12908) 
   Proposed Catalog Copy
   CSE 2301. Principles and Practices of Digital Logic Design Course 
   4.00 credits.
   Prerequisite: CSE 1010 and high school physics or PHYS 1010Q or 1201Q or 1401Q or 1501Q or 1601Q.
   Grading Basis: Graded

B. EDLR 2010 Leadership Theory and Practice in Sport Management (#11518) [NOTE: This course was DECLINED by GEOC for CA2. Adding new course only.]
   Proposed Catalog Copy
   EDLR 2010. Leadership Theory and Practice in Sport Management 
   3.00 credits.
   Grading Basis: Graded
   Examines multiple perspectives of leadership studied and utilized within the sport industry. Covers individual, interpersonal, and team-based skills required in leadership roles; differentiating leadership from management; strategic and innovative leadership; and communicating as a leader.

C. ENGL 2020W Technical Writing and Design (#11357) [New W course approved by GEOC]
   Proposed Catalog Copy
   ENGL 2020W. Technical Writing and Design 
   3.00 credits.
   Prerequisite: ENGL 1010 or 1011 or 2011.
   Grading Basis: Graded
   Fundamentals of writing, design, and editing in professional settings. A focus on written genres.

D. GSCI 2800 Our Evolving Atmosphere (#6867) [Approved for CA3, Declined for EL]
   Proposed Catalog Copy
   GSCI 2800. Our Evolving Atmosphere 
   3.00 credits. Not open for credit to students who have passed NRE 3145 or NRE 3146.
Grading Basis: Graded
An introduction to atmospheric science, including a history of the field, features of the atmosphere, weather forecasting, and a geologic history of climate change. CA 3.

E. JOUR 2065 Mobile Storytelling (#11659)
   *Proposed Catalog Copy*
   JOUR 2065. Mobile Storytelling
   3.00 credits.
   Prerequisite or Corequisite: JOUR 1002. Open to sophomores or higher.
   Grading Basis: Graded
   Entry-level photojournalism course that develops aesthetic and technical skills for storytelling using mobile equipment such as smartphones.

F. MARN 1893 International Study (#13630)
   *Proposed Catalog Copy*
   MARN 1893. International Study
   1.00-6.00 credits. May be repeated for credit.
   Prerequisites: Consent of department head
   Grading Basis: Graded
   Special topics taken in an international study program. Credits and hours by arrangement up to a maximum of six credits. Consultation with Marine Sciences program coordinator recommended prior to the student's departure. With a change of content, may be repeated for credit.

G. MARN 2893 International Study (#13456)
   *Proposed Catalog Copy*
   MARN 2893. International Study
   1.00-6.00 credits. May be repeated for credit.
   Prerequisites: Consent of department head
   Grading Basis: Graded
   Special topics taken in an international study program. Credits and hours by arrangement up to a maximum of six credits. Consultation with Marine Sciences program coordinator recommended prior to the student's departure. With a change of content, may be repeated for credit.

H. MATH 2705W Technical Writing in Mathematics (#11517) [New W – Approved by GEOC]
   *Proposed Catalog Copy*
   1.00 credit.
   Prerequisites: ENGL 1010 or 1011 or 2011, and MATH 1132Q or 2141Q. Open only to Mathematics majors. Prerequisite or corequisite: Math 2110Q, 2142Q, 2210Q, or 2410Q.
   Grading Basis: Graded
   An introduction to the communication of mathematics through formal writing.
I. NURS 1131 Introduction to the Discipline of Nursing (#12344)

Proposed Catalog Copy

NURS 1131. Introduction to the Discipline of Nursing
3.00 credits
Prerequisite: NURS 1130. Not open for credit to students who have passed NURS 1110.
Grading Basis: Graded
An examination of the history, values, language, and theories of the nursing discipline to create a platform of understanding and commonality for all future nursing courses.

II. The Senate Curricula and Courses Committee recommends REVISION the following 1000- or 2000-level courses:

A. AAAS/HIST 3841 Empire and Nation in Southeast Asia (#13885) [Revise course number]

Current Catalog Copy

AAAS 3841. Empire and Nation in Southeast Asia
Also offered as: HIST 3841
3.00 credits
Prerequisites: Open to sophomores or higher.
Grading Basis: Graded
Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region’s largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

HIST 3841. Empire and Nation in Southeast Asia
Also offered as: AAAS 3841
3.00 credits
Prerequisites: Open to sophomores or higher.
Grading Basis: Graded
Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region’s largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

Revised Catalog Copy

AAAS 2841. Empire and Nation in Southeast Asia
Also offered as: HIST 2841
3.00 credits
Grading Basis: Graded
Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states;
challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

HIST 2841. Empire and Nation in Southeast Asia
Also offered as: AAAS 2841
3.00 credits
Grading Basis: Graded
Major themes in modern Southeast Asian history from the 17th century to the present: growth of global commerce; western imperialism; nationalism; emergence of independent nation-states; challenges of the post-independence period. Emphasis on the region's largest countries: Burma, Cambodia, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam.

B. ANTH 2600 Applied Research and Microscopy in Archaeobotany (#12283) [Revise Title; Add CA3-Lab – GEOC Approved]

Current Catalog Copy
ANTH 2600. Applied Research and Microscopy in Archaeobotany
4.00 credits.
Recommended Preparation: STAT 1000Q or STAT 1100Q; ENGL 1010 or 1011 or 2011. Not open for credit to students who have passed ANTH 3095 when taught as “Applied Research in Archaeobotany.”
Grading Basis: Graded
Introduction to research trends in archaeobotany and use of microscopy tools. Design and execution of a research project.

Revised Catalog Copy
ANTH 2600. Microscopy in Applied Archaeobotany Research
4.00 credits.
Recommended Preparation: STAT 1000Q or STAT 1100Q; ENGL 1010 or 1011 or 2011. Not open for credit to students who have passed ANTH 3095 when taught as “Applied Research in Archaeobotany.”
Grading Basis: Graded
Introduction to research trends in archaeobotany and use of microscopy tools. Design and execution of a research project. CA 3-LAB.

C. GERM 1131 Elementary German I (#13156) [Revise number and description]

Current Catalog Copy
GERM 1131. Elementary German I
4.00 Credits
Prerequisites: Not open to students who have had three of more years of German in high school, GERM 1111, 1112, 1113, 1114, 1132, 1133, 1134 or any 2000 level or higher course taught in German.
Grading Basis: Graded
Fundamentals of German. Presentation of dialogues, conversation, vocabulary building, grammar and culture. Emphasis on speaking, oral comprehension, reading of simple texts and writing, to satisfy basic survival needs within a cultural setting.

Revised Catalog Copy
GERM 1001. Elementary German I
4.00 credits.
Prerequisites: May not be taken out of sequence after passing GERM 1002, 1003, or 1004. May not be taken for credit after passing any 2000-level or above course taught in German, or three or more years of high school German.
Grading Basis: Graded
Using project-based learning and authentic materials, students will learn to communicate in the German language about familiar topics and gain intercultural competence.

D. GERM 1132 Elementary German II (#13178) [Revise number and description]
Current Catalog Copy
GERM 1131. Elementary German I
4.00 Credits
Prerequisites: Not open to students who have had three of more years of German in high school, GERM 1111, 1112, 1113, 1114, 1132, 1133, 1134 or any 2000 level or higher course taught in German.
Grading Basis: Graded
Fundamentals of German. Presentation of dialogues, conversation, vocabulary building, grammar and culture. Emphasis on speaking, oral comprehension, reading of simple texts and writing, to satisfy basic survival needs within a cultural setting.

Revised Catalog Copy
GERM 1001. Elementary German I
4.00 credits.
Prerequisites: May not be taken out of sequence after passing GERM 1002, 1003, or 1004. May not be taken for credit after passing any 2000-level or above course taught in German, or three or more years of high school German.
Grading Basis: Graded
Using project-based learning and authentic materials, students will learn to communicate in the German language about familiar topics and gain intercultural competence.

E. GSCI 1000E The Human Epoch: Living in the Anthropocene (#12164) [Add CA3 – GEOC Approved]
Current Catalog Copy
GSCI 1000E. The Human Epoch: Living in the Anthropocene
3.00 credits.
Grading Basis: Graded
Introduction to geoscience focusing on human activities as agents of geologic change. Examines human planetary processes in our current epoch, the Anthropocene. Provides a novel frame for contemporary environmental issues such as climate change, sustainability, mass extinctions, land use, and waste disposal. Interaction between earthly processes and human affairs.

Revised Catalog Copy
GSCI 1000E. The Human Epoch: Living in the Anthropocene
3.00 credits.
Grading Basis: Graded
Introduction to geoscience focusing on human activities as agents of geologic change. Examines human planetary processes in our current epoch, the Anthropocene. Provides a novel frame for contemporary environmental issues such as climate change, sustainability, mass extinctions, land use, and waste disposal. Interaction between earthly processes and human affairs. CA 3.

F. HEJS 1153 Intermediate Modern Hebrew I (#14176) [Revise number and description]
Current Catalog Copy
HEJS 1153. Intermediate Hebrew I
4.00 credits
Prerequisites: HEJS 1152 or equivalent
Grading Basis: Graded

Revised Catalog Copy
HEJS 1003. Intermediate Modern Hebrew I
4.00 credits
Prerequisites: HEJS 1002 or equivalent. May not be taken out of sequence after passing HEJS 1004. May not be taken for credit after passing HEJS 3151.
Grading Basis: Graded
Building on first-year skills, more advanced grammar, vocabulary, and conversation. Examples from popular media and culture along with short readings continue to enhance students' language acquisition.

G. HEJS 1154 Intermediate Modern Hebrew II (#14175) [Revise number and description]
Current Catalog Copy
HEJS 1154. Intermediate Hebrew II
4.00 credits
Prerequisites: HEJS 1153
Grading Basis: Graded
Revised Catalog Copy
HEJS 1004. Intermediate Modern Hebrew II
4.00 credits
Prerequisites: HEJS 1003 or equivalent. May not be taken for credit after passing HEJS 3151.
Grading Basis: Graded
More advanced communicative proficiency using readings and examples from media and popular culture. Focus on grammar, vocabulary, and conversation with more context from the history, culture, and religious traditions of the Jewish people.

H. HIST/AFRA/LLAS 3621 Cuba in Local and Global Perspective (#13783) [Revise course number and add cross-listings]

Current Catalog Copy
HIST 3621. Cuba in Local and Global Perspective
3.00 credits
Grading Basis: Graded
Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism.

Revised Catalog Copy
HIST 2621. Cuba in Local and Global Perspective
Also offered as: LLAS 2621 and AFRA 2621
3.00 credits
Grading Basis: Graded
Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism.

LLAS 2621. Cuba in Local and Global Perspective
Also offered as: HIST 2621 and AFRA 2621
3.00 credits
Grading Basis: Graded
Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism.

AFRA 2621. Cuba in Local and Global Perspective
Also offered as: LLAS 2621 and HIST 2621
3.00 credits
Grading Basis: Graded
Major themes in Cuban politics and culture. Local and global perspective. Key topics include race, gender, class, cultural movements and practices, slavery, political economy and movements, nationalism.

I. MARN 2801W Marine Sciences and Society (#11738) [Revise description; add EL – approved by GEOC]
   *Current Catalog Copy*
   MARN 2801W. Marine Sciences and Society
   Second semester (Avery Point)
   3.00 credits
   Prerequisite: MARN 1002 or 1003; ENGL 1010 or 1011 or 2011.
   Grading Basis: Graded
   Scientific analysis of coastal zone issues and their implications for society. Written analysis and discussion of primary literature.

   *Revised Catalog Copy*
   MARN 2801WE. Marine Sciences and Society
   3.00 credits
   Prerequisite: MARN 1002 or 1003; ENGL 1010 or 1011 or 2011.
   Grading Basis: Graded
   Scientific analysis of coastal zone issues and interdisciplinary implications for society, including theories, observations, and models of how humans impact the health and well-being of the natural world and how the natural world impacts the health of humans. Topics incorporate public policies, legal frameworks, and moral and/or ethical dimensions regarding the environment. Written analysis and discussion of primary literature.

J. PHIL 2221/W Ancient Greek Philosophy (#12705) [Revise title and description – Changes approved by GEOC; Add CAMS W cross-listing]
   *Current Catalog Copy*
   PHIL 2221. Ancient Philosophy
   Also offered as: CAMS 3257.
   3.00 credits.
   Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.
   Grading Basis: Graded
   Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity. Readings from the works of Plato and Aristotle.

   PHIL 2221W. Ancient Philosophy
   3.00 credits.
   Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.
   Grading Basis: Graded
CAMS 3257. Ancient Philosophy
Also offered as: PHIL 2221
3.00 credits.
Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.
Grading Basis: Graded
Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity.
Readings from the works of Plato and Aristotle.

Revised Catalog Copy
PHIL 2221. Ancient Greek Philosophy
Also offered as CAMS 3257.
3.00 credits.
Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.
Grading Basis: Graded
Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity.
Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions.

PHIL 2221W. Ancient Greek Philosophy
Also offered as: CAMS 3257W
3.00 credits.
Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.
Grading Basis: Graded

CAMS 3257. Ancient Greek Philosophy
Also offered as: PHIL 2221
3.00 credits.
Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.
Grading Basis: Graded
Greek philosophy from its origin in the Pre-Socratics through its influence on early Christianity.
Readings from the works of Plato and Aristotle. May include related ancient philosophical traditions.

CAMS 3257W. Ancient Greek Philosophy
Also offered as: PHIL 2221W
3.00 credits.
Prerequisite: At least one of PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.
Grading Basis: Graded
K. PHIL 2222/W Early Modern European Philosophy (#12704) [Revise title – Changes approved by GEOC]

*Current Catalog Copy*

PHIL 2222. Seventeenth and Eighteenth-Century Philosophy
3.00 credits.
Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.
Grading Basis: Graded
Central philosophical issues as discussed by philosophers such as Descartes, Locke, Berkeley, Hume and Kant.

PHIL 2222W. Seventeenth and Eighteenth-Century Philosophy
3.00 credits.
Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.
Grading Basis: Graded

*Revised Catalog Copy*

PHIL 2222. Early Modern European Philosophy
3.00 credits.
Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107.
Grading Basis: Graded
Central philosophical issues as discussed by philosophers such as Descartes, Locke, Berkeley, Hume and Kant.

PHIL 2222W. Early Modern European Philosophy
3.00 credits.
Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106, or 1107; ENGL 1010 or 1011 or 2011.
Grading Basis: Graded

### III. The Senate Curricula and Courses Committee recommends DELETION of the following 1000- or 2000-level courses:

A. NUSC 2241 Nutritional Assessment (#14047)

### IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend ADDITION of the following 3000- or 4000-level existing courses into the General Education curriculum:

A. MCB 3844W Microbes and the Media (#7029) [New W approved by GEOC]

*Proposed Catalog Copy*

MCB 3844W. Microbiology and the Media
3.00 credits
Pre requisites: ENGL 1010 or 1011 or 2011; at least two MCB courses at the 2000 level or above.
Open only to MCB and Biological Sciences majors; others by permission.
Grading Basis: Graded
Analysis and comparison of how contemporary microbiological topics, such as food-borne diseases and influenza outbreaks, are represented in the scientific literature and in popular media.

B. MCB 3849W Symbiosis: The Science of Living Together (#12505) [New W – Approved by GEOC]

Proposed Catalog Copy
MCB 3849W. Symbiosis: The Science of Living Together
3.00 credits
Prerequisites: ENGL 1010 or 1011 or 2011; MCB 2610. Recommended Preparation: any additional 2000-level MCB course.
Grading Basis: Graded
All animals and plants enter into lifelong associations with beneficial microorganisms that have a profound impact on host development and health. Readings from the scientific literature will explore the molecular mechanisms by which these complex associations are established and maintained in various model systems.

V. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend REVISION of the following 3000- or 4000-level existing courses within or into the General Education curriculum:

A. CSE 4939W Computer Science and Engineering Design Project I (#12023) [Revise prereqs]

Current Catalog Copy
CSE 4939W. Computer Science and Engineering Design Project I
3.00 credits
Prerequisite: One of CSE 4100, 4102, or 4300, which may be taken concurrently; ENGL 1010 or 1011 or 2011.
Grading Basis: Graded
The first semester of the required two-semester major design experience. Working on a team, students will propose, design, produce, and evaluate a software and/or hardware system. Will culminate in the delivery of the design, analysis, and initial working system, to be used as a basis for CSE 4940, formal public presentation, and written documentation. Oral and written progress reports are required.

Revised Catalog Copy
CSE 4939W. Computer Science and Engineering Design Project I
3.00 credits
Prerequisite: CSE3100, CSE3500, Senior by credit; ENGL 1010 or 1011 or 2011.
Grading Basis: Graded
The first semester of the required two-semester major design experience. Working on a team, students will propose, design, produce, and evaluate a software and/or hardware system. Will culminate in the delivery of the design, analysis, and initial working system, to be used as a basis for CSE 4940, formal public presentation, and written documentation. Oral and written progress reports are required.

B. HIST/AMST 3542 New England Environmental History (#12864) [Add EL – GEOC Approved]

*Current Catalog Copy*
HIST 3542. New England Environmental History
Also offered as: AMST 3542
3.00 credits.
Recommended preparation: ENGL 1010 or 1011 or 2011 or 3800.
Grading Basis: Graded

AMST 3542. New England Environmental History
Also offered as: HIST 3542
3.00 credits.
Recommended preparation: ENGL 1010 or 1011 or 2011 or 3800.
Grading Basis: Graded

*Revised Catalog Copy*
HIST 3542E. New England Environmental History
Also offered as: AMST 3542E
3.00 credits.
Recommended preparation: ENGL 1010 or 1011 or 2011.
Grading Basis: Graded

AMST 3542E. New England Environmental History
Also offered as: HIST 3542E
3.00 credits.
Recommended preparation: ENGL 1010 or 1011 or 2011.
Grading Basis: Graded

C. LAND 3230W Environmental Planning and Landscape Design (#9381) [Revise title and description; add EL – Approved by GEOC]

*Current Catalog Copy*
LAND 3230W. Environmental Planning and Landscape Design
3.00 credits. Two class periods and one discussion period.
Prerequisite: ENGL 1010 or 1011 or 2011; open only with consent of instructor. Schwab
Grading Basis: Graded
Theories, concepts and methods for sustainable design of the land to balance the needs for conservation and development. Topics include land use planning, ecological design, and cultural and natural landscape assessment at a variety of scales and settings.

*Revised Catalog Copy*
LAND 3230WE. Sustainable Environmental Planning and Landscape Design
3.00 credits.
Prerequisite: ENGL 1010 or 1011 or 2011; open only with consent of instructor.
Grading Basis: Graded
Theories, concepts, and methods for sustainable planning and design of the land to balance and integrate the needs for conservation and development. Literature and case-study based, writing intensive exploration across critical contemporary themes such as climate change, urbanization, health and wellness, and globalization.

D. MARN 3000 Hydrosphere and Global Climate (#11700) [Revise title, description, and prereqs; add CA3 and EL – Approved by GEOC]

*Current Catalog Copy*
MARN 3000. The Hydrosphere and Global Climate
3.00 Credits. Lund.
Grading Basis: Graded
Interactions of the physical and chemical components of the global water and energy cycles and how all apply to climate. The science behind climate change predictions reviewed and applied to case studies.

*Revised Catalog Copy*
MARN 3000E. The Oceans and Global Climate
3.00 credits.
Prerequisites: CHEM 1127Q; PHYS 1201Q or 1401Q or 1501Q or 1601Q.
Recommended Preparation: MARN 1002 and GSCI 1051.
Grading Basis: Graded
Understanding human impacts on the global climate system; the basics of domestic and international climate policy; and strategies for communicating climate-change science to the broader public, with special emphasis on the oceans. Topics include the Earth’s energy budget and carbon cycle; the properties of greenhouse gases; historical and future changes in Earth's climate; impacts of global change on the oceans; and the implications of climate change for human behavior and energy usage. CA 3.

E. PHIL 3216/W Environmental Ethics (#12805) [Revise description and restrictions; add EL – Approved by GEOC]

Current Catalog Copy
PHIL 3216. Environmental Ethics
3.00 credits.
Prerequisite: At least one of PHIL 1101, PHIL 1102, PHIL 1103, PHIL 1104, PHIL 1105, PHIL 1106, PHIL 1107; open to juniors or higher.
Grading Basis: Graded
Inquiry into obligations to, or concerning, the environment, particularly the moral standing of animals, species, ecosystems, and natural objects.

PHIL 3216W. Environmental Ethics
3.00 credits.
Prerequisite: At least one of PHIL 1101, PHIL 1102, PHIL 1103, PHIL 1104, PHIL 1105, PHIL 1106, PHIL 1107; ENGL 1010 or 1011 or 2011; open to juniors or higher.
Grading Basis: Graded

Revised Catalog Copy
PHIL 3216E. Environmental Ethics
3.00 credits.
Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107.
Grading Basis: Graded
Ethical questions concerning human interaction with the natural world. Topics may include the moral standing of animals, plants, species, and ecosystems; the value of wilderness and biodiversity; obligations to future generations; environmental racism and justice; ecofeminism and deep ecology; and ethical dimensions of environmental policy.

PHIL 3216WE. Environmental Ethics
3.00 credits.
Prerequisite: One from PHIL 1101, 1102, 1103, 1104, 1105, 1106 or 1107. ENGL 1010 or 1011 or 2011.
Grading Basis: Graded

VI. Actions on S/U Graded Courses:

A. ENGR 4590 Shop Safety Practicum (#13158) [Changing from Graded to S/U]
Current Catalog Copy
ENGR 4590. Shop Safety Practicum
Zero credits
Prerequisites: To enroll in the course students must be engaged in their capstone senior design project or in research.
Grading Basis: Graded
Safety, operating procedures and normal practices of the equipment in the School of Engineering Machine Shop so that students can make and assemble their capstone senior design project and to fabricate equipment to support research.

Revised Catalog Copy
ENGR 4582. Shop Safety Practicum
Zero credits
Prerequisites: To enroll in the course students must be engaged in their capstone senior design project or in research.
Grading Basis: Satisfactory/Unsatisfactory
Safety, operating procedures and normal practices of the equipment in the School of Engineering Machine Shop so that students can make and assemble their capstone senior design project and to fabricate equipment to support research.

VII. Editorial changes to the following hyphenated courses were requested by the Office of the Registrar and approved by the General Education Oversight Committee and/or the Senate Curricula and Courses committee as appropriate:

A. CHEM 1127Q General Chemistry
Current Copy
CHEM 1127Q. General Chemistry
4.00 credits each semester. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 1122 will receive only 2 credits for CHEM 1127Q but 4 credits will be used for calculating the GPA. CHEM 1127 is not open for credit to students who have passed CHEM 1124Q or 1137Q or 1147Q; CHEM 1128Q is not open to students who have passed CHEM 1126Q or 1138Q or 1148Q. Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Properties of some of the more familiar elements and their compounds. Quantitative measurements illustrating the laws of chemical combination in the first semester lab. CA 3-LAB.

Revised Copy
CHEM 1127Q. General Chemistry I
4.00 credits. Three class periods and one 3-hour laboratory period. Not open for credit to students who have passed CHEM 1124Q or 1137Q or 1147Q. Students who have passed CHEM 1122 will receive only 2 credits but 4 credits will be used for calculating the GPA. Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and
solutions. Quantitative measurements illustrating the laws of chemical combination in the laboratory component. CA 3-LAB.

B. CHEM 1128Q General Chemistry

Current Copy
CHEM 1128Q. General Chemistry
4.00 credits each semester. Three class periods and one 3-hour laboratory period. Students who have passed CHEM 1122 will receive only 2 credits for CHEM 1127Q but 4 credits will be used for calculating the GPA. CHEM 1127 is not open for credit to students who have passed CHEM 1124Q or 1137Q or 1147Q; CHEM 1128Q is not open to students who have passed CHEM 1126Q or 1138Q or 1148Q.

Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Properties of some of the more familiar elements and their compounds. Equilibrium in solutions and qualitative reactions of the common cations and anions in the second semester lab. CA 3-LAB.

Revised Copy
CHEM 1128Q. General Chemistry II
4.00 credits. Three class periods and one 3-hour laboratory period.
Prerequisite: CHEM 1127Q, CHEM 1137Q, or CHEM 1147Q. Not open to students who have passed CHEM 1126Q or 1138Q or 1148Q.

Equilibrium, thermodynamics, nuclear chemistry, and kinetics. Properties of some of the more familiar elements and their compounds. Equilibrium in solutions and reactions of the common cations and anions in the laboratory component. CA 3-LAB.

C. CHEM 1137Q

Current Copy
CHEM 1137Q. Enhanced General Chemistry
4.00 credits each semester. Three class periods and one 3-hour laboratory period.
Prerequisite: One year of high school chemistry. Prerequisite or corequisite: MATH 1125Q or 1131Q; or consent of instructor. Primarily for majors in chemistry and related disciplines. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1124Q-1125Q-1126Q, or CHEM 1127Q-1128Q or CHEM 1147Q-1148Q.

Atoms, molecules, ions, chemical bonding. Gases, liquids, solids, solutions, equilibrium, thermodynamics, nuclear chemistry, kinetics and organic chemistry. May include modern materials, environmental chemistry, metallurgy, and biochemistry. CA 3-LAB.

Revised Copy
CHEM 1137Q. Enhanced General Chemistry I
4.00 credits. Three class periods and one 3-hour laboratory period.
Primarily for majors in chemistry and related disciplines. Can be used as an alternate wherever CHEM 1127Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1124Q or 1127Q or 1147Q. Students who have passed CHEM 1122 will receive only 2 credits but 4 credits will be used for calculating the GPA.

Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and
solutions. Quantitative measurements illustrating the laws of chemical combination in the laboratory component. CA 3-LAB.

D. CHEM 1138Q Enhanced General Chemistry

Current Copy
CHEM 1138Q. Enhanced General Chemistry
4.00 credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: One year of high school chemistry. Prerequisite or corequisite: MATH 1125Q or 1131Q; or consent of instructor. Primarily for majors in chemistry and related disciplines. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1124Q-1125Q-1126Q, or CHEM 1127Q-1128Q or CHEM 1147Q-1148Q.

Enhanced General Chemistry II
4.00 credits. Three class periods and one 3-hour laboratory period. Prerequisite: CHEM 1127Q, CHEM 1137Q, or CHEM 1147Q. Not open to students who have passed CHEM 1126Q or 1128Q or 1148Q. Can be used as an alternate wherever 1128Q is listed as a prerequisite.

Atoms, molecules, ions, chemical bonding. Gases, liquids, solids, solutions, equilibrium, thermodynamics, nuclear chemistry, kinetics, and organic chemistry. May include modern materials, environmental chemistry, metallurgy, and biochemistry. CA 3-LAB.

Revised Copy
CHEM 1138Q. Enhanced General Chemistry II
4.00 credits. Three class periods and one 3-hour laboratory period. Prerequisite: CHEM 1127Q, CHEM 1137Q, or CHEM 1147Q. Not open to students who have passed CHEM 1126Q or 1128Q or 1148Q. Can be used as an alternate wherever 1128Q is listed as a prerequisite.

Equilibrium, thermodynamics, nuclear chemistry and kinetics. Properties of some of the more familiar elements and their compounds. Equilibrium in solutions and reactions of the common cations and anions in the laboratory component. CA 3-LAB.

E. CHEM 1147Q Honors General Chemistry

Current Copy
CHEM 1147Q. Honors General Chemistry
(Honors Course.) 4.00 credits each semester. Three class periods and one 3-hour laboratory period. Prerequisite: Strong background in high school chemistry and physics. Prerequisite or corequisite: MATH 1125Q or 1131Q; consent of instructor. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1127Q-1128Q, or CHEM 1124Q-1125Q-1126Q or 1137Q-1138Q.

Atomic and molecular theory and the properties of gases, liquids, solids, and solutions. Topics which may be covered in depth are the nature of the chemical bond, chemical equilibria, thermodynamics, electrochemistry and nuclear chemistry. The laboratory work is primarily quantitative in nature. Considerable personal initiative will be demanded of students in carrying out the laboratory assignments. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors students may take it. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. CA 3-LAB.

Revised Copy
CHEM 1147Q. Honors General Chemistry I
(Honors Course.) 4.00 credits. Three class periods and one 3-hour laboratory period.
Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. Can be used as an alternate wherever CHEM 1127Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1124Q or 1127Q or 1137Q. Students who have passed CHEM 1122 will receive only 2 credits but 4 credits will be used for calculating the GPA.

Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. Quantitative measurements illustrating the laws of chemical combination in the laboratory component. Considerable personal initiative will be demanded of students in carrying out the laboratory assignments. CA 3-LAB.

F. CHEM 1148Q Honors General Chemistry

Current Copy

CHEM 1148Q. Honors General Chemistry
(Honors Course.) 4.00 credits each semester. Three class periods and one 3-hour laboratory period.

Prerequisite: Strong background in high school chemistry and physics. Prerequisite or corequisite: MATH 1125Q or 1131Q; consent of instructor. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. Not open for credit to students who have passed CHEM 1127Q-1128Q, or CHEM 1124Q-1125Q-1126Q, or CHEM 1137Q-1138Q.

Atomic and molecular theory and the properties of gases, liquids, solids, and solutions. Topics which may be covered in depth are the nature of the chemical bond, chemical equilibria, thermodynamics, electrochemistry and nuclear chemistry. The laboratory work is primarily quantitative in nature. Considerable personal initiative will be demanded of students in carrying out the laboratory assignments. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. This course can be used as an alternate wherever CHEM 1127Q-1128Q is listed as a prerequisite. CA 3-LAB.

Revised Copy

CHEM 1148Q. Honors General Chemistry II
(Honors Course.) 4.00 credits. Three class periods and one 3-hour laboratory period.

Prerequisite: CHEM 1147Q; or consent of instructor. Designed primarily for exceptionally well-prepared science and engineering students, although any qualified honors student may take it. Not open to students who have passed CHEM 1126Q or 1128Q or 1138Q. Can be used as an alternate wherever 1128Q is listed as a prerequisite.

Equilibrium, thermodynamics, nuclear chemistry and kinetics. Properties of some of the more familiar elements and their compounds. Equilibrium in solutions and reactions of the common cations and anions in the laboratory component. Considerable personal initiative will be demanded of students in carrying out the laboratory assignments. CA 3-LAB.

G. MATH 2010Q Fundamentals of Algebra and Geometry

Current Copy

MATH 2010Q. Fundamentals of Algebra and Geometry
3.00 credits each semester.
Prerequisite: PSYC 1100 and three credits of Mathematics; open only to students enrolled in the Elementary Education program in the Neag School of Education or by consent of instructor. May not be counted in any of the major groups described in the Mathematics Departmental listing.

Development of the number system with applications to elementary number theory and analytic geometry.

Revised Copy
MATH 2010Q. Fundamentals of Algebra and Geometry
3.00 credits.
Prerequisites: PSYC 1100; three credits of Mathematics; open only to students enrolled in the Elementary Education program in the Neag School of Education, or by consent of instructor. Not open to students who have passed MATH 2011Q.
Development of the number system with applications to elementary number theory and analytic geometry. May not be counted in any of the major groups described in the Mathematics Departmental listing.

H. MATH 2011Q Fundamentals of Algebra and Geometry

Current Copy
MATH 2011Q. Fundamentals of Algebra and Geometry
3.00 credits each semester.
Prerequisite: PSYC 1100 and three credits of Mathematics; open only to students enrolled in the Elementary Education program in the Neag School of Education or by consent of instructor. May not be counted in any of the major groups described in the Mathematics Departmental listing.
Development of the number system with applications to elementary number theory and analytic geometry.

Revised Copy
MATH 2011Q. Fundamentals of Algebra and Geometry
3.00 credits.
Prerequisite: MATH 2010Q. May not be counted in any of the major groups described in the Mathematics Departmental listing.
A continuation of Math 2010Q, furthering the treatment of elementary number theory and analytic geometry.

I. MATH 2141Q Advanced Calculus I

Current Copy
MATH 2141Q. Advanced Calculus I
Both semesters. 4.00 credits each semester. May be taken for honors credit but open to any qualified student.
Prerequisite: A year of calculus (that may include high school) and instructor consent. MATH 2141Q may be used in place of MATH 1131Q or 1151Q to fulfill any requirement satisfied by MATH 1131Q or 1151Q. MATH 2142Q may be used in place of MATH 1132Q or 1152Q to fulfill any requirement satisfied by MATH 1132Q or 1152Q to fulfill any requirement satisfied by MATH 1132Q or 1152Q or 2710. May be used in place of MATH 1131 or 1151 to fulfill any requirement satisfied by MATH 1131 or 1151.
A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.
Revised Copy
MATH 2141Q. Advanced Calculus I
4.00 credits. May be taken for honors credit, but open to any qualified student.
Prerequisites: A year of calculus (that may include high school) and instructor consent. May be used in place of MATH 1131Q or 1151Q to fulfill any requirement satisfied by MATH 1131Q or 1151Q. May not be taken for credit after passing MATH 2142Q.
A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.

J. MATH 2142Q Advanced Calculus II
Current Copy
MATH 2142Q. Advanced Calculus II
Both semesters. 4.00 credits each semester. May be taken for honors credit but open to any qualified student.
Prerequisite: A year of calculus (that may include high school) and instructor consent. MATH 2141Q may be used in place of MATH 1131Q or 1151Q to fulfill any requirement satisfied by MATH 1131Q or 1151Q. MATH 2142Q may be used in place of MATH 1132Q or 1152Q to fulfill any requirement satisfied by MATH 1132Q or 1152Q or 2710.
A rigorous treatment of the mathematics underlying the main results of one-variable calculus. Intended for students with strong interest and ability in mathematics who are already familiar with the computational aspects of basic calculus.

Approved Copy
MATH 2142Q. Advanced Calculus II
4.00 credits. May be taken for honors credit, but open to any qualified student.
Prerequisite: MATH 2141Q. May not be taken for credit after passing MATH 2110Q (or 2130Q), 2143Q, 2210Q or 2410Q (or 2420Q). May be used in place of MATH 1132Q, 1152Q or 2710 to fulfill any requirement satisfied by MATH 1132Q, 1152Q or 2710.
A continuation of the rigorous treatment of the mathematics underlying the main results of one-variable calculus. Basic properties of vectors and vector valued functions.

K. MATH 2143Q Advanced Calculus III
Current Copy
MATH 2143Q. Advanced Calculus III
Both semesters. 4.00 credits each semester. May be taken for honors credit but open to any qualified student. Prerequisite: MATH 2142Q or consent of instructor. MATH 2143Q may be used in place of MATH 2110Q to fulfill any requirement satisfied by MATH 2110Q. MATH 2144Q may be used in place of MATH 2410Q, MATH 2420Q, or MATH 2210Q to fulfill any requirement satisfied by MATH 2410Q, MATH 2420Q, or MATH 2210Q.
A rigorous treatment of more advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

Revised Copy
MATH 2143Q. Advanced Calculus III
4.00 credits. May be taken for honors credit, but open to any qualified student. Prerequisite: MATH 2142Q. May not be taken for credit after passing MATH 2110Q (or 2130Q), 2144Q,
2210Q or 2410Q (or 2420Q). May be used in place of MATH 2110Q to fulfill any requirement satisfied by MATH 2110Q.

A rigorous treatment of advanced topics in calculus including vector spaces and their applications in multivariable calculus.

L. MATH 2144Q Advanced Calculus IV

Current Copy

MATH 2144Q. Advanced Calculus IV

Both semesters. 4.00 credits each semester. May be taken for honors credit but open to any qualified student.

Prerequisite: MATH 2142Q or consent of instructor. MATH 2144Q may be used in place of MATH 2110Q to fulfill any requirement satisfied by MATH 2110Q. MATH 2144Q may be used in place of MATH 2410Q, MATH 2420Q, or MATH 2210Q to fulfill any requirement satisfied by MATH 2410Q, MATH 2420Q, or MATH 2210Q. MATH 2144 may be used in place of MATH 2410, MATH 2420 or MATH 2210.

A rigorous treatment of more advanced topics, including vector spaces and their application to multivariable calculus and first-order, second-order and systems of differential equations.

Revised Copy

MATH 2144Q. Advanced Calculus IV

4.00 credits. May be taken for honors credit, but open to any qualified student.

Prerequisite: MATH 2143Q. May not be taken for credit after passing MATH 2110Q (or 2130Q), 2210Q or 2410Q (or 2420Q). May be used in place of MATH 2210Q or 2410Q to fulfill any requirement satisfied by MATH 2210Q or 2410Q.

The continuation of the rigorous treatment of advanced topics in multivariable calculus, vector spaces and systems of differential equations.

M. SPAN 1001 Elementary Spanish I

Current Copy

SPAN 1001. Elementary Spanish I

4.00 credits.

Prerequisites: Not open to students who have had three or more years of high school Spanish, SPAN 1002, 1003 or 1004, or any 2000 level or above course taught in Spanish.

Development of ability to communicate in Spanish, orally and in writing, to satisfy basic survival needs within a cultural setting.

Revised Copy

SPAN 1001. Elementary Spanish I

4.00 credits.

Prerequisites: May not be taken out of sequence after passing SPAN 1002, 1003 or 1004. May not be taken for credit after passing any 2000-level or above course taught in Spanish, or three or more years of high school Spanish.

Elementary level communication skills in Spanish focusing on expressing likes, dislikes, personal information. Introduction to the cultures of the Spanish-speaking world. Course for students who have never studied Spanish.
N. SPAN 1002 Elementary Spanish II
   *Current Copy*
   SPAN 1002. Elementary Spanish II
   4.00 credits.
   Prerequisites: SPAN 1001. Not open to students who have had three or more years of high school Spanish, SPAN 1003 or 1004, or any 2000 level or above course taught in Spanish. Development of ability to communicate in Spanish, orally and in writing, to satisfy basic survival needs within a cultural setting.

   *Revised Copy*
   SPAN 1002. Elementary Spanish II
   4.00 credits.
   Prerequisite: SPAN 1001. May not be taken out of sequence after passing SPAN 1003 or 1004. May not be taken for credit after passing any 2000-level or above course taught in Spanish, or three or more years of high school Spanish. Advanced beginner level Spanish course with further development of communication skills in Spanish. Focus on expressing events in the past and the future. Further exploration of cultural diversity in the Spanish-speaking world.

O. SPAN 1003 Intermediate Spanish I
   *Current Copy*
   SPAN 1003. Intermediate Spanish I
   4.00 credits
   Prerequisites: SPAN 1002 or two years of high school Spanish. Cannot be taken for credit after SPAN 1004 or any 2000 level or above course taught in Spanish. Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Spanish-speaking world.

   *Revised Copy*
   SPAN 1003. Intermediate Spanish I
   4.00 credits.
   Prerequisites: SPAN 1002 or two years of high school Spanish. May not be taken out of sequence after passing SPAN 1004. May not be taken for credit after passing any 2000-level or above course taught in Spanish, or three or more years of high school Spanish. Basic intermediate level Spanish course with further development of uncomplicated communicative tasks. Focus on expressing subjectivity, opinions and arguments. Detailed analysis of Spanish speaking countries and societies.

P. SPAN 1004 Intermediate Spanish II
   *Current Copy*
   SPAN 1004. Intermediate Spanish II
   4.00 credits.
   Prerequisites: SPAN 1003. Cannot be taken for credit after any 2000 level or above courses taught in Spanish. Further development of understanding, speaking, reading, and writing skills within a cultural setting. Readings to enhance cultural awareness of the Spanish-speaking world.
SPAN 1004. Intermediate Spanish II
4.00 credits.
Prerequisites: SPAN 1003. May not be taken for credit after passing any 2000-level or above course taught in Spanish.
Intensive practice in communicative skills in all modes of communication. Course provides a cultural context in order to ease communicating in Spanish. Topics include analysis of short films and texts. Students elaborate complex arguments and connect them to their own experience at an intermediate high level.

Respectfully Submitted by the 19-20 Senate Curricula and Courses Committee: Pam Bedore (Chair), Mark Brand, Tutita Casa, John Chandy, Marc Hatfield, Kate Fuller, David Knecht, Matt McKenzie, David Ouimette, Alejandro Rodriguez (Student Rep), Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Gina Stuart, Jennifer Terni, Manuela Wagner, Michael Zhu (Student Rep)

From the 11/6/19 and 11/20/19 meetings