

University Senate Meeting
December 4, 2017
ROME BALLROOM, Storrs Campus

Moderator Siegle called the meeting to order at 4:00 p.m.

1. Approval of Minutes of November 6, 2017

A motion to accept the minutes was made by Senator Rios and seconded by Senator Wogenstein.

MOTION PASSED UNANIMOUSLY

2. Report of the President

Presented by President Susan Herbst

The President spoke about the budget, new Board of Trustees Chair and new Provost, and free speech.

The legislature passed the budget. The governor vetoed the original budget, which included a \$309M cut to the University. The budget that passed included a \$143M cut, which we could handle with a lot of sacrifice. Subsequently, the University received an additional cut of approximately \$23M, and because the governor retains the unilateral right to cut up to 5% over the course of year, there is the possibility of further cuts. How it plays out depends on what kind of revenue the state brings in. Our highest priority is protecting the academic side. Most of our money is tied up in people, which is the same at every university. We are doing a lot of hiring on the faculty side, but not as much as hoped. Faculty hiring keeps class size down and adds new intellectual blood to departments, which is vital to what we do as academics. We did not have to implement mid-year tuition or fee increases.

The new chair of the UConn Board of Trustees, Tom Kruger, is officially in place. He will run his first meeting in two weeks. Mr. Kruger is a mergers and acquisitions lawyer in New York and Connecticut resident. He has served as a member of the UConn Board of Trustees since 2011 and President Herbst has been working with him for five years. In that time she has found him to be: extremely smart, keenly interested in higher education, very strategic, transparent, great on budget and legal matters, and an intellectual. He will meet with the Senate Executive Committee in February or March. He is interested in thinking of revenue generation and new ways to deal with the economy. President Herbst expressed that she will miss Larry McHugh, the chair who hired her and was one of the reasons she came to UConn.

Craig Kennedy has been selected to be the next Provost & Executive Vice President for Academic Affairs. Dr. Kennedy comes from the University of Georgia, where he has served as Dean of the College of Education since 2013. He was a longtime faculty member at Vanderbilt prior. His scholarship focuses on autism and neurodevelopmental disabilities, reaching to medicine and psychology. He is a broad interdisciplinary scholar and experienced administrator. He is more ready to be a Provost than many because of the immensity of the Georgia's College of Education, which has 4,200 undergraduate and graduate students, 220 full time faculty, and nine departments. In addition, he has other responsibilities at the University. He impressed us with his seriousness and intellectuality. He was at Georgia when they had severe budget cuts, and is used to being in a public university, understanding the transparency and openness needed. Even with the cuts, he is very excited about coming to UConn. The Provost position is a big managerial job with many fires to put out. The position evaluates deans. One of Dr. Kennedy's first tasks will be to lead the development of a new academic plan. The current plan has run its course; academic plans are useful for 3-4 years max. People come and go and the world changes. Thus, we need new answers to what UConn is good and great at. President Herbst will talk with Dr. Kennedy about how he wants to approach the academic planning process. The first approach would be to look at it broadly, asking everyone (faculty, staff, students, alumni, etc.) what they think. This approach generates many ideas and people take ownership, but it is a lengthy process and you need to say no a lot. On the other end of the spectrum, if you solicit fewer ideas some might feel left out. President Herbst is sure Dr. Kennedy would welcome contact. Individuals should send correspondence to: chk@uga.edu A celebration will follow for Interim Provost Jeremy Teitelbaum, a strong advocate for the faculty.

Regarding free speech and the incident on campus, some of our opinions on free speech have been honed for decades, but students have not had the same time to develop tools. History never truly repeats--it does not truly manifest in the exact same way. This is why people never truly learn from history. Student safety is the most important concern for President Herbst and she feels like we are doing very well with physical safety. We have an amazing police force, and expertise from Michael Gilbert and his staff in Student Affairs, including the Dean of Students Office. These groups assess student events. We can do a better job of working with students to help them evaluate speakers. We can guide them to examine their goal, what they want to get out of the event, and to determine what speakers are out there and how much they cost. The speaker last week was free. The students who invited the speaker, as well as attendees, learned from this experience. President Herbst has asked Division of Student Affairs to prepare new guidelines for speakers and events sponsored by UConn student groups. Michael Gilbert and his team are now thinking about how to best evaluate speakers and to help students do the same. Speakers can get clever about what they say they are going to talk about, and then they come and say something that has a tougher edge. She is not sure we could create or would want to create a foolproof screening system. We need to work on how to deal with people who say things we do not like. Heckling

and shouting down speakers does not get anywhere. Though the speaker was successful at a lot of his goals, some of the students were not successful in theirs. Students need help in learning how to protest against a speaker they do not like. There are many tools, but students not familiar with them. Many faculty may be in position to help students understand how to best respond to objectionable speech. There is a slippery slope with free expression. If we start squashing student-initiated free speech, it is only a matter of time before this reverberates to the rest of campus, having an impact on faculty and/or the President, who may say things people do not like. She has seen incidents around the country where faculty were fired for free speech. We do not want this to happen here, thus how we respond to this incident is important. As President Herbst stated in her email today, she thinks we can balance free speech and expression.

Senator Mannheim asked whether there are moderators, who are not students, who attend events and can advise students.

President Herbst responded in the negative. Part of the growing up process is that students are able to invite students to campus and moderate their own events. If it were possible to moderate each event, she is not sure they would want us to. President Herbst understands that the University of Chicago has a statement read at each event that might be difficult. The statement speaks to value of discourse and open expression. We want to make sure we have extensive discourse with students about events. This should include managing discourse and may involve reading a statement. The statement would reach those who attend events, but are not part of preceding discussions.

Senator Wogenstein shared his appreciation for President Herbst's emails. It is important to review procedures and we cannot blame students. If a speaker gives speech, which is hateful and a borderline hate speech, it is the right of students to protest.

President Herbst strongly agreed and supports students' right to protest. The question is how. If students respond by shouting down, they will not learn what they are protesting against. They will not be affective in sending a message about what they are protesting and why. We need to give them better tools.

Senator Hagan commended President Herbst on her email and noted that he has yet to talk to students. However, some students expressed concern about the length of time that elapsed prior to the University response. The first email was sent two days after the event.

President Herbst replied that she needs time to talk to people and think. University-wide emails are distributed to 25,000-30,000 people. When we communicate, we like to do it carefully and with thought. If it is a safety matter where we think there is imminent danger, we communicate immediately. However, things like this are complex and require thought.

Senator von Hammerstein referred to Senator Wogenstein question, which left off at the connection/juxtaposition between free and hate speech. If students do not have the tools to protest effectively, how do we give them these tools? What offices on campus are involved in promoting means of non-violent protest? How do we give students the tools to protest without taking away their agency?

President Herbst responded that she cannot do this by herself, but lots of others on campus can help. The first thing students can do is not go to these events. We can teach history, such as Ghandi, MLK, what students did in the 60's and 70's at UConn and beyond. UConn was very active place in late 60's early 70's. During that time, some tools were not very effective, but a lot of the conventional tools of youth protest were used. Bruce Stave wrote a history of the University, which shows ways students at UConn responded to things going on at the University and in the world.

Senator McCutcheon noted that sometimes it is not members of the UConn community who instigate violent activities. He asked whether UConn is allowed and is considering limiting activities to UConn students, faculty, and staff.

President Herbst responded that UConn is allowed to limit events to UConn individuals. We could have done this at the last event by checking for valid up-to-date student IDs. Things may have gone better. It was not a UConn person involved with the seminal moment at which things started to go awry. Screening is the easy part to talk about. It is harder to create a civil community where people listen and protest.

Senator Caira inquired about the tax on graduate student tuition going forward in the federal tax plan. This will have huge implications and Senator Caira asked if there is a dialog about this.

President Herbst responded that there is dialog going on. This tax is in the House version of tax bill, but not in the Senate version. She believes that the Senate version will win the day. Universities are speaking through two big associations: The American Council on Educations and the Association of Public & Land-Grant Universities. Both have lots of resources and speak with tremendous force. These organizations also spoke out about the cuts to NIH, which did not happen. This is because of lobbying efforts. Most legislators in both red and blue states understand that the tax on graduate student tuition could destroy graduate education in America. The tax plan includes other horrible things that could happen to higher education, such as the tax on university endowments. This is a tax on private donor money. She would not be surprised if this went through. It is slippery slope. Worried graduate students have been writing and calling her. No university, regardless of how wealthy they are, could afford graduate education as it is now should this tax pass.

Senator Vasu asked what the University plans to do should the tax pass.

President Herbst responded that it would be a horrible world where it goes through. We would have to figure out how to take care of students already here. With regards to taking in new students, we would not be able to take in all the students we have now. There would be enormous cuts.

Senator Mannheim commented on possible taxation of tuition. He asked whether we could submit in-state tuition versus out-of-state tuition. When we had tuition on grants, we always submitted in-state tuition to the federal government.

President Herbst responded that we examined this option, but the tax would still be devastating.

3. Report of the Senate Executive Committee
Presented by SEC Chair Hedley Freake Attachment #17

Due to time, Senator Freake delivered an abridged report, but noted that the full report would be placed on the Senate website.

4. Consent Agenda Items:
- Report of the Nominating Committee Attachments #18-19
 - Report of the Senate Curricula and Courses Committee

AGENDA ITEMS PASSED UNANIMOUSLY

5. Report on the University Budget Attachment #20
Presented by Scott Jordan, Executive Vice President for Administration & Chief Financial Officer

UConn ended FY17 okay. Since 1999, undergraduate enrollment is up 55%. Faculty have shown modest growth. Staff growth is 0%. The total FYE count on administration and staff is down since last year. The University has become more accessible and a bigger, better place, as we have all worked harder and better to make that happen.

Tuition and enrollment are up. We made a commitment to grow financial aid with tuition increases.

As far as funding support, auxiliary revenue, which includes things like parking, housing, and athletics, are on their own. State support and tuition are used for education. Fees fund other things. We treat research as a stand-alone.

There is a need to grow the endowment, but this is a slow process. We just received a \$22.5M pledge from Peter Werth to support entrepreneurship and innovation. This is the second largest gift ever to the University.

People, including fringe and salaries, are where most of the money goes. Next year, there will be a reduction in state support, fringe reimbursement, and a slight reduction in salary due to holding positions. Because of some changes in state retirements, people are retiring at a faster clip. Even if we replace these positions, it is usually at lower pay rate.

The last piece in the budget will be released in a couple of weeks. We will spend less than anticipated in capital projects. We usually do smaller projects without bond funding, and these will be reduced. The budget neither includes mid-year tuition or fee increases nor rescissions to departments. Mr. Jordan believes we can get through this year with the budget we received. People are buying, hiring, and spending less. There have been spending cuts across the University. We froze hiring, especially on the administrative side. The hiring energy is on faculty. When administrative people leave or retire, people are asked to take a second thought on hiring a replacement. No one gets hired without the approval of the President or Scott Jordan.

As a bigger matter across the University, we have introduced One UConn, which mainly focuses on UConn health. There is no reason to have two fully separate administrative organizations. We already merged fire departments and are now in the process of merging police, procurement and business services. For researchers this is a good thing. We are also working on merging human resources. More information to come on that. Also, we brought in Barnes and Noble to run the bookstore. We were at a point where the Coop was needing support to operate. We received \$4.5M in returns from the Barnes and Noble relationships. There is a process to hear complaints, if any arise.

The budget from the state provided a cut of \$143M plus lapses. The balance that came to UConn from the lapses was \$13M+ to Storrs and the regional campuses, plus \$8M+ to Health. These figures cover two years and to both UConn and UConn Health. Mr. Jordan believes we can get through FY18. FY19 is another matter. State appropriations have not gone up much and there is almost always a difference between what is promised and what we get, even when the budget year is good. The difference is enacted by mid-year rescissions. When factoring in inflation, we are losing ground. Since 2008, we have declined approximately \$2k per student and we should prepare for continued decline.

SEBAC provides a 0% increase for FY18. In FY19, each employee will get \$2k. This will total about \$10M each for UConn and UConn Health. Fringe benefits are rising; these are killing us. The way Connecticut does fringe is not way all states do it. Fringe in Connecticut is 56.58% of salaries, of which 28%+ goes to the unfunded retirement system. We are working with the state to find creative ways to pay that cost. SEBAC also has a no layoff provision. We all need to get creative going forward and think about how to share services more. In FY20-21 there will be a 5.5% increase for every employee. We think we can manage in FY19, but the harder problem is the structural problems expected in FY20-21.

Senator Bansal asked about where the data presented is for Storrs and regionals campuses only or also UConn Health?

Mr. Jordan responded that the data is just for Storrs and regionals campus. This is because the University Senate does not include health. As we talk about One UConn, we need to be careful to not talk about the clinical enterprise. The hospital is a very different business with different risks. We will never use student money to support the clinical enterprise. There are safeguards in place to prevent this.

Senator McCutcheon noted with regards to 2021, long-term demographic changes in student enrollment are not good for the University and the state financial woes are not going to end. The current budget showed red ink less than a month after it was signed. What we are looking at is bad, particularly if the governor takes an additional 5%. This could get really bad if we have a new governor. Other universities get less state funding, but seem to be thriving with large endowments. What are we planning to do to deal with the long-term?

Mr. Jordan replied that what we have been doing for the last several years is muddling through strategy to ride it out. But, there are longer term structural issues. State support likely will not increase. There is a positive trend on enrollment; we have had very good years, including out-of-state and international students. When we talk about longer term financial issues, which we will do with the new Provost, we talk about the way fringe benefits are administered. The state is paying for some of the fringe, but these are the numbers that are driving the state to want to cut us. We need to have a conversation about what fringe benefits the University offers. Can the University offer a different fringe than the state? We need to talk about enrollment, including total enrollment and enrollment mix. We need to drive administrative costs further down. We need to build philanthropy, though it is a long road to a bigger endowment. Also, we need to communicate all these things to the state government. From the state government perspective, UConn is currently a department of state government. Many universities are thriving with less state support; they are publicly supported but administratively separate.

Moderator Siegle noted that it was 5:15 p.m. and called for any new business. There was no new business.

Senator Sanchez expressed curiosity about Mr. Jordan's comments that the University could have separate bargaining than the state and inquired what was meant by the comment.

Mr. Jordan replied that there is an interesting relationship with the state and SEBAC. Many UConn employees are covered by statewide bargaining units. UConn has no right to negotiate for them. Someday in the future, it may be worth exploring whether we can have a relationship with them as we do with AAUP and UCPEA. If state fringe continues to be extensive, could we offer different benefits package and options?

This may require law change. Could we have conversation amongst ourselves about the benefits we offer here?

Senator Mannheim posed a question in response to Senator McCutcheon's. In the long run, the state may reduce the subsidy to the University to be in line with other states. This will result in tuition increases. In the short-term, he is both impressed and mystified by UConn's response.

Mr. Jordan replied that we put the bad news out to everyone, and the spending targets out to the University. We have over 10,000 accounts. The numbers that come back continue to be lower than the prior year. Some of the reason is thanks to all of us. He is not sure this is best for the long-term of the University. If a person quits, there is work, such as research and teaching that is not being done. He would like to see a conversation about where are we going with this. He views his role as a participant and facilitator, but stays agnostic with issues of academics. The other thing we are doing is using analytics to maximize our appropriation and fringe. We are now analyzing numbers ever pay cycle.

Senator McCutcheon inquired about fringe benefit rates. University faculty have an option to invest in retirement through the ARP program. If an individual is on ARP and not in the state pension plan, this should change UConn's obligation to pay. Is the 28.9% being charged to individuals on ARP?

Mr. Jordan replied that we have a blended rate by class of employee, for example, there are rates for GAs, TAs, postdocs, and faculty. These are blended rates across class of employees.

Senator McCutcheon inquired whether people on ARP are being paid a fringe that incorporates ARP.

Mr. Jordan responded that their departments are being paid a blended rate.

Senator McCutcheon further inquired about whether this is charging departments a rate that employees are not getting.

Mr. Jordan responded that in a department of one, this could be true. As employers, supervisors, and managers, we have no right to influence an employee's choice of retirement plans. Many individuals cannot know what insurance plans people pick. For example, individual supervisors cannot know. The approach used tries to blend as small a population as possible by grouping people with similar jobs. This is the right way to do it. We have the hybrid plan because the University and CSU were accused of knowing too much about their employees and steering them to certain plans. The window is closing soon for people considering the hybrid plan.

Senator McCutcheon pointed out the quandary that employees may be getting paid benefits—the rate the state is paying—that is not actually going to the employees. This could put us into violation for soft money.

Scott Jordan explained that we are being charged same rate as all in state government. He believes that the University is being subjected to the statewide rate due to statewide experience, and is unsure if this is a benefit or problem. A lot is being driven by Tier 1. They are betting liability from the past into current choices and distributing liability. What is best for the University is that everyone would chose ARP, but he is not encouraging people to do this.

6. Report on Metanoia - Together: Confronting Racism
Presented by Senator Irma Valverde Attachment #21

Senator Valverde reported on the successes of the Valverde and lessons for the future. She received a round of applause from the Senate floor.

7. Report from Scholastic Standards Committee
MOTION to approve revisions to Policy on Academic Adjustments
Presented by Senator Veronica Makowsky Attachment #22

Because this is not a By-Laws change, a vote can be held today. It is a policy change originally voted on by Senate 11 years ago. No second is needed because it comes from a committee.

Senator Mannheim asked how the Academic Affairs Committee exists, who is on it, and to whom it reports?

Senator Makowsky replied that the committee reports to GEOC. It is a committee under the Vice Provost for Academic Affairs. The motion itself describes who is on the committee.

Senator Pratto suggested a grammatical change—replace “their” with “the students”
Senator Makowsky accepted this suggestion as a friendly amendment.

MOTION PASSED UNANIMOUSLY

8. Report from GEOC on Status of Environmental Literacy Discussions
Presented by Senator Eric Schultz Attachment #23

Senator Shultz gave a brief report on the activities of GEOC regarding Environmental Literacy. A motion in the Senate had remanded the matter to GEOC using the ΔGE process. GEOC developed nine proposals to implement an Environmental Literacy general education requirement.

Senator Wagner thanked Senator Schultz and GEOC for their work. It was about a year ago that the Senate had talked about an interest in adding Environmental Literacy as a General Education requirement. Given the findings that GEOC has identified mechanisms for students to take Environmental Literacy without increasing course loads, he believed the Senate could act immediately. He provided the following background and motion.

Background

- GEOC has identified capacity among UConn's existing courses for a 3-credit environmental literacy general education requirement
- GEOC has identified mechanisms that would allow environmental literacy to be included in the existing general education structure, without adding to a student's course load;
- There is urgency for greater environmental literacy across all walks of university life, including the need of an awareness of the environmental injustices and economic consequences in looming planetary climate changes;
- Undergraduate-led efforts have gathered more than 1000 student signatures endorsing an environmental literacy general education requirement;
- The University of Connecticut is recognized as one of America's greenest higher learning institutions and has distinguished itself as a leader in environmental education and action;
- The charge of colleges and universities worldwide is to train their students to solve tomorrow's challenges and to take leadership roles in building our collective global future.

Motion

All University of Connecticut students be required to take a 3-credit Environmental Literacy course as part of the General Education Requirements. This will not add to the total General Education course requirement.

Senator Clausen seconded the motion.

Senator Siegle informed that Senate that because there are implications for the By-Laws, the vote would take place at the February Senate meeting.

Senator Mannheim stated that as one of the people eager to see an environmental component in general education, he believes GEOC has proceeded slowly in producing

nine proposals. The intent of the motion he provided a year ago was to have GEOC give us the nine proposals and rank them, making a recommendation to Senate. He thinks the spirit of that motion was to have GEOC provide the Senate with an integrated consideration of all requirements across the Gen Ed program and give the Senate a recommendation, and would like to proceed with this approach. He noted that he shares a sense of urgency with Senator Wagner.

Senator Valverde requested to yield her time to Nicholas Russo, which the Senate approved.

Mr. Russo, a fourth-year EEB major and President of the Birding Club, thanked the Senate for allowing him to speak. On behalf of the student body, he had presented a petition to the Senate a year ago to create a General Education requirement in environmental literacy and sustainability. Mr. Russo reminded the Senate of some key points and described more recent student efforts.

- This initiative began last March when ECOalition learned of the University of Georgia requirement and drafted their own petition. ECOalition is a committee of representatives from environment-focused groups on campus. Its main purpose is to facilitate dialogue among these groups and generate momentum for environmental initiatives at UConn.
- ECOalition contacted professors from several departments in three colleges, and they distributed the petition further. In many cases, they spoke to students directly. As a result, over 1,100 student signatures were collected. USG then passed a statement in favor of the new General Education requirement.
- Regarding pushback that Environmental Literacy represents a special interest, ECOalition disagrees. The environment is not a special interest because it is common to everyone, regardless of background or field of study. This requirement is not meant to be a chore for students. The most effective way for students to educate themselves about scientific information and environmental policy is through genuine curiosity. This means a desire to know how they influence the environment, especially within their field of study. This means reading the primary literature on climate change, challenging statements they do not agree with, and opening discussions about current issues with their peers.
- Implementation now would be timely because of next semester's environmental Metanoia.
- ECOalition now has a digital petition, in order to reach more students and faculty. However, since GEOC has been working diligently to incorporate this requirement into the Gen Ed system, they have not been collecting further signatures. They are prepared to mobilize the signature drive again, as necessary.
- ECOalition believes that the Senate is supportive of their goal and appreciate the work done thus far. They believe they have the resources, support, and plan to do it now.

Senator Boyer reinforced that there is a lot of faculty and student support for the initiative, which is also incredibly timely considering the policy environment. He does not see a logical reason for further delay. The solution is simple, so let us get it done.

Senator Freake reminded the Senate that, as the Moderator pointed out, there is a By-Laws change consequent to this, so no vote will be held today. He suggested that further discussion be held at the February meeting, when more attendees would be present. The time was 6 p.m.

Senator Schultz offered that given there is time before the next Senate meeting, with a holiday break, individuals desiring to communicate to GEOC either directly or through him, can contact him and he will provide the meeting time.

Senator von Hammerstein stated that hardly anyone would be opposed to an environmental literacy requirement, but that she would like access to the 8-9 versions, in advance, before possibly implementing the requirement. Some are non-intrusive, while others have heavier impact on other requirements and courses.

Senator Graf also would like to see what kind of courses would fulfill this requirement to be more fully informed.

Senator Mannheim would like to understand dynamics of this; how does it not add to total number of Gen Ed courses students will take?

Senator Schultz explained that students can complete requirements in 7 courses/21 credits if requirement are also content area requirement. Another way, if the environmental course is not also a content course, would be if two courses were double dips.

Senator Wagner reiterated two points: 1) it is important to fast track this because of urgency with climate change and because we want to be leaders in this area, 2) we want to accelerate this judiciously and according to what GEOC wants to do.

Senator Freake made a motion to adjourn the meeting at 6:15 p.m. The motion was accepted by a standing vote of the Senate.

All were invited to attend a reception honoring Jose Manautou, the 2017 recipient of the Provost's Outstanding Service Award immediately following the Senate meeting.

Respectfully Submitted,

Jill Livingston

Head of Library Research Services
Secretary of the University Senate

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair

Rajeev Bansal

Karen Bresciano

Janine Caira

Jaci Van Heest

Irma Valverde

Pam Bramble

Nancy Bull

George McManus

Katharina von Hammerstein

Deepthi Varghese

The following members were absent from the December 4, 2017 meeting:

Accorsi, Michael*

Atkinson-Palombo, Carol*

Barrett, Edith

Beall, JC

Bird, Robert*

Bradford, Michael

Bramble, Pamela*

Brown, Stuart*

Clark, Jon*

Cobb, Casey*

Darre, Michael

Dennis, Kelly*

Gordon, Lewis

Guillard, Karl

Holsinger, Kent*

Irizarry, Guillermo

Kaminsky, Peter*

Kane, Brendan

Loturco, Joe

Luh, Peter*

McCauley, Paula*

McManus, George

Sanapala, Sandhya

Schwab, Krisitin

Segerson, Kathy

Simien, Evelyn

Wagner, Manuela

Wei, Mei

Zurolo, Mark

SENATE EXECUTIVE COMMITTEE
REPORT to the UNIVERSITY SENATE
December 4, 2017

Good Afternoon,

The Senate Executive Committee has met twice since our last Senate meeting. On November 17, the committee met with Provost Teitelbaum followed by separate meetings with CFO Scott Jordan and with Senate committee chairs; both in preparation for this Senate meeting. The Scholastic Standards Committee continues with the work on their very full agenda. A motion on updates to the Policy on Academic Adjustments will come before the Senate for vote this afternoon and they have also been investigating the sharp increases in request for academic accommodations. The Faculty Standards Committee continues their review and assessment of the Student Evaluation of Teaching tools. The SEC expects to hear their findings in the very near future and will then share them with the full Senate.

On December 1st, the SEC met with President Herbst followed by a meeting with senior administration.

Kent Holsinger reported on the proposed tax reform and the taxability of graduate tuition waivers. We await the resolution of the House and Senate versions of the tax bill. He noted that the Senate bill does not include this provision. UConn Government Affairs and the Grad School are keeping a close eye on this issue. Dean Holsinger also shared news regarding postdocs. 1) a new document defining a series of summer benefits for post docs has been developed. 2) as of January 1, 2018, the University will begin withholding FICA from post docs paychecks.

Much of the SEC/Administrators meeting focused on the events and outcomes of the November 28 "Its OK to be White" presentation by Lucian Wintrich. Vice President Michael Gilbert offered a detailed account of the event as well as a review of the process by which Mr. Wintrich was brought to campus. Changes are being considered to the process by which space and speakers are requested. As the president noted in her letter to the UConn community "Going forward, the university will strengthen and enhance existing protocols to help ensure proper planning well in advance and to make the potential consequences and costs of their choices clearer to student groups."

The events of Tuesday were in sharp contrast to the success of the university-wide metanoia entitled Together: Confronting Racism that was held on November 8. The SEC wishes to thank Glen Mitoma, Irma Valverde and their committee for their excellent work and leadership on this important event. Our gratitude extends to the organizers and facilitators of the events, as well. The metanoia included nearly 50 well-attended events in addition to an unknown number of classroom conversations. Senator Valverde will discuss the metanoia in greater depth in a report to be presented later in this meeting. The Wintrich event clearly demonstrates that the work to confront racism is ongoing and the SEC is pleased to endorse **Still Together: Dialogue for Interconnectedness** organized by the same group to be held tomorrow evening at 7 PM in the Next Generation Hall Forum.

In December of 2016, a motion was brought to the University Senate to add environmental literacy to the general education program. After a lengthy debate, the Senate voted to "refer the matter to the Senate C&C with the charge that they investigate ways of incorporating an environmental literacy requirement into the university's general education program". The Senate C&C asked GEOC to consider this task. Today, we will hear from GEOC Chair Eric Schultz with an update on those discussions.

Immediately following this meeting, there will be a reception for the 2017 recipient of the Provost's Outstanding Service Award. We encourage all to stay to celebrate this achievement and enjoy the wine and cheese reception.

The University Senate will meet again on February 5. At that meeting, we will receive reports from Undergraduate Education and Instruction and from Athletics.

Wishing you all a restful and happy holiday season.

Respectfully submitted,

Hedley Freake, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate**

December 4, 2017

1. For the information of the Senate, the Undergraduate Student Government has made the following appointments for the current academic year:

Nithisha Chittajallu to the Scholastic Standards Committee

Sandhya Sanapala to the University Senate

Respectfully submitted,

Maria-Luz Fernandez, Chair

Pam Bramble

Gustavo Nanclares

Rajeev Bansal

Jack Clausen

Leslie Shor

**University Senate Curricula and Courses Committee
Report to the Senate
December 4, 2017**

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

1. ARAB 2170 Levantine Arabic (#4225)
Proposed Catalog Copy
ARAB 2170. Levantine Arabic
Three credits. Taught in Levantine Arabic and English. Prerequisite: One year of Arabic or instructor consent.
Effective communication in Levantine colloquial Arabic. Introduction to words, expressions, and grammatical structures used frequently in everyday life.
2. ARIS 2200 Arabic Cinema (#4223)
Proposed Catalog Copy
ARIS 2200. Arabic Cinema
Three Credits. Taught in English.
Arabic films from Morocco to the Levant. Topics include identity, gender, war and displacement, Islamic heritage, pluralism, decolonization, terrorism, and the Arab-Israeli conflict.
3. COMM 2110 Presenting in the Digital World (#4701)
Proposed Catalog Copy
COMM 2110. Presenting in the Digital World
Three credits. Prerequisite: COMM 1000. Recommended Preparation: COMM 2100.
Fundamentals of applying computer mediated communication skills, with emphasis on best practices for producing a range of effective digital presentations.

II. The Senate Curricula and Courses Committee recommends approval to DELETE 1000- and 2000-level courses:

- A. KINS 2215 Theory of Coaching (#4347)

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend ADDITION of the following 3000- and 4000-level courses in the Writing (W) Competency:

- A. EEB 3244W Writing in Ecology (#3265)
Proposed Catalog Copy
EEB 3224W. Writing in Ecology
Two credits. Prerequisites: ENGL 1010 or 1011 or 2011; EEB 2208 or 2244 or 2244W or permission of the instructor.
Critical engagement with primary research literature in ecology through written communication; skills in editing, revising, and peer feedback.
- B. SPSS 3660/W Nursery Production (#3802)

Proposed Catalog Copy

SPSS 3660. Nursery Production

Second semester. Three credits. Two class periods. Lubell.

Principles of field and container production of nursery stock. Emphasis on production practices for woody nursery stock from propagule to sale. Major writing assignment required.

SPSS 3660W. Nursery Production

Second semester. Three credits. Two class periods. Prerequisites: ENGL 1010 or 1011 or 2011. Lubell.

Respectfully Submitted by the 17-18 Senate Curricula and Courses Committee: Michael Darre (Chair), Michael Bradford, Marianne Buck, Daniel Burkey, John Chandy, Michael Ego, Peter Diplock (Ex-officio), Dean Hanink, Kathleen Labadorf, Jean Main, David Ouimette, Felicia Pratto, Eric Schultz (Ex-officio), Suzanne Wilson, Tyler DiBrino (student rep)

11/1/17 meeting



University Senate Budget Presentation

December 4, 2017

Agenda

1. UConn Highlights
2. State Budget & Impact of State Cuts
3. Balancing the Budget for FY18
4. Long-Term Risks

UConn Highlights

In 2017 the University received the highest number of applications in its history, welcomed a freshman class with the highest average SAT scores and earned the highest *U.S. News & World Report* ranking ever (#18).



UConn Successes at Risk

While the University has made significant gains and improved academic quality over the last several years, these are now at risk due to the current fiscal climate and continual cuts.

UConn successes:

- Top 25 Public National University (18th) in *U.S. News and World Report*
- Opening new Downtown Hartford campus location
- Decreased average time to degree to 4.2 years ranking 4th among Public Research Peers
- Increased number of class offerings by 33%
- Growth in STEM research and funding
- Increased academic quality of students
- Fall 2017 entering class included 81 valedictorians and 80 salutatorians
- Reduced Student-to-Faculty Ratio

FY17 Year End Results

UConn ended FY17 with a balanced budget due to highly restrictive hiring, spending restrictions, strategic cuts and increases tuition revenue.

Revenues (\$M)		Expenditures (\$M)	
Appropriation	217.8	Personal Services	495.8
Fringe Benefits & Adjustments	156.2	Fringe Benefits	241.7
Total State Support	\$ 374.0	Other Expenses	200.5
Tuition	377.5	Energy	19.0
Fees	133.5	Equipment	17.3
Grants & Contracts	77.5	Student Financial Aid	160.5
Foundation/Endowment	23.1	Debt Service/Projects	94.9
Sales & Services	20.3	Total Operating Fund	\$ 1,229.7
Auxiliary Enterprise Revenue	214.8		
Other Revenue	9.7	Research Fund	101.2
Total Operating Fund	\$ 1,230.4	Total Operating Expenditures	\$ 1,330.9
		Net Gain/Loss	\$ 7.0
Research Fund	107.5		
Total Current Funds Revenues	\$ 1,337.9		

\$6.3M of the total FY17 net gain is a result of the timing of research activity.

FY18 Budget – June Board of Trustees

The FY18 balanced budget approved by the Board of Trustees in June held several key assumptions including the proposed State Appropriation, impact of SEBAC, and fringe rates. **The University will present a revised spending plan to the Board of Trustees on 12/13/17.**

Revenues (\$M)	
Appropriation	211.2
Fringe Benefits & Adjustments	146.9
Total State Support	\$ 358.1
Tuition	390.1
Fees	134.8
Grants & Contracts	77.5
Foundation/Endowment	19.5
Sales & Services	18.3
Auxiliary Enterprise Revenue	220.1
Other Revenue	15.9
Total Operating Fund	\$ 1,234.3
Research Fund	106.6
Total Current Funds Revenues	\$ 1,341.0

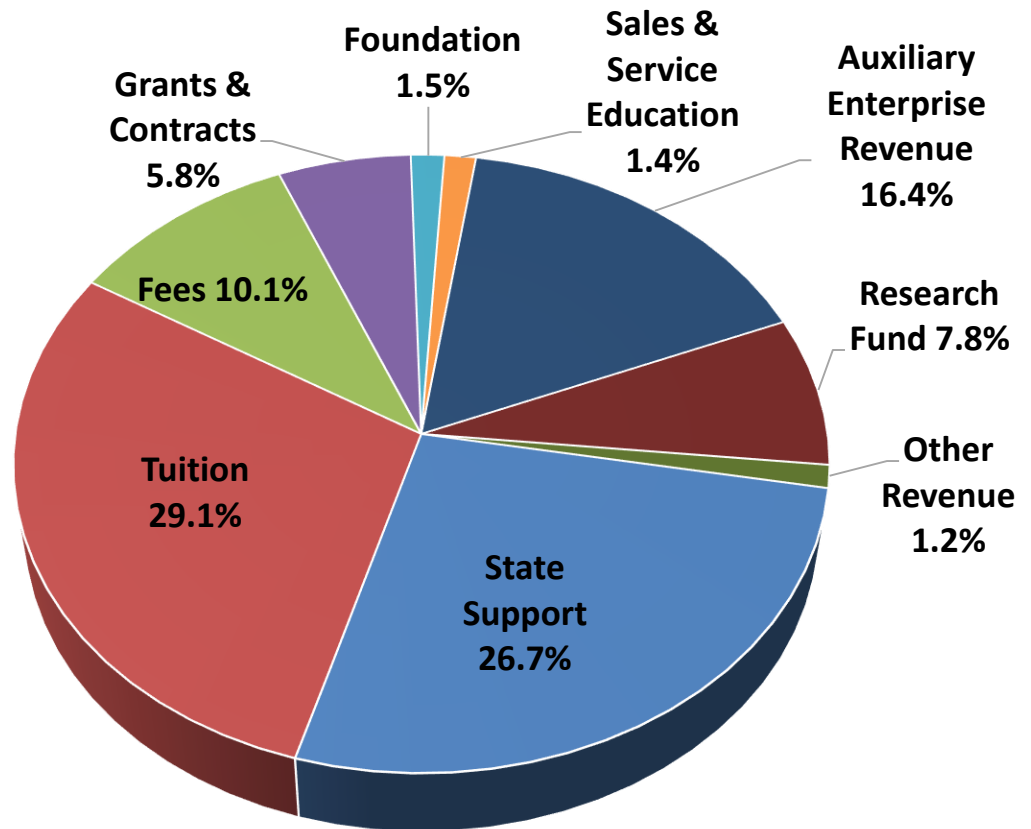
Expenditures (\$M)	
Personal Services	496.2
Fringe Benefits	248.3
Other Expenses	216.7
Energy	24.9
Equipment	17.1
Student Financial Aid	165.9
Debt Service/Projects	62.1
Total Operating Fund	\$ 1,231.2
Research Fund	108.0
Total Operating Expenditures	\$ 1,339.2
Net Gain/Loss	\$ 1.8

Note: Use of decimals may result in rounding differences.

FY18 Revenue by Category – June BOT 17/18 - A - 108

State support is an important and significant piece of the budget, however in FY18, tuition will be the largest revenue source, at over 29% of total revenues.

Revenues (\$M)	
Appropriation	211.2
Fringe Benefits & Adjustments	146.9
Total State Support	\$ 358.1
Tuition	390.1
Fees	134.8
Grants & Contracts	77.5
Foundation/Endowment	19.5
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Auxiliary Enterprise Revenue	220.1
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Total Operating Fund	\$ 1,234.3
Research Fund	106.6
Total Current Funds Revenues	\$ 1,341.0



Note: Use of decimals may result in rounding differences.

FY18 Expense by Category – June BOT 17/18 - A - 109

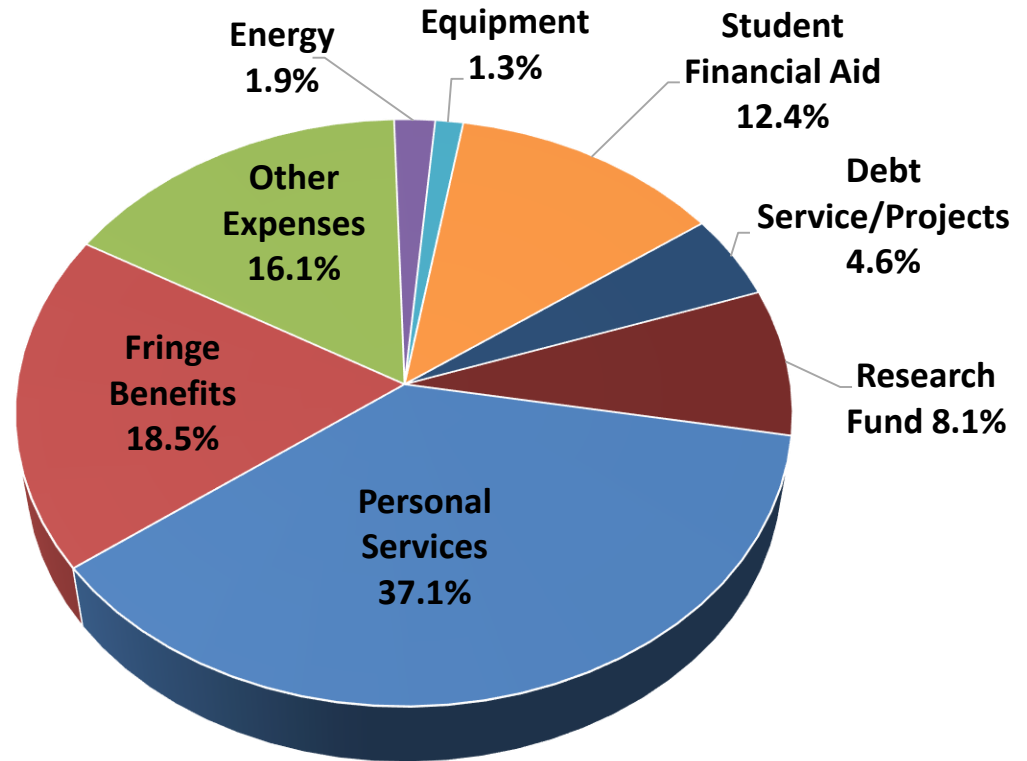
Salary and Fringe Benefits are the largest expense for the University at 55.6% of the total, with Other Expenses accounting for 16.1% and Financial Aid at 12.4%.

Expenditures (\$M)

Personal Services	496.2
Fringe Benefits	248.3
Other Expenses	216.7
Energy	24.9
Equipment	17.1
Student Financial Aid	165.9
Debt Service/Projects	62.1
Total Operating Fund	\$ 1,231.2

Research Fund	108.0
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Total Operating Expenditures	\$ 1,339.2
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Note: Use of decimals may result in rounding differences.

Balancing UConn's FY18 Budget

17/18 - A - 110

Despite these large State reductions UConn has managed to maintain a balanced budget for FY18. In order to achieve the balanced budget, the University has:

- Implemented significant University-wide spending cuts
- Enforced a prudent and strategic freeze on hiring
- Increased undergraduate enrollment
- Enrolled more students
- Identified new revenue streams including the bookstore, self-supporting programs, etc.
- Increased tuition (per four year plan)
- Identified and implemented efficiencies
- Deferred, delayed or cancelled capital projects and deferred maintenance

State Budget Cuts to UConn

For Storrs and Regional Campuses, the State budget represents a \$107M cut in the biennium from the FY17 appropriation. Additionally, we received a \$13M cut due to lapses*.

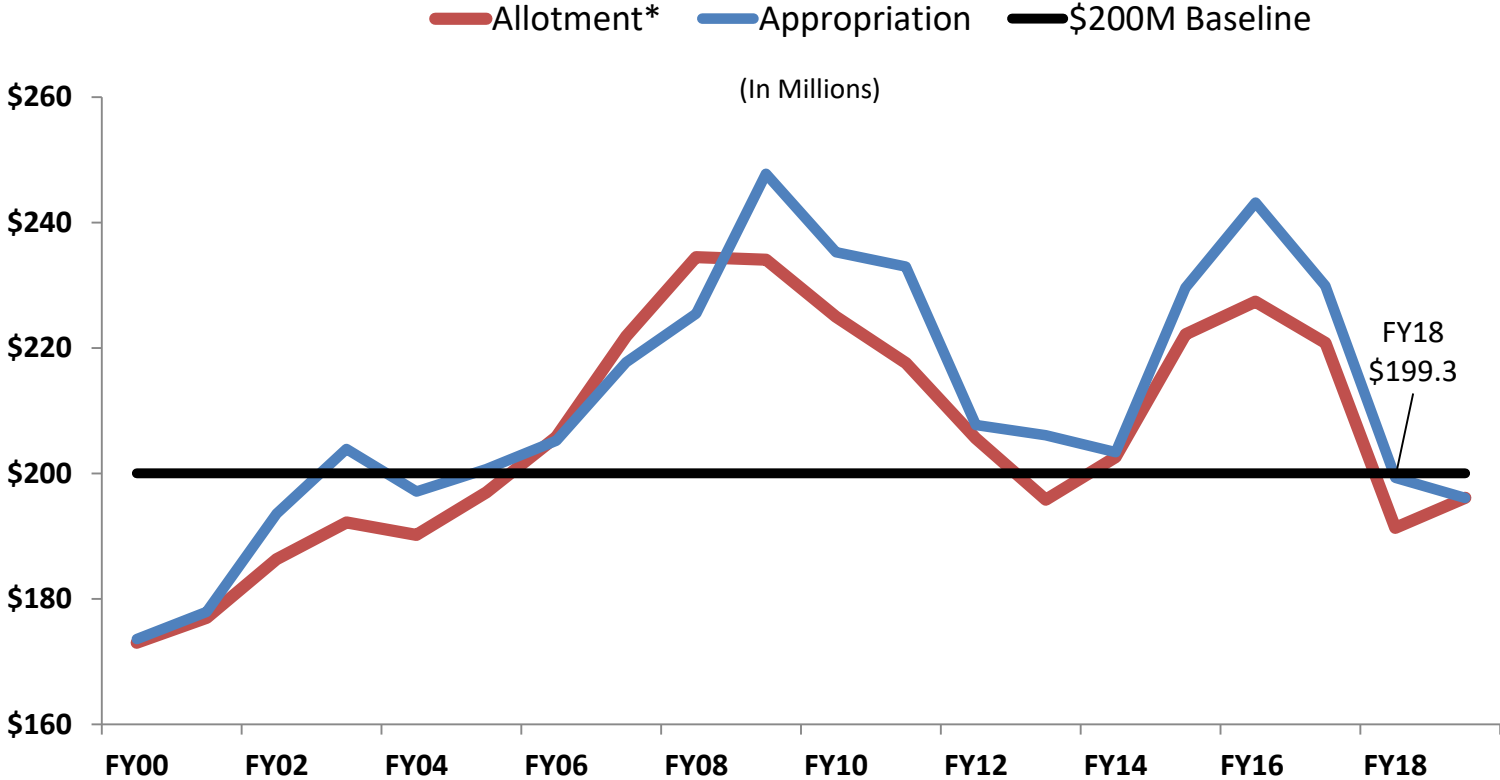
	UConn			TOTAL BIENNIUM CUT
	Appropriation FY 2017	Negotiated Budget FY18 10/24/17	Negotiated Budget FY19 10/24/17	
Appropriation	229,917,913	\$ 199,253,349	\$ 196,119,593	
Fringe Reimbursement	158,643,360	\$ 139,729,547	\$ 135,322,519	
TOTAL STATE SUPPORT	388,561,273	\$ 338,982,896	\$ 331,442,112	
APPROPRIATION CUT		\$ (30,664,564)	\$ (33,798,320)	\$ (64,462,884)
Associated fringe cut at 69% (in dollars)		\$ (18,913,813)	\$ (23,320,841)	\$ (42,234,654)
TOTAL STATE SUPPORT CUT		\$ (49,578,377)	\$ (57,119,161)	\$ (106,697,538)
TOTAL CUT			\$ (106,697,538)	
% Cut			-14%	

Additional Lapses	Salary		
		\$ (7,922,416)	-4%
	Fringe	\$ (5,466,467)	
		\$ (13,388,883)	

*Lapses = the amount of appropriation held back that is retained by OPM to achieve savings assumed in the overall State budget.

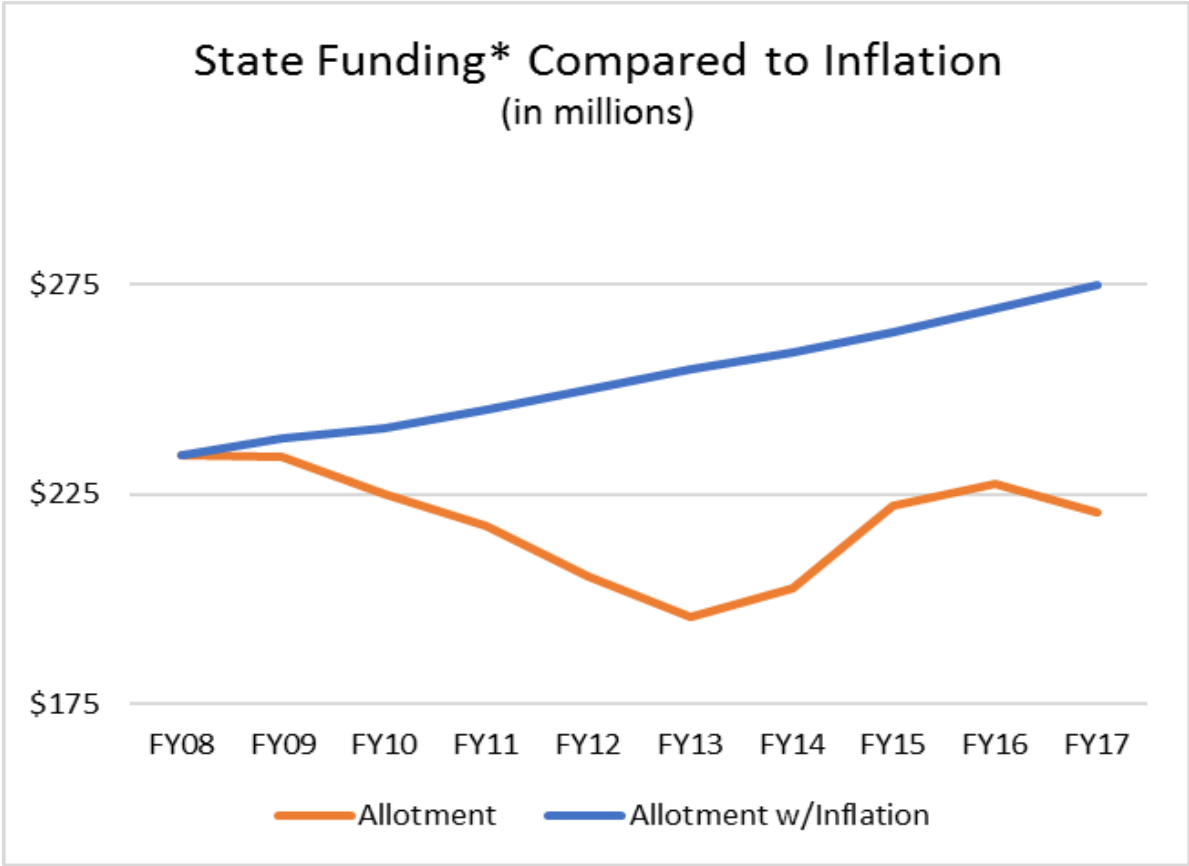
State Appropriation

UConn's State Appropriation hasn't dropped below \$200M since 2004. With the lapses, UConn's allotment for FY18 is currently \$191M.



State Funding

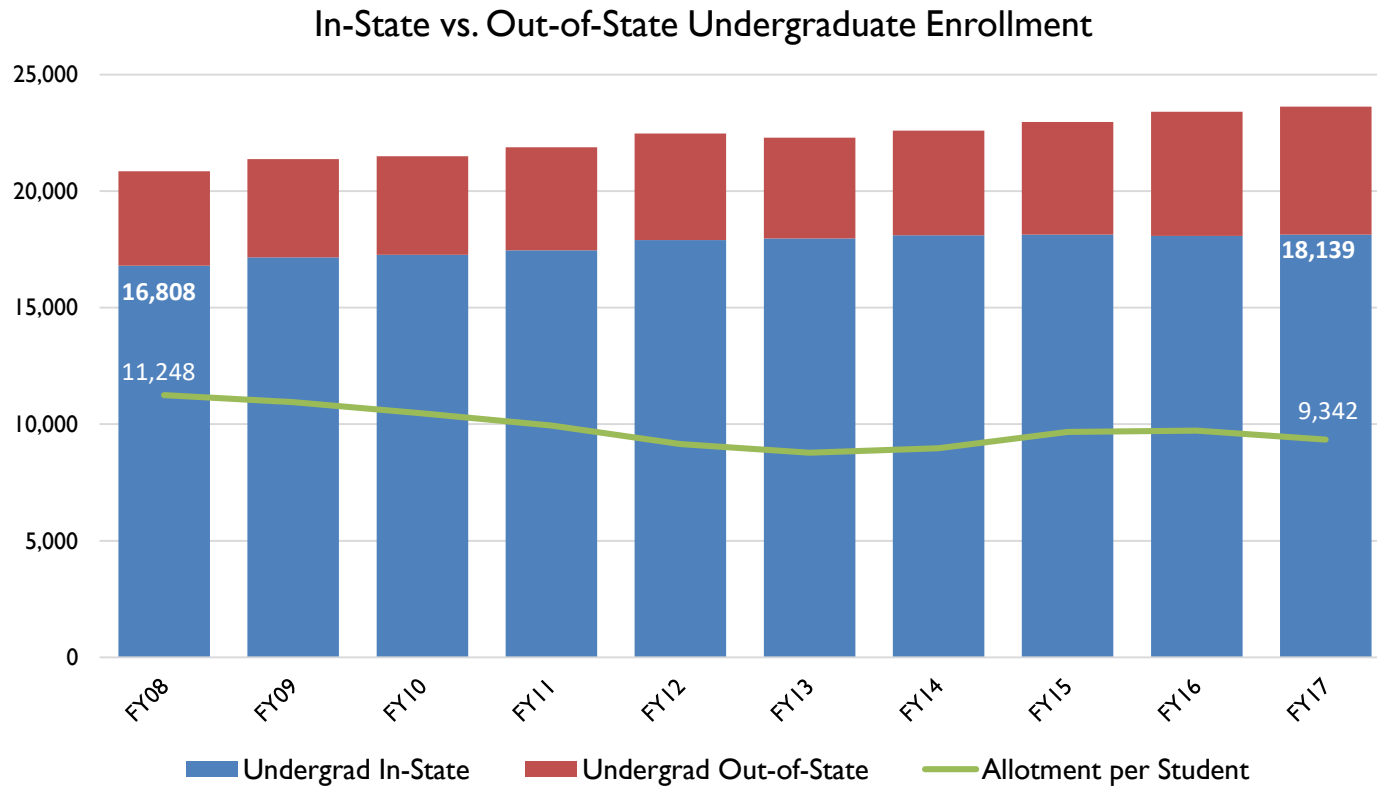
UConn's State allotment has not kept pace with inflation over the last 10 years. In FY17 it falls short by almost \$54M.



*State Funding is equal to the allotment, which is the actual amount received from the State after reductions from lapses, rescissions and deficit mitigation.

State Allotment per Student

UConn's allotment per undergraduate student has dropped almost \$2,000 per student over the last 10 years.



UConn Growth Since 2004

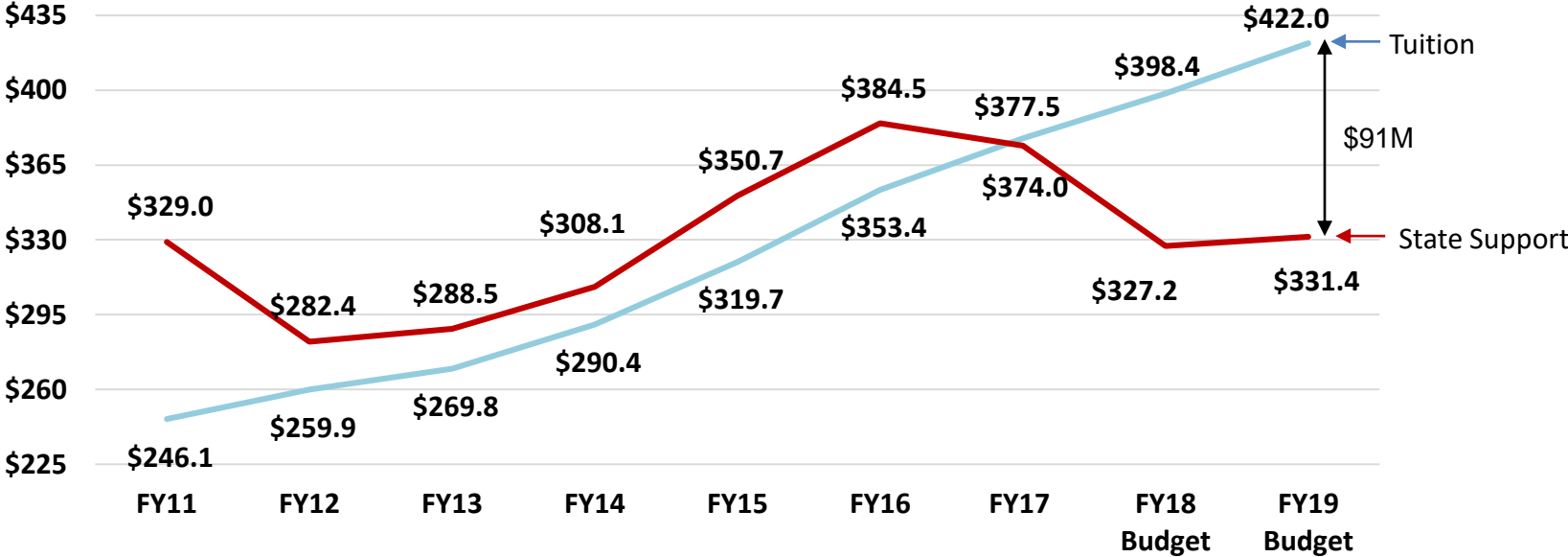
Since 2004, UConn has increased:

- Enrollment by 5,434 undergraduate and graduate students
- Faculty count by 410
- *U.S. News and World Report* ranking from #25 to #18
- Applications up to 37,000 for Fall 2017, an increase of 97%
- Institutional financial aid by \$90.2M
- Degrees awarded annually by 2,521

Tuition Revenue

FY17 was the first year that tuition surpassed State Support as the largest revenue source. The gap grows significantly in FY18 and FY19.

State Support and Tuition Revenue



UConn enrollment growth and increased rates, have resulted in overall tuition revenue increases.

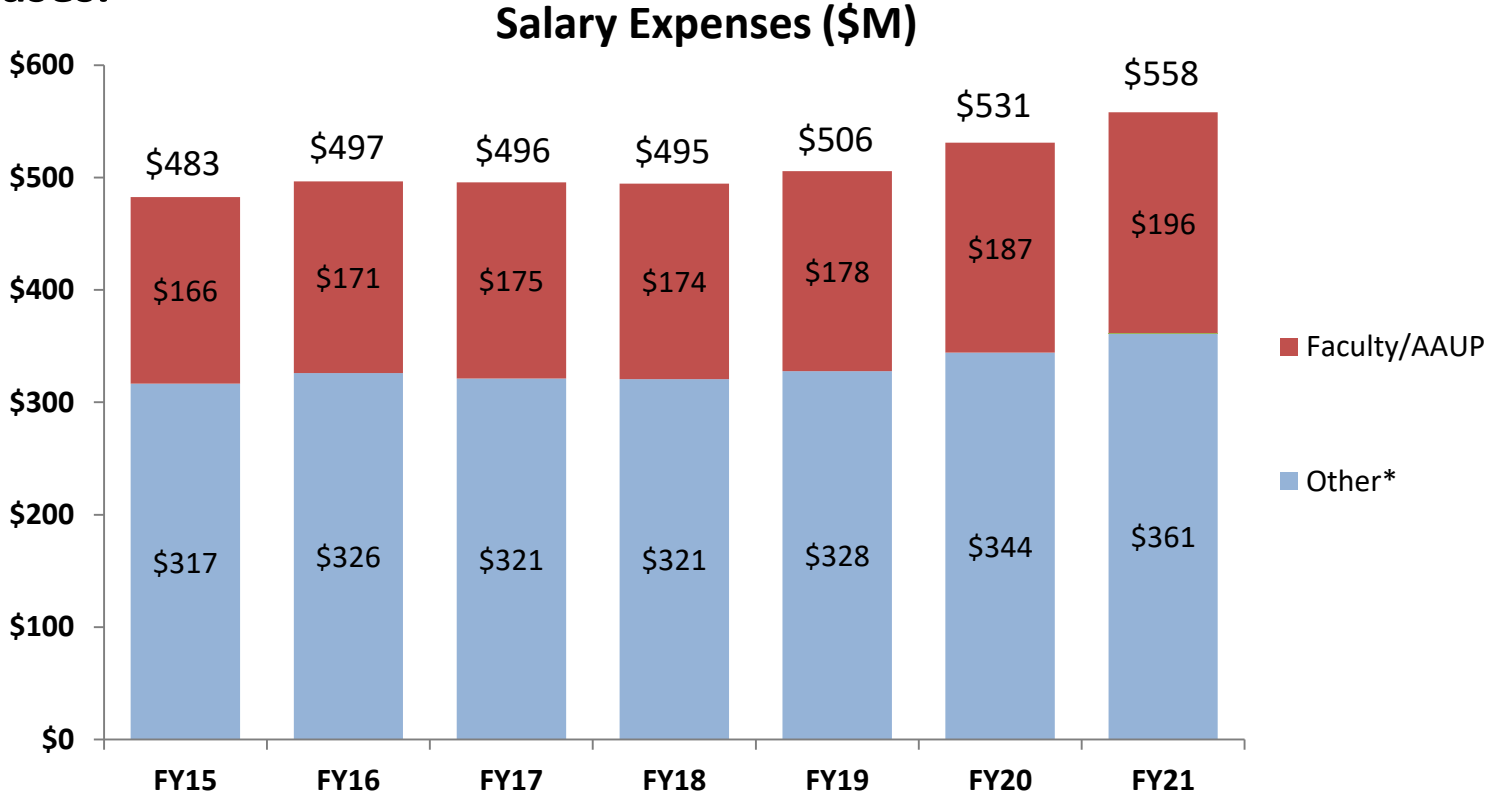
Four Year Tuition Plan

UConn approved a 4 year tuition plan (FY17-FY20) on December 16, 2015 which will provide certainty and transparency for students and their parents

	2016-17		2017-18		2018-19		2019-2020	
	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident
Tuition Amount	11,224	33,016	11,999	34,066	12,849	35,216	13,799	36,466
Dollar Increase	\$700	\$950	\$775	\$1,050	\$850	\$1,150	\$950	\$1,250
New Revenue	\$15.3M		\$17.0M		\$18.6M		\$20.6M	
New Financial Aid	\$2.5M		\$2.8M		\$3.0M		\$3.4M	
Net New Revenue	\$12.8M		\$14.2M		\$15.6M		\$17.2M	

Rising Costs - Salary Expenses

Without additional hiring planned, salary costs are expected to rise to over \$558M by FY21, or almost 13% over FY18, due to negotiated contractual increases.



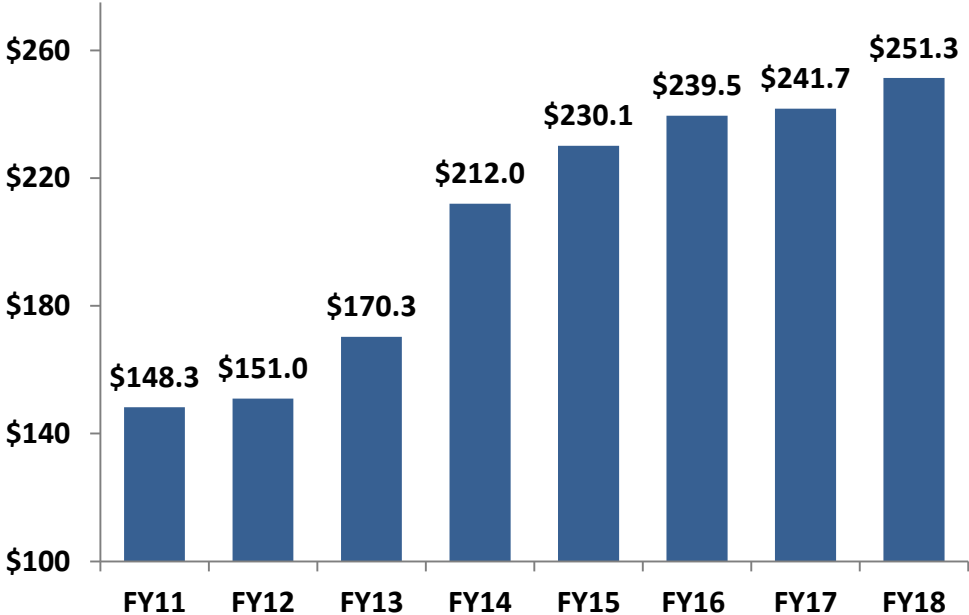
*Other: this category includes classified, non-faculty professional (UCPEA), management, confidential, graduate assistant, student, & special payroll

The salary expenses will increase by \$63M from FY18-FY21.

Fringe Benefit Expenses

Fringe benefit costs have increased by \$103M since FY11. State retirement is the largest component of the overall fringe rate.

Total Operating Fringe Benefit Expenses (\$M)



The unfunded pension liability is a significant cost of the State retirement rate. It accounts for about \$57M of the total FY18 fringe cost.

Fringe Benefit Rate Components - SERS 17/18 A-120

The State Comptroller develops the fringe benefit rates and the University is charged those rates for each employee.

FY18 State Component Rates

State Retirement (SERS) **	56.58%
FICA SS	6.20%
FICA Medicare	1.45%
Unemployment Compensation	0.26%
Group Life Insurance*	~0.20%
Health Insurance*	~31.51%
	96.20%
*Rates vary according to coverage selected	

Unfunded Liability	28.95%
Retiree Health	20.70%
Normal/Current Retire. Costs	5.41%
Other Post Employ. Benefit Costs (OPEB)	2.80%
Administrative Costs	0.36%
Roll-forward/Adjustments	-1.64%
	56.58%

**Other retirement options are available for non-classified employees (Alternate Retirement Plan (ARP) Rate at 14.50%), however almost 50% of our current employees are on the SERS State plan.

Impact of Cuts to UConn

- The cuts in the biennium are significant and will impact every aspect of UConn. UConn has carefully and effectively managed its finances to balance the budget and maintain academic quality in the face of major reductions in State support and rising costs over the last few years.
- UConn's goals are shifting from continuing to focus on protecting academic excellence, delivering strong student support, providing excellent patient care and supporting the research mission of the University to simply attempting to maintain our current position.
- Ongoing and mid-year cuts thwart our ability to forecast and plan effectively. Continual significant cuts reduce the quality of the education UConn is able to offer and reduces the University's ability to effectively contribute to the State and its economy.

Long Term Financial Challenges

17/18 - A - 122

UConn has carefully and effectively managed the budget despite deep cuts to the budget over the last few years. Looking forward, the University is facing troubling financial challenges and asks the State for stable funding.

Some long term financial concerns include:

- SEBAC provides a 5.5% increase in FY20 and FY21, which is equivalent to \$31M and \$36M respectively.
- Fringe growth is projected to grow at 1.5% annually, or \$10M in additional expenses per year.
- SEBAC provides a “no layoff” provision. Approximately 56% of UConn’s costs are personnel.
- Tuition Plan ends in FY20.

Questions?

Metanoia 2017

Together: Confronting Racism Report

Organizing Committee Co-Chairs

Irma Valverde

Glenn Mitoma

Steering Committee Members

Kate Copeland

Assistant Director, University Events and Conference Services

Amberleigh Delgado

Student, African American Cultural Center

Brian Edwards

Director, Rainbow Center

Gabrielle Fazzina

USG Student Development Chair

Maria-Luz Fernandez

Professor of Nutritional Sciences

Jessica Gerum

Associate Director, Student Activities

Beth Goetz

Chief Operating Officer/Senior Woman Administrator, Athletics

Charles Holmes-Hope

Associate Director of Residential Education, Residential Life

Brendan Kane

Associate Professor of History

Assistant Director for Public Humanities, Humanities Institute

Michael Kirk

Deputy Chief of Staff, Office of the President

Joelle Murchison

Chief Diversity Officer

Mark Overmyer-Velazquez

Professor of History
Director, UConn Hartford

Melina Pappademos

Associate Professor of History
Interim Director, Africana Studies Institute

Jeffrey Shoulson

Doris and Simon Konover Chair in Judaic Studies
Interim Vice Provost for Interdisciplinary Initiatives

Key Steering Committee Decisions

Name: "Together: Confronting Racism"

Date: Nov. 8th

Format: Call for Proposals

Budget: Requested \$50,000, Received \$25,000 from President

Successes

Call for proposals published and circulated

Website established

49 Proposals Submitted

43 Events and Activities held

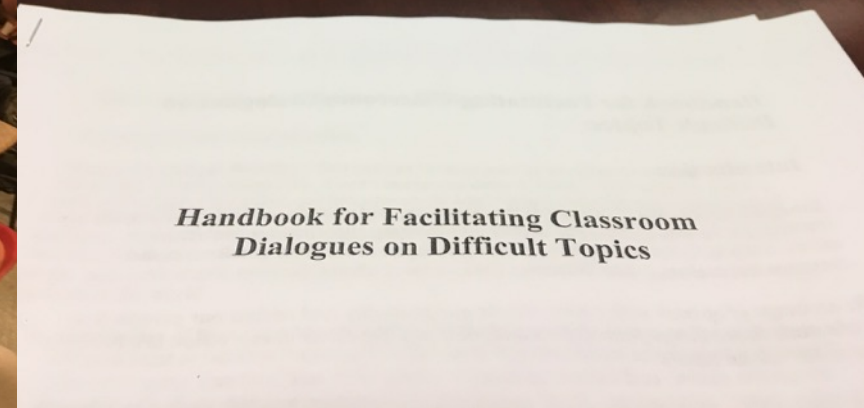
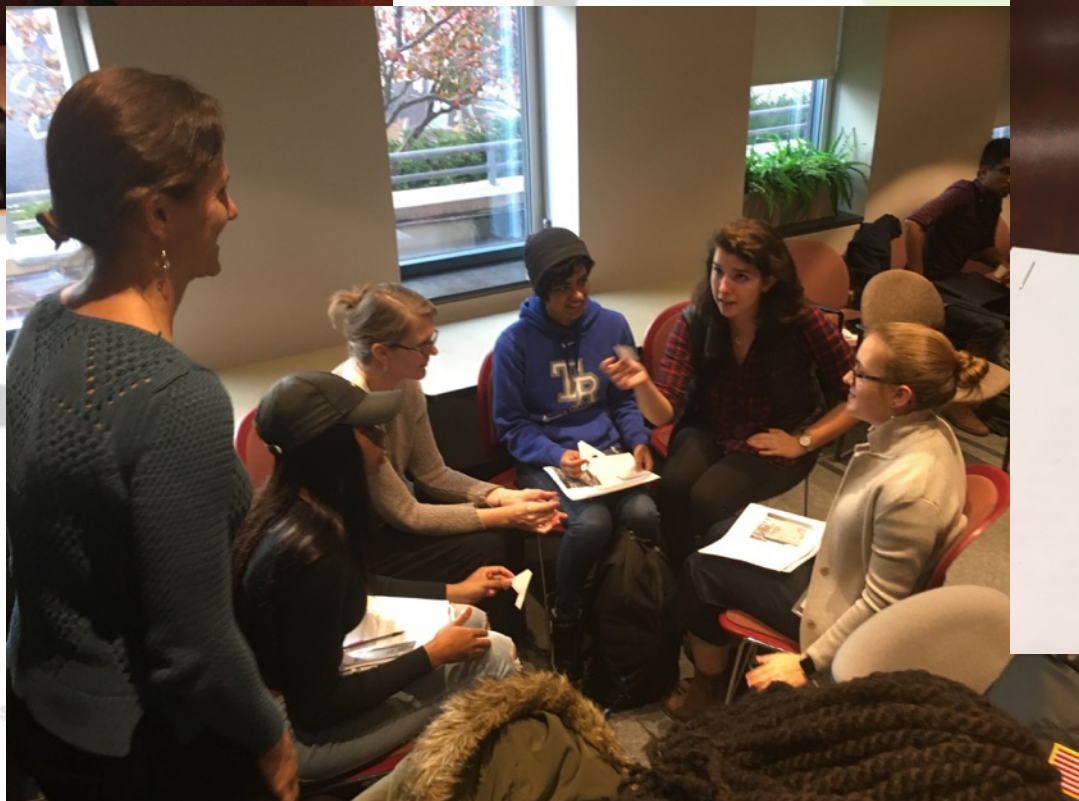
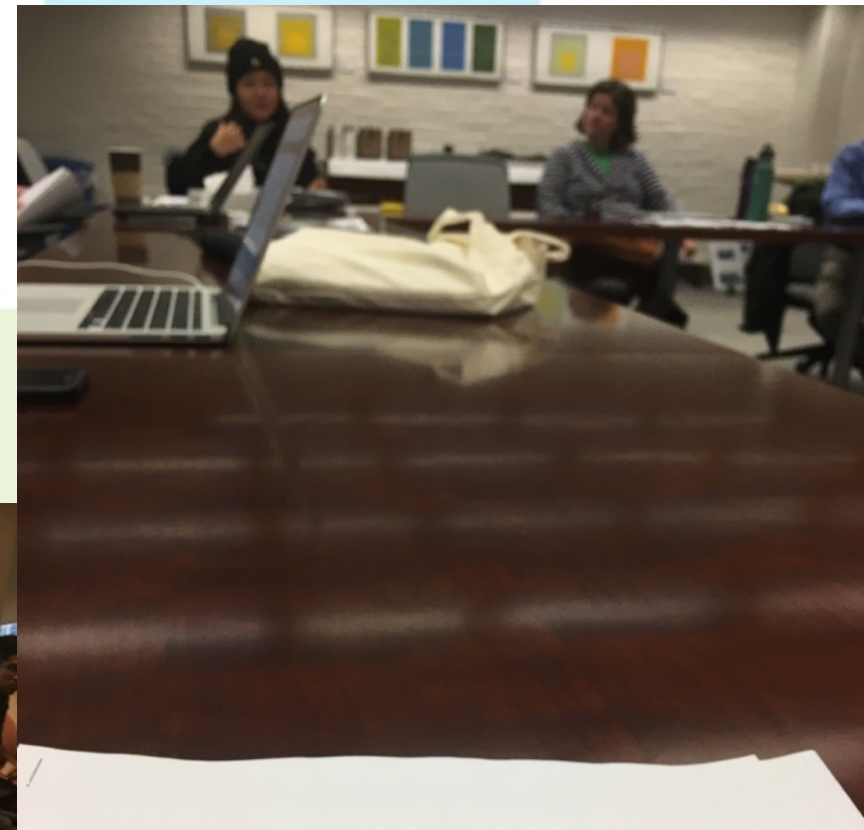
3 Campuses

***HEROIC* assistance of UECS and Dining Services**

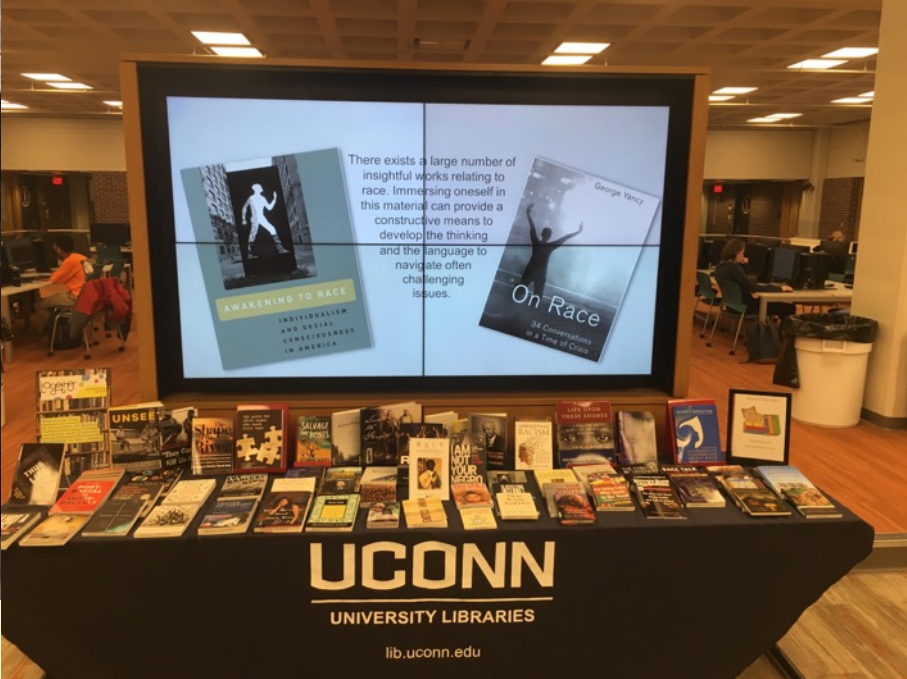
Success: Strong Turnout and Engagement



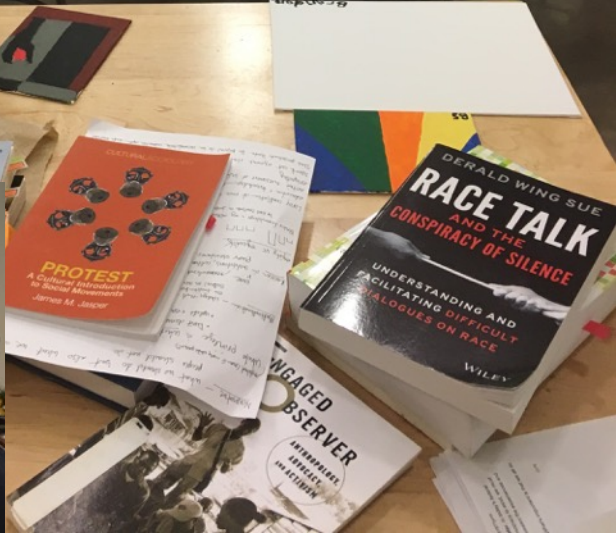
Success: High Quality Programs



Success: Various Locations



Success: Various Formats



Success: Various Voices



Challenges

Too little time

Coincidence with anniversary of election

Not enough outreach for proposals

Not enough participation

Not enough regional participation

Uneven steering committee contribution

Next Steps: Still Together

Still Together: Dialogue for Interconnectedness

Tuesday, Dec. 5 @7pm
NextGen Forum

<https://together.uconn.edu/still-together-dialogue-for-interconnectedness/>

Next Steps: Sustained Programming

Submitted events not able to be organized for Nov. 8

Marie Shanahan, Journalism, organizing:

Panel: "What responsibility does the news media have to confront racism?" (Late Jan.)

Charles Holmes-Hope, ResLife, organizing:

Dr. Marilyn Sanders Mobley talk on Jan. 31

Additional dialogue and deliberation work

Together UConn Events Calendar Tag

Together Website

**UNIVERSITY OF CONNECTICUT
POLICY ON ACADEMIC
ADJUSTMENTS FOR
GENERAL EDUCATION COMPETENCIES:
QUANTITATIVE REASONING And/Or SECOND LANGUAGE
December 11, 2006
Revisions proposed by Scholastic Standards November 2017
and by Curricula and Courses October 2017**

Introduction

The University Senate enacted General Education requirements to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. A critical element of General Education is demonstrated competency in four fundamental areas –information literacy, quantitative skills, second language proficiency, and writing. The development of these competencies involves two thresholds: establishing entry-level expectations and meeting graduation expectations. In cases involving a significant disability, the graduation expectations for the quantitative skills and/or second language competency may be a barrier to degree completion. The University has established a policy for considering academic adjustments to the University General Education Requirements and individual school/college requirements in an effort to respond to the extraordinary circumstances of students while maintaining academic integrity. In all cases, justification of an academic adjustment requires evidence of the disability’s impact upon the student’s ability to learn the course material.

Policy

The vast majority of students who experience difficulty in fulfilling the Quantitative Reasoning and/or Second Language Competency will experience success by employing any number of academic support and/or advising strategies. Academic adjustments are only considered for students with disabilities whose documentation and/or educational history provide compelling evidence of an inability to complete graduation expectations so that an academic adjustment is warranted. Each academic adjustment will be based on an individualized, case-by-case assessment and should not compromise the academic integrity of the requirements for a specific major or degree. Academic adjustments may include an exception to an academic rule, such as allowing a student to complete a required course(s) on a pass/fail basis or substituting an alternative course(s) for a required course(s).

The following rules will apply:

- If quantitative or second language competency is deemed an essential element of a program or course of study, then a substitution is not permitted. The question of “essential element” will be decided by the Dean or designee of each school or college.
- Academic adjustments will not reduce the number of courses/credits required to complete General Education requirements. Waivers of General Education requirements are never granted.
- If the student changes his or her school or college of enrollment, academic adjustments will be reviewed by the appropriate Dean’s office in the new school or college of enrollment.
- Academic adjustments will be subject to the eight-year rule.

Students who plan to continue their studies beyond the baccalaureate degree should be advised that approved adjustments may not meet the requirements for admission to a graduate/professional school (e.g., law, medicine, etc.).

The Academic Adjustments Committee will convene to review requests and make final decisions. The committee will include the following individuals:

1. Designee from the Vice Provost for Academic Affairs (Committee Chair)
2. Designee from the Center for Students with Disabilities
3. Designees from the Dean's office in the petitioning student's school or college, the Bachelor of General Studies Program, or the Academic Center for Exploratory Students (ACES) as appropriate
4. Designee from the Department of Mathematics (in the case of a quantitative request)
5. Designee from the Department of Literature, Cultures and Languages (in the case of a second language request)
6. Designee from the General Education Oversight Committee

Students may appeal the decision of the Committee to the Vice Provost for Academic Affairs within 30 days of the date of the decision. This appeal is a review of the record furnished by the Committee for the purpose of determining whether all applicable procedures have been followed. It does not include an opportunity to submit additional evidence or documentation. If, at a later date, a student wishes to furnish additional evidence or documentation to support their adjustment request, they may resubmit a petition for committee review.

At the end of each academic year, the AAC will submit a report on its activities to GEOC. The report will contain the number of cases reviewed in each category, and the outcome of each review.



Progress Report on Revision of the General Education Curriculum

Summarized for the Senate
December 4, 2017

Environment in the General Education Curriculum

17/18 - A - 139

The Senate motion of 12/5/2016 was modified slightly and reintroduced to GEOC on 10/25/2017.

The General Education Oversight Committee (GEOC) shall add a subcommittee on Environmental Literacy and add two voting members of that committee to GEOC. The Environmental Literacy subcommittee shall be responsible for reviewing courses proposed to fulfill the Environmental Literacy component of general education.

Students will be required to take three credits in Environmental Literacy. Environmental Literacy courses must fulfill Content Areas One, Two, Three or Four, and may be proposed by any department.

Environment in the General Education Curriculum

17/18 - A - 140

Eight alternatives have now been described, four of which implement a required environment component, four others as optional.

For example: Students take three E General Education credits. In order to accommodate an E course requirement without increasing the minimum number of General Education content area courses (7) or credits (21), students would take two CA courses that are designated for multiple CAs (if the E course is not also a CA course), or an E course that is also a CA course.

Environment in the General Education Curriculum

A capacity analysis is in preparation.

A) Seats available over the most recent two academic years, in each category, averaged so it represents a per-year number, is represented for each campus.

	Content Area	Competency	Gen Ed-eligible	Gen Ed-ineligible	All E courses
Storrs	5310	87	1507	221	7123
Avery Point	248	8	177	20	453
Hartford	192	0	0	0	192
Stamford	223	0	15	0	238
Waterbury	171	0	0	0	171
Sum (regionals)	833	8	192	20	1052

B) Students who have taken courses in each category. Represented as a percent of students who have taken at least one course before graduating.

	Content Area	Competency	Gen Ed-eligible	Gen Ed-ineligible	All E courses
Aug. 2017 (n=643)	23%				