

UNIVERSITY SENATE MEETING  
NOVEMBER 5, 2018  
ROME BALLROOM, STORRS CAMPUS

Moderator Siegle called the meeting to order at 4:02 p.m.

1. Moderator Siegle called for a motion to approve the October 8, 2018 minutes. Senator Majumdar made a motion to approve. The motion was seconded by Senator McManus.

MINUTES PASSED UNANIMOUSLY

2. Report of the President  
Presented by Provost Craig Kennedy

President Herbst provided the Provost with updates to share. We are in the final stage of searches for Deans of the College of Liberal Arts and Sciences (CLAS) and the College of Agriculture, Health and Natural Resources (CAHNR). Four CLAS finalists are on campus this week, as well as the last candidate for CAHNR. Announcements are expected in the near future.

UConn Health, which represents about half of UConn's budget, continues to move forward on a public-private partnership. In October, UConn released a solicitation of interest. This letter says that we are actively seeking partners; its goal is to establish non-binding partners. It is a key step in a long process.

At the most recent Board of Trustees meeting, Vice President for Enrollment Planning and Management, Nathan Fuerst made an excellent presentation about cross applications, which refer to applicants who are accepted to two or more universities. Data on cross applications reveals interesting information with regards where students choose to go. There are an increasing number of students applying to UConn and the Ivies. This helps illustrate how UConn's economic and academic value has grown. A story about Mr. Fuerst's presentation will appear in UConn Today. The Hartford Courant published a similar story on November 1, 2018. Provost Kennedy encouraged individuals to read both.

Senator Crivello requested clarification on funding for the hockey rink. President Herbst stated at the October Senate meeting that neither UConn nor state funding would be used to build the UConn hockey rink, yet recent news reveals the

University will pay \$22M. Departments are also being asked, at this time, to cut budgets by 1%.

Executive Vice President for Administration and Chief Financial Officer, Scott Jordan, responded. The hockey rink finance plan submitted to the Board of Trustees at the last meeting provided an estimated cost of \$45M. This is the current plan, prior to entering negotiations or getting a construction bid. The funding approach is based on our estimation that we will use the new rink about half the time. Thus, UConn will pay half and the developer will pay half. UConn's half is about \$45M. This will be funded using proceeds from the sale of the West Hartford campus to Ideanomics (\$5M+). The sale price reflects the stories about PCBs. Our estimation is that, considering the net cost to make the parcel developable, this was good deal. Funding will also come from sale of the Nathan Hale Inn. We are in negotiations to sell the hotel to Graduate, a private developer (\$8M+). Graduate operates very nice hotels in major college towns across the country. We are proposing that the sum of the two numbers will be in the \$12-13M range. We will put \$10M in proceeds from the sales towards the hockey rink. Another \$12M will come from athletics and philanthropy. Athletics has already raised \$6M of their \$12M goal. If we get to a place where cash flow exceeds what they have raised, we will loan them money against future philanthropy. We have done this in the past. The other \$22.5M will be borrowed by the private developer. The University will backstop this because the rink is on our campus and in the end, when it is paid off, it becomes ours. If the developer does not make enough money with hockey camps, etc., we run a risk that we will have to pay the debt service on bonds. We think the University may bear a budgetary risk of about \$1M per year for the hockey rink.

Senator Majumdar asked for clarification on Senator Crivellos's question. Is UConn required to spend money gained from the sale of capital assets to build capital assets?

Scott Jordan answered yes. It is fortunate that the two sales are coming to fruition at this time.

Senator Freake thanked Provost Kennedy for presenting the report from the President. He asked the Provost to provide a report about what he has seen and learned in the six months since he came to UConn. What are the major challenges? Provost Kennedy replied that he is visiting each department at the University. He has visited 21 of 87 departments. He is doing this because his sense of the University is that it is comprised of departments and their faculty. Getting to know each department in its own home helps better his understanding. One of the things we are focusing on is faculty, who are the heart and soul of the University. We have to make sure that faculty numbers do not decline with budget rescissions, though we

may have no choice in some instances. We are still one of the most largely funded flagships with regards to state money, but state support will continue to decline over time. This reality is shared by most flagships. We will need to have conversations over the next six months to a year about generating revenue for the academic enterprise through post baccalaureate programs, such as certificate programs and master's programs. It is a pleasure to be here among great faculty who are committed and engaged in the institution and interested in having conversations that will result in UConn being a stronger institution. People can count on him to grow the research and teaching enterprise.

Senator Bramble thanked the Provost for mentioning the importance of faculty. As we look at what it means to shore up the faculty and what it means for faculty to stay strong, one important aspect is the relationship of tenured faculty to adjuncts and other part-time faculty. This is more pronounced at the regional campuses. How can we rebalance the relationship between the tenured and part-time contingent faculty, the latter of whom are drastically underpaid but vital to the University's mission?

Provost Kennedy replied that there are three faculty streams: full-time tenure, full-time non-tenure (APIRs), and non-tenure. People who are focused on expertise in pedagogy and teaching are incredibly valuable to the institution. Departments have different ratios between tenure and non-tenure positions. Engineering has a 4:1 ratio, but others have higher or lower ratios. Individuals in the tenure stream partake in scholarship half time and teaching half time. Others focus more on teaching, which helps us keep eye on this activity. Non-tenure faculty often have very specific areas of expertise. They are of great value, as they teach courses often required for accreditation, but outside the expertise of the full-time faculty. Provost Kennedy would like for us to not have a higher percentage of these.

Senator Fang directed his question to Mr. Fuerst. At present, there is an affirmative action policy and pressure within the court system. Harvard has a policy that permits undergraduate students to see their admissions profile and the score they received. Does UConn keep these records and would they be open to releasing them to students?

Mr. Fuerst replied that what Senator Fang referenced is the most recent lawsuit by Students for Fair Admissions v. Harvard. We will probably see the outcome of this case in the coming weeks or months. Regardless of the outcome, the case will probably go to the Supreme Court next. Regarding application retrieval, students can obtain a copy of their application. A copy is kept by the Registrar's Office in perpetuity. Mr. Fuerst emphasized that UConn does not use a point system, rather it uses a holistic application process that considers all aspects of an applicant's profile.

Viewing applications will be limited in terms of the information they provide, as there are no points. There may be a few notes.

Senator Philbrick asked the Provost if he has a vision for the role of the regional campuses.

Provost Kennedy responded that he is working with the current President and will work with the future President to define role of the regional campuses. He is very excited about the four campuses. Each has a unique niche it fills with regards to types of students and locations. Each campus has different strengths to build upon and which contribute to the overall success of UConn. As the regional campuses grow, our revenue grows. They are of great value.

3. Report of the Senate Executive Committee  
Presented by SEC Chair Hedley Freake Attachment #13

No questions were presented.

4. Consent Agenda Items:  
Report of the Senate Curricula and Courses Committee Attachment #14

AGENDA ITEMS PASSED UNANIMOUSLY

5. Motion to Implement Environmental Literacy in General Education  
Presented by Senator Eric Schultz Attachment #15  
Attachment #16

Senator Ceglio asked whether there is confidence that there are a sufficient number of E courses, such that fulfillment of the Environmental Literacy requirement will not increase the number of credits a student must take. She further asked if there confidence is these courses will not have prerequisites.

Senator Schultz replied that they did an analysis last year of capacity to deliver Environmental Literacy courses. At that time, we had approximately 20% of the seats that would be required. That was only a preliminary analysis, and all courses need to be submitted to Curricula and Courses for approval. We are encouraging the community to come forth with proposals, in some respects following the philosophy, “if you build it they will come”—meaning the University will respond by building courses. Proposals are coming in, including those from the Provost’s

General Education Course Enhancement Grant Competition. If we approve the courses, we should have a quarter of the capacity ready to go by next year when the requirement would be implemented. Stand-alone E courses, essentially those that would be part of the major, would be taken aside from those required for Gen Eds. We think there are a number of majors/programs that will happily propose courses that will not also have content area designations.

Senator Graf inquired what criteria have to be met for courses to be considered for Environmental Literacy.

Senator Schultz replied from memory, but noted that individuals can refer to the minutes from the September Senate meeting for exact language. According to the definition we approved, course content must focus throughout on subject matter dealing with the relationship of humans and the environment. This could include, for example: human effects on the environment, the effect of the environment on human health, public policy and human frameworks, moral and ethical dimensions, or cultural or creative aspects.

Senator Majumdar referenced Senator Schultz's statement that we expect to have about a quarter capacity ready for those enrolled fall 2019. He inquired if the situation is different at the regionals, noting that Content Area 3 is often a problem at Stamford.

Senator Schultz affirmed that we have looked at this issue and are interested in the question.

Moderator Siegle informed the Senate that motions are usually presented for discussion at one meeting and voting on at the next meeting. Motions to be read and passed at the same meeting require a 2/3 vote.

MOTION WAS PASSED WITH TWO ABSTENTIONS

6. Report on Student Evaluation of Teaching Attachment #17  
Presented by Faculty Standards Committee Chair George McManus

Senator Majumdar stated that he was on the Faculty Standards Committee previously and is familiar with the deliberations. He chaired an ad hoc subcommittee that examined the instrument. The issue with the Student Evaluation of Teaching (SET) is that it is very informative, but the response rate is really low. We are trying to do a census and the objective is to catch each and every student. We are not doing a sampling. Even if we have a 20% non-response rate, it makes summative

interpretation difficult. Currently the non-response rate is 50% or above. He suggested the SET be administered mid-semester, such that it can play a formative role.

Senator McManus responded that they have looked at the SET+. The intent is that these should be formative surveys, used during the semester when faculty can employ the information to change.

Senator Coulter spoke about two questions that utilize a 5 point scale, for which a 2 rating is designated as fair.

Senator McManus responded that the scale for these two questions is: excellent, very good, good, fair, poor. He noted these will now be the first two questions presented in the SET.

Senator Coulter explained that part of her concern is that the mid-point on a 5-point scale is usually considered to be average. Currently we send letters to faculty to inform them they are doing poor quality teaching when they get 2 ratings, though 2 is actually fair. As a department head, this is a concern. She would like to challenge how people interpret 2 on a 5 point scale.

Senator DeMoura stated that he always completes the surveys. He knows they are important. Yet, they often have a polarized use. From his vantage point, he usually sees people complete the SETs when incentivized. For instance, a faculty might tell a class that all students will get an extra point if 85% do the survey. Senator DeMoura suggested other incentives would be to withhold grades or class registration until students complete the SET.

Senator McManus reflected that they want to take a more positive approach. If students take a class, they should get their grade. They did consider the possibility of releasing grades two days earlier for those who take the SET. He has personally found that reminding students and providing them time to complete the survey results in better response rates.

Senator Shor inquired if there are measures in the works. She specifically asked what different departments do for formal assessments, what else is out there, and what is the University moving towards.

Senator McManus replied that, as of the last AAUP contract, the University is required to come up with different measures for evaluating teaching. The SET cannot be the only measure. To this end, departments have been told to come up with alternative methods of evaluation and the Provost sponsored a workshop. Essentially, other methods involve peer assessment of teaching. Senator McManus thinks the University is moving in this direction, but does not know the timeframe. Some universities have done away with SETs completely, which unfortunately means

they are no longer asking students what they think of teaching. The problem is when SETs are employed as the only method of assessing teaching quality.

Senator Majumdar noted that when it was adopted in 2011, then Senators and members of the Faculty Standard Committee, Gay Tuchman and Lawrence Armstrong created a two-page report on how to interpret SET results. This was approved by the Senate. Since then, he has not heard of this report being discussed. Senator Majumdar called the Senate's attention to its existence.

Senator Werstler spoke, with regards to incentives, that students may believe their voices and opinions are not heard. He believes this is a common opinion. He inquired if any reform is put in place as a result of SETs.

Senator McManus stressed that currently the SET is the principal tool used to evaluate faculty teaching. As such, it definitely matters and students should know this. Students also have the opportunity to provide written comments, which are meaningful.

Senator Bramble suggested that as faculty present to their students the SETs are coming, they should encourage them to take advantage of the opportunity. They should avoid using a tone that suggests SETs are something to be gotten over with; rather, faculty should encourage students to respond because the assessments really matter. How they matter is another issue. There has been an evolution of language about how SETs are to be used. Her recollection of the original intent is that they could be used in addition to other evaluative processes. SETs are not to be used in PTR reviews, or at least must be used in conjunction with other measures. Senator McManus clarified that when faculty submit the PTR form, it says they should append evaluations of teaching. The expectation is that other methods will be used, but implementation occurs at the departmental level. This often doesn't happen, but the AAUP contract says it must.

Senator Schultz offered that faculty can increase participation and the notion SETs are valuable by allowing students to take them during class time. He tells students weeks in advance they are coming, adds narrative questions, tells students they are important, and reminds students to complete them. It might be a good idea to provide ways faculty can improve response rates.

Senator McManus agreed.

Senator Bramble inquired whether, at a later date, we can get clarification from the Provost about how SETs are used and how faculty can present them to students to improve response rates.

Senator Terni expressed that she teaches large classes and it is challenging to get students to participate. Her impression is that it is more difficult for women. The “no electronics policy” she enacts in class adds another layer of difficulty.

Senator Makowsky acknowledged she may have a minority viewpoint, but believes faculty should not have to go to great extent to encourage student participation. She likened the SETs to voting, in that it is each individual’s right and choice. Faculty should not disincentivize, but participation is up to the students. Senator Makowsky shared that this is an issue the student government may take up, but it is not up to the faculty to solve.

Senator Fang expressed agreement with Senator Makowsky. Faculty should not have to beg for participation. Most motivated to complete the SETs are those with an axe to grind. He suggested participation would be increased with the offer of a financial incentive. For example, waiving the fee currently assessed to graduating seniors. Senator McManus noted they have discussed these issues.

Senator Ceglio said she understands the value of mid-semester formative assessments, but is not keen on implementing mid-semester assessments prior to deep discussion at the University level about whether they will be used in PTR. It could be counter-productive to do so. She urged deep discussion on using the SET for formative assessment.

Senator Majumdar provided further information that the report prepared by Gay Tuchman and Lawrence Armstrong for the Faculty Standards Committee, “Interpreting Student Evaluation of Teaching (SET) Results: Guidelines for Deans, Department Heads, and Faculty”, was approved by the University Senate April 25, 2011.

Senator Christine Wilson asked Senator McManus to speak about how it was determined that bias against women and other underrepresented groups was not strongly present.

Senator McManus replied that he could not do without going into the methodology of the study. Lloyd Blanchard, Associate Vice President of Budget, Management and Institutional Research, who conducted the analysis, was not present at the Senate meeting. He used the appropriate analytical methodology and did not find strong evidence. Senator McManus clarified that there is evidence the SETs are biased by gender and ethnicity, but the examination was to determine whether there is something about UConn data that indicates we are on one side or the other.



Moderator Siegle called for NEW BUSINESS at 5:15 p.m.

Senator Seth indicated she had received a copy of a letter to the search committee for the President by student leaders. She indicated that she will ask that one of the student leaders who wrote the letter be recognized.

Moderator Siegle replied that this would be item 8 on the agenda.

7. Annual Report on the University Budget Attachment #18  
Presented by Scott Jordan, Executive Vice President for Administration and CFO

Mr. Jordan gave an abridged version of the presentation he recently gave at a Board of Trustees meeting.

Some key points made by Mr. Jordan during his presentation included:

- At the beginning of each fiscal year, we face a deficit and find ways to whittle it down.
- Vice Provost for Academic Affairs, John Volin, has said we are holding the line on faculty positions.
- The budget is roughly even with last year, which may reflect the fact this is an election year. We added a little money because of federal tax reform, which provided a little boost to state revenue. There were higher capital gains to the state. The state also gave us additional money to fund SEBAC, and we had additional tuition increases.
- The cost for fringe continues to rise, which is the biggest issue at the University for expenditures. Fringe benefits are determined by SEBAC. The state comptroller sets fringe rates with no input from us. For employees in the state retirement system with normal health insurance and in a classified union, fringe can be as high as 96%. For faculty, fringe is more in the 40-50% range. Much of fringe is a charge that goes to unfunded pension liabilities.
- Revenue is realized as follows: 56% from students. 25.4% from state support, and 18.4% from other. The other category includes: grants, foundation, sales, services, and research. No other university has revenue this low from these sources, which includes philanthropy. We get \$21M from endowments off of a \$1.3B budget. Revenue for the “other” category needs to grow.
- Spending is pretty flat across the University. Reserves are going up a little bit as deans and department heads exercise caution in spending.
- Deficit projections are manageable. It is going to stay how it has been, which is not comfortable. As we go into the next fiscal cycle, we want to be data informed and to have a smarter strategy for cuts. The next budget hearings start in January.

Senator McManus offered that he rarely uses his personal or laboratory telephone, and that it probably costs a lot of money for the telephone infrastructure. He asked if it would save money by centralizing the infrastructure.

Mr. Jordan responded that we already have the hardware; the cost is with switching lines.

Michael Mundrane, Vice President and Chief Information Officer, further explained that as a capital investment, the primary infrastructure is satisfied. The external connections we have are quite modest and reflective of our needs. The total amount of voice activity on campus is what we subscribe to as capacity. This is mostly a revenue positive activity. His costs are smaller than the available resources. The difference funds the internet. It is a combined activity between expenses and revenues. The phones are owned, not rented, so the capital costs are already largely compensated. There are some expenses when phones break.

Senator Heath-Johnston highlighted the safety aspect of phones, as they are used in emergency response. Her belief is that we have not yet reached a point where cellphones dependably pinpoint location, which landlines do.

Dr. Mundrane confirmed that hard lines have a greater capabilities to explicitly locate where someone is. While there are some who do not use landlines, others use them extensively. The expenses that look like annual expenses are actually quite modest and we are not oversubscribed.

Senator Schultz reflected that he recently had the opportunity to go through the last 10-15 years of Senate minutes and he remarked how common conversations about budget cuts have been over that time span. He asked if we are ever going to get free of this. In his program they feel they have given up as much as they can, and now will have to start suffering.

Mr. Jordan shared that he was previously CFO for a city, and also has experience working at the state level. From his perspective, public sector budgeting always feels this way in terms of persistent cuts. That said, we do have some things in our control, such as administrative overhead, and enrollment and tuition. We are fortunate, in that other public universities have to go to their legislatures for tuition increases. Storrs is the first choice for many high school students, and large application increases and enrollment at the regional campuses gives us more room for optimism. Applications are bigger than class sizes at the regionals, with particularly impressive application numbers for Hartford and Stamford. There were more first choice enrollees at Stamford this year than ever before. Another bright spot is philanthropy. The last couple of years were our best years for gifts, though many still need to be realized. We are 300 years behind in

philanthropy, but striving for the billion dollar mark, an amount that will make us less susceptible to state support.

Senator Majumdar asked if Mr. Jordan knew in May 2018, when the \$190M block grant was approved, that the state would also contribute \$8.4M as a lump sum. He went on to say that when the current AAUP contract was negotiated in spring 2017, one concern was that the SEBAC agreement included a 3.5% raise plus tips. The concern was that this was an unfunded mandate from the governor. Senator Majumdar asked Mr. Jordan if he anticipates the legislature will pick up some of the raises, or if will we need to manage with the block grant.

Mr. Jordan replied that he hopes the state will. There is a tradition in budgeting that they do. In 2016 they did not, but they usually do.

Senator Shor asked about the unfunded pension liability going forward. She inquired whether they can bill research grants for actual fringe costs?

Mr. Jordan replied that he has been looking at this for three years now and has not figured out how it can be done. The fringe rate we charge has to be approved by the federal government, and it has to be consistent with what the rest of state government is charging. From the federal perspective, UConn is part of Connecticut. Other state agencies are getting state grants and charging fringe. We will have to think more creatively about solutions.

Senator Kendall thanked Mr. Jordan for the indirect cost return. This currently has an end date 2023, but she hopes we keep it. IDC accounts provide a huge amount of flexibility to those doing research, and are really appreciated. She then spoke about fringe rates, with regards to research grants. Research assistants on research grants, have a fringe of 69-72%. This is higher than Yale or Harvard. Senator Kendall asked Mr. Jordan to let the state know that fringe for research grants causes extreme difficulty for researchers. It also encourages them, though it is not what was intended, to use a title that does not carry medical and may not carry retirement.

Mr. Jordan responded that this is also not what the University intends for them to do. When having conversations with legislators, this is always the second thing we talk to them about, after the size of the block grant.

Senator Graf reflected on the presentation by the Athletics department many meetings ago, when we heard about the revenue shortages resultant of the departure from the Big East. At that time we heard that millions of dollars from the University were needed to cover athletics. This presentation revealed another \$5M decrease in auxiliary funds. Senator Graf asked how athletics is funded and whether they also have cuts.

Mr. Jordan replied that auxiliary includes housing, parking, and athletics. Athletics generates lots of revenue, but it has declined perhaps even more than \$5M. Mr. Jordan noted that this is a Board of Trustees level problem and one which pertains to the business model for athletics. Dave Benedict is doing great job as manager. He is managing every penny, including the way they travel, physical therapy, and meal purchases. However, the big thing remains that the conference is not where we used to be. There is some hope that the situation will improve. We were in new conference with a low TV contract. The conference is doing very well now, with some very competitive teams, and TV networks have taken note. Mr. Benedict has engaged with the conference and ESPN about doing better. The Board of Trustees has a special committee about this, which includes as members Mr. Jordan and Mr. Benedict.

Senator DeMoura inquired about the tremendous development on campus at the same time we have decreasing departmental budgets and increasing class sizes. He asked whether UConn should focus less on expanding and more on improving what we already have.

Mr. Jordan explained that the University essentially has two budgets. The operating budget includes current revenue and expense (e.g. payroll and energy). The capital budget includes buildings and other purchases worth more than about a half million dollars. The state has been very generous to UConn with the capital budget. The state is able to borrow money with state bonds to fund capital construction projects. UConn does not pay. The total capital budget is \$360M, with \$187M received from the state via NextGenCT. The Recreation Center is the sole project funded by students. The Recreation Center fee assessed to students will be used to pay back the bond.

#### 8. New Business

Attachment #19

Senator Seth asked Senator Tumu to speak about a letter written by student leaders to the Presidential search committee regarding commitment to environmental leadership.

Senator Tumu acknowledged his colleagues who wrote the letter, but could not be in attendance. He requested that the Senate vote to indicate their agreement with the letter.

A MOTION TO AGREE WAS MADE BY SENATOR TUMU AND SECONDED BY SENATOR DEMOURA.

Senator Schultz requested clarification on the motion.

Senator Tumu explained that this is not legislation or a bill. The students were seeking an endorsement of their letter. Senator Tumu then read the letter, dated October 16, 2018.

MOTION WAS APPROVED WITH ONE ABSTENTION.

A motion to adjourn was made by Senator Bramble and seconded by Senator McManus. The meeting was adjourned at 6:06 p.m.

Respectfully Submitted,  
Jill Livingston  
Head of Library Research Services  
Secretary of the University Senate

#### **SENATE EXECUTIVE COMMITTEE**

Hedley Freake, Chair	
Carol Atkinson-Palombo	Pam Bramble
Karen Bresciano	Nancy Bull
Gary English	Debra Kendall
Jaci Van Heest	Veronica Makowsky
Justin Fang	Nandan Tumu

The following members were absent from the November 5, 2018 meeting:

Accorsi, Michael	Herbst, Susan	Simien, Evelyn
Appiah, Ama*	Howell, Amy	Vokoun, Jason
Armstrong, Maureen*	Kane, Brendan	Wei, Mei
Barrett, Edith*	Kendig, Tysen	Wilson, Cristina
Baumbauer, Kyle	Korbel, Donna	
Berkowitz, Gerald	Long, Thomas*	
Brown, Stuart*	Magley, Vicki	
Bull, Nancy*	Maric, Radenka	
Chandy, John*	McCutcheon, Jeffrey	
Chen, Ming-Hui	Nanclares, Gustavo*	
Cobb, Casey*	Nunnally, Shayla*	
Contreras, Fiorella	Ortega, Morty*	
English, Gary	Pratto, Felicia*	
Fitch, R. Holly	Rubega, Margaret	
Gibson, George	Sanchez, Lisa	
Gilbert, Michael	Shoulson, Jeffrey	

\*Members who gave advance notice of absence

Senate Executive Committee  
Report to the University Senate  
November 5, 2018

Good Afternoon,

The Senate Executive has met three times since our Senate meeting. On October 26, we met with committee chairs to set the agenda for this meeting.

The Senate Nominating Committee reports that the fall elections are completed. Results of the Faculty Review Board and at-large elections for both faculty and professional staff constituencies are now posted on the Senate website. The Nominating Committee will soon issue a call for nominations for GEOC chair. The current chair, Eric Schultz, will complete his term in June and the by-laws are clear that the term is not renewable. The call will go out in early December.

The SEC has asked the Senate Diversity Committee to explore the issue of how to better inform faculty and staff of issues involving our transgender students and employees. The SEC would like to draw your attention to a video that was created on campus to raise awareness around gender diversity, now linked from the Senate website. We expect that the Student Welfare Committee will join the Diversity Committee in exploring this topic.

The Faculty Standards Committee will present its report on the Student Evaluation of Teaching today. The SEC reviewed the report and the recommendations made will be shared with administration.

The Scholastic Standards Committee continues to work on a long list of items this year.

- Feedback surrounding the academic calendar and final assessments topic gathered at last month's Senate meeting is being considered by the committee.
- Work continues on challenges associated with the implementation of the additional majors across schools/colleges by-law changes.
- A proposal to bring greater systematization for Research and Experiential course numbering is being revised following feedback received from school and college C&C committees
- The Academic Integrity Committee has been formed and held their first meeting earlier today

On November 1, the SEC met with President Herbst and Director of Athletics David Benedict in order to better understand the budgetary challenges and constraints associated with athletics. Director Benedict will be presenting his report to the Senate in the spring semester

On November 2, the SEC met privately with President Herbst followed by a meeting with senior administration. In accordance with the University By-Laws, the formal process for calling a metanoia took place at this meeting. We are pleased to announce that a spring 2019 metanoia on student activism has been endorsed. The committee for this effort will be led by Professor Chris Vials and USG vice-President Wawa Gatheru.

At our meeting with administration, the SEC shared the request made to the Senate Diversity Committee regarding support for transgender students. Michael Mundrane announced that there is now a mechanism in place that allows students, faculty and staff to update their display name. Those who prefer a name other than their legal name will find this a beneficial option. The OneCard Office is moving forward with the option of including an alternate name on the back of the card. Because this

university issued identification card is now legally valid for voting purposes, the photo and legal name on the front of the card must match official records.

Nathan Fuerst reviewed data from the Admitted Student Questionnaire showing to which other universities these students applied. Kent Holsinger discussed the Graduate School's Doctoral Outcomes Survey that will be sent to departments shortly. Laura Cruickshank offered an update on the project schedule for science facilities. The handouts shared by these administrators with the SEC are available through the Senate Office.

Today we will receive the annual report on the university budget from Scott Jordan. We will also discuss and vote on the implementation plan for Environmental Literacy in the General Education program.

Please join us in welcoming Molly Carter to the Senate Office staff. Molly will be assisting at Senate meetings and will work with Cheryl while Zoya studies abroad in the spring.

The next Senate meeting will be held on December 3. At that meeting, Dean of Libraries Anne Langley will give her report. We ask you to mark your calendars and join us immediately following the December meeting for a wine and cheese reception honoring the recipients of the Provost's Outstanding Service Award.

Respectfully submitted,

Hedley Freake, Chair  
Senate Executive Committee

# UNIVERSITY SENATE MEETING AGENDA

## November 5, 2018

A regular meeting of the University Senate will be held on  
**Monday, November 5, 2018 at 4:00 p.m.**  
 in the **ROME BALLROOM, Storrs Campus**

The Agenda for this meeting is as follows:

1. Approval of Minutes of October 8, 2018
2. Report of the President  
Presented by Provost Craig Kennedy
3. Report of the Senate Executive Committee  
Presented by SEC Chair Hedley Freake
4. Consent Agenda Items  
Report of the Senate Curricula and Courses Committee
5. Motion to Implement Environmental Literacy in General Education  
Presented by Senator Eric Schultz
6. Report on Student Evaluation of Teaching  
Presented by Faculty Standards Committee Chair George McManus
7. Annual Report on the University Budget  
Presented by Scott Jordan, Executive Vice President for Administration and CFO
8. New Business

### SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair  
 Carol Atkinson-Palombo  
 Karen Bresciano  
 Gary English  
 Jaci Van Heest  
 Justin Fang

Pam Bramble  
 Nancy Bull  
 Debra Kendall  
 Veronica Makowsky  
 Nandan Tumu

**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.**



**University Senate Curricula and Courses Committee  
Report to the Senate  
November 5, 2018**

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

- A. ARIS 1211 Introduction to Islam (#6247)  
*Proposed Catalog Copy*  
ARIS 1211. Introduction to Islam  
Three credits. Taught in English.  
An introduction to the study of Islam as an intellectual and lived religious tradition. Revelation, literature, aesthetics, philosophy, theology, and law in relation to faith practices in diverse Muslim societies across time.
- B. EEB 2222 Plants in a Changing World (#4856)  
*Proposed Catalog Copy*  
EEB 2222. Plants in a Changing World  
Three credits. The central role of plants in mediating impending environmental changes. Topics are considered from an ecological and evolutionary perspective. These include rising CO<sub>2</sub>, changing temperature and rainfall patterns, phenology, pollinator declines, agriculture and food security, genetically modified organisms, biofuels, bioprospecting, and invasive species.
- C. EEB 2250 Introduction to Plant Physiology (#7189)  
*Proposed Catalog Copy*  
EEB 2250. Introduction to Plant Physiology  
Three credits. Prerequisite: BIOL 1107 or BIOL 1108 or BIOL 1110.  
The unique 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).
- D. ILCS 1168 Adaptation: Italian Literature into Film (#6927)  
*Proposed Catalog Copy*  
ILCS 1168. Adaptation: Italian Literature into Film  
Three credits.  
Survey of literary genres adapted into film in Italian context. Literary and visual styles, visual literacy, and film criticism. Literary texts cover a range of time periods and cultural considerations. Films represent a variety of cinematic techniques and the new audiences and artistic goals targeted by film adaptations. General film theory and theories of adaptation.
- E. PERS 1104 Intermediate Persian II (#8637)  
*Proposed Catalog Copy*  
PERS 1104. Intermediate Persian II  
Four credits. Prerequisite: PERS 1103 or equivalent.  
Further development of listening, speaking, reading, and writing skills in Persian within a cultural setting. Readings to enhance cultural awareness of the Persian-speaking world.

## F. PORT 1101 Elementary Portuguese I (#7131)

*Proposed Catalog Copy*

PORT 1101. Elementary Portuguese I

Four credits.

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

## G. PORT 1102 Elementary Portuguese II (#7132)

*Proposed Catalog Copy*

PORT 1102. Elementary Portuguese II

Four credits. Prerequisite: PORT 1101 or equivalent.

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

## H. SPSS 1060 The Great American Lawn: History, Culture and Sustainability (#6267)

*Proposed Catalog Copy*

SPSS 1060. The Great American Lawn: History, Culture and Sustainability

Three credits.

Examination of the health, social, cultural, and environmental impacts of the largest irrigated crop in the U.S.

## I. SPSS 1115 Turfgrass Management Lab (#8356)

*Proposed Catalog Copy*

SPSS 1115. Turfgrass Management Lab

One credit. One 2-hour laboratory period. Taught with SAPL 115. Prerequisite or corequisite SPSS 1100. Rackliffe.

Grass establishment, grass identification, athletic field turfgrass playability evaluations, soil testing, turfgrass pest identification, turfgrass pest monitoring techniques, and fertilizer spreader and sprayer calibration.

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

## A. PHYS 2501W Laboratory in Electricity, Magnetism, and Mechanics (#6214)

*Current Catalog Copy*

PHYS 2501W-2502. Laboratory in Electricity, Magnetism, and Mechanics

Three credits each semester. One class period, one 3-hour laboratory period, and additional assignments on the theoretical interpretation of experiments. One hour lecture per week. Time by arrangement. A written presentation of methods and results is required for each experiment. Prerequisite: First semester, PHYS 1201Q or 1401Q or 1501Q or 1601Q; Second semester, PHYS 1202Q or 1402Q or 1502Q or 1602Q. Both semesters, prerequisite: ENGL 1010 or 1011 or 2011.

Experiments with mechanical phenomena. Experiments with electric and magnetic phenomena, including their interaction with matter. The handling of experimental data. The use of computers in experimental physics.

*Revised Catalog Copy*

PHYS 2501W. Advanced Undergraduate Laboratory

Four credits. Three classroom meetings and one three-hour laboratory meeting per week.  
Prerequisite: PHYS 1201Q or 1401Q or 1501Q or 1601Q; ENGL 1010 or 1011 or 2011.  
Experiments in classical and/or quantum phenomena with an emphasis on acquiring, analyzing, and interpreting experimental data. Extensive writing in the style of experimental reports and/or journal articles.

B. SPSS 1100 Turfgrass Management (#8738) [Revise class structure]

*Current Catalog Copy*

SPSS 1100. Turfgrass Management

Three credits. Two class periods and one 2 hour- laboratory. Taught with SAPL 110.

An overview of turfgrass adaptation, selection, and management. Topics include turfgrass growth, physiology, soil interactions, weeds and diseases, morphology and identification, establishment, and maintenance. Cultural system practices for lawns, golf courses, athletic fields, and other turf areas.

*Revised Catalog Copy*

SPSS 1100. Turfgrass Management

Three credits. Taught with SAPL 110. Rackliffe.

An overview of turfgrass adaptation, selection, and management. Topics include turfgrass growth, physiology, soil interactions, establishment, and maintenance. Cultural system practices for lawns, golf courses, athletic fields, and other turf areas. Turfgrass pest management practices for weeds, insects, and diseases.

**III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 1 – Arts and Humanities:**

- A. ARIS 1211 Introduction to Islam (#6247) [CA1-E]
- B. ILCS 1168 Adaptation: Italian Literature into Film (#6927) [CA1-B]

**IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 2 – Social Sciences:**

- A. POLS 3023/W Politics and Literature (No # - Old CAR)
- B. POLS 3250/W The Political Economy of East Asia (No # - Old CAR)
- C. SPSS 1060 The Great American Lawn: History, Culture and Sustainability (#6267)

**V. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 3 – Science and Technology, non-Lab:**

- A. EEB 2222 Plants in a Changing World (#4856)

**VI. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend the following course for inclusion in Content Area 4 – Diversity and Multiculturalism, International:**

- A. ARIS 1211 Introduction to Islam (#6247)
- B. ILCS 1168 Adaptation: Italian Literature into Film (#6927)

And Respectfully Submitted by the 18-19 Senate Curricula and Courses Committee: Pam Bedore (Chair), Ama Appiah (student rep), Michael Bradford, Daniel Burkey, John Chandy, Mark Brand, Michael Ego, Kate Fuller, Marc Hatfield, David Ouimette, Lauren Schlesselman (Ex-Officio), Eric Schultz, Gina Stuart

10/10/18 and 10/24/18 meetings

## **Motion to implement Environmental Literacy in General Education**

**Background and Explanation:** At its meeting on February 5, 2018 the Senate approved this motion: “All University of Connecticut students will be required to take a 3-credit Environmental Literacy course as part of the General Education Requirements that will not add to the total General Education course requirement.” The SEC established a General Education Environmental Literacy Task Force (GEELTF) to determine criteria for courses that would meet the Environmental Literacy (EL) requirement and how EL would be included in the General Education curriculum. The GEELTF presented a report of its work on 4/30/2018. The report included a definition of EL, a slightly modified version of which was approved by the Senate on 9/17/2018, and outlined the means by which an EL component can be implemented in the General Education curriculum. The GEELTF’s recommended implementation adds EL without adding to the General Education course requirement by increasing to two the number of courses that can fulfill multiple designations. At present, one of two courses that are designated as CA4 can fulfill another content area if the course is so designated. The motion permits a course within environmental literacy to fulfill one or two content areas if the course is so designated. The GEELTF’s report also expressed that the number of existing courses eligible for EL should be maximized. They therefore suggested that EL courses should have no limitation on prerequisites, unlike courses in Content Areas 1, 2 and 3 but like courses in Content Area 4, and the Q and W competencies. Finally, the GEELTF recommended that courses meeting the EL requirement should be designated in a way that was distinct from Content Area designations.

**Proposed Motion:** The General Education Oversight Committee and Senate Curricula and Courses Committee recommend the following changes to the General Education Curriculum.

Students must pass at least three credits of coursework in Environmental Literacy, as defined in a motion approved on September 17 2018, that may be counted towards the major.

Environmental Literacy courses may have prerequisites or corequisites that are not General Education courses.

Courses that meet the definition of Environmental Literacy will be identified in the catalog with the letter “E” following the course number.

An Environmental Literacy course may also be approved to satisfy one Content Area, or two Content Areas if one is Content Area 4. An Environmental Literacy course may also be approved to satisfy a Writing and/or Quantitative Competency. Students may use an Environmental Literacy course that has one or more Content Area designations to fulfill the Content Area requirements for which the course has been approved, if the established regulations on Content Area course number, credit number and subject code are met.

**Report of the Faculty Standards Committee to the Senate Executive Committee  
on Potential SET Revisions  
October 2018**

In Spring 2017, the SEC charged the FSC with reviewing the existing Student Evaluations of Teaching (SETs) and potentially recommending changes to them. These deliberations took place during Fall 2017 and Spring 2018. The draft of this report was reviewed at the February and March 2018 FSC meetings and further revised in October 2018. If the SEC endorses the recommendations in this report, the full Senate could debate and vote on the changes.

**Summary of Expert Consultations and FSC Discussions**

In September 2017, Dr. Lloyd Blanchard (OIRE) provided the FSC with a variety of analyses of the SETs, including information regarding bias in such measures. In particular, Dr. Blanchard argued that the current UConn SET is no more or less biased than other instruments. He did state that research (and provided supporting research) has shown that many/most instruments contain some degree of bias against instructors of color. There is also some evidence in the literature that female instructors fare worse than their male counterparts. OIRE and CETL have investigated other measures used at peer institutions, and none appear to have any greater validity than the measure developed and used at UConn.

In November 2017, Dr. Peter Diplock (CETL) and AAUP representatives (Profs. Tom Bontly and Tom Peters) were invited to attend the FSC meeting. Dr. Diplock discussed the various forms of course evaluation that are available through CETL and beyond. AAUP representatives discussed issues related to the current contract and the UConn AAUP views on the current SET.

In December 2017, Dr. Betsy McCoach (EPSY) attended the FSC meeting and spoke about Likert scaling as it relates to the SET among other issues regarding the SETs. Discussions ensued on matters including: the 5-point scale as ordinal or quasi-interval; strengths and weaknesses of a 5-point (vs. 7-point) scale and optimizing variability; interpretations of mean, median, and mode. Concerns included: the use of a different scale for specific dimensions (items 1 through 13) vs. the “overall” rating (item 14); small differences in ratings, especially for APIRs or instructors who aren’t also judged on research; response rates for SETs and ways to manage/enhance rates; over-reliance on the SETs, rather than utilizing a complement of other means of evaluating teaching effectiveness (e.g., peer evaluations, portfolios, and tracking of student outcomes).

Based on all of the experts’ advice and the discussions of the committee, the FSC concluded that the existing SET measure (and its 5-point scale) should remain in place. However, the committee makes the following recommendations for revisions to the measure and its interpretation.

### **Recommendations of the FSC to the Senate**

#### **#1 - Amend ordering of the questions as reported to instructors to make summary and/or independent items stand out.**

This recommendation is specifically in response to confusion in interpreting Item #14 on the SET ("What is your overall rating of the instructor's teaching?" with a 5-point scale from Poor to Excellent). Item #14 is widely interpreted (wrongly) as a composite indicator of Items #1-13 (which are on a different 5-point scale from Disagree strongly to Agree strongly).

Please note that OIRE has already reorganized some of the SET format. Questions 14 (overall instructor rating) and 22 (overall course rating) are set apart from the individual items, and the different scale is noted. OIRE also provides feedback to instructors (and their supervisors) that include all items, not just the summary items (14 and 22).

#### **#2 – In Item #19, change “textbook” to “course materials.”**

Many courses at the university do not use a textbook.

#### **#3 – In collaboration with OIRE, revise some items for more appropriate use with on-line courses or encourage the use of supplemental assessments in online courses.**

#### **#4 – The University should investigate incentive systems for increasing the response rate for SETs.**

Low response rates call into question the validity of scores. Incentives (such as the early release of student grades to those who have completed all class SETs) have been used effectively at other institutions. The University should continue to provide instructors with information about best practices for increasing response rate and encourage their use.

#### **#5 – The FSC reaffirms its long-held stance that the SETs should not be the only method used to evaluate an instructor's teaching.**

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## Background

- On February 5, 2018 the Senate approved this motion: “All University of Connecticut students will be required to take a 3-credit Environmental Literacy course as part of the General Education Requirements that will not add to the total General Education course requirement.”
- A General Education Environmental Literacy Task Force (GEELTF) reported its recommendations, including a definition of EL and how EL could be implemented, to Senate on 4/30/2018.
- Senate approved an amended definition of EL on 9/17/2018.

## Background (cont'd)

- The GEELTF's recommended implementation adds EL without adding to the General Education course requirement by increasing to two the number of courses that can fulfill multiple designations: it permits a course within environmental literacy to fulfill one or two content areas if the course is so designated.
- GEELTF also suggested that EL courses should have no limitation on prerequisites and that courses meeting the EL requirement should be designated in a way that was distinct from Content Area designations

The General Education Oversight Committee and Senate Curricula and Courses Committee recommend:

- Students must pass at least three credits of coursework in Environmental Literacy, as defined in a motion approved on September 17 2018, that may be counted towards the major.
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## Motion (cont'd)

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# FY19 Budget Overview

Fall 2018

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## **UConn's budget supports growth and excellence in the academic mission.**

- As Connecticut's flagship university, UConn has a unique mission to educate the State's future leaders and pioneer innovation in new products and start-up businesses through world-class research and broad educational opportunities.
- UConn and UConn Health produce a solid return on the State's \$585 million investment by contributing \$3.4 billion annually to its \$260 billion economy, employing 1 out of every 90 jobs in the State.
- With additional support, UConn can improve on this return by attracting internationally renowned faculty to produce more cutting-edge research and teach the brightest students from across Connecticut, the United States, and the world.



# Consequences of Declining Support <sup>18/19 - A - 87</sup>

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## **Impacts on National Standing**

- UConn dropped from #18 to #22 ranking of public universities.
- This is due to declines in financial resources and alumni giving ranks.

## **Impacts on Students**

- Students pay more in tuition & fees to offset declining State support.
- Class sizes increase while class offerings decrease.
- Academic support and student services are cut to compensate for increased fringe costs.

## **Impacts on Faculty and Staff**

- Retaining best faculty is harder as other universities recruit them away.
- Losing best faculty has a negative impact on research grants and industry partnerships.
- Fewer staff are available to support faculty research and student education.

# FY19 Combined Budget

UConn & UConn Health are presenting a \$2.4B balanced budget for FY19.

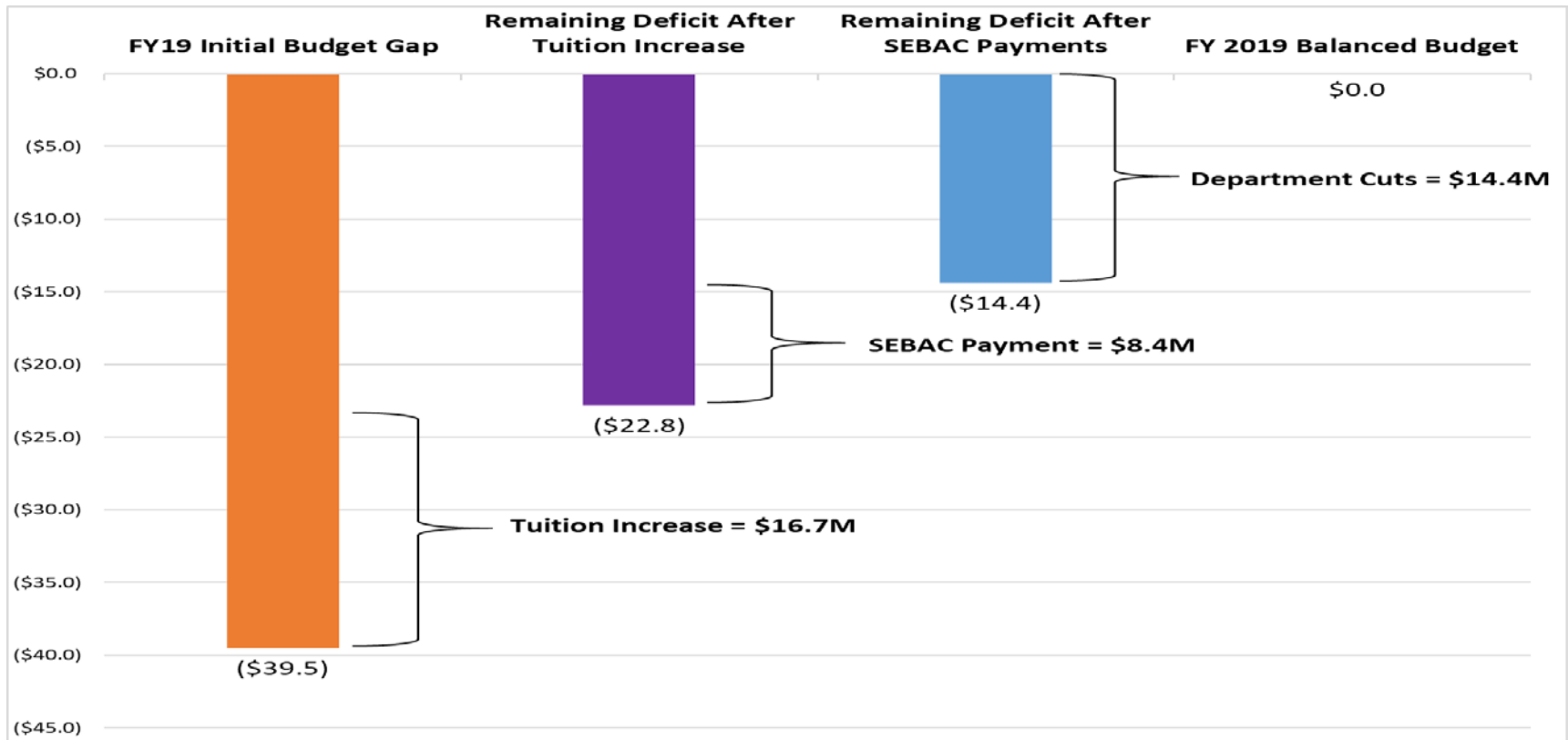
FY19 Budget (\$M)	Uconn-Storrs & Regionals	Uconn Health	Combined Total
State Block Grant	190.6	123.3	313.9
Fringe Benefits & Adjustments	156.2	115.5	271.7
<b>Total State Support</b>	<b>\$ 346.8</b>	<b>\$ 238.8</b>	<b>\$ 585.6</b>
Tuition/Fees	554.2	25.5	579.7
Grants/Contracts/Foundation	103.2	80.2	183.4
Auxiliary Enterprise Revenue	214.3	-	214.3
Net Patient Revenue	-	538.3	538.3
Interns/Residents	-	69.0	69.0
Other Revenue	35.9	72.1	108.1
<b>Total Operating Fund</b>	<b>\$ 1,254.4</b>	<b>\$ 1,023.9</b>	<b>\$ 2,278.3</b>
Research Fund	113.2	23.7	136.9
<b>Total Current Funds Revenues</b>	<b>\$ 1,367.5</b>	<b>\$ 1,047.6</b>	<b>\$ 2,415.2</b>
Salaries & Wages	503.9	412.5	916.4
Fringe Benefits	277.1	254.1	531.2
Drugs/Medical Supplies	-	98.6	98.6
Other Expenses/Equipment/Energy	256.9	242.5	499.4
Student Financial Aid	183.9	-	183.9
Debt Service/Projects	33.7	16.2	49.9
<b>Total Operating Fund</b>	<b>\$ 1,255.4</b>	<b>\$ 1,023.9</b>	<b>\$ 2,279.3</b>
Research Fund	112.1	23.7	135.8
<b>Total Current Funds Expenditures</b>	<b>\$ 1,367.5</b>	<b>\$ 1,047.6</b>	<b>\$ 2,415.1</b>
<b>Net Gain/(Loss) Loss</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>

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# UConn STORRS & REGIONALS

# How UConn Closed FY19 Budget Gap

After allowing for planned tuition increases, the budget gap for FY19 dropped to \$22.8M. By allocating cuts to departments and estimating State funding for SEBAC payments, UConn was able to balance the budget.



Cuts will be absorbed by the departments through attrition, efficiency gains, and other operational reductions.

# FY19 UConn Budget

The FY19 budget increased by only 2.8% over FY18, despite 12% increase in fringe costs.

## Storrs & Regionals

Revenues (\$M)		Expenditures (\$M)	
State Block Grant	190.6	Salaries & Wages	503.9
Fringe Benefits & Adjustments	156.2	Fringe Benefits	277.1
<b>Total State Support</b>	<b>\$ 346.8</b>	Other Expenses	214.4
Tuition	418.5	Energy	21.9
Fees	135.7	Equipment	20.6
Grants & Contracts	81.5	Student Financial Aid	183.9
Foundation/Endowment	21.7	Debt Service/Projects	33.7
Sales & Services	21.5	<b>Total Operating Fund</b>	<b>\$ 1,255.4</b>
Auxiliary Enterprise Revenue	214.3		
Other Revenue	14.4	<b>Research Fund</b>	<b>\$ 112.1</b>
<b>Total Operating Fund</b>	<b>\$ 1,254.4</b>	<b>Total Operating Expenditures</b>	<b>\$ 1,367.5</b>
Research Fund	113.2	<b>Net Gain/Loss</b>	<b>\$ 0.0</b>
<b>Total Current Funds Revenues</b>	<b>\$ 1,367.5</b>		

Note: Use of decimals may result in rounding differences.

# FY18-FY19 Comparison

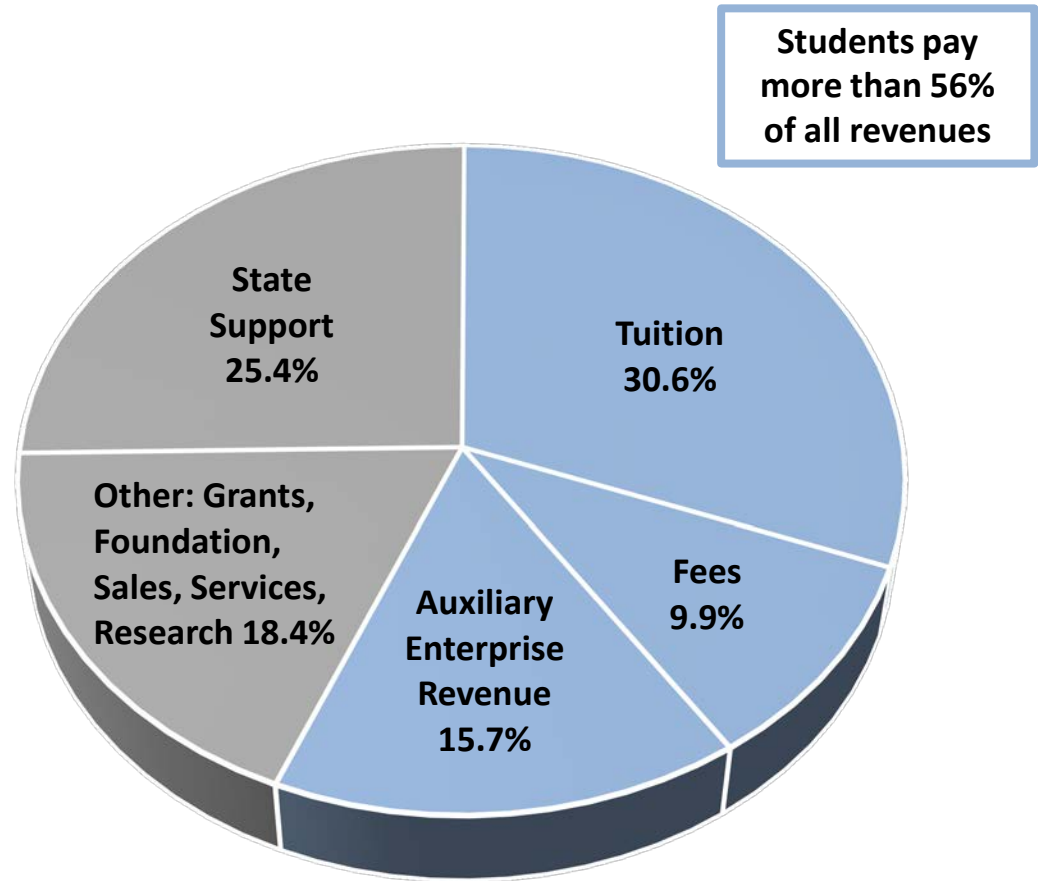
	FY18 Forecast (\$M)	FY19 Budget (\$M)	Favorable / (Unfavorable) (\$M)	Notes
State Block Grant	191.3	190.6	(0.7)	↓ Reduction in State funding
Fringe Benefits & Adjustments	135.8	156.2	20.3	↑ Reflects one-time payouts
<b>Total State Support</b>	<b>\$ 327.2</b>	<b>\$ 346.8</b>	<b>\$ 19.6</b>	
Tuition	399.9	418.5	18.6	↑ Tuition rate increase per plan
Fees	136.5	135.7	(0.8)	↓ Elimination of major and material fees
Grants & Contracts	82.5	81.5	(1.0)	↓ Assumed slowing of some grant activity
Foundation/Endowment	21.0	21.7	0.7	↑ Small increase in endowment income
Sales & Services	21.5	21.5	-	↔ No change
Auxiliary Enterprise Revenue	219.6	214.3	(5.3)	↓ Decline in Athletics revenue
Other Revenue	12.9	14.4	1.5	↑ Conference and room rentals
<b>Total Operating Fund</b>	<b>\$ 1,220.9</b>	<b>\$ 1,254.4</b>	<b>\$ 33.4</b>	
Research Fund	111.5	113.2	1.7	↑ Gains in research spending
<b>Total Current Funds Revenues</b>	<b>\$ 1,332.4</b>	<b>\$ 1,367.5</b>	<b>\$ 35.1</b>	
Salaries & Wages	495.4	503.9	(8.4)	↑ SEBAC one time payments and GA increases
Fringe Benefits	249.2	277.1	(27.9)	↑ Increase in fringe rate
Other Expenses/Equipment	235.1	235.0	0.1	↓ Across the board expense management
Energy	20.9	21.9	(1.0)	↑ Increase in commodity costs
Student Financial Aid	171.4	183.9	(12.5)	↑ Increase in need and merit based aid
Debt Service/Projects	54.3	33.7	20.6	↓ Reduction in project spending
<b>Total Operating Fund</b>	<b>\$ 1,226.3</b>	<b>\$ 1,255.4</b>	<b>\$ (29.2)</b>	
Research Fund	106.1	112.1	(6.0)	↑ Increased research activity
<b>Total Current Funds Expenditures</b>	<b>\$ 1,332.4</b>	<b>\$ 1,367.5</b>	<b>\$ (35.2)</b>	
<b>Net Gain/(Loss) Loss</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ -</b>	

# FY19 Revenue by Category

The University relies more on tuition than any other revenue source at nearly 31%, greater than state support at 25%.

## Revenues (\$M)

State Block Grant	190.6
Fringe Benefits	147.8
Adjustments (SEBAC funding)	8.4
<b>Total State Support</b>	<b>\$ 346.8</b>
Tuition	418.5
Fees	135.7
Grants & Contracts	81.5
Foundation/Endowment	21.7
Sales & Services	21.5
Auxiliary Enterprise Revenue	214.3
Other Revenue	14.4
<b>Total Operating Fund</b>	<b>\$ 1,254.4</b>
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<b>Total Current Funds Revenues</b>	<b>\$ 1,367.5</b>

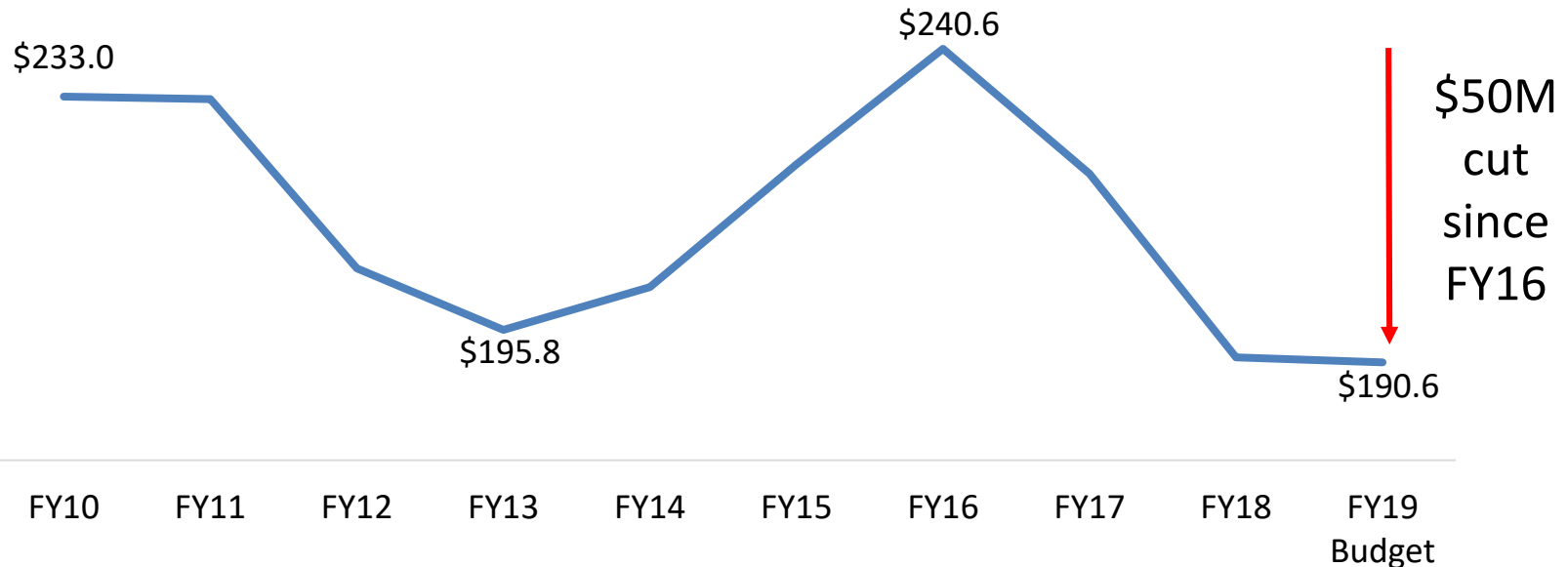


Note: Use of decimals may result in rounding differences.

# State Block Grant

## The State Block Grant only covers the salaries of University employees.

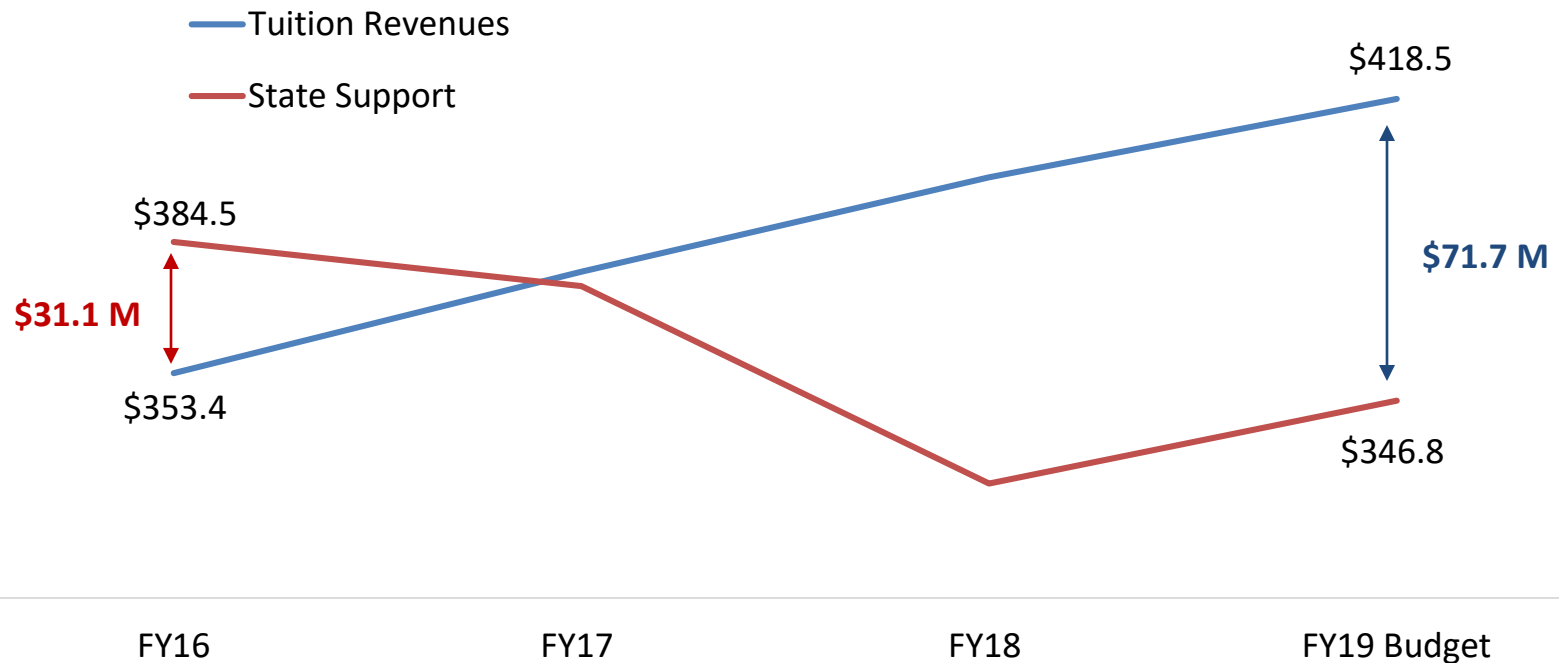
- Since FY10, the State Block Grant has averaged ~\$214M per year - the FY19 budgeted Block Grant is ~\$23M less than this 10 year average.
- In FY19, it will fund 47% of UConn's employees.
- The remaining 53% are funded by non-State revenue sources including tuition and fees, auxiliary enterprises, research, grants and contracts, Foundation, and sales and services.





# Tuition Replaces Lost State Support

As State support declines, UConn must rely more on tuition revenues to cover more of its expenses, which shifts the cost burden onto students and their families.

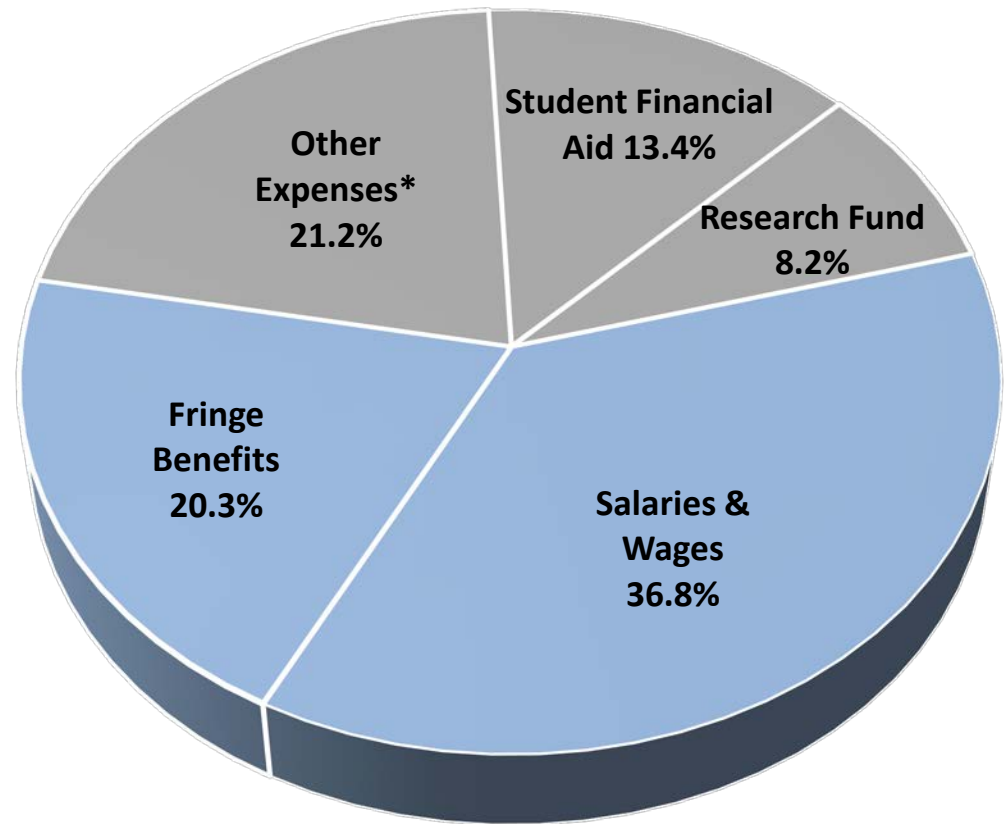


# FY19 Expense by Category

Over 57% of all expenses support employee salary and fringe costs.

## Expenditures (\$M)

Salaries & Wages	503.9
Fringe Benefits	277.1
Other Expenses	214.4
Energy	21.9
Equipment	20.6
Student Financial Aid	183.9
Debt Service/Projects	33.7
<b>Total Operating Fund</b>	<b>\$ 1,255.4</b>
<b>Research Fund</b>	<b>\$ 112.1</b>
<b>Total Operating Expenditures</b>	<b>\$ 1,367.5</b>



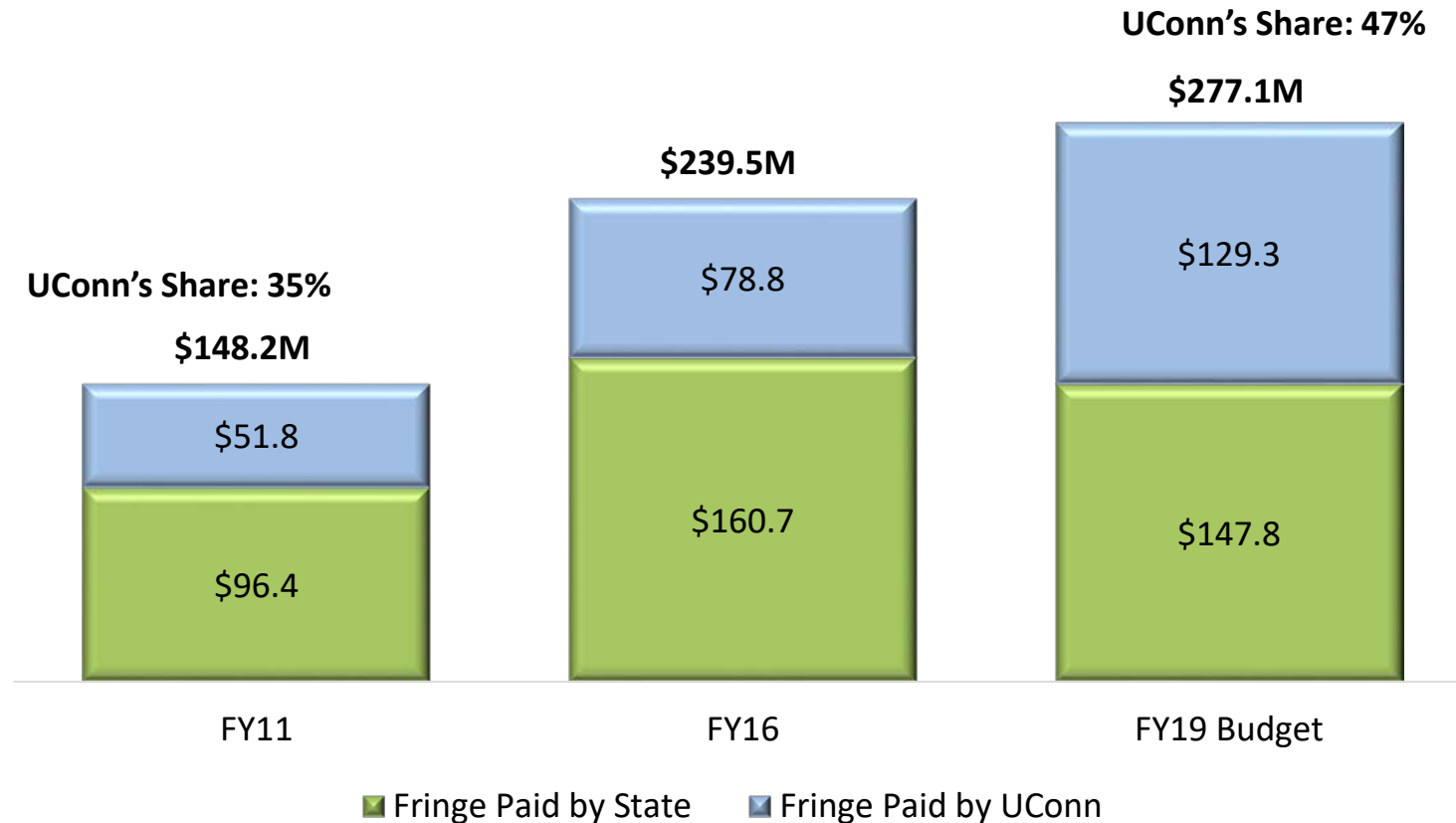
\*Other Expenses (21.2%) includes:

- Dining food & contractual services
- Energy
- Equipment
- Lab and IT supplies
- Facilities maintenance contracts
- Debt Service/Projects

Note: Use of decimals may result in rounding differences.

# Rising Fringe Costs

As fringe costs rise, and State covers smaller share of the expenses, students end up paying for these increased costs.



Fringe rates are dictated by the State Comptroller's Office. UConn has no input or control over these rates.

# Departmental Cost Reductions

Budget cuts across almost every department at UConn.

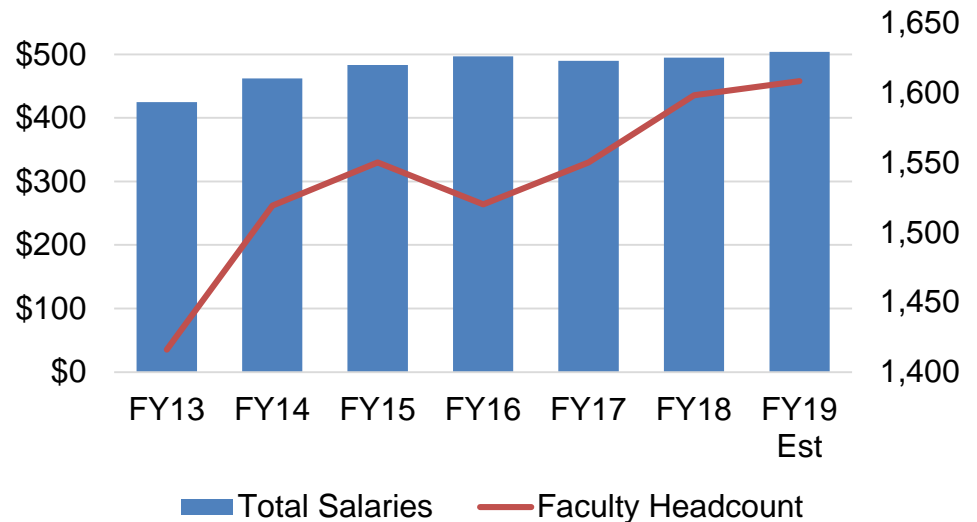
- Departments respond with initiatives under the “Spend Smart” program.
- More than 200 Spend Smart initiatives implemented by over 37 departments/schools/colleges/units, saving nearly **\$29M** by reducing expenses and creating operational efficiencies. Some examples:
  - Center for Excellence in Teaching and Learning (CETL) – Reorganization to support students and faculty through online initiatives, robust academic outreach programs, and development of new entrepreneurial programs ~\$3.5M.
  - School of Business - Reconfiguration of classrooms at the Graduate Business Learning Center to align course offerings with demand ~\$685k.
  - Office of the Controller – Development of a new purchase order process ~\$295k.
  - School of Nursing – Creation of an electronic health records system for simulation laboratories to better prepare students for careers in nursing ~\$78k.
  - Waterbury Campus - Re-organized information desk ~\$55k.
  - Animal Care – Replacement of automatic water system to water bottles ~\$13k.
  - Student Affairs – Consolidation of ticket sales for one stop & online shopping ~\$10k.

# Employee Cost Controls

While additional faculty must be hired to meet student enrollment growth, UConn has minimized total employee cost.

- Implemented employee position management system in FY15.
- Top-level review of all positions prior to hire.
- Elimination of specific positions due to resignation or retirement.
- Selective layoffs – over 100 at end of FY16
  - Current SEBAC agreement does not allow layoffs.

Salary Expense vs Faculty Headcount

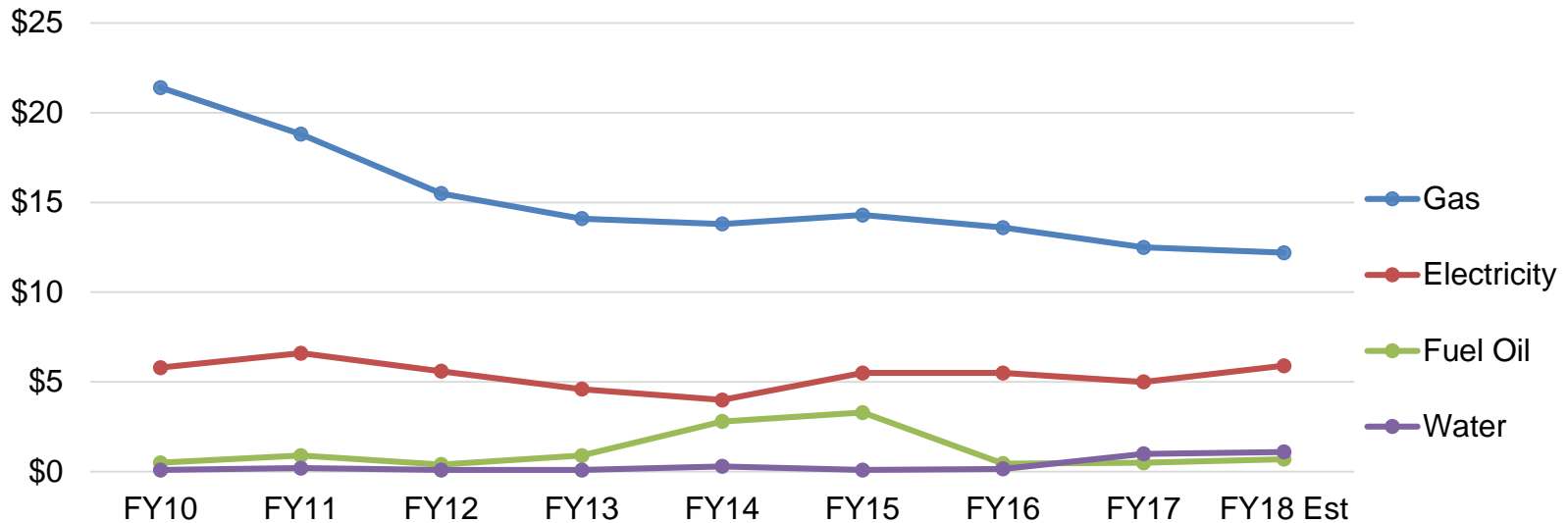


FY14 and FY15 growth due to NextGenCT and Faculty Hiring Plan.

# Energy Management

Optimizing management of energy expenses has saved nearly **\$8M** since FY10, even as UConn has added new facilities.

## Energy Expenses



- Hedging price strategies.
- LED lighting upgrades and retro-commissioning of building systems is ongoing.
- Energy Service Performance Contracts - primarily steam line repairs and upgrades.
- Renewable energy credits utilized for reinvestment in facilities.
- Recognized as a top 10 school by the Sierra Club sustainability efforts.

# Projected Deficits for Next 2 Years

18/19 - A - 101

**While the FY19 proposed budget is balanced, we project substantial deficits for FY20-FY21, driven by collective bargaining and fringe benefit costs.**

	<u>FY20</u>	<u>FY21</u>
Projected Deficit (millions)	\$15.2	\$33.1

## **Deficit Mitigation Strategies to Consider**

- Revisit Tuition Plan, and raise tuition in 2021 or earlier, which may impact affordability.
- Increase Enrollment, which will bring more tuition, but may increase class size, faculty to student ratio, reduce average SAT score, and affect ranking.
- Require students to live on-campus, which may turn some students away
- Freeze staff hiring, which may affect staff retention and have deleterious effects on research, teaching and academic performance.
- Restructure departments for savings, which may lead to the loss of our best faculty and/or staff.

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# UConn HEALTH



# FY19 UConn Health Proposed Budget <sup>18/19 - A - 103</sup>

## Revenues (\$M)

State Block Grant	123.3
Fringe Benefits & Adjustments	115.5
Total State Support	<u>\$ 238.8</u>
Tuition and Fees	25.5
Grants & Contracts	80.2
Interns/Residents	69.0
Net Patient Revenue	538.3
Other Revenue	72.1
<b>Total Operating Fund</b>	<b><u>\$ 1,023.9</u></b>
Research and Restricted Funds	23.7
<b>Total Current Funds Revenues</b>	<b><u>\$ 1,047.6</u></b>

## Expenditures (\$M)

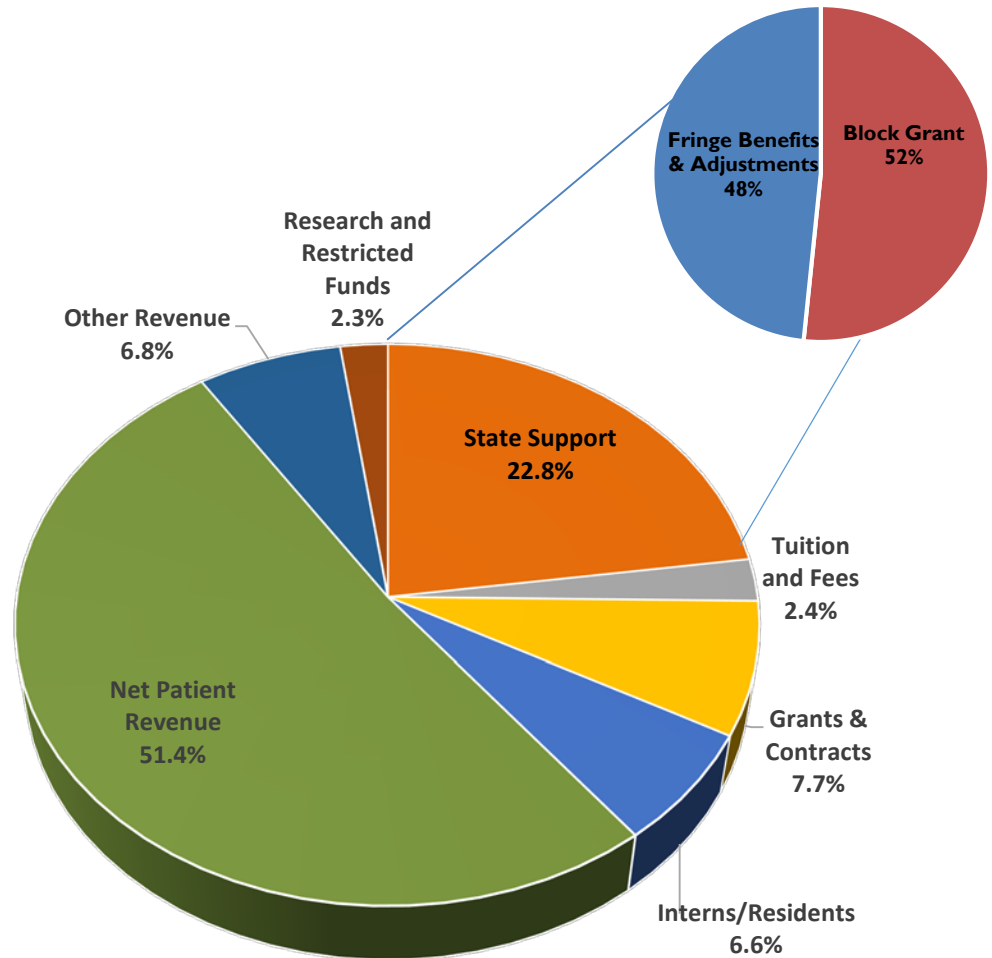
Salaries & Wages	412.5
Fringe Benefits	254.1
Drugs/Medical Supplies	98.6
Other Expenses	242.5
Debt Service/Projects	16.2
<b>Total Operating Fund</b>	<b><u>\$ 1,023.9</u></b>
Research and Restricted Expenditures	23.7
<b>Total Operating Expenditures</b>	<b><u>\$ 1,047.6</u></b>
<b>Net Gain/(Loss)</b>	<b><u>\$ -</u></b>

# FY19 Revenue by Category

Largest source of revenue is patient care, at 51.4% of total revenues.

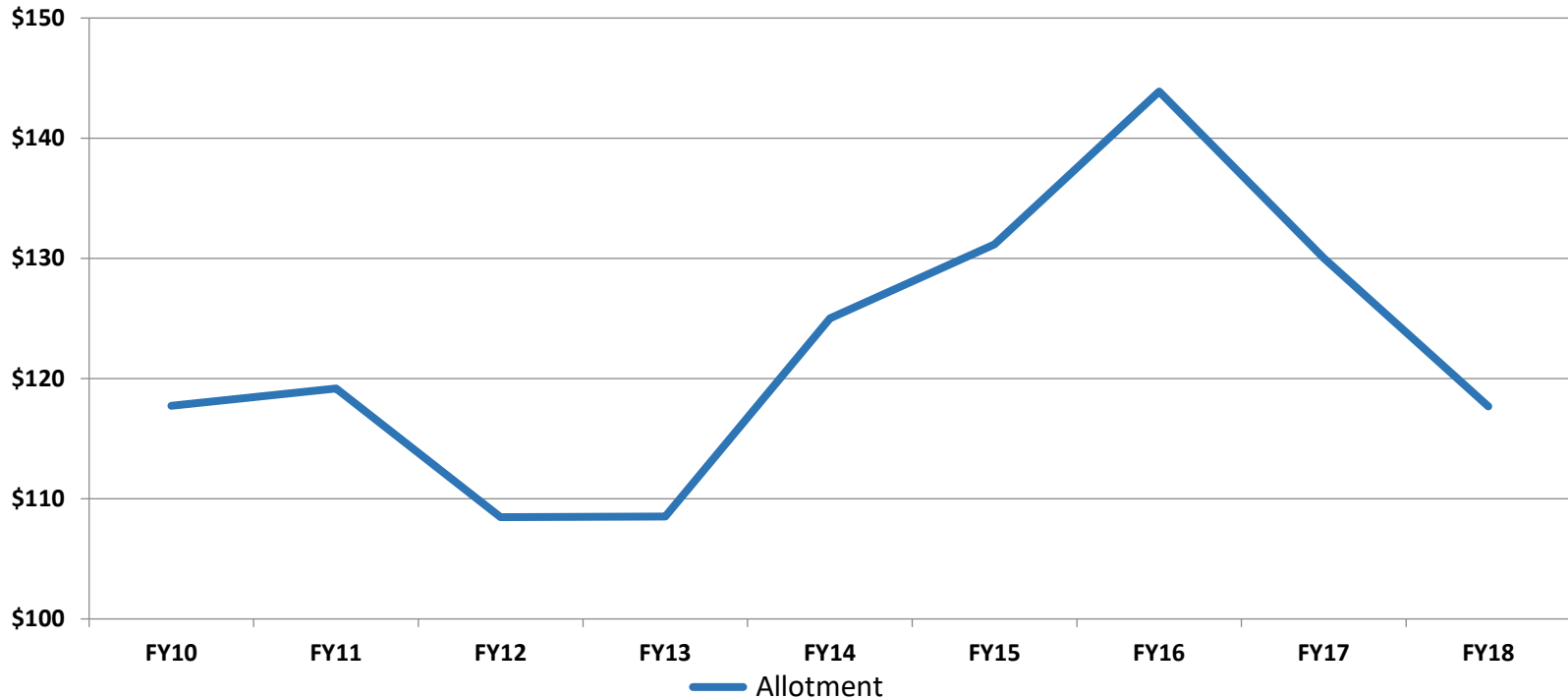
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# UConn Health: State Block Grant

18/19 - A - 105



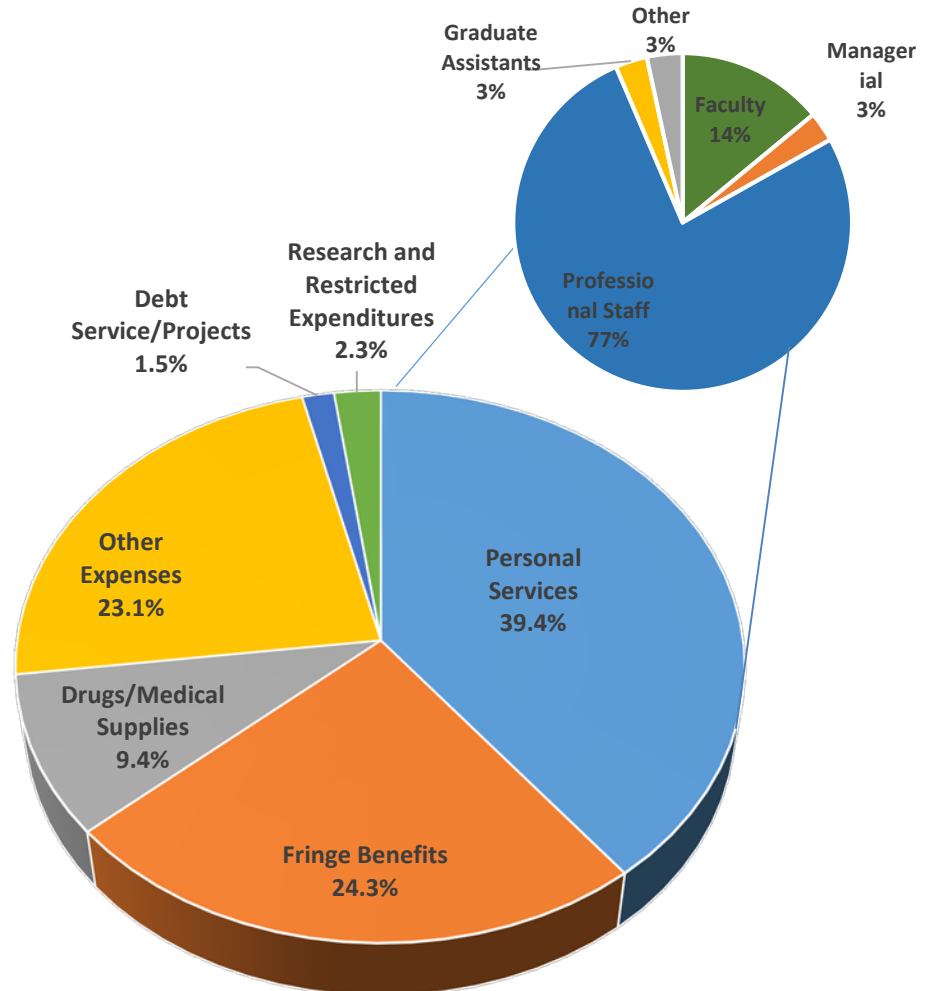
- Block Grant includes Bioscience CT and Workers' Compensation
- Bioscience CT funding began in FY13 and workers compensation was included in the appropriation in FY16

# FY 19 Expense Budget

**Personal Services and Fringe Benefits represents 64.0% of total Operating Expenditures.**

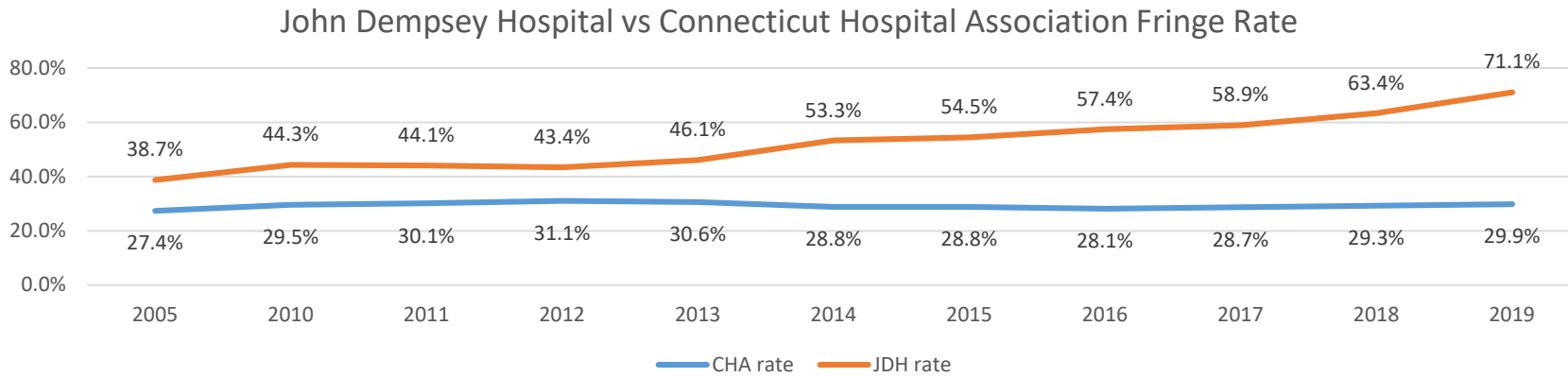
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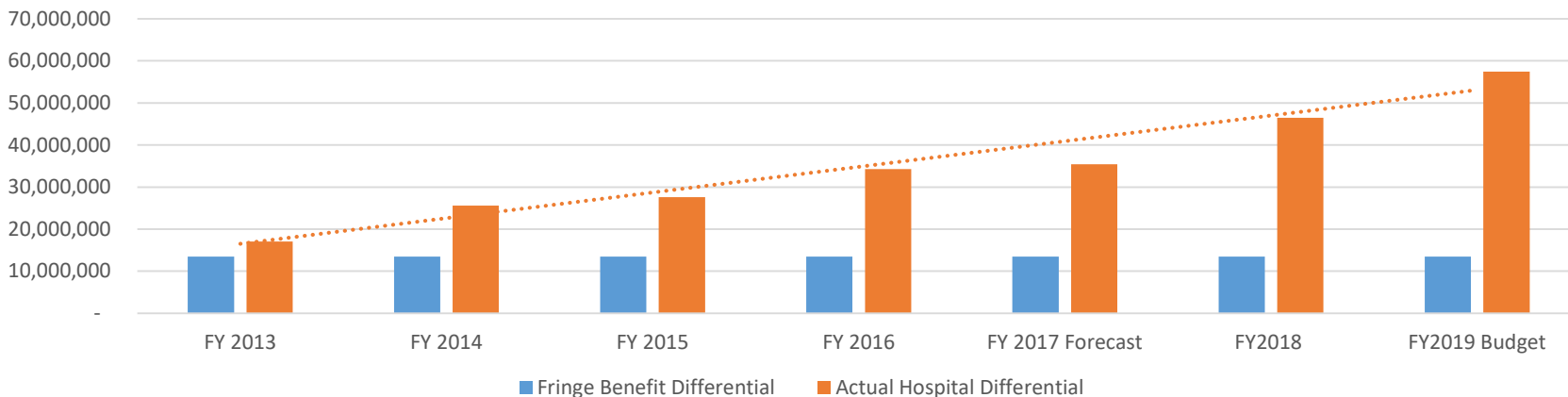


# Rising Costs – Fringe Benefits Expense 18/19 - A - 107

Comparison of UConn Health Fringe rates with other hospitals' rates (CHA average)



Fringe differential payments from the State vs actual difference between UConn Health and CHA hospital fringe rates (FY19 \$13.5M vs \$57.4M equals \$43.9M unfunded differential)



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# CAPITAL BUDGET

# FY19 Capital Budget

**90% of the \$360M capital budget will provide funding for active construction projects, with remaining 10% dedicated to planning and design.**

UConn - NextGenCT	\$187	Academic & Research Facilities-Gant, Fine Arts, STEM 1; DM & Infrastructure; Parking; Equipment
UCH – Equipment	13	Electronic Medical Record System
<b>Total UCONN 2000 State Bonds</b>	<b>\$200</b>	
UConn Funds	35	Facilities & Infrastructure Repairs, Pedestrian Safety Improvements, Central Utility Plant Improvements, etc.
UConn Revenue Bonds	125	Recreation Center & Infrastructure, Athletic Stadia
<b>Total Capital Budget</b>	<b>\$360</b>	All capital projects costing \$500K or more are submitted for Board action on a project by project basis

# UConn 2000 State Bonds

The State approved a revised bonding schedule in October 2017 which deferred significant funding to future years.

- \$200M in FY19 will fund year 5 of the 13-year NextGenCT capital program.
- \$937M of authorized bond funds remain in FY20-FY27 for projects that are already under construction or are in planning/design.
- UConn delayed, re-scoped and cancelled multiple projects in the capital plan as a result of the bond fund deferrals.

Bonds (\$M)	UConn	UCH	Total	Deferrals
FY96-FY99	\$382.0		\$382.0	
FY00-FY05	580.0		580.0	
FY05-FY18	1,371.5	812.9	2,184.4	(95.5)
<b>FY19</b>	<b>187.0</b>	<b>13.0</b>	<b>200.0</b>	<b>(51.0)</b>
FY20	291.6		291.6	22.6
FY21	186.2		186.2	(5.3)
FY22	101.4		101.4	(42.6)
FY23	98.0		98.0	(14.0)
FY24	85.0		85.0	11.5
FY25	70.1		70.1	70.1
FY26	63.6		63.6	63.6
FY27	40.6		40.6	40.6
<b>Total</b>	<b>\$3,457.0</b>	<b>\$825.9</b>	<b>\$4,282.9</b>	<b>\$0.0</b>



# Major Buildings Opened in FY 2018



## UConn Hartford Campus:

Hartford Times Building: 164,000 square feet, 5 floors, August 2017 completion

- 38 Prospect Street Building: 38,870 square feet, 4 floors + penthouse, May 2017 completion
- Hartford Public Library: 12,000 square feet, August 2017 completion
- Cost: ~\$140M



## Stamford Residential Housing

- Master Lease of a new building (funded via operating budget)
- 6 floor facility with 116 units housing close to 300 students in various occupancy configurations
- August 2017 completion



## Engineering & Science Building

- 115,000 square feet, 5 floors + penthouse
- Substantial completion October 2017
- Cost: ~\$94M

# Major Capital Projects in Construction

18/19 - A - 112

## Recreation Center

\$100M budget  
August 2019



## Fine Arts Production Center

\$33M budget  
October 2019



## UCH Clinic Building Renovations

\$91M budget  
February 2019



## Gant Building Renovations

\$180M budget  
December 2023

## Attachment #19

16 October 2018

Mr. Thomas Kruger

Chairman, Board of Trustees and Advisory Search Committee for President  
University of Connecticut Sent by email to:

**Re: Presidential Search – Commitment to Environmental Leadership**

Dear Chairman Kruger,

This letter is sent on behalf of EcoHusky, ECOalition, and the Undergraduate Student Government Governing Board, student organizations that collectively represent thousands of UConn students. Our members are from a wide variety of academic majors yet share a commitment to the principles of environmental stewardship and sustainability.

A couple days ago, the Intergovernmental Panel on Climate Change (IPCC) released a troubling report detailing the imminent impacts of climate change and the swift steps we need to take to curb the increasingly warming globe. This report makes it painfully clear that climate action is not just a recommendation, but a necessity. And academic institutions – as centers of learning and innovation for the next generation of leaders – must help lead the charge. And we are proud to say that the University of Connecticut is already leading that charge.

As student environmental leaders at the University of Connecticut, we have had the privilege to attend one of the greenest Universities in the nation, a distinction that is nationally and internationally recognized. In fact, as you know, many of us have had the opportunity to represent the University and country as delegates at recent UN International Climate Change Summits in Paris, Marrakesh, and Bonn.

From UConn becoming a signatory to the “We Are Still In” coalition, to the establishment of an environmental literacy general education requirement, to last semester’s Metanoia on the Environment, it is clear that UConn not only talks the talk of environmental sustainability, but truly walks the walk. These accolades are testimony to the countless students, faculty, and staff who spearhead various initiatives, projects, and courses that prepare UConn students to be the environmental leaders of tomorrow. They are also testimony to the support provided by our administration, especially that of our University President Susan Herbst.

In reflecting upon UConn’s leadership in climate action, we see that there is a strong connection between support shown by President Herbst and UConn’s recognition as a green campus. As students who have only known UConn as a premier environmental trailblazer, it is hard to imagine a time where UConn was not consistently ranked, nationally and internationally as a top 10 green school. Our discussions with various faculty and staff have broadened our understanding of UConn’s timeline as an environmental leader, to which these past 7 years have truly galvanized UConn’s renowned environmental reputation.

Here are just a few of the much-appreciated sustainability milestones that President Herbst has helped UConn achieve over these past 7 years:

- **March 2012** – Reaffirmed UConn’s commitment to its Climate Action Plan (CAP) and carbon neutrality goals, amending the Plan to include a section on climate resiliency
- **November 2012** – Made opening remarks and presented awards at UConn’s 2010-2012 Environmental Leadership Awards
- **Fall 2013** – Made opening remarks at UConn’s celebration of our #1 ranking in the Sierra Club’s 2013

## Attachment #19

“Cool Schools” report


- **December 2015** – Began the tradition of meeting with the UConn@COP fellows, a cohort of highachieving, environmentally-minded students, upon their return from the U.N.’s annual international climate summit (in this case, COP21, which had resulted in the 195-nation Paris Agreement on Climate Change) - **January 2016** – Following President Herbst’s meeting with the UConn@COP fellows, charged the OEP to work with stakeholders across the University in developing “a tight strategic plan for the next 3 or 4 years,” with specific goals and metrics for ensuring progress on environmental stewardship and climate action
- **June 2016** - Made UConn a signatory to the “We Are Still In” coalition, joining nearly 3,000 business CEOs, mayors, governors and university presidents pledging to uphold the commitments of the Paris Agreement on Climate Change following the Trump Administration’s announcement of the U.S.’s intentions to withdraw from it
- **January 2017** – In a “welcome back” message to the University community, reiterated UConn’s commitment to sustainability as a core value and endorsed the *2020 Vision Plan for Campus Sustainability and Climate Leadership*, which was the result of the January 2016 charge
- **February 2017** – Became a member of Second Nature’s Climate Leadership Steering Committee, joining 17 other presidents and chancellors of colleges and universities across the country
- **Late 2017** – Offered support and funding for UConn’s first-ever Metanoia on the Environment, which featured 44 events held throughout the 2018 spring semester
- **July 2018** – Joined the University Climate Change Coalition (UC3,) a consortium of 18 prestigious North American research universities working together to apply research and share knowledge with the public and private sectors about reducing GHG emissions and building climate resilience

With many interests and demands surrounding the selection of the next University President, we would like to emphasize the importance of an executive leader who understands and prioritizes environmental stewardship as a fundamental institutional value at our University. While the days of the "Big Bad Neighbor" (a cover story in the Hartford Courant’s Northeast magazine (March 2002) describing a litany of UConn’s environmental problems) are long gone, the days of environmental leadership are not – and we are optimistic to see this progress expand. In fact, to ensure that the next UConn president maintains the University’s commitment to climate action and environmental stewardship, we urge the Advisory Search Committee for President to make a candidate’s demonstrated leadership on sustainability issues in their previous positions an absolute prerequisite in order to be considered for the position of President of the University of Connecticut. It is our belief that true commitment to sustainability extends beyond compliance with the law and efficiencies that result in cost savings. It instead expands to a framework that truly creates a culture in which we are compassionate stewards for our peers, our environment, and our future.

Thank you for your time and consideration. It is our sincerest hope that UConn will continue to walk the walk of sustainability as we transition to new leadership.

Best regards,

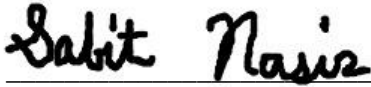
Attachment #19



Andrew Michalakis  
Officer Title, ECOAlition



Natalie Roach  
Secretary, ECOalition



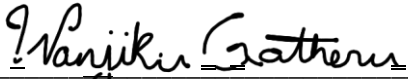
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President, EcoHusky

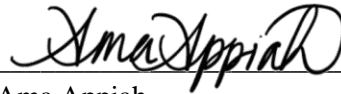


Mara Tu

Treasurer, EcoHusky



Wanjika Gatheru  
Vice President, Undergraduate Student Government



Ama Appiah  
President, Undergraduate Student Government

Cc: Members of the Advisory Search Committee for President