

UNIVERSITY SENATE MEETING MINUTES

A regular meeting of the University Senate was held on
Monday, November 4, 2019, at 4:00 p.m.
in the ROME BALLROOM, Storrs Campus

1. Call to Order and Approval of October 7 Minutes

The Senate meeting was called to order by Moderator **Siegle** at 4:02 p.m.

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

The minutes were approved as written.

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

2. Report of the President - Presented by Interim Provost John Elliott

Provost **Elliott** began by sharing a text from President **Katsouleas** in which the President expressed his regrets for missing the Senate meeting, as he was attending an event at the Governor's Residence to promote state workforce development.

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

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

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

In addition, the President will soon name the President's Working Group on Sustainability and the Environment. There is, the Provost noted, expressed student commitment to this—and that the idea of the working group predates this. The Provost remarked that great credit should be given to the Senate for responding to the groundswell of interest, reflected in the addition of environmental literacy to the General Education curriculum. The Working Group will be ½ students and ½ faculty, plus *ex officio* staff members. It will be led by CFO Scott **Jordan**. Students are submitting

expressions of interest—as with the student-based advisory council on race and diversity, President **Katsouleas** will review and make final selections. This is expected to be announced very soon. The Working Group will complement other campus councils and committees focused on sustainability and climate, and will expand the university's overall commitment to these.

Provost **Elliott** welcomed questions.

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

Senator **McCutcheon** referred to a *Daily Campus* article from the previous week that said the supplemental utility plant that was to be built next to Science 1 has been put on hold in terms of construction and planning. How may that impact the construction and operation of Science 1? Have contingencies been put in place to prevent delays? Provost **Elliott** responded that there were two elements and the quoting didn't make it completely clear in terms of the words President **Katsouleas** used. First, the President talked about being sure to make no irrevocable decisions about these outcomes, that we allow these committees he's put in place, both the Board of Trustees and also the student-led effort, to do the things they need to do to evaluate the alternative. So let's let that play out. The second question is what has actually been put on hold? If you look at that space where Science 1 is and the planned renovation and it coming back online, there are two things

going on. First, there was (and is not currently) a plan in place to build an additional tri-generation capacity. And there is separately a need to deliver chilled water to Science 1. That is necessary to support science at the university. That is one part of a multi-part pattern. That part continues. The multi-part, the new generation of electricity and other things, is on hold and unlikely to happen any time soon. Provost **Elliott** then called upon [Master Planner] Laura **Cruickshank** to expand upon his answer. Master Planner **Cruickshank** confirmed that they didn't need the second part of that plan to open Science 1 or to finish Gant Phase 3. By Gant Phase 3, she clarified, she means the renovation of the north wing. This isn't, she continued, going to delay anything and they are proceeding in design with the supplemental utility plant, which is the part that has the chillers and is not the part that has the tri-generation. Senator **McCutcheon** followed up with a question about whether we would be able to draw power off of the grid when we had exceeded the capacity of the current power plant. **Cruickshank** replied yes, they would be able to. She added that they would be and are and have always been making accommodations for the first phase of the supplemental utility plant.

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

3. [Report of the Senate Executive Committee - Presented by SEC Chair Veronica](#)

[Makowsky](#)

Attachment #13

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

See supporting materials to these minutes.

There were no questions or comments following the report.

4. [Consent Agenda Items:](#)

[A. Report of the Nominating Committee](#)

Attachment #14

[B. Report of the Senate Curricula and Courses Committee](#)

Attachment #15

See supporting materials to these minutes.

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

The consent agenda was adopted unanimously.

5. [Report from the Scholastic Standards Committee presented by Senator Joe Crivello](#)

Attachment #16

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

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

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

See the motion presentation in supporting materials to these minutes.

Senator **Crivello** invited questions.

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

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

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

Senator **Werstler** mentioned that he had friends who had been through the process. Much of the problem, he suggested, for why students go through the grade appeal process, is that they don't know their grades ahead of time until they're released at the end of the year. He asked what could be done to limit the need for grade appeals needing to happen in the first place. What preemptive

could be done, what guidelines, such as instructors having to do mid-semester or during-semester release grades. If students were well aware of their grades going into the end of the semester they could adjust their behavior and commitment to a course. Senator **Crivello** added that most (grade appeals) are due when a student believes an error has been made. He noted that he provides sufficient information in his course that students can calculate their grades. He underscored that this appeals process is for when there is a dispute between a student and a professor, when the student believes they have been cheated out of a grade that they deserve. Senator **Werstler** asked a follow-up question about whether an appeal could be made after the 10 days. Senator **Crivello** answered that yes, if there were extenuating circumstances, absolutely.

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

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

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

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

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

amendment. Senator **Coulter** clarified that these points were made to speak against the amendment.

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

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

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

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

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

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

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

6. [Update on University Budget - Presented by Scott Jordan, Executive Vice President and Chief Financial Officer](#)

Attachment #17

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

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

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

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

Some points highlighted from the presentation:

[Slide 3 – FY19 Results].

There was a slight positive balance for FY18. The drivers were revenue and expense:

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

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

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

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

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

[Slide 14 – UConn FY20 Forecast].

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

- 1) There is a FY20 net deficit budget projected of 19.6 million. The state block grant is 199 million dollars for FY19, only 4 million higher than last year; fringe will continue to grow and there pay raises for bargaining units and management exempt will total over 20 million dollars.
- 2) The university has a surplus of 11.3 million for FY20—or would have were it not for the 31 million dollar cost of UConn's contribution to the unfunded pension liability. This amount is above and beyond what it costs to pay for the fringe of all current university employees and is a charge for money the state didn't set aside in the past to fund current retirees' pensions and health costs. This has a real impact.

[Slide 18 – FY20 SERS Fringe Costs].

This slide, he noted, had been shared with the state legislature.

The projected budget shows UConn paying (for UConn and UConn Health) over 77 million dollars toward unfunded pension liability and health care costs.

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

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

He invited questions.

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

Senator **McCutcheon** commented that the Budget Committee has been studying these issues for quite some time and will take a close look at the numbers. We're going to be losing most of our NCAA payouts as we leave the AAC and paying a multi-million dollar penalty going forward. The numbers [shared by **Jordan**] also do not [seem to] reflect the possibility of settling Kevin Ollie's lawsuit, which could dramatically affect the budget of the athletic department for a single year. He is not sure numbers presented reflect what happens when we lose the AAC payout—and that we may see deficits in the 40 million when that happens. He is unsure how the 1 million dollar amount was arrived at for the decrease of NCAA payout contributions when the number should be closer to zero based on patterns he's seen looking at this in the Budget committee. **Jordan** responded that he agreed in part—that the decrease would be 1 million or less for the next few years. He continued that based on their modelling, they believe it has reached bottom and will come up as Big East revenue comes in. We do owe the AAC a breakage fee – **McCutcheon** interjected that there was also the Big East buy-in fee, equivalent to half a year's subsidy (a little less). **McCutcheon** continued that his principle comment was in regards to the 77 million dollars in unfunded pension liabilities.

He commented for the record (repeating a comment made just to the Budget Committee) that this payment (of 77 million) is unethical, especially for soft money researchers. We're charging the federal government and companies for work that's being done, which includes a labor cost—and part of that labor cost is going toward the unfunded pension liability. So clients are paying for labor that's not going to that labor. This is a huge problem and he'd worry about the Inspector General knowing about it. He's heard that "every school does it," but it opens up a huge liability for the university, which we should be aware of going forward. Especially for soft money labor, when part of the money is not going to that labor. **Jordan** said his comment on this is to nod. He won't agree that there will be problems with the federal government, but he has said to the legislature and elsewhere that this is wrong. It's a matter of intergenerational equity. Whomever we are charging, we are charging for something they are not receiving, whether it's outside funders at the hospital, patients, insurance companies. And you can see here [indicates Slide 18 – FY20 SERS Fringe Costs] the amount of unfunded liability we put on the tuition fund and on Auxiliary/Other (mostly housing, dining, parking, athletics). We have tried to limit the amount of fringe that we put on funds that are funded by our students, but it's not possible if someone is paid out of the GUF—fringe has to be paid out of the GUF too [in those cases]. One thing I have said – and Representative Haddad has said publicly at the State House – is that it's not right to charge students a fee and have a chunk of it go into this pension fund. We'd all agree this is wrong.

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

Senator **Makowsky** offered a big picture question. These are very precise numbers for the next year or so. She wondered, as he saw it, as someone experienced in these matters, how do we get ourselves out of this bind? Even if fringe improves, there are still the problems of the same or lower block grant. What does he see in the future? Will anything help us out of this perpetual bind? Or what should we be doing? Jordan answered it was a good question. Some of it's embedded in these slides. The first slide [see Slide 4 – FY20 Revenue by Category] is our revenue share; it's a pie chart of revenue shares. We're heavily reliant on tuition and auxiliary (which is mostly housing and dining). We're more than a quarter reliant on state support (he noted that amount wasn't inflation or enrollment adjusted, which if included would show a steady decline over time). We're no better off—in fact, we're worse off—than we were a decade ago. A couple of things on the revenue side. First, we need to tell our story to the state and we're working on some new narratives on that. The way he, President **Katsouleas**, and Lloyd **Blanchard** (Associate Vice President of Budget) think about it is that the principle thing the state is buying when they pay us is subsidized tuition for in-state students. We should talk about it that way. We're starting to develop some data that explains it in a very simple way: roughly a 60/40 split, that is: it costs about 28 thousand per student for the cost of instruction (across the board—it's understood that some degrees cost more than others). Our in-state tuition is about 15 thousand dollars, so it's that difference that the state's buying. We can start to communicate affordability and enrollment to the state more clearly to the state in terms of the block grant, rather than have them just focus on the amount (200 million dollars) they gave to UConn. He would argue more state support. Second, if you look at the very small orange slice on revenues [Slide 4]; that's Foundation funds. If you compare us to our peers, 1.5% of our revenue comes from our endowment, only 20+ million dollars a year. Not to throw Yale out there, but over ½ of their income comes from their endowment. It would take us a long time to get there, but keep

your ears up for some work around a campaign that hopes to make some radical leaps. It will take generations to get us where we ought to be relative to our peers. The other piece is in sales and services [still Slide 4]. Tiny thing. And also grants and contracts. Some of this is going to be on us, the university needs to be more entrepreneurial. To do more certificates, Masters programs, graduate programs, various kinds of outreach. The kinds of things the Business School is doing very well, but we need to think across the university. We need to think: how can I do things that can be profitable for my school, my department. He noted that we are coming to the end of our ability to raise tuition by a lot each year. We've been pretty aggressive and against the broader (not just in-state) market, we're about as high as we can go. Folks just won't come; we'll price ourselves out of the market. In state it's largely about commitment to affordability, accessibility. We don't have a lot more tolerance for raising tuition. On the expense side, it's all about fringe. We can be sustainable in the long run.

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

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

research. There's more to it than that. We've seen data showing that from UConn all the way to Yale, there's a pretty linear relationship between the number of development officers and the amount of money raised each year. There's roughly a ten to one return on investment in development officer salaries. We have forty-four development officers. Yale has something close to 400. Senator **McCutcheon** interjected: so why aren't we hiring? **Jordan** continued: that's the plan and President **Katsouleas** is asking just that. Stay tuned.

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

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

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

Senator **Majumdar** asked two questions. 1. What is the average rate of interest on our debt service? **Jordan** answered that he didn't know the exact amount but noted that 2.1% of the budget is very low. We're doing this responsibly; we're not borrowing a lot of money on our own account. The state of Connecticut is super generous with capital dollars, he added. All of the buildings we're building except the recreation center and part of the expense of the new athletics buildings (by baseball and soccer fields)—almost everything else is 100% paid for by the state. So the state carries that debt service. Our rates are in the 4% range. We go to market (Wall Street) every year on both new and old debt and we refinance when we need to. We actively manage this. 2. Senator **Majumdar** asked about the cost of the CT Commitment once we cycle through 4 years of cohorts and are up to 4 million a year. The idea is to build up a capital endowment and then the returns will

be forever. We're looking at something like 100 million dollars in endowments. Is that right? **Jordan** said he thought it was. **Majumdar** continued: if (as Senator **McCutcheon** observed), we went from 280 million to 400 million dollars in 11 years, at that rate, we won't be able to raise to that level, given past performance. He asked Jordan's take on this. **Jordan** responded that his take was to give it time. It is an ambitious goal (100 million for this program). While we're working toward the 100 million, the foundation works through conversations with donors: how much can you donate to the endowment going forward? How much can you contribute to unrestricted funds today? So far, conversations about that piece (the unrestricted funds) have been positive. We're breaking it down by yearly targets. Can we raise 100 million soon to fully endow us? The answer is no, not soon. Can we raise 1 million by next year to fill that gap by next year? We think we can. We'll ramp up over time.

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

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

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

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

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

Senate Executive Committee

Veronica Makowsky, Chair

Carol Atkinson-Palombo

Rajeev Bansal

Justin Fang

Hedley Freake

Andrea Hubbard

Debra Kendall

Gustavo Nanclares

Angela Rola

Priyanka Thakkar

Jaci Van Heest

The following members were absent from the November 4, 2019 meeting:

Accorsi, Michael
Barnes-Farrell, Janet*
Barrett, Edith*
Bradford, Michael
Chandy, John*
Dominguez, Terri*
Dyson, Stephen*
Fitch, R. Holly
Gebelein, Anne*
Gilbert, Michael*

Govoni, Kristen
Holle, Lisa
Hussein, Mohamed
Katsouleas, Tom*
Kazerounian, Kazem*
Kendig, Tysen*
Kersaint, Gladis*
Maric, Radenka
Nanclares, Gustavo*
Park Boush, Lisa

Shor, Leslie
Shoulson, Jeffrey
Terni, Jennifer*
Vokoun, Jason
Volin, John
Weiner, Daniel*
Wilson, Cristina
Zurolo, Mark

*Members who gave advance notice of absence

DRAFT

Report of the Senate Executive Committee
To the University Senate
November 4, 2019

Good Afternoon,

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

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

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

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

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

- o The SEC has charged the Scholastic Standards Committee with reviewing Senate by-laws with the goal of clarifying and/or updating the language regarding exam scheduling on Reading Days. This request stemmed from an inquiry about holding a final assessment makeup session on a reading day. The SEC and vice Provost Volin confirmed the Registrar's Office response that no final assessments may be scheduled on a reading day.
- o A working group is being formed to explore the A/A+ grading issue. Representatives from both undergraduate and graduate levels will meet to work through this issue.
- o The SEC has written the charge for the Regional Campuses Ad Hoc Committee. The charge includes a proposed composition of the committee that the Senate Nominating Committee will be asked to populate.
- o At the December Senate meeting, we expect that the Scholastic Standards Committee will bring forth a motion to clarify and finalize the dual degree by-law language.
- o The review of First-Year Writing courses was discussed. It was agreed that:
 1. GEOC should review the new FYW courses.

2. GEOC should review its Guidelines and the Senate By-Laws and bring back to the SEC/Senate proposals to modify them so that it is clear that FYW is part of the University General Education Program.
 - o The Faculty Standards Committee is completing their work on leave for non-tenure track and will report their recommendations to the Senate at an upcoming meeting.

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

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

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

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

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

Respectfully Submitted,

Veronica Makowsky, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate**
November 4, 2019

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

Senate Diversity Committee – Avolyn Nieves and Maya Murarka
Senate University Budget Committee – Michael Cerulli and Dylan Nenadal
Senate Student Welfare Committee – Delaruelle Tarpeh and Kanu Caplash
Senate Growth & Development Committee – Jake Knowlton and Brandon Jones
Senate Scholastic Standards Committee – Sreenidhi Nair and Nia Moore
Senate Faculty Standards Committee – Dalton Howie and Stuart Allen
Senate Curricula and Courses Committee – Michael Zhu and Alejandro Rodriguez
Senate Enrollment Committee – Damon Reynolds and Katharine Morris
General Education Oversight Committee – Neal Krishna

Respectfully submitted,

Del Siegle, Chair
Rajeev Bansal
Morty Ortega

Carol Atkinson-Palombo
Terri Dominguez
Leslie Shor

**University Senate Curricula and Courses Committee
Report to the Senate
November 4, 2019**

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

- A. ANTH 2600 Applied Research and Microscopy in Archaeobotany (#12283) [New course only; CA3 approval is still pending GEOC]
Proposed Catalog Copy
ANTH 2600. Applied Research and Microscopy in Archaeobotany
Four credits. Recommended Preparation: STAT 1000Q or STAT 1100Q; ENGL 1010 or 1011 or 2011. Not open for credit to students who have passed ANTH 3095 when taught as “Applied Research in Archaeobotany.”
Introduction to research trends in archaeobotany and use of microscopy tools. Design and execution of a research project.
- B. DMD 2620 Human Development, Digital Media, and Technology (#9363) [New CA2 & CA4]
Proposed Catalog Copy
DMD 2620. Human Development, Digital Media, and Technology
Three credits. Prerequisite: ENGL 1010/1011 or ENG 2011. Recommended preparation: HDFS 1070 or DMD 2010.
Social, economic, and cultural influences on youths’ interactions with, and use of, technology for formal and informal learning. Examples include media literacy, digital divide, technology in education, cyberbullying, and other issues that have emerged since the rise of the World Wide Web and growth of social media. CA 2. CA 4.
- C. ECE 1401 Programming for Electrical Engineers (#12103)
Proposed Catalog Copy
ECE 1401 Programming for Electrical Engineers.
Three Credits. Prerequisites: CSE 1010 or CSE 1729.
An introduction to programming tools and languages for electrical engineers. Applications to various mathematical and engineering problems including data acquisition, data analysis, and simulation.
- D. EDCI 1100 If You Love It, Teach It (#5021) [New CA2 – GEOC approved]
Proposed Catalog Copy
EDCI 1100. If You Love It, Teach It
Three credits.
Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures. CA 2.
- E. ENGL 2730W Travel Writing (#11358) [New CA1-b, W – GEOC approved]
Proposed Catalog Copy
ENGL 2730W. Travel Writing

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

Introduction to the craft of travel writing, with attention to the history, variety, and ethics of the genre. CA 1.

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

Proposed Catalog Copy

ENGL 2609 Fascism and its Opponents

(also offered as CLCS 2609.) Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Not open for credit to students who have passed AMST/ENGL 3265W when offered as “Fascism and Antifascism in the US.”

A comparative study of fascist and antifascist movements, ideologies, aesthetics, and states across a number of national contexts, before and after the Second World War. Readings may consist of literary works, films and visual culture, autobiographies, political rhetoric, histories, and other cultural artifacts. CA 1.

CLCS 2609 Fascism and its Opponents

(also offered as ENGL 2609.) Three credits. Prerequisite: ENGL 1010, 1011, or 2011. Not open for credit to students who have passed AMST/ENGL 3265W when offered as “Fascism and Antifascism in the US.”

A comparative study of fascist and antifascist movements, ideologies, aesthetics, and states across a number of national contexts, before and after the Second World War. Readings may consist of literary works, films and visual culture, autobiographies, political rhetoric, histories, and other cultural artifacts. CA 1.

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

Proposed Catalog Copy

GSCI 1000E. The Human Epoch: Living in the Anthropocene

Three credits.

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

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

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

Current Catalog Copy

AH 2001. Medical Terminology

One credit. Prerequisites: Open to CAHNR students and following majors: Biological Sciences; Health Care Management; HDFS; MCB; NURS; Pharmacy Studies; PNB; PSYC; and SLHS; others by instructor consent.

Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes.

Revised Catalog Copy

AH 2001. Medical Terminology

Two credits. Prerequisites: Open to CAHNR students and following majors: Biological Sciences; Health Care Management; HDFS; MCB; NURS; Pharmacy Studies; PNB; PSYC; and SLHS; others by instructor consent.

Introduction and mastery of medical terminology through presentation of word roots, prefixes, and suffixes. Terminology associated with disease processes, symptoms, diagnosis, clinical procedures, laboratory tests, and treatments that affect various body systems.

- B. ANTH 1000/W Other People's Worlds (#11801) [Revise title and description – GEOC approved]

Current Catalog Copy

ANTH 1000. Other People's Worlds

Three credits.

A survey of the development, contributions, and contemporary social problems of selected non-Euroamerican peoples and cultures. CA 2. CA 4-INT.

ANTH 1000W. Other People's Worlds

Prerequisite: ENGL 1010 or 1011 or 2011. CA 2. CA-4-INT.

Revised Catalog Copy

ANTH 1000. Peoples and Cultures of the World

Three credits.

An introduction to the anthropological understanding of human society through ethnographic case studies of selected peoples and cultures, exploring the richness and variety of human life. Encourages students to learn about different cultures and to apply their knowledge to make sense of their own society. CA 2. CA 4-INT.

ANTH 1000W. Peoples and Cultures of the World

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

- C. ANTH 1010 Global Climate Change and Human Societies (#8737) [Add EL]

Current Catalog Copy

ANTH 1010. Global Climate Change and Human Societies

Three credits.

A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it. CA 2. CA 4-INT.

Revised Catalog Copy

ANTH 1010E. Global Climate Change and Human Societies

Three credits.

A multidisciplinary examination of the nature, anthropogenic drivers, range of expressions, and impacts of contemporary and future global climate change as well as cultural understandings of this significant environmental process and diverse human responses to it. CA 2. CA 4-INT.

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

ECON 2312. Empirical Methods in Economics II

Three credits. Prerequisite: ECON 2311.

Analysis of economic time series, estimation of single- and simultaneous-equation economic models, and statistical decision theory.

Revised Catalog Copy

ECON 2312Q. Econometrics II

Three credits. Prerequisite: ECON 2311Q.

Development of techniques beyond those covered in ECON 2311Q. Topics may include endogeneity problems and instrumental variables, panel-data models, binary-choice models including probit and logit, and time-series econometrics.

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

Current Catalog Copy

EEB 2244. General Ecology

Four credits. Prerequisite: Six credits of college biology. Three lectures and one 2-hour discussion section.

Fundamental ecological dynamics of communities, populations and ecosystems, with emphasis in discussion sections on reading primary literature, problem-solving, and exposure to ecological research techniques.

EEB 2244W. General Ecology

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

Revised Catalog Copy

EEB 2244E. General Ecology

Four credits. Prerequisite: BIOL 1108.

Fundamental ecological dynamics of communities, populations, and ecosystems, including how humans impact the health and well-being of the natural world, the concept of ecosystem services, and the synergy between conservation of the biota and sustainability. Emphasis in discussion sections is on reading primary literature, problem-solving, scientific method, and sampling techniques.

EEB 2244WE. General Ecology

Four credits. Prerequisite: BIOL 1108; ENGL 1010 or 1011 or 2011.

F. GEOG 2200 Introduction to Human Geography (#10094) [Add CA2 & CA4-Int]

Current Catalog Copy

GEOG 2200. Introduction to Human Geography

Three credits.

Geographic perspectives on the relationships between human behavior/activities, and the physical, economic, and cultural environments.

Revised Catalog Copy

GEOG 2200. Introduction to Human Geography

Three credits.

Geographic perspectives on the relationships between human behavior/activities and the physical, economic, and cultural environments. CA 2. CA 4-INT.

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

Current Catalog Copy

GEOG 2320. Climate Change: Current Geographic Issues

Three credits.

Introduction to the science, impacts, and politics of climate change from a geographic perspective. Examination of physical mechanisms, extreme weather events, impacts on water, food and energy systems, impacts on polar regions, energy strategies and solutions, policy and negotiations, and mitigation and adaptation strategies. CA 2.

Revised Catalog Copy

GEOG 2320E. Climate Change: Current Geographic Issues

Three credits.

Introduction to the science, impacts, and politics of climate change from a geographic perspective. Examination of physical mechanisms, extreme weather events, impacts on water, food and energy systems, impacts on polar regions, energy strategies and solutions, policy and negotiations, and mitigation and adaptation strategies. CA 2.

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

Current Catalog Copy

GERM 1133. Intermediate German I

4.00 credits. Prerequisites: GERM 1132 or two years of high school German. Not open to students who have passed GERM 1113, 1114, 1134, 1153, 3200, 3220 or any other 2000 level courses taught in German.

Grading Basis: Graded Review and extension of grammar, vocabulary expansion, graded composition, intensive and extensive reading, and intensive oral practice to further develop communicative abilities within a cultural setting.

Revised Catalog Copy

GERM 1003. Intermediate German I

Four credits. Prerequisites: GERM 1002 or two years of high school German. May not be taken out of sequence after passing 1004. May not be taken for credit after passing any 2000-level or

above course taught in German.

Further development of communicative abilities and intercultural competence by investigating topics such as contemporary politics, the environment, history, film, music, fine arts, literature, and technology.

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

Current Catalog Copy

GERM 1134. Intermediate German II

4.00 credits. Prerequisites: GERM 1333. Not open for credit to students who have passed GERM 1114, 1154, 2201, 2204, 3221, 3231, 3233 or any other 2000 level courses taught in German.

Grading Basis: Graded Review and extension of grammar, vocabulary expansion, graded composition, intensive and extensive reading, and intensive oral practice to further develop communicative abilities within a cultural setting.

Revised Catalog Copy

GERM 1004. Intermediate German II

Four credits. Prerequisites: GERM 1003. May not be taken for credit after passing any 2000-level or above course taught in German.

Solidifying communicative abilities and intercultural competence by investigating topics such as contemporary politics, the environment, history, film, music, fine art, literature, and technology.

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

Current Catalog Copy

HDFS 2001. Diversity Issues in Human Development and Family Studies

Three credits. Open to sophomores or higher. Recommended preparation: HDFS 1070.

Critical issues in diversity and multiculturalism in human development, family relations, and professional practice. CA 4.

Revised Catalog Copy

HDFS 2001. Diversity Issues in Human Development and Family Sciences

Three credits. Open to sophomores or higher. Recommended preparation: HDFS 1070.

Critical issues in diversity and multiculturalism in human development, family relations, and professional practice. CA 4.

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

Current Catalog Copy

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

4.00 credits Prerequisites: ENGL 1010 or 1011 or 2011; HDFS 1070, which may be taken

concurrently; open only to HDFS majors, sophomores or higher. Cannot be taken after passing HDFS 3092, 4004, or 4007.

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

Revised Catalog Copy

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

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

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

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

Current Catalog Copy

HIST 3350. Byzantium

Three credits.

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

Revised Catalog Copy

HIST 2350. Byzantium

Three credits.

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

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

Current Catalog Copy

Three credits.

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

Revised Catalog Copy

HIST 2421. History of Modern England

Three credits.

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

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

Current Catalog Copy

HIST 3470. Medieval and Imperial Russia to 1855

Three credits.

The development of Russia from the emergence of the Slavs to the reign of Alexander II. Russian political institutions, orthodoxy and cultural traditions, nobility, peasantry, and townsmen.

Revised Catalog Copy

HIST 2470. Medieval and Imperial Russia to 1855

Three credits.

The development of Russia from the emergence of the Slavs to the reign of Alexander II. Russian political institutions, orthodoxy and cultural traditions, nobility, peasantry, and townsmen.

O. HIST 3471 History of Russia Since 1855 (#13220) [Revise Number]

Current Catalog Copy

HIST 3471. History of Russia Since 1855

Three credits. Recommended preparation: HIST 3470.

Continuation of History 3470. Late imperial Russia, the former Soviet Union, and contemporary Russia.

Revised Catalog Copy

HIST 2471. History of Russia Since 1855

Three credits. Recommended preparation: HIST 2470.

Continuation of History 2470. Late imperial Russia, the former Soviet Union, and contemporary Russia.

P. HIST 3832 Modern Japan (#13418) [Revise Number]

Current Catalog Copy

HIST 3832. Modern Japan

Three credits.

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

Revised Catalog Copy

HIST 2832. Modern Japan

Three credits.

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

Q. ILCS 1145 Elementary Italian I (#13129) [Revise number and description]

Current Catalog Copy

ILCS 1145. Elementary Italian I

4.00 credits. Prerequisites: Not open to students with three or more years high school Italian, ILCS 1146, 1147 or 1148, or any 2000 level course taught in Italian.

Elementary Italian grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation. Students who wish to continue in Italian but feel ill prepared should contact the head of the Literatures, Cultures, and Languages Department.

*Revised Catalog Copy***ILCS 1001. Elementary Italian I**

Four credits. Prerequisites: Not open for credit to students with three or more years of high school Italian. May not be taken out of sequence after passing ILCS 1002, 1003, or 1004. May not be taken for credit after passing any 2000-level or above course taught in Italian. Students with questions about placement should contact the head of the Department of Literatures, Cultures and Languages.

Elementary Italian grammar. Practice of oral skills through pronunciation and easy conversation. Reading of simple texts and exposure to Italian media and culture.

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

4.00 credits. Prerequisites: ILCS 1145. Not open to students with three or more years high school Italian, ILCS 1147 or 1148, or any 2000 level taught in Italian.

Grading Basis: Graded Elementary Italian grammar. Drill in pronunciation. Reading of simple texts. Practice in easy conversation. Students who wish to continue in Italian but feel ill prepared should contact the head of the Literatures, Cultures, and Languages Department.

*Revised Catalog Copy***ILCS 1002. Elementary Italian II**

Four credits. Prerequisite: ILCS 1001 or equivalent. Not open for credit to students with three or more years of high school Italian. May not be taken out of sequence after passing ILCS 1003 or 1004. May not be taken for credit after passing any 2000-level or above course taught in Italian. Students with questions about placement should contact the head of the Department of Literatures, Cultures and Languages.

More elements of grammar and culture with integrated readings. Further practice in conversation and exposure to culture through simple examples from media, politics, and art.

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

A. AH 3175 Environmental Health (#12308) [Add EL]*Current Catalog Copy***AH 3175. Environmental Health**

Three credits. Prerequisite: BIOL 1102 or equivalent; CHEM 1122 or equivalent; open to Allied

Health Sciences majors, BGS students, Environmental Sciences, Environmental Studies and Engineering majors, others with instructor consent; open to juniors or higher. Recommended preparation: a course in animal anatomy and physiology. Silbart
 Course will focus on the environmental health consequences of exposure to toxic chemicals, food contaminants and radiation. Basic principles of toxicology will be discussed, followed by lectures on specific topics such as: cancer, occupational hazards, radiation, genetic biomonitoring, risk assessment techniques, risk/benefit analysis, social/legal aspects of regulating toxic chemicals, and other related topics.

Revised Catalog Copy

AH 3175E. Environmental Health

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

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

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

Current Catalog Copy

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

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

Revised Catalog Copy

ENGL 4302W. Advanced Study: Literature of Ireland

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

Intensive study of particular topics in the literature of Ireland.

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

Current Catalog Copy

JOUR 3046. Environmental Journalism

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

Revised Catalog Copy

JOUR 3046E. Environmental Journalism

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

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

Current Catalog Copy

KINS 3530. Aerobic and Resistance Training for Performance

(Formerly offered as EKIN 3530.) Three credits. Prerequisite: Open only to students in Kinesiology programs. Van Heest

Development of analysis techniques of human physiology specific to sport performance. Laboratory and field methods to evaluate aerobic ability, anaerobic ability, flexibility, muscular strength and power and body composition. A strong foundation in musculoskeletal anatomy and physiology is required. Designed to better prepare the student for development of scientifically sound coaching practices.

KINS 3530W. Aerobic and Resistance Training for Performance

(Formerly offered as EKIN 3530W.) Prerequisite: Open only to students in Kinesiology programs; ENGL 1010 or 1011 or 2011.

Revised Catalog Copy

KINS 3530. Aerobic Training for Health and Performance

Three credits. Prerequisite: KINS 4500. Open only to students in Kinesiology programs; others by consent of instructor.

Focuses on the knowledge, skills, and understanding of the scientific principles on which to design individualized aerobic training programs needed for optimal performance, health improvement, disease treatment, and injury prevention. Presents analysis techniques of human physiology specific to aerobic training and performing. Laboratory and field methods to evaluate aerobic ability, lactate threshold, economy, anthropometrics, and aerobic performance characteristics will be discussed.

KINS 3530W. Aerobic Training for Health and Performance

Three credits. Prerequisite: KINS 4500. Open only to students in Kinesiology programs; others by consent of instructor.

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

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

Respectfully Submitted by the 19-20 Senate Curricula and Courses Committee: Pam Bedore (Chair), Mark Brand, Tutita Casa, John Chandy, Marc Hatfield, Kate Fuller, David Knecht, Matt McKenzie,

Senate Courses and Curricula Committee Report

November 4, 2019 p. 12

David Ouimette, Alejandro Rodriguez (Student Rep), Sharyn Rusch, Lauren Schlesselman (Ex-Officio),
Gina Stuart, Jennifer Terni, Manuela Wagner, Michael Zhu (Student Rep)

From the 10/9/19 and 10/23/19 meetings

University of Connecticut
Senate scholastic Standards Committee
Report to the University Senate
October 7th, 2019 Presentation
November 4th, 2019 Vote

Appeals of Assigned Course Grades: Senate By-Laws

A. Background:

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

The clarifications include:

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

B. Current Relevant By-Laws

E.7 Change of Course Grades

E.8 Appeals of Assigned Course Grades

E.7 Change of Course Grades

-provided for information purposes only-

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

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

*E.8 Appeals of Assigned Course Grades
-provided for information purposes only-*

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

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

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

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

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

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

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

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

C. Proposal to Senate: Motion

We propose to amend the By-Laws, Rules and Regulation of the University Senate as follows with deleted items in strikethrough and new language underlined. By-Laws, Rules and Regulations of the University of Senate II.E.8.

II.E.8

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

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

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

Grade Appeal Procedure

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

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

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

If the instructor ~~believes that the original grade~~ notifies the student that the original grade is correct, the student has ~~ten (10) working 30~~ days to appeal the decision to the head of the department in which the course is ~~offered taught~~. The department head will seek input from the instructor and the student to determine ~~his/her opinion related to~~ the merits of the grade appeal and provide a decision within ten (10) working days from date of the appeal.

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

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

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

Faculty Grade Change Review ~~Panel~~Committee

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

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

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

D. Clean copy

II.E.8

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

In a non-departmentalized school or college, the dean or the dean's designee will serve in the role outlined for the department head. For INTD courses, the department head of the lead instructor of the course and the corresponding dean or dean's designee will serve the roles outline for department heads and deans and their designees. For UNIV courses, the UICC chair will function in place of the department

head, and further appeals will be directed to the Vice-Provost for Academic Affairs, who will act in place of a dean.

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

Grade Appeal Procedure

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

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

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

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

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

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

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

Faculty Grade Change Review Committee

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

The FGCRS should perform an administrative review to determine if there are sufficient grounds to proceed with an appeal hearing. If so, the FGCRS shall schedule a hearing within ten (10) working days of

notification of a case. Both the student appealing the grade and the course instructor must be present, either in person or via electronic communication, at the hearing. The student will speak first and state the grounds for the grade appeal, followed by the instructor's response. Both parties must present supporting evidence related to the grade appeal and/or may request testimony of others. The FGCRS may request input from the department head.

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

E. Major Changes

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



Budget Update

University Senate Report

Fall 2019

Overview

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

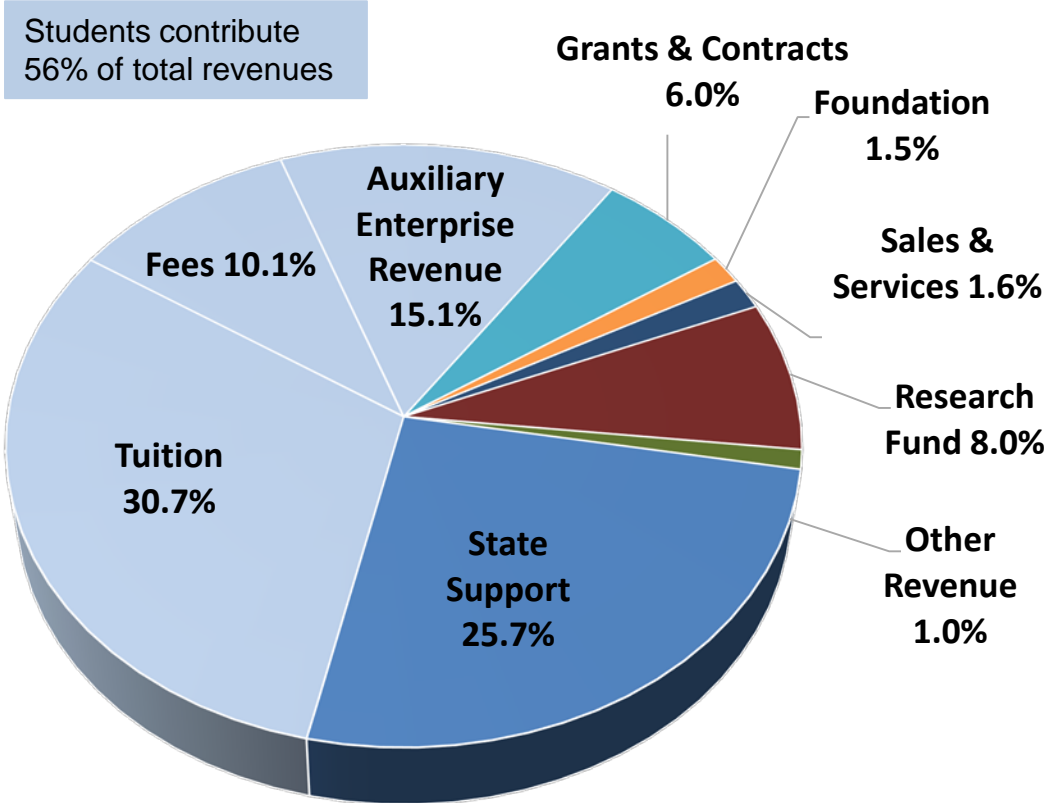
FY19 Results

Millions of dollars	FY18	FY19	% change	Explanation
<u>Operating Revenue</u>	<u>1,237</u>	<u>1,313</u>	<u>+6.1%</u>	
Block grant	191	195	+2.1%	
Fringe reimbursement	148	162	+9.5%	Impact of SAG Award
Tuition and fees	539	564	+4.6%	Rate increase
Auxiliary	218	219	+5%	
Other	141	174	+23.4%	Training grant, higher STIF rate
<u>Research fund revenue</u>	<u>107</u>	<u>122</u>	<u>+14.0%</u>	
<u>Expenditures</u>	<u>1,237</u>	<u>1,307</u>	<u>5.6%</u>	
Salaries and wages	505	501	-.8%	
Fringe benefits	259	286	+10.4%	Impact of SAG Award
Financial aid	170	188	+10.6%	Increase in student need/merit aid
Other	303	332	+9.6%	Deferred maintenance, small cap needs
Research fund	105	122	+16.2%	
Gain/(loss)	2.4	6.5		

FY20 Revenue by Category

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

Revenues (\$M)	
State Block Grant	200.4
Fringe Benefits & Adjustments	171.1
Total State Support	\$ 371.5
Tuition	443.3
Fees	146.5
Grants & Contracts	86.1
Foundation/Endowment	21.7
Sales & Services	23.7
Auxiliary Enterprise Revenue	218.3
Other Revenue	14.9
Total Operating Fund	\$ 1326.0
Research Fund	118.0
Total Revenues	\$ 1444.0



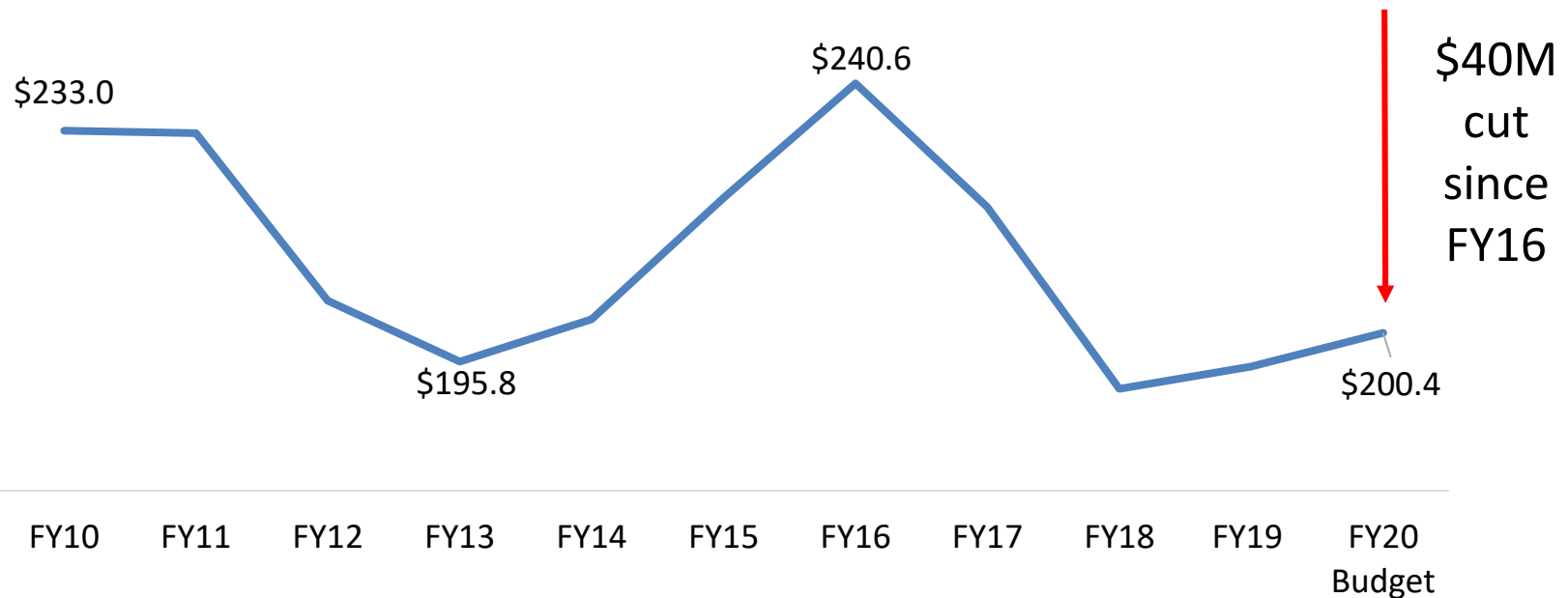
Note: Use of decimals may result in rounding differences.

State Block Grant represents FY20 Governor's budget

State Block Grant

The State block grant is only used for salaries of University employees, but it only covers about 47% of all employees.

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

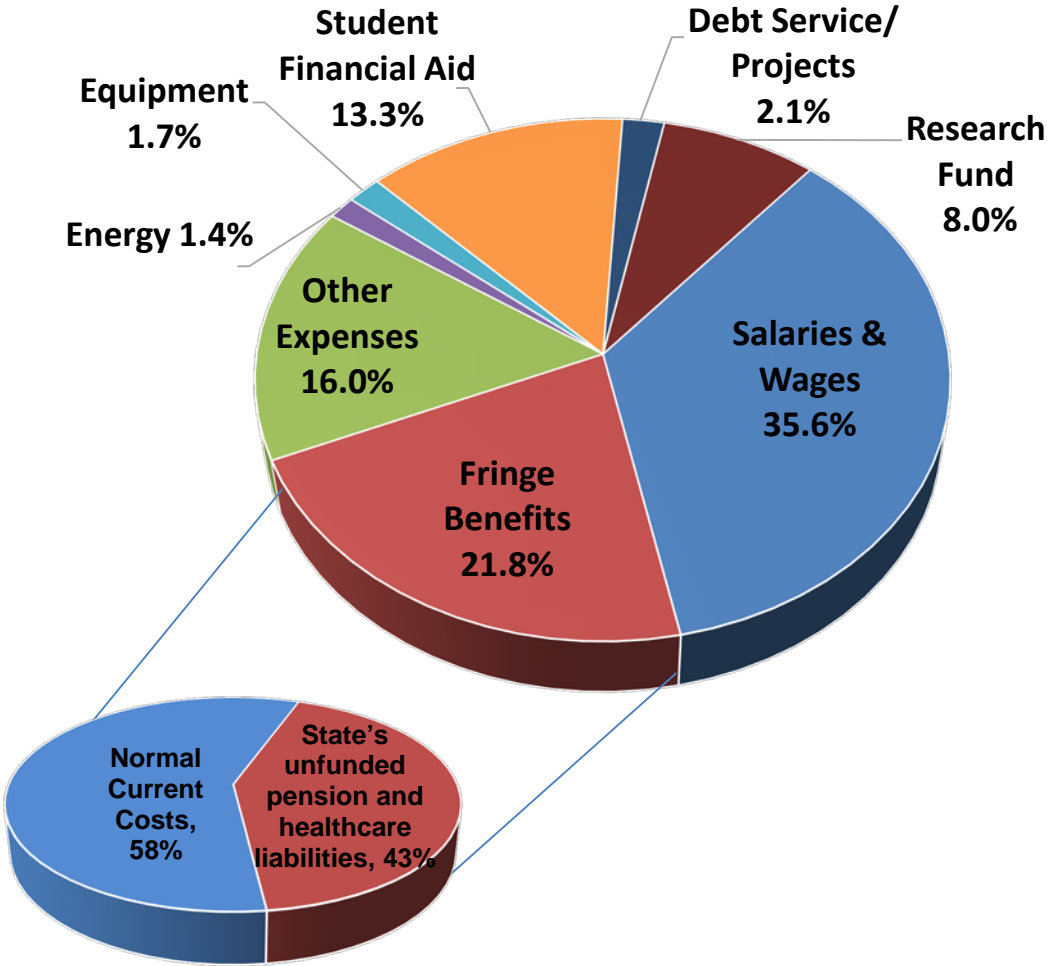


FY20 Expense by Category

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

Expenditures (\$M)

Salaries & Wages	521.7
Fringe Benefits	318.7
Other Expenses	234.2
Energy	20.7
Equipment	25.5
Student Financial Aid	194.7
Debt Service	27.0
Capital Projects	4.2
Total Operating Fund	\$ 1346.5
Research Fund	117.1
Total Expenditures	\$ 1463.6



Note: Use of decimals may result in rounding differences.

UConn FY20 Operating Budget

19/20 - A - 121

Millions of dollars	FY19	FY20	% change	Explanation
<u>Operating Revenue</u>	<u>1,223</u>	<u>1,222</u>	<u>-.08%</u>	
Block grant	195	200	+2.6%	
Fringe reimbursement	71	67	-5.6%	
Tuition and fees	564	590	+4.6%	
Auxiliary	219	218	-.5%	
Other	174	147	-15.5%	Accounting category change
<u>Research fund</u>	<u>122</u>	<u>118</u>	<u>-3.3%</u>	
<u>Operating Expenditures</u>	<u>1,189</u>	<u>1,212</u>	<u>+1.9%</u>	
Salaries and wages	501	522	+4.2%	
Fringe benefits	168	183	+8.9%	
Financial aid	188	195	+3.7%	
Other	332	312	-6.3%	Accounting category change
<u>Research fund</u>	<u>122</u>	<u>117</u>	<u>-4.1%</u>	
Gain/(loss)	33	11		Without unfunded liabilities

How Unfunded Fringe Costs Impact Budget ^{19/20 - A - 122}

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

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

Closing the Budget Gap

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

Budget Gap				
	FY20	FY21	FY22	FY23
Original Deficit	\$ (45.0)	\$ (47.4)	\$ (39.5)	\$ (57.0)
Rescissions/Cuts to Departments	25.4	25.0		
Subtotal	\$ (19.6)	\$ (22.4)	\$ (39.5)	\$ (57.0)
Lower final fringe rates from State	\$ 6.2			
FY19 small net gain applied to FY20 deficit	\$ 6.0			
Net add'l activity based on FY19 actuals	\$ 4.1			
State cut (incl fringe)	\$ (1.8)			
Net Gain/(Loss)	\$ (5.1)	\$ (22.4)	\$ (39.5)	\$ (57.0)

Capital Projects

UConn has a budget of \$250M in FY20 for Capital Projects

- **\$151.2M for Science Program**
 - Gant renovations (\$40M to support Phase 2 construction)
 - STEM Science (\$35.4M to begin construction)
 - Infrastructure (\$70.4M for supplemental utility plant and other utilities)
 - Other (\$5.4M to renovate labs and purchase equipment)
- **\$24.4M for Academic Priority Projects**
 - Fine Arts (\$5.9M to complete construction)
 - Programmatic (\$14.0M for lab and classroom renovation)
 - Equipment (\$4.5M)
- **\$74.4M for Deferred Maintenance and Other Projects**
 - ESCO (\$9.0M for energy improvement infrastructure project)
 - Facilities (\$8.0M to repair and improve various facilities)
 - Hockey/Athletic District (\$27.3M for new arena and turf field)
 - Other (\$45.8M for infrastructure, res life, code corrections, and contingency)

SWOT Analysis

Evaluating UConn's Strengths, Weaknesses, Opportunities and Threats

STRENGTHS (+)	WEAKNESSES (-)
<ul style="list-style-type: none"> • Tuition – Affordable and competitive with peers • Students – Academically strong and contribute to the CT economy (70% stay in CT after graduation) • Hiring – Prudent and careful in hiring decisions, with strict review for any new position • Economic engine - Pillar to the State economy 	<ul style="list-style-type: none"> • Diversity of revenues – Heavily reliant on State appropriations and tuition. • Fringe benefits – Rates are high and dictated by the State Comptroller • Deferred maintenance – Significant infrastructure needs far exceed available resources • Budget flexibility – Limited ability to control personnel costs, which represents nearly 60% of all spending
OPPORTUNITIES (+)	THREATS (-)
<ul style="list-style-type: none"> • Philanthropy – Increasing endowments and focusing on scholarship funds to recruit best students • Research revenues – President's vision to double research grants can fund invention & innovations, and enhance reputation • "Silver Tsunami" – Potential to address structural deficit through salary and fringe savings, consolidation, and efficiency gains. 	<ul style="list-style-type: none"> • State support – Pressure on State budget has led to reductions in UConn's operating and capital budgets • Research competitiveness – Competition for best faculty and research grants impacted by high fringe rates • State population decline – As CT's high school population declines, UConn may be challenged to maintain enrollment, particularly at regional campuses.

Questions?

FY19 Results

	FY18 Actuals	FY19 Actuals	% Change FY19-18	Notes
Revenues:				
State Block Grant	191.3	195.0	1.9%	
Adjustments/accruals	3.5	-5.7		
Fringe Benefits	148.0	167.4	13.1%	SAG impact
Total State Support	\$ 342.9	\$ 356.7		
Tuition	402.7	426.4	5.9%	Rate increase
Mandatory/Course Fees	136.1	137.7	1.2%	
Grants & Contracts	77.9	88.4	13.4%	Non-research award and Pell increase
Foundation/Endowment	22.1	32.9	49.1%	STIF interest rate increase and add'l Foundation reimb.
Sales & Service	23.6	22.6	-4.2%	
Auxiliary Enterprise	217.5	218.9	0.6%	Athletics decrease offset room/board increase
Other Revenue	13.9	29.8	113.8%	Accounting change in UCH reimbursements
Total Operating Fund	1236.8	1313.3	12.3%	
Research Fund	107.5	122.2	13.6%	
Total Revenues	\$ 1,344.3	\$ 1,435.5	12.4%	
Expenditures:				
Salaries & Wages	505.0	501.2	-0.7%	Relatively flat spend
Fringe Benefits	259.1	285.9	10.3%	SAG impact
Other Expenses	221.5	237.5	7.2%	Accounting change in UCH reimbursements
Energy	19.7	21.1	7.2%	
Equipment	29.6	23.2	-21.7%	Timing of equipment purchases
Student Financial Aid	170.2	188.2	10.6%	Tuition plan increases
Projects/Debt	31.7	49.6	56.5%	Funds to be used for capital projects
Total Operating Fund	1236.8	1306.6	5.6%	
Research Fund	105.2	122.4	16.4%	
Total Expenditures	\$ 1,341.9	\$ 1,429.0	6.5%	
Net Gain/Loss	\$ 2.4	\$ 6.5		

UConn FY20 Forecast

In FY20, UConn's bottom line would be fine without the unfunded liabilities.

<u>Revenues (\$M)</u>	<u>FY20 Budget</u>	<u>Updated FY20 Forecast</u>	<u>Variance from Budget</u>
State Block Grant	200.4	199.4	State reduction
Fringe Benefits & Adjustments	66.8	63.7	Final fringe rates from Comptroller
Total State Support	\$ 267.1	\$ 263.0	
Tuition/Fees	589.8	589.8	
Grants & Contracts/Foundation	107.8	118.3	Add'l expected from investment income/foundation reimbursements
Auxiliary Enterprise Revenue	218.3	218.3	
All Other Revenue	38.6	53.9	Due to change in how we account for UCH revenue
Total Operating Fund	\$ 1221.6	\$ 1243.2	
Research Fund	118.0	118.0	
Total Revenues	\$ 1339.6	\$ 1361.2	
<u>Expenditures (\$M)</u>			
Salaries & Wages	521.7	527.7	Slight increase based on final FY19 spend and FY20 trends
Fringe Benefits	183.4	177.4	Final fringe rates from Comptroller
Other Expenses (incl energy and equipment)	280.4	296.8	Due to change in how we account for UCH revenue
Student Financial Aid	194.7	194.7	
Debt Service/Capital Projects	31.1	25.0	Less needed for projects due to small net gain in FY19
Total Operating Fund	\$ 1211.2	\$ 1221.6	
Research Fund	117.1	117.1	
Total Expenditures	\$ 1328.3	\$ 1338.6	
Operating Gain/(Loss)	\$ 11.3	\$ 22.6	
Expense for SERS Unfunded Pension and Retiree Health	135.4	125.4	
Less amount funded by the State	104.4	97.7	
Net SERS Unfunded Pension and Retiree Health Costs	\$ 31.0	\$ 27.7	
Excess/(Deficiency)	\$ (19.6)	\$ (5.1)	Slight upward trend in tuition revenue may close this gap for FY20
Lapses	19.6	5.1	
Projected Net Gain/Loss	\$ 0.0	\$ 0.0	

Athletics

Operating Revenues	FY17	FY18	FY19	FY20
Ticket Sales	\$9,843,615	\$9,107,068	\$7,513,832	\$9,407,327
Student Fees	\$8,280,611	\$8,529,029	\$8,784,900	\$6,530,675
Institutional Support	\$33,947,001	\$30,511,984	\$35,673,417	\$40,347,042
Guarantees	\$489,667	\$1,703,000	\$1,376,459	\$575,000
Contributions from Related Entities (Foundation)	\$5,666,523	\$2,711,055	\$5,800,500	\$5,662,300
Media Rights**	\$0	\$1,078,256	\$1,175,000	\$1,000,000
NCAA/Conference Distributions	\$10,499,170	\$9,902,878	\$6,372,392	\$4,494,747
Royalties, Licensing, Advertisements and Sponsorships	\$13,902,160	\$14,057,628	\$11,206,659	\$11,110,715
Other Operating Revenue	\$745,474	\$1,707,525	\$1,167,549	\$982,538
Total Operating Revenue	\$83,374,221	\$79,308,423	\$79,070,708	\$80,110,344
Operating Expenses	FY17	FY18	FY19	FY20
Athletic Student Aid	\$16,406,406	\$16,926,762	\$17,650,393	\$19,045,211
Guarantees	\$1,392,565	\$1,264,166	\$1,191,413	\$1,205,250
Salaries/Fringe Benefits	\$36,998,325	\$32,742,568	\$31,984,650	\$33,054,515
Sports Equipment, Uniform, and Supplies	\$2,337,583	\$2,203,762	\$2,510,824	\$2,487,010
Recruiting, Travel and Game Expenses	\$14,349,801	\$13,557,080	\$15,913,712	\$15,762,781
Fundraising, Marketing and Promotion	\$1,218,018	\$1,426,860	\$1,699,409	\$1,683,292
Facilities, Administrative, Overhead and Rental Expenses	\$2,735,703	\$3,860,305	\$1,240,972	\$554,760
Other Operating Expenses	\$6,943,363	\$6,658,831	\$6,423,396	\$6,317,525
Total Operating Expenses	\$82,381,764	\$78,640,334	\$78,614,770	\$80,110,344
Excess/(deficiency) of operating revenues over/(under) operating expenses	\$992,457	\$668,089	\$455,938	\$0
** Women's basketball media rights with SNY were absorbed by the conference in FY17.				

Fringe Benefits - Key Issues

19/20 - A - 130

Fringe benefit costs impact UConn and UConn Health's budgets and competitiveness.

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

- **Research Competitiveness** – UConn and UConn Health research fringe rates are about 20% points higher than their peers. This results in less research grants, research dollars, innovation and commercializing technologies.
- **Clinical Competitiveness** – Current state fringe rates for UCH's John Dempsey Hospital are 45% higher than other Connecticut hospitals; this results in tens of millions of dollars in more costs for UConn Health to provide clinical care compared to other hospitals in the state. This gap in costs due to the high fringe rates results in a budget deficiency that UConn Health cannot cover on its own.

Comparison of Research Fringe Rates

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

	<u>Faculty</u>	<u>Professional</u>	<u>Special Payroll</u>
UConn (Storrs & Regionals)	53.2%	64.8%	24.3%
UConn Health	40.9%	59.9%	14.0%
Peer Institutions:			
Michigan State University	47.2	47.2	7.7
University of Georgia	49.0	49.0	24.4
Indiana University	39.3	39.3	27.9
University of Delaware	40.6	40.6	7.1
University of Utah	34.0	62.0	34.0/10.0
University of Kansas	35.0/40.0/9.0 <i>b</i>	35.0/40.0/9.0 <i>b</i>	15.0 <i>d</i>
Purdue University	28.1	33.2/30.5/50.2 <i>e</i>	4.0 <i>d</i>
University of Kentucky	<i>a</i> 19.9	20.0	9.1 <i>d</i>
Average of Peer Institutions	36.6%	40.8%	18.5%

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

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

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

FY20 SERS Fringe Costs

The portion of the fringe costs associated with the State's unfunded pension liabilities are significant. While the State reimburses UConn/UCH for some of those costs, UConn's other non-state funds still pay a large cost of that liability at **\$48.1M**. Additionally, retiree health costs add another **\$29.3M** on non-state funds for a combined total of **\$77.4M** expected for FY20.

*Other includes activities funded from student fees (room/board/parking), program fees, outside educational revenue, indirect cost return from grants, etc.

UCH received **\$33.2M additional State support in FY20 to help cover the unfunded pension liability and retiree health costs.

UConn (Storrs & Regionals)							
		PROJECTED FY2020 Salary & Fringe Costs					
		SERS ONLY					
Fund Type		Total Salary Cost	Total Fringe Cost	Fringe Cost - SERS ONLY (Reg & HAZ)	SERS Unfunded Pension Liability Portion	SERS Retiree Health Portion	Totals
State Appropriation		\$197.1	\$158.4	\$112.4	\$59.6	\$38.1	\$97.7
Tuition Fund		\$197.8	\$73.6	\$1.5	\$0.8	\$0.5	
Research		\$51.3	\$17.8	\$6.7	\$3.5	\$1.8	
Other / Auxiliary*		\$139.1	\$70.3	\$26.7	\$13.8	\$7.2	
Total		\$585.3	\$320.1	\$147.4	\$77.7	\$47.7	\$125.4
Non State Funds/Liabilities					\$18.1	\$9.6	\$27.7
UConn Health**							
		PROJECTED FY2020 Salary & Fringe Costs					
		SERS ONLY					
Fund Type	Fund Level	Total Salary Cost	Total Fringe Cost	Fringe Cost - SERS ONLY (Reg & HAZ)	SERS Unfunded Pension Liability Portion	SERS Retiree Health Portion	Totals
General Fund		\$124.6	\$115.4	\$72.3	\$37.4	\$24.5	\$62.0
Clinical Fund		\$131.0	\$85.1	\$21.6	\$11.2	\$7.3	
Operating Fund	UMG	\$76.0	\$32.6	\$9.9	\$5.1	\$3.3	
	Other	\$69.3	\$31.4	\$17.5	\$9.0	\$5.9	
Research Fund		\$41.5	\$23.7	\$9.0	\$4.7	\$3.1	
Total		\$442.4	\$288.2	\$130.3	\$67.5	\$44.2	\$111.7
Non State Funds/Liabilities					\$30.0	\$19.7	\$49.7
UConn & UCH Total Non-State Liabilities:					\$48.1	\$29.3	\$77.4