

# University Senate Meeting Minutes- draft

September 9, 2019

A regular meeting of the University Senate was held on  
**Monday, September 9, 2019 at 4:00 p.m.**  
in the **ROME BALLROOM, Storrs Campus**

## The University Senate is Called to Order

The first regular University Senate meeting of the 2019-2020 academic year was called to order by Provost **Elliott** at 4:00 pm. The meeting was formally opened by President **Katsouleas** at 4:01 pm.

*Note: Agenda items 1 and 2 were taken in reverse order. Numbering has been adjusted accordingly.*

### 1. Land Acknowledgement Statement

Per the University Senate Diversity Committee resolution, which was passed by the University Senate April 29, 2019, to the President read the Land Acknowledgement Statement prior to the start of this first meeting of the academic year.

### 2. Election of Moderator and Secretary

President **Katsouleas** opened the floor for nominations for Moderator of the University Senate for the 2019-2020 academic year. Senator **Fang** nominated Senator **Siegle**. The motion was seconded by Senator Long.

**Senator Siegle was elected Moderator of the University Senate.**

President **Katsouleas** yielded the floor to Moderator **Siegle** for the election of Secretary.

Moderator **Siegle** opened the floor for nominations for Secretary of the University Senate for the 2019-2020 academic year. Senator **Fang** nominated **Susanna Cowan**. The motion was seconded by Senator **Hussein**.

**Susanna Cowan was elected Secretary of the University Senate.**

### 3. Introduction of Senators

Per custom, Moderator **Siegle** began the first University Senate meeting of the academic year by asking Senators to introduce themselves by standing, stating their name,

departmental/University affiliation(s), and memberships on any University Senate committees.

#### 4. Approval of Minutes of April 29, 2019 University Senate meeting

Moderator **Siegle** presented the minutes of the April 29, 2019 meeting for review. Senator **Long** moved to approve; Senator **Hussein** seconded.

**The minutes were approved as written with no abstentions.**

#### 5. Report of the President – Presented by President Tom Katsouleas

President **Katsouleas** welcomed those in attendance. He expressed that he was a believer in shared governance based on very good experiences in academic senates in prior roles. He expressed that the opportunity to be with colleagues across disciplines is its greatest reward, as well as the shared interest in university-wide leadership.

He remarked that he had been in office just five weeks, and just two since the return of students to campus. He shared that much work had been accomplished since his arrival and even beforehand, noting that he'd attended six fundraising events prior to his August 1<sup>st</sup> official start—a pace that, he remarked, continued and was akin to drinking from a firehose. He has been exhilarated by positive interactions with parents, constituents, presidents of peer institutions and others and noted that everyone had been generous and welcoming.

He prefaced his subsequent remarks by saying he would share both some anecdotes as well as some things he'd been working on.

As an anecdote, he shared his positive experience with holding open office hours, a habit he started when a Dean, continued as a Provost, and was continuing here. He remarked that the first office hours had drawn mostly staff and faculty, but that now students were back, they were attending in numbers—even waiting in line for their chance to speak to him. He gave some examples of the great ideas and information students had brought him: for example, an idea support for open support textbooks; the success of the annual HuskyThon (which brought in over 1.3 million dollars last year); an idea from the leader of the student alumni association to increase engagement with students while still students; an Honors Environmental Science major sharing an idea for carbon incentives to support sustainability. He remarked both on the fact that such great ideas came out of four meetings lasting under an hour each (all at Bookworms café in the Benton Museum at 9:30 am), and that students came to the meetings, not to ask for themselves, but wanting to help the world around

them and others. This hasn't been his experience everywhere, he reflected, and felt that he had landed in a good spot at UConn. In a humorous aside, he noted that one enthusiastic student had invited him to participate in a range of activities, from mud volleyball to jumping out of an airplane—and that he'd be declining the latter. The President moved on to outline some of the discussions he'd been having with his leadership, which he described as revolving around three key questions:

- 1) How can we leverage our strength in undergraduate education to be a leader in where 21<sup>st</sup>-century education is going?

He explained that education is going beyond liberal arts as about students' identity, about who they are in the world. It is moving toward identity, agency, and purpose. We need to draw on research into the types of experience that provide empowerment and purpose. He noted that we already do that, but that the grand challenge is to do that at scale for 24,000 students. Provost Elliott will work with Vice Provost Volin on a taskforce, identifying faculty who are engaged in this work—and taking it to scale. He believes this work will be transformative and that donors will get behind it.

- 2) How can we double research and scholarship across the board at UConn?

This is not, he emphasized, all about funding, and that he has been pleased with the answers he's been getting to this question. The answer isn't to ask faculty to work twice as hard, but to make particular investments, which will vary by field. In order to identify the research portfolio, he will rely on Vice President [for Research] Maric, who will work with the Provost and Dean of the medical school to form faculty committees in order to find leverage points.

He commented that he had told many people who said there was this or that problem at UConn that he was glad to hear it, that the problem would be much harder if people said there were no problem. He believes people have identified many of the concerns and that we will be able to tap into this. Half of the investment, he continued, will be in faculty already here and half will be expended in recruiting new faculty.

- 3) How could we more effectively align with economic priorities of the state and governor?

He noted that we already do support state, but with some focused effort and integration with partners believes this could be taken to another level. He believes collaboration and coordination with other higher education leaders in the state across all levels of higher education is critical. He shared that he had met with President Ojakian [of the Connecticut State Colleges & Universities system] and got a positive response to the question: do you want to work on something we could do better together than not together? He believes this is an exciting moment in state.

He acknowledged that efforts will initially focus on key areas including advanced manufacturing, biotech, and data science from an integrative perspective. A goal will be workforce development that leaves no demographic behind. He believes we can meet corporate/industry needs while also meeting social goals.

The answers to these questions, he emphasized, will be unique to UConn. Answers to these questions will roll up into a strategic plan by the end of next year. This plan will be transformative, he asserted, if we have answers to these [above] questions. We should be able to read it and think “only UConn can do it,” as it will draw on who we are and our strengths. He added that the Board [of Trustees] hoped for a strategic plan sooner, but that he insisted that both the new Provost and to-be-hired Diversity Officer be a part of the process. Under their leadership a full grassroots effort to engage with forming the strategic plan will take place the following year [after they are appointed].

The President concluded his remarks by describing briefly the search for the new Provost.

The search committee for the Provost will be announced in the coming week. All who were invited accepted and the first meeting will take place around the September 17. Sandra Chafouleas [NEAG, Educational Psychology, Board of Trustees Distinguished Professor, former Dean of the Graduate School] will head the committee. Based on feedback about prior Provost searches, particularly from academic Deans, who wanted more School [College] representation, each School [College] was asked for a list of names and a name was selected from each. The committee is diverse intellectually, ethnically, and by rank and background. There are elected University Senate Senators on the committee. He noted that he had inadvertently bypassed the University Senate in this process, but would not do so on all future occasions. The committee is also broadly representative and includes students and other groups: the committee’s size is nineteen.

The search process will be consultative but not completely open: deliberations will take place this fall, producing a list by December or January, at which point interviews will be held. The short list will go around the University and meet with all constituencies, including faculty and staff union representatives, development officers, and senior leaders. The committee will be interested in feedback from all of these groups.

The President said he will tell the committee that he really wants us to look for diversity, compatibility with the President, and transformative leadership in the form of a track record of transformative actions. He wants the committee to look for actions that have made individuals the “best in class”; for dynamism; for the ability to work with a complex organization’s commitment to public mission; for the ability to articulate that mission.

The President welcomed questions.

Senator **Long** welcomed the President. He referred to the President's thematic mention of UConn as the "engine of economic development" the previous week in meetings with both the Governor and the Board of Trustees. He asked what the role of character and citizen development were in this work at the state level? The President responded by way of some history: he described the role of the university in the Middle Ages as the repository of knowledge for all of humankind (libraries, he said in an aside, are great, but it's *universities* that have this role). He went on to describe how this role continued until around World War 2, with the emergence of the NSF, when universities became research institutes and places of discovery. Finally, he described, universities at the end of the 20<sup>th</sup> century took on the role of innovation engine. None of these roles, he said, replaced the original [medieval] one, and that a leading university should do all three. As to character development, he offered that that is where liberal arts education is going: agency connected to real world experiences while still a student. Students will use their power and their knowledge and experiences for the greater good. The "trifecta" are these three [roles of the university], and bringing it to school. We do it. UConn students, he argued, care about the world, about human rights. He remarked that he had met with undergraduate student leaders and they came up with diversity, inclusion, global sustainability, and justice as their priorities. These will all be represented in the strategic plan.

Senator **McCutcheon** thanked the President for coming and welcomed him. He expressed that he was glad to hear about vision for the university in a time of fiscal challenges; that vision will be challenging to institute. He noted that the University's block grant is a target and that as it has decreased it is hard to make up for the loss without tuition as the place as where we make it up. The President shared a conversation he had with the Governor before he took the role in which he asked the Governor if he intended to put UConn on a path toward less funding. The Governor reiterated the value of the University as an economic driver and a source of mind and spirit in the state. The Governor said his goal would be to keep support steady. The President said that he expressed his commitment to the Governor to generate new revenue over time through philanthropy and other missions such as new masters programs and other revenue-generating programs in order to gain greater independence from the state over time—but that steady support was critical. The Governor said he would try to do this—and he did. In his many cuts, he did not cut funding to UConn. This may change over time. The leadership team will work on revenue generation and also on messaging around tuition increases. There's a social contract between us and the state: they kept their end, so we have to do all we can to keep increases minimal.

Senator **Bansal** noted that our rankings had slipped a little in the U.S. News report, and that of note was a decrease in alumni donations. What, he asked, can we do about that? The

President answered that one of the best things he had done so far was to participate in recruiting and hiring Scott Roberts [the new President and CEO of the UConn Foundation]. Roberts is a rising star from UNLV and he's been "all in" since his arrival: in the first two months, we are 60% ahead of our prior record. The President believes we'll "blow the doors off of fundraising" this year. This piece is something we have control over, he continued. Three factors affected our drop in the rankings, he went on, two of which were beyond our control and reflected changes in methodology. We can raise the alumni percent. In a meeting with head of student alumni, they discussed participation competition: between students and faculty, between schools, etc. It's not about dollars; it's about participation, about growing excitement.

Senator **Gibson** remarked on one of the biggest issues regarding increased research, the high F&A [Facilitates and Administrative] and fringe rates. He asked whether there was any hope of them coming down. The President referred to the large scale of this problem: almost eighty million dollars a year. His top priority with regard to this was to mitigate somehow the burden of this on competitive grant proposals—the scale of that particular problem is 13 million dollars. To grow by 25 million requires an investment of 25 million (one half to newly hired faculty; one half invested in existing faculty), so about 13 million in investment. Of that 3-4 million could be used to mitigate, leaving the leftover to invest in other things. The work of ten faculty at UConn Health and ten faculty here led to an understanding that there is no one size fits all: what would work for some won't for others. The NFC [National Finance Center] won't allow matching funds, so Vice President Maric and he will have to work through additional options so that all faculty have options that will work for them. He has asked state legislators for help with this. Right now the work is on a partial fix and then more work will come in the next session.

The President concluded his remarks at 4:47 pm.

6. [Report of the Senate Executive Committee - Presented by SEC Chair Veronica Makowsky](#) Attachment #1

**[Senator Makowsky presented the report of the Senate Executive Committee [SEC].**

7. [Consent Agenda Items:](#)

[Report of the Nominating Committee](#)

Attachment #2

There was a note that, in addition to the nominations and deletions recommended by the Nominating Committee, **Erin Curry** would not be joining the Senate as a graduate student representative, and that a new nomination would be forthcoming.

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

Attachment #3

**The Senate voted to approve the Consent Agenda reports as posted with no abstentions.**

8. [Resolution in Support of the Day of Action on the Climate Crisis - Presented by Senator Hedley Freake on behalf of the Senate Executive Committee](#)

Attachment #4

Senator **Freake** opened by reflecting on the recent catastrophic global climate events: Hurricane Dorian and the summer forest fires in the Amazon jungle. In Hurricane Dorian, he reflected, we see a clear demonstration that those who get affected by these events are not the folks who caused it and that those affected are those least able to deal with it. There is no doubt about what needs to be done now; the need for action is past due. Real life events have gone past us that we need to take more seriously. He noted that young people have been most active, especially the generation younger than college aged, as it is their future at stake.

[Senator **Freake** presented the “Resolution in Support of the Day of Action on the Climate Crisis, 9/20/19”, which endorses students, staff and faculty who choose to take action September 20<sup>th</sup> and specifically asks faculty to make provision for students who may miss class that day to participate in a climate strike.]

The floor was opened for discussion.

Senator **Long** asked whether discussions with University administration [referred to in the Resolution] include discussion about the [University] Foundation disinvesting in fossil fuels. Senator **Freake** responded that they probably would.

Senator **McCutcheon** asked for additional details about what faculty were being asked to do during the strike, wondering if it was limited to students being absent from class. Senator Freake asked for permission of the Senate to allow the student group organizing the strike to speak. Permission was given. **Kelly Rafferty**, the student President of the Fridays for Future group at the University, explained that the strike would take place on September 20<sup>th</sup> from 9 a.m. to 2 p.m. During the strike, students participating would walk out of classes and gather on Fairfield Way [on the Storrs campus]. There would be speakers from 12-1:00 p.m. and after 1:00 strikers would march toward the President’s office [a nod and smile to

President **Katsouleas**, who chuckled and smiled in return], where they would present a 4-part resolution asking that the University: 1. Stop the expansion of fossil fuels (including the 2<sup>nd</sup> proposed cogeneration plant), 2. Divest in fossil fuels, 3. Transition to 100% renewable energy as quickly as possible, 4. Increase transparency about climate status for students.

**Dr. Anji Seth** [Dept. of Geography] spoke as a resident climate scientist in support of the resolution. She offered a brief overview of the current status of the climate crisis. In this summary, she referred to the work of the IPCC [the Intergovernmental Panel on Climate Change, a body of the United Nations]. She stated that the urgency of the crisis is coming from the scientific community not “crazy folks.” The latest “1.5 report” [referring to an overall 1.5° C rise in global temperatures] came out a year ago and states that once global warming reaches 2 degrees [Celsius] globally, we will see dangerous changes. In order to meet the 1.5 [degrees Celsius] goal, or at least keep the increase well below 2 [degrees], we have to be at “net zero” [emissions] by 2050. As the West is responsible for most of these emissions, the West needs to reach net zero by 2030. This is based on science. The situation is becoming more urgent, not less, and we can’t keep kicking the can down the road. We [the University] have much to be proud of, she noted, but the science says more and faster and that this is a critical time. Based on current state and University planning, we are not on schedule to meet these objectives [net zero by 2030]. She concluded by noting that there is also good news: renewables are becoming less expensive and the ability to have [energy] storage and capacity is increasing exponentially. She stated her belief that if we make UConn a leader [in this research, in taking action to reduce emissions dramatically], we will see increased research funds and revenue programs.

Senator **McCutcheon** stated that he likes the student advocacy and the resolution, but asked whether the Senate’s endorsement would also mean an endorsement of all of the students’ resolutions. Senator **Freake** responded that no, it would not, as the SEC was unaware of those specifics [of the student resolutions] when they wrote the Senate Resolution.

Senator **Philbrick** asked whether the sustainability framework plan was available for review? Senator Freake said that it was but he was unsure whether it was available at the sustainability website or elsewhere? He promised that it would be located and made available to the Senate.

The vote was called on the Resolution.

**The Resolution passed with no abstentions.**



## 9. Enrollment Update - Presented by Nathan Fuerst, Vice President, Enrollment Planning and Management

Attachment #5

Vice President Fuerst commented that the first Senate meeting of the year often fell on the census date [day ten of the fall semester; when enrollment numbers are locked in for federal reporting]. He noted that the data in his presentation was [therefore] preliminary. He further noted that the presentation was limited to highlights and was not the full range of tabular data, which was coming. He emphasized that the work shown in the slides was the result of something we [the University community] do together. He gets to brag [about the numbers] but it is the work you [the Senate, faculty] do that results in satisfied students; and in the research you lead. Before turning to the presentation, he paused to recognize his team leaders: Suzanne Peters [Director of Financial Aid], Mona Lucas [Assistant Vice President for Enrollment Policies and Strategic Initiatives], and Vern Granger [Director of Admissions].

[Vice President Fuerst presented the enrollment update slide deck.]

Vice President **Fuerst** welcomed questions.

Senator **Howell** noted her role as Chair of the Diversity Committee. She commented that “people of color” and “under-represented” are different categories. She noted that the slides didn’t clearly distinguish between categories that are unique and meaningful. Vice President Fuerst responded that what we were seeing followed state demographic shifts, and that there was significant movement [upward in enrollment] across all campuses.

Senator **Freake** asked if he could comment on the academic quality of transfer students; specifically: is it easier [to get in] as a transfer student than as a freshman? Vice President **Fuerst** answered by saying it was not easier, that it was a totally different review process [for admission] that now included more holistic review. He noted that it had previously been too formulaic [for transfer admission], relying on just GPA, but that the enhanced holistic review at times mirrored the process for evaluating entering freshmen and was broad and inclusive of essays and such. So no, he concluded, it is not necessarily “easier.”

Senator **Bansal** enquired about the graduation rate for Pell grant recipients. Vice President **Fuerst** said they couldn’t recall those numbers of the top of their heads [looking for confirmation to his team], but said they had that data and could share it.

Senator **Vokoun** asked about the growth at the regional campuses. Are they coming to Storrs, he asked, or do they attend the regional campuses to complete majors they can do there? Vice President **Fuerst** answered that specific regional-based programs had grown;

he mentioned business programs and first year engineering. There were others, he added, at both Stamford and Hartford.

Senator **McCutcheon** asked if he could give a quick overview of how admission targets were reached by school. Ultimately, he asked, who makes the decision and were the schools consulted? Vice President Fuerst said that the process was both inclusive and responsive. Communication started with the Deans (and President) to establish enrollment targets. This also happened at the regional campuses in meetings with campus Directors to set targets. Targets, once set, rolled up to the President and CFO and Provost and were then endorsed.

Senator **Nunnally** asked if the increase in numbers of African Americans was at the regional campuses but not at Storrs. Vice President **Fuerst** responded that historically there was a percentage drop at Storrs and an increase at the regionals—but that this was not the case this year [he referred to the tables in the slide deck].

#### 10. Report from University Planning, Design and Construction – Presented by Laura Cruickshank, University Master Planner and Chief Architect Attachment #6

[Laura Cruickshank presented a report on the status of current and pending construction projects on the Storrs campus, which in particular focused on ongoing and upcoming work to be done in the Northwest Science quad and adjacent areas.]

The floor was opened for questions.

Senator **Gibson** noted that he was Chair of the Department of Physics space committee. He remarked that poor planning and communication surrounding the delay of moving a research lab had meant the department was unable to plan for the delay, which had resulted in considerable extra expenses and complex arrangements to address. He asked what had been learned from this so that it wouldn't happen again in subsequent phases of the project. Ms. Cruickshank responded that, although a review of that process had not yet happened, it would, and that there would be an internal review to identify why it had happened and to prevent it from negatively impacting other researchers in coming phases.

Senator **McCoach** asked if the Master Planner's office was involved with using traffic patterns to configure stop lights. Ms. **Cruikshank** answered that her group oversaw landscape architecture, that parking and traffic fell under University facilities, and that it all fell under public safety—but that traffic lights specifically weren't in their purview (but that all of the above offices worked together with the same ends). Senator **McCoach** continued the logic of her first question by commenting that there was a noticeable problem on [state route] 195 going south, and that the problem seemed to be in the timing of the lights, which resulted in stopping traffic rather than allowing it to move through the intersections. In particular, the junction at Mirror Lake was a problem, and traffic there was sometimes at

a standstill—which is notable in Storrs, Connecticut. Ms. **Cruikshank** responded that unfortunately, the state DOT [Department of Transportation] controlled all the signaling on [route] 195. She thought that a review of the traffic and light sequences had been done recently—6 months ago—but that she had made note of the concern and would follow up.

Senator **Berkowitz** asked whether the Buildings and Grounds had any influence on this [master plan]? Did faculty, students and staff have input? Ms. **Cruikshank** said that [her group] had talked about just that and recalled that in 2015, there had been extensive input from all parts of the [University] community, and that current projects were still executing plans from that time. She added that the University is still executing projects related to NextGen CT funding. Her group, she added that her group reports to the SEC and to the [BOT-Senate] Building and Grounds, and Environment Committee, but acknowledged that they hadn't held town halls in quite a while. They have talked to the Provost about where they want to go with this [continuing work, completion of previous plans] and whether it is time to do further research—that all of this was under discussion.

Dr. Seth stated she had 2 questions. [1] She asked about the planned supplemental utility plant, specifically: how much energy to be produced by this plant is essential for the Science 1 [of 3] phase [of construction]? Ms. **Cruikshank** answered that everything being put in during the first phase was essential for the third. Chilled water would be needed for the Gant 2 phase of the project. Phase 1, she said, is required; and we are still awaiting funding for Phase 2. [2] **Dr. Seth** followed by asking whether there had been any consideration given to the carbon emissions of the supplemental utility plan in light of the University's action plan to reduce its carbon footprint? She asked if that had been considered in the 2015 master plan? Ms. **Cruikshank** answered that it had been considered in the planning. She didn't have the numbers off-hand, but she referred to a feasibility study, a paper study on the supplemental utility plant, the work of two engineering firms on the plan. She then noted that in 2015 they had no idea what size [of energy source] they would need and that it would have been impossible to project that at that time. We have, she informed the Senate a report on sustainability in the master plan (which has many appendices). She stated that this issue could be returned to, especially as things are changing rapidly; updates may be needed.

Senator **Vokoun** asked when the “point of no return” was for groups that wanted to draw attention to these [climate impact, sustainability] issues. When, he asked, do these plans get cemented? Ms. **Cruikshank** remarked that there were numerous timelines she could answer with. She asked: what is the research agenda? Is it possible to do everything [needed] in existing buildings? The most sustainable building doesn't get built; we're not likely to tear down [for example] Gant. We need to balance [gains and losses] in square footage. NextGen, she emphasized, only adds half of what “UConn 2000” added [in terms of square footage]. If we're not building new, she pondered, if we are going to focus on renovating existing space with labs (and what kind of labs? Wet? Dry? Hybrid?), perhaps five years. We don't have to do [Phase 2]. But what would it give us? The campus could rely on itself rather than Eversource for power. She concluded by noting we would exceed what we are able to produce [in power] by the time we finish construction for Gant 3 (beyond what the cogeneration plant might produce). She asked, is there another way to

produce power? Do we continue to buy at premium cost from Eversource? There are many issues, many tentacles, to this.

Senator **Gibson** noted that our new President has committed to increasing the University's research profile, but that there was not a lot of new space. Was adding a fourth floor to Gant a possibility? Ms. Cruikshank answered that it was a possibility, that they were looking at projections of increasing costs to do that. There were monies set aside for this, but they were assessing how feasible/practical it was. They are hoping the structural conclusions make this a good solution.

Ms. Cruikshank thanked the Senate for giving her the chance to speak.

## 11. New Business [This section was mis-numbered in the Agenda; it is corrected here.]

**There was no new University Senate business introduced.**

### Dismissal of the Senate

Moderator called for a motion to dismiss the Senate. Senator **Long** made the motion to dismiss. Senator **Fang** seconded the motion.

**The Senate voted unanimously to dismiss the Senate.  
The meeting was adjourned at 5:50 p.m.**

*These notes are submitted by Susanna Cowan, Senate Secretary.*

### SENATE EXECUTIVE COMMITTEE [SEC]

Veronica Makowsky, Chair  
Carol Atkinson-Palombo  
Rajeev Bansal  
Nancy Bull

Justin Fang  
Hedley Freake  
Andrea Hubbard  
Debra Kendall

Angela Rola  
Priyanka Thakkar  
Jaci Van Heest

The following members were absent from the September 9, 2018 meeting:

Alpay, Pamir  
Andrew, Sheila  
Barrett, Edith  
Brown, Stuart\*  
Bull, Nancy

Chandy, John\*  
Fitch, R. Holly  
Kazerounian, Kazem  
Lillo-Martin, Diane\*  
Nanclares, Gustavo\*

Pratto, Felicia  
Trumbull, Nathaniel\*  
Wilson, Cristina  
Wilson, Suzanne\*  
Zurolo, Mark

\*Members who gave advance notice of absence

Senate Executive Committee  
Report to the University Senate  
September 9, 2019

Good Afternoon,

I am honored and pleased to serve the university community as chair of the Senate Executive Committee (SEC) for 2019-2020. In the state, in the nation, and internationally, we confront great changes and challenges, many of which, directly and indirectly, will affect UConn. We have a new Governor, a new Chair of the Board of Trustees, and a new President. In this atmosphere of potential, as well as uncertainty, the collective wisdom and actions of the University Senate are particularly important.

The letter that accompanied the agenda packet introduced you to the 2019-2020 Senate Executive Committee. Please try to read and consider the material in your packets before Senate meetings. Also, please keep your constituents informed of Senate actions and potential actions. I encourage you to bring issues or concerns to any one of us on the SEC.

The SEC has met three times since the Senate meeting. On May 7, the outgoing and incoming SEC members met to review pending issues and help ensure a smooth transition for new members of the committee.

Work that took place over the summer included:

- A summer working group to review the Senate by-laws and make recommendations for non-policy updates and editorial changes. Those recommendations will come before the Senate at an upcoming meeting.
- Issue of salary inequity continue to be discussed. If and when the SEC has a recommended course of action on this issue, we will bring it to the Senate.
- The delta2GE task force has been appointed. The group will be co-led by Professors Manuela Wagner and Thomas Long. They will begin their work soon. Thanks to them both!
- I met 1:1 with members of the senior administration to learn of hot topics and upcoming initiatives from their divisions. I also met with the leaders of the AAUP.

On August 30, the SEC met to consider a number of issues that remained from last year or arose over the summer. We then met with President Katsouleas, followed by a separate meeting with Senate committee chairs to prepare for this meeting. Our Senate committee chairs reviewed the topics they plan to consider this year. It is an ambitious list of issues important to students, faculty, staff and the university as a whole. Minutes from committee meetings will be posted on the Senate website for your review.

On September 6, the SEC met privately with Provost Elliott, followed by a meeting with senior administration. We received previews of presentations that Nathan Fuerst and Laura Cruickshank will share with the Senate this afternoon. Kent Holsinger discussed enrollment trends from the Graduate School. Michael Gilbert discussed the various means that the Dean of Student Office is considering to address the issue of food insecurity. Michael Mundrane spoke of initiatives to encourage voter registration for students. Dan Weiner discussed the working group on immigration established by former President Herbst; this working group was established to create a coordinated effort to

understand changes and trends affecting immigration and immigration policy and to communicate the information to the university community. Current information and resources can be found on the International Student & Scholar Services website ([iss.uconn.edu](http://iss.uconn.edu)). Dan urges you to reach out to his office with any questions or concerns. Handouts shared at the SEC/Administrator meetings will be made available on the Senate website.

This afternoon the SEC will present a resolution in support of the Day of Action on the Climate Crisis, an issue of vital importance to all members of the UConn community, including, and perhaps especially, the UConn community of the future. The Senate will also receive a report on Enrollment from Nathan Fuerst, and Laura Cruickshank will update us on planning, design, and construction.

The next meeting of the University Senate will be held on Monday, October 7. At that time, John Volin will deliver the report of the Vice Provost for Academic Affairs.

I look forward to working with you all in what I expect will be a productive year.

Sincerely,

Veronica Makowsky, Chair  
Senate Executive Committee

**Nominating Committee Report  
to the University Senate**

September 9, 2019

1. We nominate Del Siegle to chair the Senate Nominating Committee, term ending June 30, 2020
2. We move the following faculty and staff deletions from the named standing committees:  
Diana Rios and Christine Wilson from Enrollment  
Jc Beall and Michael Fischl from Faculty Standards  
Katrina Higgins, Jill Livingston and Ashley Vrabely from Scholastic Standards
3. We move the following staff addition to the named standing committee:  
Donovan Reinwald and Shoshana Armington to Scholastic Standards
4. For the information of the Senate, the following individuals have been appointed as ex-officio members to the standing committees of the University Senate:  
  
Diversity Committee – Dana Wilder  
Budget Committee – Lloyd Blanchard  
Curricula and Courses Committee – Lauren Schlesselman  
Enrollment Committee – Nathan Fuerst  
Faculty Standards Committee – John Volin  
Growth and Development Committee – Jeffrey Shoulson  
Scholastic Standards Committee – Jennifer Lease Butts  
Student Welfare Committee – Michael Gilbert
5. For the information of the Senate, the Undergraduate Student Government has appointed Priyanka Thakkar as its representative on the Senate Executive Committee for the current academic year.
6. For the information of the Senate, the Graduate Student Senate has appointed Justin Fang as its representative on the Senate Executive Committee for the current academic year.
7. For the information of the Senate, the Graduate Student Senate has appointed Erin Curry to the University Senate.

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**  
**September 9, 2019**

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

A. BME 2193 International Study (#11863)

*Proposed Catalog Copy*

BME 2193. International Study

Credits and hours by arrangement, up to a maximum of six credits. Prerequisite: Consent of Department Head or Designee required, normally to be granted prior to the student's departure. May count toward the major with consent of the adviser and approved plan of study. May be repeated for credit with change in topic.

Special Biomedical Engineering topics taken in an international study program.

B. CE 2193 International Study (#11821)

*Proposed Catalog Copy*

CE 2193. International Study

Credits and hours by arrangement, up to a maximum of six credits. Prerequisite: Consent of Department Head or Designee required, normally to be granted prior to the student's departure. May count toward the major with consent of the advisor and approved plan of study. May be repeated for credit with change in topic.

Special Civil Engineering topics taken in an international study program.

C. CHEG 2193 International Study (#12303)

*Proposed Catalog Copy*

CHEG 2193. International Study

Credits and hours by arrangement, up to a maximum of six credits. Prerequisite: Consent of Department Head or Designee required, normally to be granted prior to the student's departure. May count toward the major with consent of the advisor and approved plan of study. May be repeated for credit with change in topic.

Special Chemical Engineering topics taken in an international study program.

D. CSE 2193 International Study (#12184)

*Proposed Catalog Copy*

CSE 2193. International Study

Credit and hours by arrangement, up to a maximum of six credits. Prerequisite: Consent of Department Head or Designee required, normally to be granted prior to the student's departure. May count toward the major with consent of the advisor and approved plan of study. May be repeated for credit with change in topic.

Special Computer Science and Engineering topics taken in an international study program.

E. ECE 2193 International Study (#11961)

*Proposed Catalog Copy*

ECE 2193. International Study

Credits and hours by arrangement, up to a maximum of six credits. Prerequisite: Consent of Department Head or Designee required, normally to be granted prior to the student's departure.



May count toward the major with consent of the advisor and approved plan of study. May be repeated for credit with change in topic.

Special Electrical and Computer Engineering topics taken in an international study program.

F. ENVE 2193 International Study (#11477)

*Proposed Catalog Copy*

ENVE 2193. International Study

Credits and hours by arrangement, up to a maximum of six credits. Prerequisite: Consent of Department Head or Designee required, normally to be granted prior to the student's departure.

May count toward the major with consent of the advisor and approved plan of study. May be repeated for credit with change in topic.

Special Environmental Engineering topics taken in an international study program.

G. MCB 1893 Foreign Study (#12384)

*Proposed Catalog Copy*

MCB 1893. Foreign Study

One to six credits. Hours by arrangement. Prerequisite: Consent of Associate Department Head for Undergraduate Research and Education required, normally to be granted before the student's departure. May be repeated for credit.

Special topics taken in an international study program.

H. ME 2193 International Study (#10013)

*Proposed Catalog Copy*

ME 2193. International Study

Credits and hours by arrangement, up to a maximum of six credits. Prerequisite: Consent of Department Head or Designee required, normally to be granted prior to the student's departure.

May count toward the major with consent of the advisor and approved plan of study. May be repeated for credit with change in topic.

Special Mechanical Engineering topics taken in an international study program.

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

A. DRAM 2134 Honors Core: Sports as Performance (#10194) [Revise enrollment restrictions]

*Current Catalog Copy*

DRAM 2134. Honors Core: Sports as Performance

Three credits. Instructor consent required.

Rigorous critical investigation of parallels between sports and performance. Includes writing, critical readings, experiential activities, viewing sporting events/performances, multimodal research. Critical and theoretical perspectives on athletics, spectacle, performance, national identity, community, race, gender, sexuality, and more. CA 1.

*Revised Catalog Copy*

DRAM 2134. Honors Core: Sports as Performance

Three credits. Open to students in the Honors Program; others by consent of instructor.

Rigorous critical investigation of parallels between sports and performance. Includes writing, critical readings, experiential activities, viewing sporting events/performances, multimodal research. Critical and theoretical perspectives on athletics, spectacle, performance, national identity, community, race, gender, sexuality, and more. CA 1.

B. GEOG 1300 Weather, Climate and Environment (#10034) [Add CA3 and E]

*Current Catalog Copy*

GEOG 1300. Climate, Weather, and the Environment

Three credits.

Interactions between weather and climate and the human and natural environment. Emphasis on understanding the linkages between natural processes and societal/environmental issues.

*Revised Catalog Copy*

GEOG 1300E. Climate, Weather, and the Environment

Three credits.

Interactions between weather and climate and the human and natural environment. Emphasis on understanding the linkages between natural processes and societal/environmental issues. CA 3.

C. HIST/AMST 2810 Crime, Policing, and Punishment in the United States (#8136) [Add CA1-C and AMST cross-listing]

*Current Catalog Copy*

HIST 2810. Crime, Policing, and Punishment in the United States

Three credits.

A survey of political, legal, and cultural development of the American criminal justice system and its social impact from the early republic to the present.

*Revised Catalog Copy*

HIST 2810. Crime, Policing, and Punishment in the United States

(also offered as AMST 2810) Three credits.

A survey of political, legal, and cultural development of the American criminal justice system and its social impact from the early republic to the present. CA 1.

AMST 2810. Crime, Policing, and Punishment in the United States

(also offered as HIST 2810) Three credits.

A survey of political, legal, and cultural development of the American criminal justice system and its social impact from the early republic to the present. CA 1.

D. LAND 2210 The Common (Shared) Landscape of the USA: Rights, Responsibilities & Values (#9751) [Add E to existing CA1, remove name]

*Current Catalog Copy*

LAND 2210. The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values

Three credits. Three class periods. Prerequisite: Open to sophomores or higher. Miniutti

An introduction to the study of vernacular landscapes in the USA with an emphasis on the relationship between societal values and land use patterns. CA 1.

*Revised Catalog Copy*

LAND 2210E. The Common (Shared) Landscape of the USA: Rights, Responsibilities and Values

Three credits. Prerequisite: Open to sophomores or higher.

An introduction to the study of vernacular landscapes in the USA with an emphasis on the relationship between societal values and land use patterns. CA 1.

- E. SPSS 2100 Environmental Sustainability of Food Production in Developed Countries [E] (#10898) [Add E]

*Current Catalog Copy*

SPSS 2100. Environmental Sustainability of Food Production in Developed Countries. (Formerly offered as PLSC 2100.) Three credits. Not open for credit to students who have passed PLSC 3995 when taught as Environmental Sustainability of Food Production in North America. Guillard.

Foundations of modern systems that produce the majority of food calories consumed in North America and other developed countries. Benefits and environmental risks associated with modern food production systems. Alternative food production systems and sustainability. Local food production and food security. Food production and climate change.

*Revised Catalog Copy*

SPSS 2100E. Environmental Sustainability of Food Production in Developed Countries. Three credits. Taught with SAPL 101.

Foundations of modern food production systems that produce the majority of calories consumed in North America and other developed countries. Benefits and environmental risks associated with modern food production systems. Alternative food production systems and sustainability. Local food production and food security. Food production and climate change.

- F. WGSS 2250 Critical Approaches to Women's, Gender and Sexuality Studies (#12187) [Revise prereq]

*Current Catalog Copy*

WGSS 2250. Critical Approaches to Women's Gender and Sexuality Studies (Formerly offered as WS 2250 and WS 3250.) Three credits. Prerequisite or corequisite: Any 1000 level WGSS course; open to sophomores or higher. Theories practice, and methodologies of the Women's, Gender, and Sexualities Studies interdisciplinary.

*Revised Catalog Copy*

WGSS 2250. Critical Approaches to Women's Gender and Sexuality Studies (Formerly offered as WS 2250 and WS 3250.) Three credits. Recommended Preparation: Any 1000 level WGSS course. Theories, practice, and methodologies of the Women's, Gender, and Sexualities Studies interdisciplinary.

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

- A. COMM 4035W Advanced Media Effects (#9484) [Revise number and prereqs]

*Current Catalog Copy*

COMM 4035W. Advanced Media Effects  
Three credits. Prerequisite: COMM 1000 and 1300; ENGL 1010, 1011, or 2011; open to juniors or higher.  
Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

*Revised Catalog Copy*

COMM 4300W. Advanced Media Effects

Three credits. Prerequisites: COMM 1000, 1300 and 3300; COMM 3000Q or STAT 1100Q or STAT 1000Q; ENGL 1010 or 1011 or 2011; open to juniors or higher.

Contentious topics in current media effects research, and their theoretical implications. Topics may include sexual content on television, pornography, alcohol on television, video games, and media impact on body image.

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

- A. BME 3600W Biomechanics (#11861) [Drop W version]

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

From the 8/28/19 meeting

**University of Connecticut Senate Executive Committee  
Report to the University Senate September 9, 2019**

**Resolution in support of the Day of Action on the Climate Crisis, 9/20/19**

Whereas:

- The world is facing significant threats due to our continued use of fossil fuels: increasing temperatures will result in greater loss of life, livelihood and property from more extreme weather events, and loss of critical and irreplaceable ecosystems.
- Many of those most affected will be least likely to cope, thereby resulting in considerable social injustice.
- The Intergovernmental Panel on Climate Change (IPCC) has stated that globally halving CO<sub>2</sub> emissions by 2030 and achieving net-zero CO<sub>2</sub> emissions by 2050 are required to limit temperature increases to 1.5 C and avoid irreversible human-caused changes.
- The University of Connecticut has recognized the importance of the environmental threat by inclusion of a new Environmental Literacy General Education requirement for all students, holding a Metanoia on the Environment in Spring 2018 and developing a Sustainability Framework Plan.
- The young people of the world have taken a leading role in drawing attention to these concerns and have called for a Global Climate Strike on September 20, 2019.

This Senate resolves:

1. To endorse the concerns of young people and others worldwide that immediate action is needed to address the climate crisis and the degradation of the environment.
2. To support University of Connecticut students, staff and faculty who choose to take action on September 20<sup>th</sup> to draw attention to the climate crisis.
3. To encourage faculty to consider these issues within their classes and make provisions for students who may miss classes to participate in the climate strike.
4. To recommend that the SEC devote its meeting with senior administrators on September 20<sup>th</sup> to consideration of how the University can best respond to the climate crisis.
5. To urge the University to update and accelerate its Sustainability Framework Plan in light of the urgency of this situation and include environmental considerations in the next strategic plan for the university.

Sponsor:	The University Senate Executive Committee	
	Veronica Makowsky, Chair	
	Carol Atkinson-Palombo	Rajeev Bansal
	Nancy Bull	Justin Fang
	Hedley Freake	Andrea Hubbard
	Debra Kendall	Angela Rola
	Priyanka Thakkar	Jaci Van Heest



# **New Student Enrollment Update**

## **September 9, 2019**

Green font denotes new enrollment record

# Fall 2019 Enrollment Highlights

## Storrs Freshmen: 3,615

- Record Diversity:
  - Among US students, **41% Students of Color**
  - 13% international student overall
- Exceptional Quality:
  - Mean SAT: 1296
  - **Mean ACT: 28.9**
  - **162 Valedictorians & Salutatorians**
  - **583 Honors Students**

# Fall 2019 Enrollment Highlights

## Regional Freshmen: 1,750

- Largest Classes at Stamford and Hartford (Second Year in a Row)
- Exceptional Quality and Diversity:
  - Mean SAT: 1113
  - Mean ACT: 23.3
  - 16 Valedictorians & Salutatorians
  - 22 New Honors students at Stamford
  - Among US students, 53% Students of Color
  - Nearly 70 international students and 50 out of state students



# Fall 2019 Enrollment Highlights

## Transfer Students: 959

- 741 Transfers at Storrs
- 218 Transfers at the regional campuses
- Transfers from 300 colleges & universities  
(Including all 13 Connecticut Community Colleges)
- 87% are Connecticut residents; 13% nonresidents, from 22 states and 18 countries

# New Student Financial Aid Update

	Fall 2018 (Census date)	Fall 2019 (Sept. 1, 2019)	Difference
New Freshmen receiving Federal Pell Grant	28%	30%	+2%
New Freshmen receiving some form of financial aid (e.g. loans, grants, scholarships, etc.)	75%	85%	+10%
New Transfers receiving Federal Pell Grant	33%	31%	-2%
New Transfers receiving some form of financial aid (e.g. loans, grants, scholarships, etc.)	76%	77%	+1%

# New Student Enrollment Summary

	Fall 2018 Actual	Fall 2019 Target	Fall 2019 Actual
Storrs Freshmen	3,749	3,700	3,615
Storrs Spring Admission	174	175	125
Storrs Transfers	764	725	741
Regional Freshmen	1,632	1,625	1,625
Regional Transfers	207	200	218
<b>Total</b>	<b>6,526</b>	<b>6,425</b>	<b>6,324</b>

# Questions?

**Nathan Fuerst, Vice President**

Division of Enrollment Planning & Management

[nathan.fuerst@uconn.edu](mailto:nathan.fuerst@uconn.edu)

486-1463

Storrs Campus Fall Open House Dates:

**Sunday, September 30<sup>th</sup>**

AND

**Sunday, October 21<sup>st</sup>**



# University Senate Project Updates

University Planning, Design and Construction

September 9, 2019

# Projects Recently Completed: \$250M+

19/20 - A-19

## Completed


-  Main Campus Parking Replacements
-  Beach Hall- Lab Renovations
-  Gant Renovation- Phase 1
-  Student Recreation Center
-  Central Campus Infrastructure Upgrades
-  University Athletics District Development
  - SW Campus Infrastructure Upgrades- Phase 1
-  Gampel Security Bollards
-  Horsebarn Hill Pedestrian Safety Improvements
-  Whitney Hall Dining Renovation
-  North Campus Roof Replacement, Phase 2
-  Hicks, Grange Bathroom Renovations
-  Avery Point Classroom Building Roof Replacement


The link to the detailed Project Updates information shared with the Senate Executive Committee is:

<https://updc.uconn.edu/2019/09/06/sec-construction-update-september-2019/>

**Note:** All projects have some degree of risk. Typically, projects in construction may have a risk to schedule and/or to budget; projects in design and planning may have a risk to scope and/or schedule and/or budget.

In this report, the assessment of the risk per project is shown with a green, yellow or red box as follows:

 Least Risk

 Some Risk

 Most Risk







# Projects in Construction/in Bidding: \$340M+

19/20 - A - 20

## In Construction


-  Northeast Science Quad Site Improvements
  -  Stamford Campus- Garage Demo & Site Remediation
  -  Stamford Campus- Garage Neighboring Site Remediation
  -  Fine Arts Production Facility
  -  Southeast Campus Infrastructure Upgrades
  -  Code- Campus Wide Laundry Remediation
  -  CUP Equipment Replacement & Pumping Project
  -  Campus Wayfinding Improvements
  -  Gampel Pavilion Dome Repair
  -  Student Union Quick Service Restaurant Upgrades
  -  University Athletics District Development
- Performance Center and Stadia**


## In Bidding

-  Gant Renovation- Phase 2
-  Babbidge Library Renovation [*December BOT*]
-  Residential Life Security Cameras
-  South Campus Commons [*December BOT*]
-  Supplemental Utility Plant [*December BOT*]
-  UConn School of Fine Arts at Wadsworth Atheneum

Note: All projects have some degree of risk. Typically, projects in construction may have a risk to schedule and/or to budget; projects in design and planning may have a risk to scope and/or schedule and/or budget.

In this report, the assessment of the risk per project is shown with a green, yellow or red box as follows:

 Least Risk











 Some Risk

 Most Risk

# Projects in Design: ~\$425M


19/20 - A -21


## In Design

-  Gant Building Renovation- Phase 3
-  STEM Science 1
-  Northwest Quad Site Improvements and Tunnel Phase 2
-  Boiler Plant Equipment Replacement and Utility Tunnel Connection *[August BOT]*
-  Bishop Roof Replacement/Mechanical Electrical Upgrade
-  Longley Bathroom Renovation
-  Public Safety Complex
-  Landscaping Barn/Administrative Building Replacement *[December BOT]*
-  Residential Life- Alumni Quad
-  Exigent Repair/Replacement of Steam/Condensate Line

Note: All projects have some degree of risk. Typically, projects in construction may have a risk to schedule and/or to budget; projects in design and planning may have a risk to scope and/or schedule and/or budget.

In this report, the assessment of the risk per project is shown with a green, yellow or red box as follows:

 Least Risk

 Some Risk

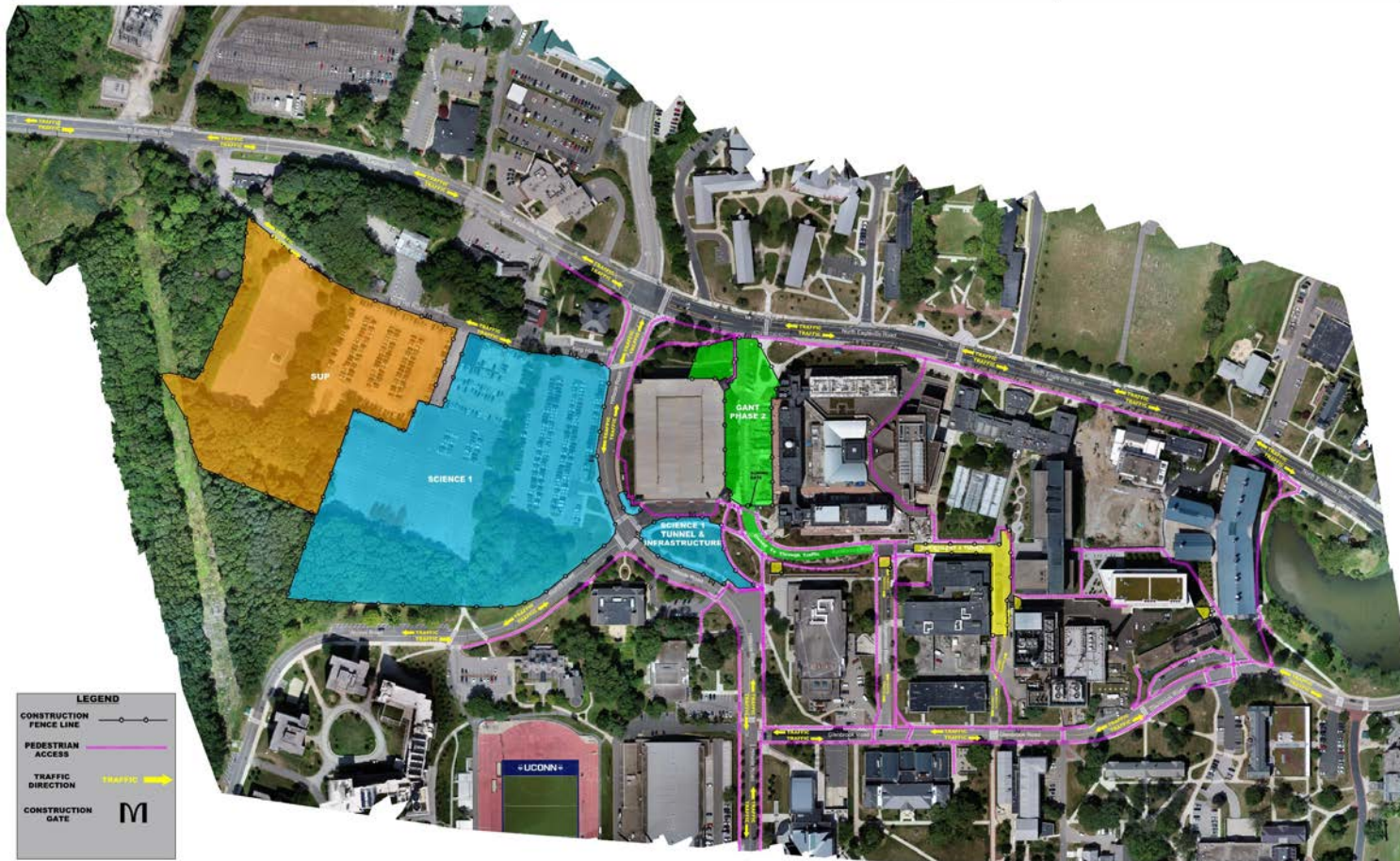
 Most Risk











**LEGEND**

- CONSTRUCTION FENCE LINE
- PEDESTRIAN ACCESS
- TRAFFIC DIRECTION
- CONSTRUCTION GATE







**LEGEND**

- CONSTRUCTION FENCE LINE
- PEDESTRIAN ACCESS
- TRAFFIC DIRECTION
- CONSTRUCTION GATE







