

UNIVERSITY SENATE MEETING MINUTES

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

1. Call to Order and Approval of Minutes

The Senate meeting was called to order by Moderator **Siegle** at 4:04 p.m.

Moderator **Siegle** called for the approval of both the November 4, 2019 and electronic vote on the consent agenda for the December 2, 2019 meeting [the latter meeting was canceled]. Senator **Long** made the motion to approve, which Senator **Crivello** seconded. The vote was called with no discussion.

The minutes were approved as written.

2. Report of the President - Presented by UConn President Tom Katsouleas

President **Katsouleas** opened by sharing that a lot of progress has been made in addressing the three key questions he had first introduced to the Senate during the September meeting, including:

- Short-term temporary funds will provide fringe relief and get that cost down so that we can be competitive. He is optimistic based working with the legislature will result in a long-term solution.
- The Life-Transformative Education Taskforce work.
- The work of two new committees: the diversity advisory panel and a committee on sustainability, which is headed by CFO Scott Jordan [Exec. Vice President for Administration]. The first has begun the work of strategic planning around diversity. The advisory panel has generated priorities for advancing diversity and inclusion on campus. This work will align with the entry of the new Chief Diversity Officer. The search for that position is going well—the search firm is currently in the process of generating a talented, diverse pool.
- New faculty hiring approaches, including TOPS (Target of Opportunity) hires. Some schools have already identified TOPS candidates.
- The Provost search. The search committee identified a slate of 11 strong candidates for airport interviews. Three top candidates have been identified. These candidates will be coming to campus the weeks of February 10th and February 17th. He noted that they are very strong and diverse candidates who are all currently in senior administrative roles at AAU peer institutions.

He noted that the University was jarred by the deaths of three students since the end of the fall semester. He emphasized that nothing is more important than the life and safety of our community. We have an opportunity to step back, take stock, and ask if there is more we could be doing. He highlighted the recently-announced JED mental health initiative and a new taskforce, which will be formally announced in the coming weeks. The taskforce will be charged to evaluate both what we are

doing and what we could be doing that we are not, how we can be more proactive and not just reactive to these issues.

The President concluded his remarks.

Moderator **Siegle** opened the floor for questions.

Senator **Long** asked about the Coronavirus and whether the University administration was engaged in contingency planning, should the virus become a public health issue at UConn. President **Katsouleas** responded that the administration and both Student Affairs and the International Office under Dan Wiener were keeping a close eye on the situation and emphasized that so far the University had only indirect contact with the virus: no cases on campus, but family members of students who have been impacted. The University is ready to spring into action should the situation change. Dean of Students Eleanor **Daugherty** added that they were in regular contact with the CDC and DPH for information on student risk and exposure. She referenced the campus-wide email that had gone about the Coronavirus. She spoke to student health service's capacity to isolate students if necessary and that the focus was also on creating a climate of support for students who are worried about their families. Vice President **Wiener** [Global Affairs] added information about international visitors coming to UConn and that Global Affairs was adhering to CDC guidelines. All international undergraduates who would have to take the semester off because they couldn't return to campus had been notified and that ISSS [International Student & Scholar Services] would help students navigate their re-entry after this semester. The fluid situation meant they were still getting a handle on numbers of students impacted.

Moderator **Siegle** asked if there were other questions.

Senator **Schultz** asked if there were any new developments in the goal of doubling research and scholarship. President **Katsouleas** referred to the President's Research Advisory Committee headed by Vice President Radenka Maric [VP for Research, Innovation, and Entrepreneurship]. This advisory group is developing the investment plan, which he reiterated will support both new hires and the work of existing faculty. They were addressing fringe short-term with part of the total 25 million dollar investment. Priorities for investment would be school and college specific. The President also noted the three new hiring strategies: TOPS hires, cluster hires, and innovation professors. He privately announced to the Senate a 20 million dollar investment by Connecticut Innovations that will support roughly 8-10 new faculty and 2-4 post-doc hires over five years. Hires will be at all levels and comprise both tenure and non-tenure appointments

Senator **Freake** asked the President to share progress made so far about the University's response to student calls to reconsider the institution's role in addressing climate change. President **Katsouleas** referred to the announced sustainability working group comprised of students, faculty and staff. By April the group must develop a table that shows kilograms of carbon removed and dollars per kilogram. They will report to the President, who will then share it with the Board of Trustees TAFS (Trustees, Administration, Faculty and Students) Committee.

Senator **Siegle** asked if there were other questions. There were none.

3. Report of the Senate Executive Committee - Presented by SEC Chair Veronica Makowsky
Attachment #18

SEC Chair **Makowsky** presented the report of the Senate Executive Committee, which reflected a very busy fall semester.

See supporting materials to these minutes.

Moderator **Siegle** invited questions from the Senate.

Senator **Werstler** asked about the timeline for JED Campus [mental health and wellness] initiative, specifically when the four-year contract with JED Campus would start. Senator **Makowsky** deferred to Eleanor **Daugherty** (Dean of Students), who answered that the Healthy Minds survey would be launched in February and we will proceed with implementation the subsequent academic year.

Senator **Vokoun** asked about the timeline for the Delta GenEd process in relation to the Transformative Education group's work and whether Delta GE's work would be slowed. Senator **Makowsky** answered that a slowdown may not be necessary. She noted that the two groups (Life-Transformative Education and Delta GE) are already working together, which may also help prevent any change to the timeline. Senator **Long** promised that Delta GE will have a report ready in April.

Moderator **Siegle** asked if there were other questions. There were none.

4. Consent Agenda

Report of the Senate Curricula and Courses Committee. Attachment #19

The Senate voted to adopt the Consent Agenda report as posted with no abstentions.

5. Report of the UConn Foundation – Presented by Scott Roberts, President and CEO
Attachment #20

See supporting materials to these minutes.

Before turning to general Q&A, **Roberts** read out loud and responded to several of the questions set by the Senate Growth & Development Committee, which he had received in advance:

- 1) What new or continuing initiatives are planned by the Foundation to facilitate meeting the President's goal of doubling research at UConn? **Roberts** referred to the Connecticut Innovation program mentioned by President Katsouleas. The Foundation identifies donors willing to give to professorships/chairs. He also mentioned the creation of major naming opportunities across

campus. By tying solicitation to new professors, they hope to help recruit more professors to UConn.

- 2) What challenges or barriers does the Foundation encounter in your efforts to facilitate/support faculty and student research efforts and initiatives? **Roberts** identified two challenges: many donors don't understand research, so they have to educate them. Also, donors may not want to give to public universities because they think that states should fund them. Again we have to educate them about how little we receive from the state, beyond in supporting new buildings in the past 15 years. He noted that we have very few colleges named based on a donor's gift, which creates opportunities for naming.
- 3) How does the Foundation set priorities for pursuing funding efforts? How do faculty influence the priorities? **Roberts** said it was a common misconception that the Foundation is defining the priorities, as it is the Deans and leadership who do so. He recommended that faculty speak with their deans to identify priorities.
- 4) Grants that are being submitted to OSP that may have good partnerships to perhaps other foundations—what might be good strategies for OSP and the Foundation to partner to identify such foundation funding? **Roberts** asked for clarification of the question. He added that the Foundation does partner with OSP through their office of Corporate Sponsorship. Senator **Barnes-Farrell** [Chair, Senate Growth & Development Committee] offered clarification, explaining that the gist of the question was are there things the Foundation can be doing, perhaps in concert with OSP, to nurture those efforts when they don't hit that end point, perhaps to keep a researcher going with internal funds or partnerships? **Roberts** answered that he didn't know and was sorry he could not dig in deeper. Senator **Barnes-Farrell** responded that Growth & Development would also be talking to OSP and that they were looking for ways units within the University can work together in this case rather than as single units. **Roberts** said he was often asked whether the Foundation could allocate a portion of money raised to certain areas, but that only about 1% of funds are not restricted by donor intent.
- 5) Is there a different incentive or rewards structure in place that favors donations to sports as opposed to academic programs? **Roberts** answered no, it is structured the way for both academics and athletics, although through athletics, you can often obtain tickets through donations.
- 6) Why hasn't the Foundation increased the endowment in the last twenty-some years? **Roberts** answered that this a misunderstanding and (referring to his presentation) over the past eight years, the endowment has increased by over 100 million dollars.

Roberts welcomed additional questions.

Senator **Barnes-Farrell** asked how the Foundation planned to leverage the strategic advantages of the regional campuses in fundraising efforts. **Roberts** responded that they did consider them, that he has visited all of the campuses, and that the Foundation talks to them regularly about their priorities and needs for funding. Development professionals are assigned to each of them. Some of them are tough—for example, Avery Point is logistically isolated but has excellent programs that can be showcased.

Senator **Pratto** asked about the move to BlackRock to manage our investments: how was BlackRock selected and what is their fee? **Roberts** answered that selection comes from the Investment Committee (in the Foundation). The decision was driven by the previous performance of BlackRock, which is number one in the state. He said he could get the fee information, but that he did not have it at hand.

Michelle **Williams** [Associate VP for Research Development] spoke to Senator Barnes-Farrell's question about collaboration, explaining that the offices (OSP and the Foundation) do work collaboratively. We have internal funding programs such as the Research Excellence program, which supports those projects that have the highest likelihood of getting funded by external grants or the Foundation.

Senator **Anwar** clarified an earlier question from the Growth & Development Committee. He described a Rockefeller Foundation-funded large-scale project in India as an example of opportunities the University might be missing for external funding and wondered what the Foundation is doing to find these opportunities in coordination with OSP. When asked by **Roberts** whether funding went to institutions working with this project in India, Senator **Anwar** affirmed that was the case, citing examples. **Roberts** said he thought it worth looking into. Senator **Anwar** added that it was critical the University have stories to tell in order to raise funds.

Senator **Vokoun** asked about Giving Day and wondered why we don't line up ringers for it. **Roberts** answered that he had already met with his team about doing this, as it's an effective practice. His staff is working at the college and school level to line up major gifts that could be tied to triggering matching or releasing at some point to get more engaged in Giving Day.

Senator **MacDougald** stated his understanding that the UConn Foundation uses a 4% repatriation rate for donors and that some private institutions enhance the impact in earlier years by offsetting this cost. He asked if the Foundation was looking into doing this. **Roberts** answered no they weren't, but that they had talked about making a spendable gift along with an endowed gift while the endowed gift generates spendable funds.

Senator **Freahe** had two questions: what is the timeline for the divestment from fossil fuels, and are there plans to be more public about that? **Roberts** explained that we are just moving our funds to BlackRock, so there is no timeline yet. He said that when BlackRock has our funds, we can be more public about announcing the direction we are heading in with investment.

Senator **Schultz** asked whether it was Robert's sense that exhibiting publically a certain moral stance (like that) might have a positive effect on giving. **Roberts** agreed that it was definitely a feel-good moment and would increase institutional pride. He wasn't sure that it would actually increase giving, but he agreed that it was the direction we should go.

Senator **Makowsky** asked for an update on the Sackler family funds. **Roberts** answered that the Foundation was continuing conversations with representatives of the Sackler family and is keeping the President's office in the loop. Part of the problem is that the gift agreement was written before clauses were including about the University reserving the right to remove the name for any reason, so the Board

of Trustees would have to look at the original agreements. The University is in “wait and see” mode and is prepared to make the appropriate move when necessary.

Senator **Vokoun** asked about the parts of the endowment that relate to scholarships and student support and whether it could be managed more conservatively than other investments, as he was concerned his college had lost money to support students. **Roberts** answered that we have to treat our investments as one lump sum to get the rates we want but that we were pretty conservative. He was unsure about the College-level loss and asked to connect after the Senate meeting.

Senator **Douglas** asked whether sustainability was a part of the approach to choosing BlackRock and was the timing of the announcement intentional or a happy coincidence in terms of showing alignment with the University’s direction? **Roberts** answered that we did ask those questions of all the firms the Foundation interviewed, including BlackRock. They answered consistently that fossil fuels don’t necessarily provide a return on investment and that could support the University’s focus on sustainable investment. He confirmed the timing was good but by chance.

Moderator **Siegle** asked if there was any new business.

6. New Business/Adjournment

Moderator **Siegle** asked if there was any new business. There was none. Moderator Siegle asked for a motion to adjourn the meeting. Senator **Long** made the motion, which was seconded by Senator **Crivello**.

The University Senate adjourned at 5:15 p.m.

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

Senate Executive Committee

Veronica Makowsky, Chair

Carol Atkinson-Palombo

Hedley Freake

Debra Kendall

Angela Rola

Priyanka Thakkar

Justin Fang

Andrea Hubbard

Gustavo Nanclares

Eric Schultz

Jaci Van Heest

The following members were absent from the February 3, 2020 meeting:

Abney, Terrence*

Accorsi, Michael

Alpay, Pamir

Atkinson-Palombo, Carol

Barret, Edith

Boylan, Alexis

Bradford, Michael

Britner, Preston*

Bull, Nancy*

Ceglio, Clarissa
Chandy, John
Chyun, Deborah
Day, Robert
DeAngelis, Mark
Deans, Tom
Elliot, John*
Fitch, R. Holly

Gilbert, Michael*
Hussein, Mohamed
Kazerounian, Kazem
Kendig, Tysen*
Korbel, Donna*
Lillo-Martin, Diane
Magley, Vicki*
McCutcheon, Jeffrey

Ortega, Morty*
Park Boush, Lisa
Segerson, Kathy*
Shor, Leslie*
Thakkar, Priyanka
Thuita, Damaris
Trumbull, Nathaniel*
Wilson, Cristina

*Members who gave advance notice of absence

Senate Executive Committee
Report to the University Senate
February 3, 2020

Good Afternoon:

The spring semester brings some changes to the Senate Executive Committee. We are pleased to welcome Eric Schultz to the SEC to begin his three-year term. Andrea Hubbard will continue her service as an alternate member while Rajeev Bansal is on sabbatical this semester.

It has been a busy start to the semester and I can offer the following updates on matters the SEC has been studying and deliberating.

Over the winter break the SEC, the AAUP, and the Provost's Office reached an agreement on how we will proceed with a faculty salary equity analysis. The Faculty Salary Equity Committee membership is being finalized, and we will share the membership roster at the next Senate meeting. The Committee will address five areas of concern:

- 1) A Data Analysis by mutually agreed upon experts to check for systemic bias on the macro level;
- 2) A Retention Study to analyze who leaves and why, and what incentivizes remaining;
- 3) A Dual Career Study to analyze the impact of spousal/partner hires or failed hires on recruitment and retention;
- 4) A Tenure and Promotion Study to gather information on tenure and promotion to associate professor and on promotion to full professor, including length of time from tenure to full professor status.
- 5) Merit Study: to gather information on how representative departments distribute merit and the effects of those methods on salary equity.
More on this next month.

The SEC is finalizing proposed changes to both the Senate and University by-laws. The Senate by-laws updates began as largely editorial. It soon became apparent that it is a good time to review committee names, charges, and structures. The SEC's proposal will come to this body at an upcoming meeting. We will also suggest revisions to the University by-laws that, if endorsed by the full University Senate, will require Board of Trustees support in order for the changes to be accepted.

The Delta2GE Task Force is considering ways the President's initiative on Life-Transformative Education may fruitfully intersect with the new general education program at UConn. Vice Provost Volin and Delta2GE co-chairs Tom Long and Manuela Wagner joined the SEC and Senate committee chairs for an informative presentation and discussion on the topic. We expect to hear more as the committees continue their work.

The Professional Staff Issues and Standards ad hoc met today just prior to this meeting. Angela Rola is chairing this group that is comprised of the professional staff members of the Senate as well as Hedley Freake, Jaci Van Heest and myself. The committee will consider issues that affect professional staff that include, but are not limited to: work-life balance, climate issues, uniform

application of university policy and procedures, and the impact on professional staff from the new University research initiatives. They are expected to present recommendations to the University Senate in April.

Non-compliance with Senate by-laws related to assessments is a troubling issue for our students that can lead to increased anxiety and stress due to unbalanced and conflicting workloads. In separate meetings with Provost Elliott and Vice Provost Volin, I discussed the issues around procedures needed for compliance with the Senate by-laws on assessment both before the Final Assessment period and during the Final Assessment period. Further discussion with me will take place at both the Associate Deans and Department Heads and at the Deans' Council meetings this month.

UConn will again participate in the Harvard University Collaborative on Academic Careers in Higher Education (COACHE) survey. It is a research-practice partnership and network of peer institutions dedicated to improving outcomes in faculty recruitment, development, and retention. The last COACHE survey at UConn was completed five years ago, so it will be of great interest to compare the data. The survey will be available to faculty from mid-February to early April, and we encourage your participation.

In our meeting with senior administration on Friday, we talked at length about services available through Student Health and Wellness (SHaW) particularly in the area of mental health. As shared in a recent University announcement, SHaW along with Undergraduate Student Government have entered a partnership with JED Campus to assess and enhance mental health promotion and substance abuse and suicide prevention efforts. The program's mission is aimed at increasing students' wellbeing. UConn's partnership with JED Campus will enable us to take a closer look at current strengths, potential gaps, areas of improvement, and campus programming as they relate to the overall well-being of our students. Throughout the four-year commitment, JED will assist UConn in making continuous improvements to practices and use of resources.

Today we will hear from Scott Roberts, President and CEO of the UConn Foundation. The Senate Growth and Development Committee provided Mr. Roberts with a thoughtful list of topics and questions they hope to see addressed in his report. We look forward to his presentation.

The next meeting of the University Senate will take place on March 2. At that meeting, Michelle Williams will present the Report on Research and Laura Cruickshank will update us on the Northwest Science Quad Project.

Respectfully Submitted,

Veronica Makowsky, Chair
Senate Executive Committee

**University Senate Curricula and Courses Committee
Report to the Senate
February 3, 2020**

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

- A. ARTH/AFRA 2222 Race, Gender, Sexuality, and the Power of Looking (#11079) [New CA1-a, CA4 – GEOC Approved]
Proposed Catalog Copy
ARTH 2222. Race, Gender, Sexuality, and the Power of Looking
Also offered as: AFRA 2222
3.00 credits
Prerequisites: None. Not open for credit to students who have passed ARTH 2198 when offered as “Race, Gender, and the Power of Looking.”
Grading Basis: Graded
A beginning investigation into the issues of what constitutes visual culture and how race, gender, and sexuality are seen and not seen. The goals of the course include engaging with the history and scholarly dialogues around visual studies, becoming more active and critical visual consumers and critics, and understanding personal stakes and diverse positions in dialogues about visualizing gender and race. CA 1. CA 4.
- AFRA 2222. Race, Gender, Sexuality, and the Power of Looking
Also offered as: ARTH 2222
3.00 credits
Prerequisites: None. Not open for credit to students who have passed ARTH 2198 when offered as “Race, Gender, and the Power of Looking.”
Grading Basis: Graded
A beginning investigation into the issues of what constitutes visual culture and how race, gender, and sexuality are seen and not seen. The goals of the course include engaging with the history and scholarly dialogues around visual studies, becoming more active and critical visual consumers and critics, and understanding personal stakes and diverse positions in dialogues about visualizing gender and race. CA 1. CA 4.
- B. ECON 1101 Economics Through Film (#13157)
Proposed Catalog Copy
ECON 1101. Economics through Film
3.00 credits
Prerequisites: Not open for credit to students who have passed ECON 1000, 1200, 1201, or 1202.
Grading Basis: Graded
Introduction to basic economic concepts and contemporary economic issues through their portrayal in motion pictures. CA 2.
- C. ENGL 1007 Seminar in Writing and Multimodal Composition (#10738) [New FYW – GEOC Approved by W and IL]
Proposed Catalog Copy
ENGL 1007. Seminar in Writing and Multimodal Composition

3.00 credits

Prerequisite: Students placed in ENGL 1004 must pass that class before enrolling in ENGL 1007 and 1008. Corequisite: ENGL 1008.

Grading Basis: Graded

Introduction to college composition through multiple technologies. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life.

- D. ENGL 1008 Studio for the Seminar in Writing and Multimodal Composition (#13108) [New FYW – GEOC Approved by W and IL]

Proposed Catalog Copy

ENGL 1008. Studio for the Seminar in Writing and Multimodal Composition.

1.00 credit

Corequisite: ENGL 1007.

Grading Basis: Graded

Introduction to multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. Students design a digital portfolio to showcase creations and skills-based micro-credentials they earn in coursework.

- E. HEJS 2200 Israel: History and Society (#12865) [New CA1-e, CA4-Int – GEOC Approved]

Proposed Catalog Copy

HEJS 2200. Israel: History and Society

3.00 credits

Prerequisites: None

Grading Basis: Graded

Major themes in Zionist and Israeli history and the development of Israeli art, literature, film, popular music, dance, theater, and popular culture, with a focus on the central questions that have both unified and divided Israeli society and politics. CA 1. CA 4-INT.

- F. HIST 1200 World History, 1200-1800 (#13644) [New CA1-c, CA4-Int – GEOC Approved]

Proposed Catalog Copy

HIST 1200. World History, 1200-1800

3.00 credits

Prerequisites: None

Grading Basis: Graded

A global approach to human history, 1200CE to 1800CE, emphasizing political, intellectual, economic, and social interactions among peoples with diverse cultures, ideas, and values. CA 1. CA 4-INT.

- G. HIST 2222E Global Environmental History (#4998) [CA1-c, CA4, EL – GEOC Approved]

Proposed Catalog Copy

HIST 2222E. Global Environmental History

3.00 credits

Prerequisites: None

Grading Basis: Graded

Transformations of the global environment since 1450: the effects of human practices and ideas, especially on energy, landscapes, and commodities. CA 1. CA 4-INT

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

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

Current Catalog Copy

ECON 2326. Operations Research

3.00 credits

Prerequisites: Recommended preparation: ECON 1200 or both ECON 1201 and 1202

Grading Basis: Graded

Extensive use of computer spreadsheets to find efficient solutions to problems faced by managers in both the public and private sectors. Optimization of input and output mixes, of delivery routes, and communication networks.

Revised Catalog Copy

ECON 2326. Operations Research

3.00 credits

Prerequisites: None Recommended preparation: ECON 1200 or both ECON 1201 and 1202. Not open for credit to students who have passed ECON 4326.

Grading Basis: Graded

Extensive use of computer spreadsheets to find efficient solutions to problems faced by managers in both the public and private sectors. Optimization of input and output mixes, of delivery routes, and communication networks.

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

Current Catalog Copy

ECON 2467. Economics of the Oceans

Also offered as: MAST 2467

3.00 credits

Prerequisites: ECON 1200 or 1201.

Grading Basis: Graded

Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

MAST 2467. Economics of the Oceans

Also offered as: ECON 2467

3.00 credits

Prerequisites: ECON 1200 or 1201.

Grading Basis: Graded

Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

Revised Catalog Copy

ECON 2467E. Economics of the Oceans

Also offered as: MAST 2467E

3.00 credits

Prerequisites: ECON 1200 or 1201.

Grading Basis: Graded

Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

MAST 2467E. Economics of the Oceans

Also offered as: ECON 2467E

3.00 credits

Prerequisites: ECON 1200 or 1201.

Grading Basis: Graded

Economies of industries that use and manage ocean resources. Applications of industrial organization, law and economics, natural resource theory, and environmental economics.

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

Current Catalog Copy

EEB 2250. Introduction to Plant Physiology

3.00 credits

Prerequisites: BIOL 1107 or 1108 or 1110 or equivalent.

Grading Basis: Graded

This course will explore the unique physiological processes of plants that underlie their capacity to grow, develop, and sense and respond to the environment. Topics will include photosynthesis, water and nutrient uptake, long distance transport, signals and signal transduction, growth and development, and environmental interactions (biotic and abiotic).

Revised Catalog Copy

EEB 2250. Introduction to Plant Physiology

3.00 credits

Prerequisites: BIOL 1107 or 1108 or 1110 or instructor consent.

Grading Basis: Graded

Exploration of the distinct physiological processes of plants that underlie their capacity to grow, develop, and sense and respond to the environment. Topics include photosynthesis, water and nutrient uptake, long distance transport, signals and signal transduction, growth and development, and environmental interactions (biotic and abiotic), including climate change. CA 3.

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

Current Catalog Copy

KINS 2227. Exercise Prescription

3.00 credits

Prerequisite: Open only to students in Kinesiology programs; Recommended Preparation: KINS 1100.

Grading Basis: Graded

Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; special populations with chronic disease and health conditions such as diseases of cardiovascular, pulmonary, metabolic, and musculoskeletal systems as well as overweight and obesity.

Revised Catalog Copy

KINS 2227. Exercise Prescription

3.00 credits

Prerequisites: None. Recommended Preparation: KINS 1100.

Grading Basis: Graded

Frequency, Intensity, Time, and Type or FITT principle of exercise prescription for apparently healthy adults; healthy populations with special considerations such as children, older adults, and women who are pregnant; and special populations with chronic disease and health conditions such as overweight and obesity, and cardiovascular, pulmonary, metabolic, and musculoskeletal disease.

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

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

Proposed Catalog Copy

BUSN 3004W. Business Writing and Communication

2.00 credits

Prerequisites: ENGL 1010 or 1011 or 2011; open only to Business Majors of sophomore or higher status. Not open for credit to students who have passed BUSN 3002W or BUSN 3003W or BADM 4075W or MGMT 3070W.

Grading Basis: Graded

Rhetorical strategies and practices for improving professional writing and oral communications, as well as ways in which visual communications, document design, and emerging genres (e.g., new media, social media) shape professional messages.

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

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

Current Catalog Copy

KINS 4205. Exercise is Medicine Capstone

2.00 credits

Prerequisites: Good academic standing with a minimum of 90 credits and consent of instructor.

Grading Basis: Graded

Students participate in a scholarly project (original research, systematic review or clinical case report) with one or more faculty mentors and students. Students prepare a manuscript meeting professional standards for form and content and a poster consistent in format with a professional meeting call for abstracts.

Revised Catalog Copy

KINS 4205W. Exercise Science Capstone

3.00 credits

Prerequisites: ENGL 1010 or 1011 or 2011; good academic standing with a minimum of 90 credits and consent of instructor.

Grading Basis: Graded

Participation in a scholarly project (original research, systematic review, or clinical case report) with one or more faculty mentors and students. Students prepare a manuscript meeting professional standards for form and content, and a poster consistent in format with a professional meeting call for abstracts.

V. For the information of the University Senate:

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

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

From the 1/22/2020 meeting

University Senate

Scott Roberts, President and CEO

Monday, February 3, 2020

UConn
FOUNDATION

An aerial, high-angle photograph of a university campus, likely the University of Connecticut. The image shows a large, multi-story brick building with a prominent tower on the right side. A circular driveway or road winds through the campus, and there are several trees and green spaces. The entire image is overlaid with a dark blue, semi-transparent filter.

About the UConn Foundation

UConn Foundation, Inc.



501(c)(3) tax exempt corporation

- Separate legal entity from the University
- Governed by volunteer board of directors (32 voting members)
- 9 ex-officio non-voting members
 - Foundation President
 - University President, Provost, EVP Health Affairs, CFO, Athletic Director,
 - Faculty Representative, Student Representative, BOT representative

Connecticut non-stock corporation

- Incorporated exclusively for purposes of supporting the University
- Bylaws and Certificate of Incorporation on file with Secretary of State

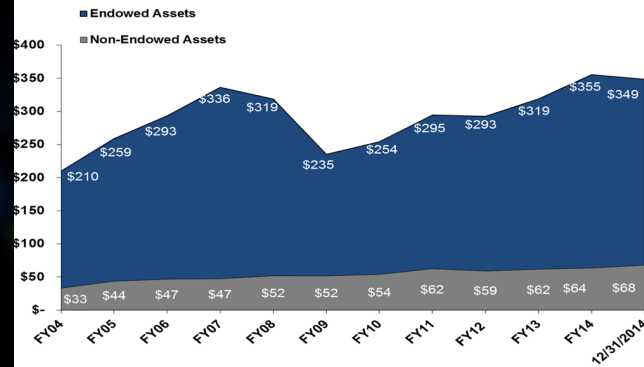
Subject to requirements under Conn. Gen. Stat. Sec. 4-37e et seq.

- Established for principal purpose of supporting a state agency

Designated by University under Master Operating Agreement and annual Statement of Work

- Fundraising, Alumni Relations and Investment Management responsibility

Foundation's Current Mission Statement



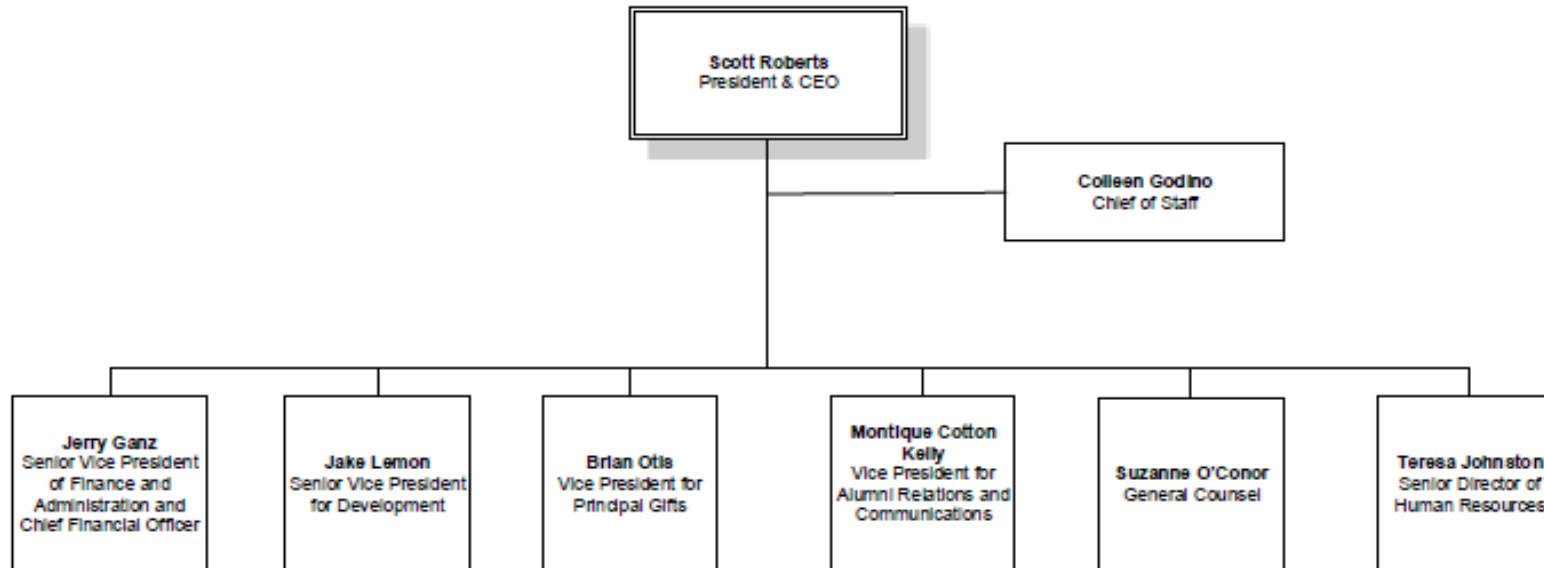
***Strengthening UConn
One Relationship at a Time***

Foundation's Senior Leadership

ATTACHMENT #18

19/20 - A - 145

ORGANIZATIONAL CHART Executive



Development Office

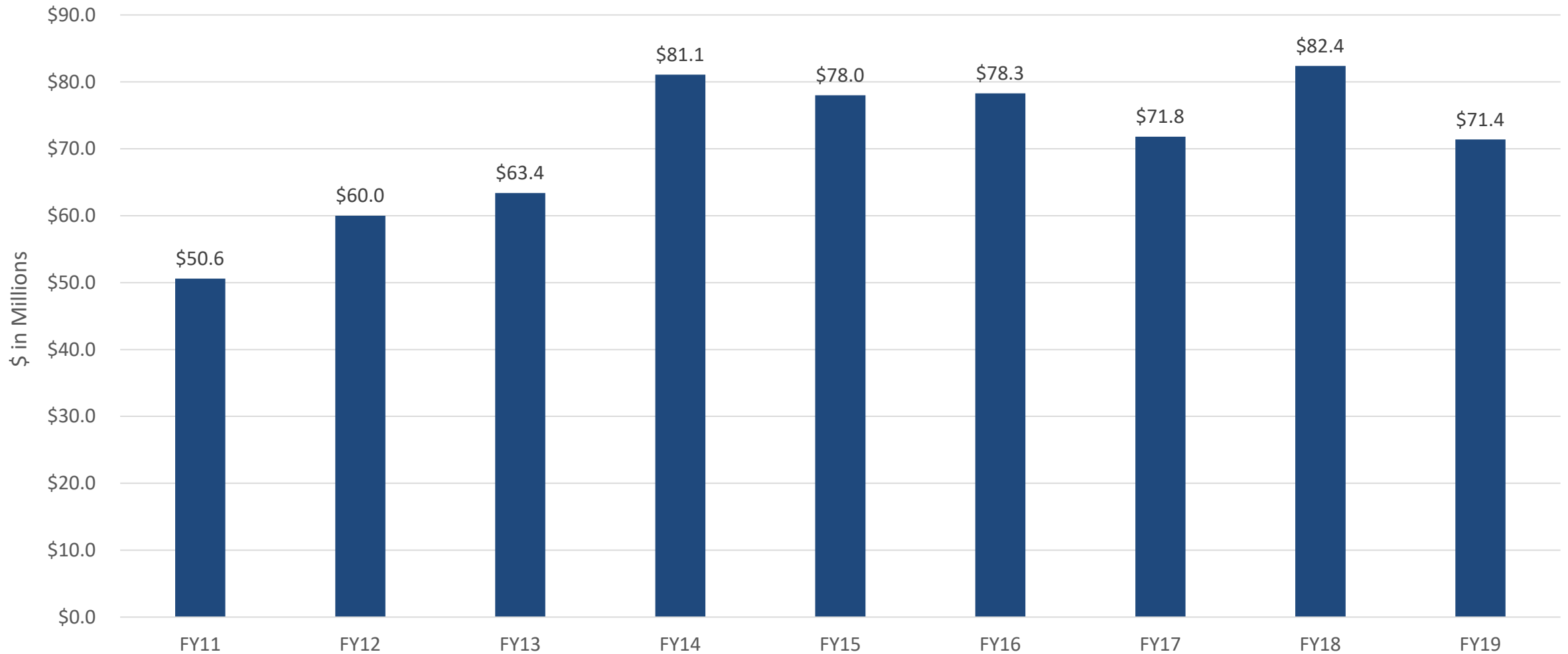
The background of the slide is a dark blue, semi-transparent aerial photograph of a large, multi-story building complex. The building has a central courtyard area with a circular feature. The overall scene is dimly lit, with the blue tint dominating the color palette.

Fundraising Commitments (FY10-FY19)

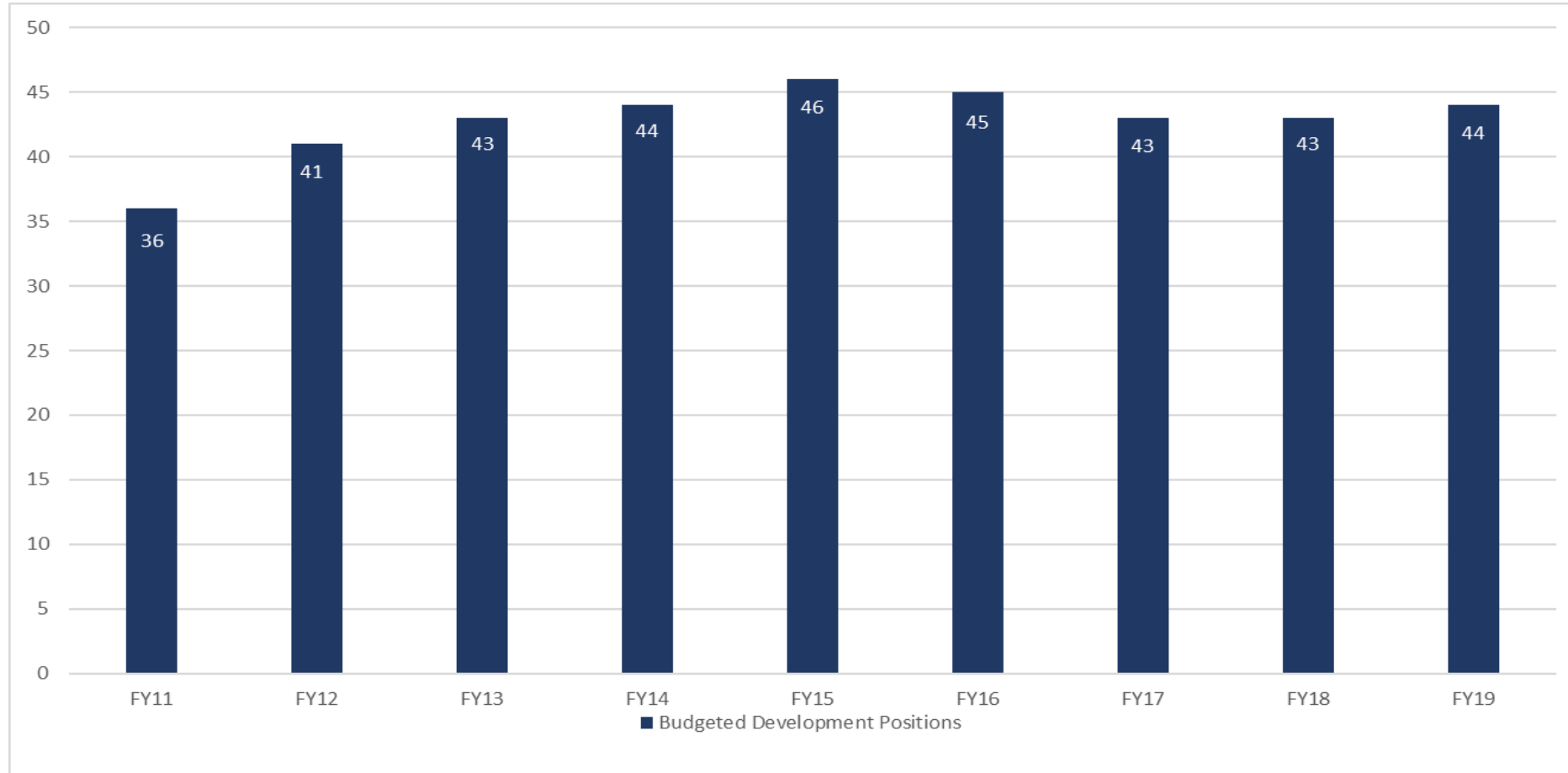
ATTACHMENT #18

19/25 - A - 47

Commitments in Millions

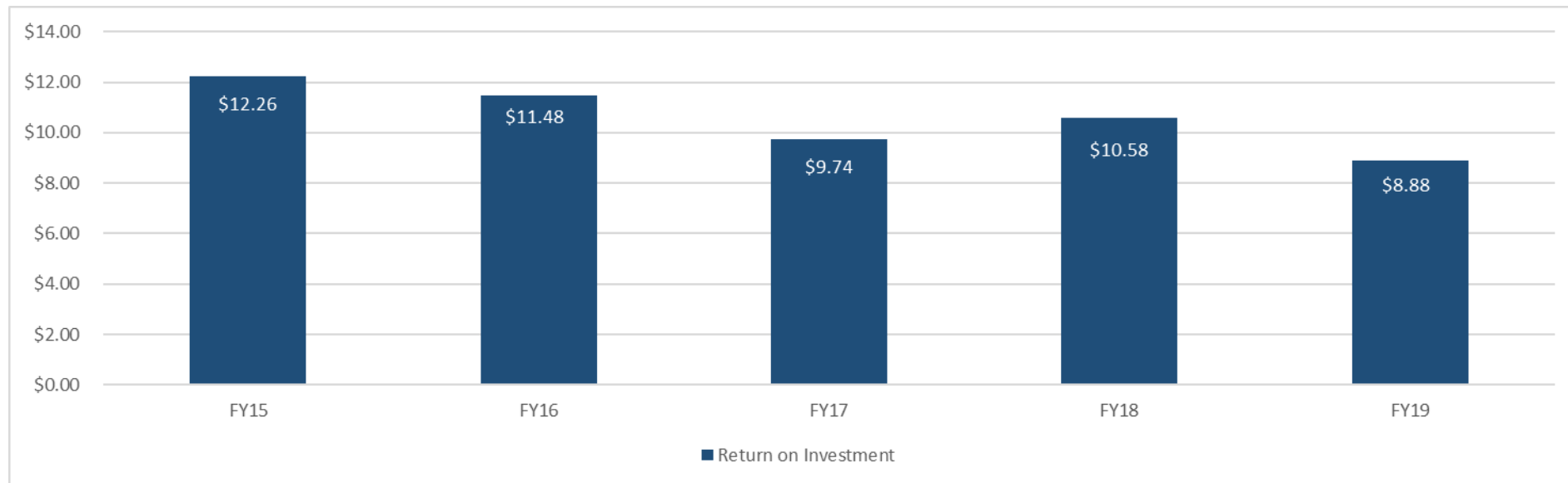


Major Gift Officer Headcount (FTE's)



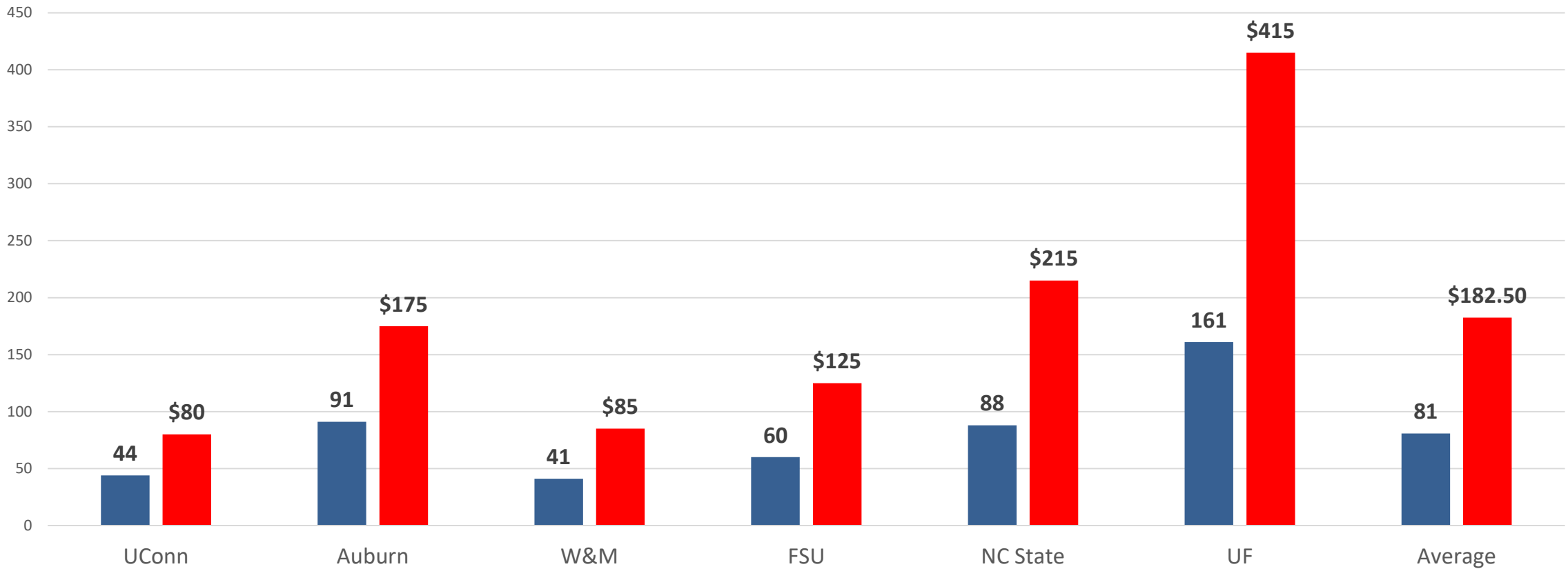
Cost of Fundraising

	FY15	FY16	FY17	FY18	FY19	Average
Fundraising Expense	\$6,364	\$6,819	\$7,376	\$7,791	\$8,042	\$7,278
Total Commitments	\$77,987	\$78,301	\$71,836	\$82,455	\$71,432	\$76,402
Return on Investment	\$12.26	\$11.48	\$9.74	\$10.58	\$8.88	\$10.59



MGO FTE's vs. Dollars Raised Peer Comparison

Development Professionals vs. Dollars Raised



Correlation Coefficient = .98907

Regional Development Focus

- South East: Florida
- Midwest: Dallas, Houston, Chicago
- NYC/Fairfield County
- Connecticut (Based in Stamford and Stamford Campus)
- West Coast: San Francisco, Los Angeles, San Diego
- Mid-Atlantic: D.C., Charlotte, NC
- Boston and New England
- Hartford Campus and Social Work
- Avery Point Campus



Alumni Relations

The background of the slide is a dark blue, semi-transparent aerial photograph of a university campus. The image shows a large, multi-story building with a prominent arched entrance, surrounded by a circular driveway and landscaped grounds with trees and walkways. The overall scene is captured from a high angle, providing a comprehensive view of the campus architecture and layout.

Alumni Relations



Annual Giving Strategies

Phonathon
 Direct Mail
 Ignite
 Giving Day
 Close to Home

Fiscal Year '19 (7.1.18-1.30.19)

Number of Events	231
Total # of Attendees	10,840

Fiscal Year '20 To Date

Number of Events	193
Total # of Attendees	11,045

**reduction in events, increase in collaboration and intentionality*



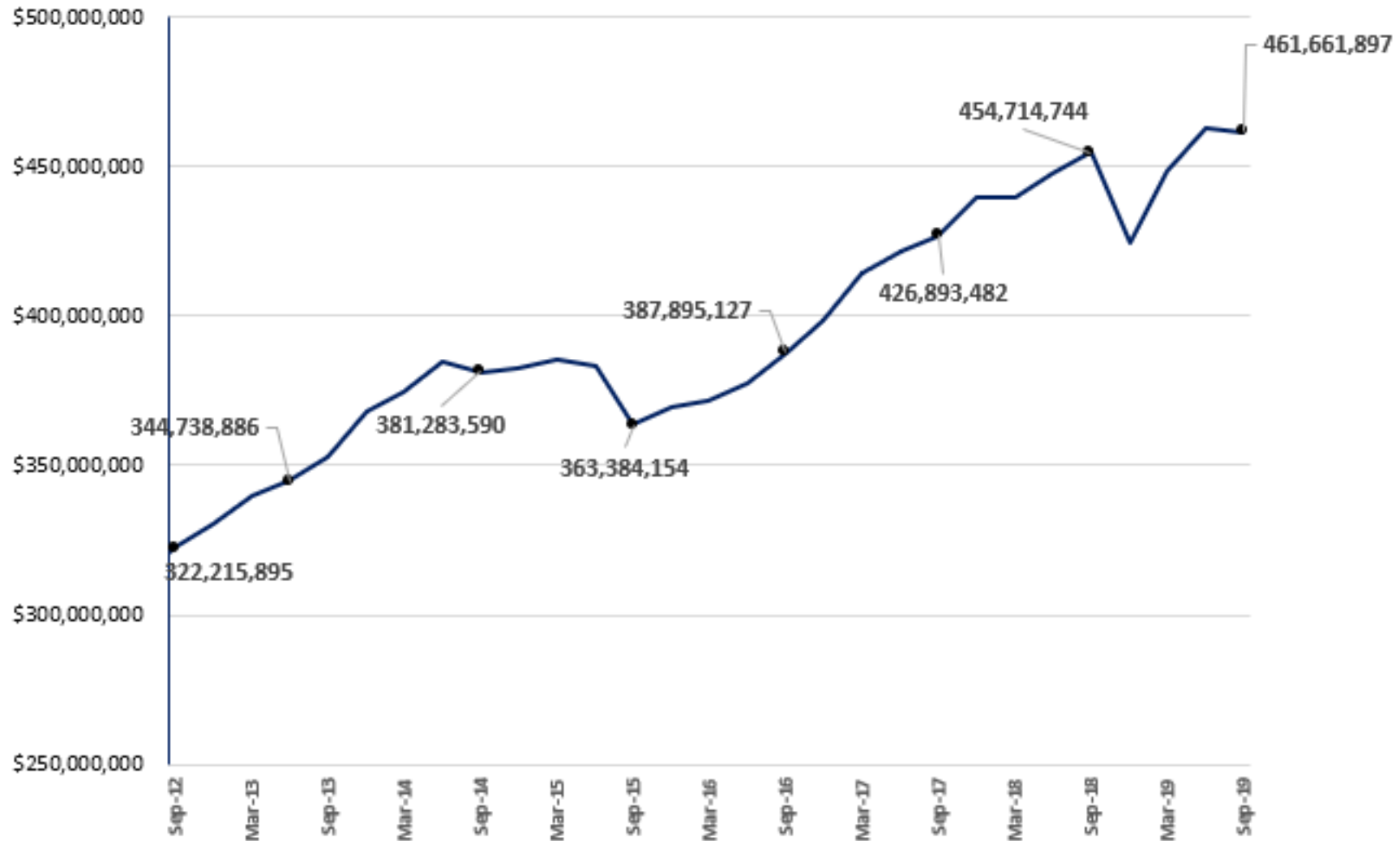
Expenses

FY 2019 Development Expenses = \$8,042,000

Academic Fundraising	\$7,158,236	(89%)
Athletic Fundraising	883,764	(11%)

Endowments and Investments

Historical Total University Endowment

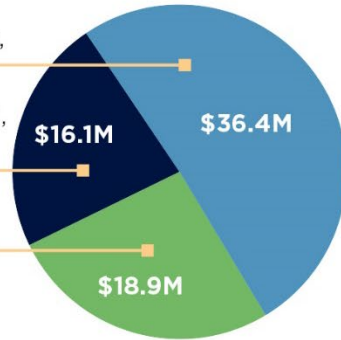


2019 By the Numbers (Fiscal Year 2019)

\$71.4 Million Raised

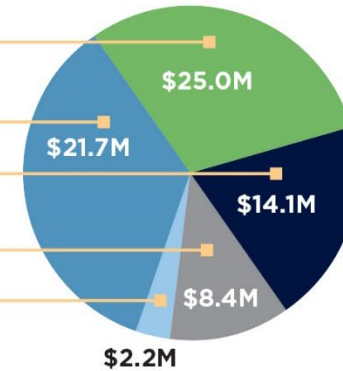
Types of Gifts

- Cash, stock, in-kind donations, and research grants
- Planned gifts pledged in a will, trust, charitable gift annuity, IRA, or other estate plan
- Multiyear gift commitments typically paid over five years



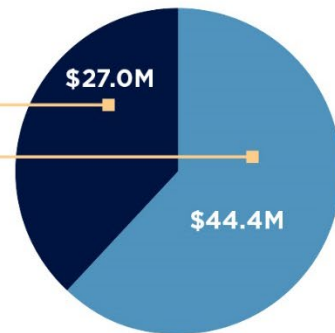
Missions

- Academic programs
- Scholarships and fellowships
- Research
- Capital improvement projects
- Faculty



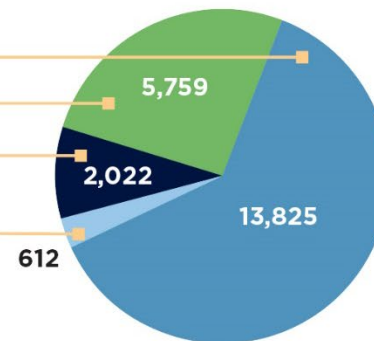
Operations vs. Endowment

- Endowment
- Current operations



22,218 Donors

- Alumni
- Friends
- Parents
- Corporations and foundations



Divesting of Fossil Fuels

- Less than 2% of investments have exposure to fossil fuels
- Statement from new investment adviser:
- “We are making sustainability integral to the way BlackRock manages risk, constructs portfolios, designs products, and engages with companies. We believe that sustainability should be our new standard for investing.”

Q & A