

UNIVERSITY SENATE MEETING AGENDA
March 2, 2020

A regular meeting of the University Senate will be held on
Monday, March 2, 2020 at 4:00 p.m.
in the **ROME BALLROOM, Storrs Campus**

The Agenda for this meeting is as follows:

1. Call to Order and Approval of Minutes

The March 2, 2020 Senate meeting was called to order at 4:00 p.m.

Moderator **Siegle** called for a motion to approve the February 3rd minutes. Senator **Long** made the motion, which was seconded by Senator **Crivello**. The vote was called.

The minutes were approved. Moderator **Siegle** noted that the approved minutes included a minor correction regarding the wording of what was approved for December: not the “minutes” (the meeting had been canceled), but the December virtual vote.

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

Provost **Elliott** reported on the status of the Coronavirus (COVID-19) with regard to University preparedness. He noted that the situation continued to change quickly. He referenced the new guidance put out by the CDC, which resulted in the University requesting that all students currently studying in Italy return to their homes, where they will be in voluntary quarantine for 14 days. The Office of Emergency Management (OEM) is in charge of the University’s Emergency Operation Plan and is meeting regularly with University leaders. The University is doing its best to be prepared for all situations that may arise and that University units should also make appropriate preparations.

Questions were invited from the Senate.

Senator **Long** asked about contingency planning with regard to the coronavirus, specifically with regard to how instruction would continue if residence halls closed and what capacity student health services had to assess student health, including testing, diagnosis, and related. Provost **Elliott** responded that he did not personally know the status of student health capacity in that regard, but that others were assessing that. He said it was unknown if the residence halls would be closed and that the University would do its best to be fast in its response to a quickly-changing situation. He noted that there is also work progressing with regard to the impact of COVID-19 on enrollment—there were repercussions, for example, on graduate applicants’ ability to take the TOEFL and GRE. Both the application process and yields are being affected.

Senator **Schultz** asked about faculty preparation, should there be a university-wide shutdown. What should we communicate to our constituencies, and have we ever been through anything like this?

Provost **Elliott** answered that he did not know of any like situation and that we couldn't know yet what the decision will be regarding University closure. We are focusing on decisions affecting the safety and wellbeing of students, faculty, and staff. We are planning for what is foreseeable and making lists of various possible outcomes. We can't yet know what non-University actors will do (airlines, etc.); computers will have to be one of the tools, should the campuses close.

Senator **Douglas** asked about Residential Life preparations on campus and whether there was a difference in this preparation between the Storrs and Stamford campuses. Provost **Elliott** responded that he could not answer in detail himself, but that Residential Life is involved in emergency planning and that they knew that Storrs and Stamford are unique places.

Senator **Vokoun** referred to projections of a late April peak COVID-19 infection and asked if the University had considered the possibility of students having to stay on campus past the end of the semester. Provost **Elliott** answered that the possibility was being explored. He referred to four postponed spring break trips and the possible creation of summer experiences for Chinese students who can't go home.

Senator **Gogarten** asked where students returning to campus from abroad would spend their quarantines. Provost **Elliott** said they will spend them in their homes.

Senator **Rubega** asked whether there was network capacity to keep education occurring should campuses close. Provost Elliott responded that the issue was not network capacity, rather, it was how we can get material into a form and style to ensure a meaningful education. We have the backbone for providing material—hybrid and fully online courses—but we have to consider the time, effort, and energy of doing this. Using computers isn't the only solution, but it's part of it. Vice President and Chief Information Officer Michael **Mundrane** extended the response by noting that the network load would be on Blackboard, not on the University. Blackboard is on the cloud and is not delivered by us and does not require a lot of network activity at the Storrs campus. **Elliott** emphasized that the situation was fast-changing and we should stay tuned.

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

See supporting materials to these minutes.

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

Senator **McCutcheon** asked about the Sackler funds that were frozen with the intention of repurposing them and whether specific funds had been restored. Senator **Makowsky** asked if Provost **Elliott** could speak to this question but that she understood the details were still being worked out. Provost **Elliott** confirmed that details were still being worked out for frozen funds. Senator **McCutcheon** asked for clarification that all funds were still frozen. Provost **Elliott** responded

that he believed funds in one account had been approved for use but that the rest had not, and that there were no situations in which faculty normally being funded by Sackler funds were not being funded through other means. Senator **McCutcheon** clarified that the funding recipient in question was a student, not a faculty member, and that it was an example of a student being negatively affected by the funds being frozen.

Senator **Douglas** asked about the procurement contract changes and the balance between efficiency and community impact. He asked about the conversation behind that and any resolution that had been reached. Senator **Makowsky** answered that there was no resolution and that it would continue to be a balancing act. She referred to upcoming budget cuts and the large athletics deficit and the need to be efficient, but that we also had our commitments to engagement and outreach. Her understanding is that facilities can still buy at local shops if they cannot find something through the Procurement tool. [Fastenal]. She looked to Senator **Freake** for confirmation. Senator **Freake** nodded his agreement.

4. Consent Agenda Items

Report of the Senate Curricula and Courses Committee

Moderator Siegle asked if there were any calls for extractions from the Consent Agenda item. There were none. The vote was called.

The Consent Agenda item was adopted.

5. Resolution in Support of the UConn Foundation Divesting from Fossil Fuel Companies – Presented by Senator Hedley Freake

See supporting materials to these minutes.

Senator Freake noted that this Resolution was in response to the presentation by Scott **Roberts** (President of the UConn Foundation) at the previous Senate meeting. The decision to divest from fossil fuels may be made in an upcoming Foundation committee meeting.

The floor was opened for discussion.

Senator **Schultz** asked about the reference to investing a minimum of 5% of the portfolio. He wondered where the number originated and how it compared to current investment. Senator **Freake** said he didn't know the answer to the second question but that about 2% of current investments are "tainted" and that that's what we're trying to get out of. The 5% number is taken from the approaches of other universities.

Senator **McCutcheon** referred to the underperformance of the UConn Foundation. He asked whether it was a good time to hamstring the Foundation through this limitation and whether it might be better to use earnings from fossil fuels to fund education and research in areas that will make fossil fuels obsolete. He noted that fossil fuel companies are themselves funding more ethical research in these areas. Senator **Freake** responded that it was the Foundation that selected BlackRock and that it was BlackRock decided this was an area we should get out of, that returns can be as strong for non-fossil fuel investments. Senator **McCutcheon** questioned why we would need this Resolution, which might blacklist us.

Senator **Pratto** shared her experience identifying socially responsible investments and noted that investments in fossil fuels did not yield as high a return as one could get in the stock market. This Resolution wouldn't override fiduciary responsibility and doesn't preclude us from working with any particular company.

Senator **Terni** commented that oil and gas companies have been spending a lot of energy encouraging states to pass legislation in support of a pro-carbon agenda.

Senator **DeMoura** commented that he wouldn't put much faith in BlackRock. He cited an article documenting that they were the largest shareholders in oil and gas in the world. He urged that the Resolution was imperative as BlackRock cannot be trusted.

With no further discussion, Moderator **Siegle** called for a vote.

The Resolution passed with 3 opposed and 2 abstentions.

6. Report from Scholastic Standards Committee presented by Senator Joe Crivello

Presentation of a motion to amend the By-Laws, Rules, and Regulations of the University Senate, II.C.1 Minimum Requirements for Undergraduate Degrees

See supporting materials to these minutes.

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

Senator **Douglas** shared that he was pursuing a double major and asked what the difference would be between the requirements for a dual degree and a double major vs. a dual degree in the same school. Senator **Freake** took the questions. He clarified that, if pursuing two majors in the same school or college, one would just complete the requirements of the two majors separately and satisfy the 120 credit requirement (or whatever is required for one's school/college). This motion addressed two majors in two schools or colleges, which requires one to earn two degrees, one from each college/school. Our accrediting agency (NECHE) says that in order to do that one must do more than the required 120 (or whatever's required for one degree) credits. This motion reduces the additional credits needed to 18, which will mean 138 credits total for most combined degrees. One

would have the choice to pursue two degrees within the same school or college by doing the required additional 18 credits.

Senator **Vokoun** asked about the “primary major” in double majors and how affected the degree designation (BA vs. BS) for the 2nd major. Senator **Crivello** spoke to the designation of a primary major. Senator **Freake** further clarified that both majors fall under the primary major’s degree. Senator **Bresciano** added that there was no change to that in this motion, which only addresses dual degrees. The requirement of following the degree of the primary major (when one degree) was unchanged by this motion.

Senator **Majumdar** asked for confirmation that the accrediting agency had changed the requirement from 30 credits for the additional degree to 18. Vice Provost **Volin** answered the question by clarifying that NECHE had a 30-credit plus an additional year (for additional degree) rule. The Senate approved 18 a couple of years ago, but NECHE pushed back. We pushed back as well, and NECHE agreed to 18 credits with no additional year required.

Senator **Bedore** noted that the predicament of some double majors resulting in a BS in English (for example) was now easier to resolve with the reduction in credits needed, as a student could earn a full BS and a full BA with just 18 additional credits.

Senator **Gibson** asked about triple majors and the dual degree. Would it be 30 extra credits? Senator **Bresciano** took the question and answered that for double majors, there are never more credits. Only dual degrees require additional credits. How CLAS (for example) does a triple major is up to CLAS. This is about the reduction from 30 to 18 for earning more than one degree.

Senator **Majumdar** followed up on his previous question by asking if the reduction to 18 credits diminished the value of our degree and whether other institutions required more. Vice Provost **Volin** answered that every other accrediting body allowed dual degrees for fewer credits (than 30), some even allowed dual degrees with the base 120 credits. This was not a weakening of the degree at all.

Bedore added to a previous answer that in CLAS one cannot do a triple major, that one could do a double major (in one degree) and a double major in another.

There was no further discussion. Moderator **Siegle** reminded the Senate that the vote on this motion would occur in the next Senate meeting.

7. Report on Research, Innovation, and Entrepreneurship – Presented by VP for Research, Innovation, and Entrepreneurship Radenka Maric and Associate VP for Research Administration & Development Michelle Williams

See supporting materials to these minutes.

Senator Douglas asked if key abbreviations appearing on the FY2019 OVPR Budget slide could be defined. VP **Williams** defined “IDC Recoveries” are the indirect costs (IDC), or the Facilities & Administration (F&A) costs, which the University charges grants on the front end to reimburse for costs including grant administration (about 26%), facilities, electricity, lab costs, etc. She also explained “animal care per diems,” which is a subsidy provided to researchers to reduce the cost of housing and caring for animals used in labs. “TIP rental” refers to the Technology Incubator Program, which is housed mostly at Farmington but also includes space at Storrs. TIP promotes business generation; we offer these start-ups low-cost rent while they build their business; this generates some revenue. “TCS royalties” refers to the University’s Technology Commercialization Services (TCS). The University supports the process of licensing the results of research; in exchange, researchers share royalty revenue with the University. “Research Core Services” refers to resources such as instrumentation used by multiple researchers. We subsidize those costs and then also generate some revenue from these services, both from internal and external users.

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

Senator **Schultz** commented that getting more proposals funded requires a strong peer review culture and that Sponsored Programs can lead in this. VP **Maric** agreed and noted that some departments were doing this peer review internally. She said that their office had started a mentorship program, which pairs very successful grant writers with researchers in exchange for a small stipend. She also mentioned workshops for career grants. In addition, for faculty who submit grants on time, they are hiring someone to help revise and format submissions for greater success.

Senator **McCutcheon** commented that it was unfair to have grants due seven days out, that there were numerous challenges including minimal advanced notice of grants and the difficulty of obtaining multiple PI signatures across institutions. Even on time submissions have in the past not been reviewed by Sponsored Programs until the final day. VP **Maric** responded that a large number of proposals come to Sponsored Programs in the final days, making it impossible for their staff to respond quickly, that it was unsustainable. There needed to be a reasonable deadline.

Senator **Douglas** commented on the irony of these grant submission deadlines from a student perspective, given that assignments were sometimes returned by instructors with no time for feedback before grades were due. He asked whether regional grants were tracked and how they compared to the UConn Health and Storrs data. AVP **Williams** answered that the “Storrs” data shown was inclusive of all activity at the regional campuses.

Senator **Gibson** asked about the actual (approx. 28%) vs. the HHS-approved (61%) recovery percentages for F&A and what was required for us to function. AVP **Williams** responded that the actual HHS rate was over 70%, but that we had negotiated down to 61%. What we recover, however, is closer to the 28%. Some grants have no administration costs. We are also sometimes limited by Foundation limits or rules for non-profits with no designated percentage. It’s not about

only needing 28%; it's that we are only able to recover that amount across all grant types. The Health Center recovers close to the full 61% because most of its grants are NIH.

Senator **McCutcheon** asked about the long-term strategy for licensing and challenges of Intellectual Property (IP) claims when working with industry. VP **Maric** responded that the University does not wish to keep all IP. We have looked at peer and other institutions for industry-friendly policies. She can share documents from this work.

Moderator **Siegle** asked if there was any new business for the Senate. Senator **Polifroni** said the Budget Committee wished to present a motion regarding subsidies for Athletics.

Moderator **Siegle** asked if there were further questions for VP Maric and AVP Williams. There were no further questions.

8. New business – Subsidy for Athletics Motion

Moderator **Siegle** reminded senators that no second was needed on the motion, as it came from committee: thus, the motion was on the floor. Moderator **Siegle** called on Senator **Polifroni**, who presented the motion regarding the subsidy to Athletic from the Budget Committee.

See supporting materials to these minutes.

Senator **Polifroni** explained the four items in the proposed main motion on the subsidy to Athletics, which the Senate Budget Committee moved be considered as a motion of the whole in a single vote.

Senator **Polifroni** spoke about the cost of this subsidy, while other critical areas such as investment in mental health, the Life-Transformative Education initiative, and the UConn Library existed. She emphasized that the motion was less about the specific percentages and/or dollars than the overall intent, which was to reduce the University subsidy to Athletics. She also emphasized that the Budget Committee was in no way against Athletics or student-athletes, that their concern was fiscal responsibility and their committee's charge to review University budgets and spending and make recommendations to the Senate.

The first item called that an immediate cap be put on the subsidy to the Division of Athletics for FY21, and it not exceed the current FY20 subsidy. Senator **Polifroni** said this cap was needed to safeguard against any increase in the subsidy at a time academic units were preparing for a rescission. Data from the Budget Office shows the subsidy has grown significantly over the past eight years. The Senate has previously asked that Athletics share a strategic plan and make its budget publically available. The subsidy continues to grow. There will be entry and exit costs associated with moving to a new athletic conference. This cap is critical.

The second item asked the Division of Athletic to examine the viability of maintaining its current varsity sports, and the cost benefit of these sports to the University. Senator **Polifroni** noted that UConn offers twenty-two varsity sports, a number larger than our peer institutions of a similar size. Several of our peers offer fewer varsity sports, as do several of our “enrollment competitors.” We are told Athletics is our “front porch,” yet these schools with fewer students are chosen by students over UConn. The number of sports reflects politics, Title IX mandates, and tradition. We should evaluate all sports in terms of viability. The Director of Athletics has said this review is being done; this item makes it a component of subsidy reduction.

The third item asked that the Division of Athletics report at the May 2020 Senate meeting steps being taken to create an actionable plan to reduce the University’s subsidy to Athletics by at least \$15 million over 10 years. Senator **Polifroni** noted that the current subsidy of \$39 million is about 50% of the total Athletics budget. Most of our institutional peers have much smaller or no subsidies. \$15 million is about 50% of the current subsidy (removing the financial aid component). Conference re-alignment and a review of all sports will provide opportunities for cost reduction. The ten-year timeframe allows time a cost benefit analysis of our current sports.

The final item asks that the Division of Athletics present achieved steps toward subsidy reduction and an annual budget to the Senate at the start of each academic year. The planned subsidy should be clearly noted in this presentation. Senator **Polifroni** explained that this item is intended to prevent Athletics from using an open-ended subsidy to cover actual costs for a fiscal year.

Senator **Polifroni** concluded by sharing the Budget Committee’s belief that the current subsidy to Athletics is not viable and that other University programs are in need of funding. The four presented items are essential to make a continuing subsidy fiscally responsible. We should be more in line with our peers. We want to be the leader in research, transformative education, governance, and quality of life for our community, not a leader in subsidies for athletics.

Moderator **Siegle** reminded the Senate that the proposal was that these items be considered as a whole in a single vote, but that amendments could be made to any of the component four items. He invited discussion by the Senate.

Senator **Schultz** asked to address his question directly to Senator Polifroni of the Budget Committee. Moderator Siegle assented. Senator **Schultz** commented that it was clear in motions 2-4 who was being addressed (the Division of Athletics), but not in motion 1. He asked who would impose the cap and whether it would violate contractual agreements. Senator **Polifroni** responded she could not answer to whether it was contractually possible and that the President would impose the cap. The Budget Office takes directive from the President and Scott Jordan (EVP for Administration).

Senator **Berkowitz** asked about student involvement in the process. Senator **Polifroni** replied that there were four students on the Budget Committee, all of whom expressed support of this motion, as did the students who attended the Senate Executive Committee meeting with the Senate

Committee Chairs. She hoped that the process indicated in motion 3, which would be run by the Athletics Director, would include student-athletes.

Senator **Pratto** asked for clarification about the \$15 million cut to the subsidy: \$15 million total across 10 years or a \$15 million cut to the current subsidy amount in that time. Senator **Polifroni** confirmed that it was a \$15 million cut to the current subsidy amount of \$39 million.

Senator **Schultz** moved to divide the questions and consider the first item (to cap the subsidy for the FY21 budget) separately from the other three. Senator **Douglas** seconded the motion. Moderator **Siegle** called for a vote.

The motion to divide the motion into motion 1 and motion 2-4 was defeated: 15 voted for the motion; 27 against; with 4 abstentions.

Moderator **Siegle** called for further discussion of the original motion.

Senator **Vokoun** asked if someone could speak to the force the motion would have with the University's administration. Provost **Elliott** responded that any motion from the Senate would be evaluated and taken seriously.

Senator **Nunnally** asked if the Budget Committee had considered the effect on current student-athletes, on student-athlete morale, and on current recruitment classes. Senator **Polifroni** answered that it had been addressed in different ways, including the 10-year timeframe, which would mean current students were not affected. She observed that athletics went beyond the 600+ student-athletes. She did not know how this would affect recruiting and that Athletics would need to address that in their planning.

Senator **Crivello** spoke in support of the motion as a whole and noted savings to the University had been cited in changes in football division affiliation, but that the subsidy had risen exponentially since that time.

Senator **Majumdar** asked for an explanation of the nature of the subsidy and suggested that we start with a budget, but when revenue doesn't match cost, the difference is covered by the general fund. Senator **Polifroni** confirmed that this is correct, but that the subsidy was planned so that the budget wasn't over at the start of the year, rather than at the end. This motion is to make sure the budget is planned not to count on the subsidy to make up any overages but instead planned for a reduction.

Senator **McCutcheon** commented on the University's liability for contract issues and disputes and that disputes originating in Athletics and should be handled there. Higher subsidies in given years shouldn't prevent an overall reduction by the end of 10 years. This gives Athletics time to plan.

Senator **Nunnally** noted that we didn't know all of the specific numbers that led the committee to this motion. She commented on her desire to situate the conversation in terms of student-athletes, their labor, and their labor generation for the University. She expressed concern about the broader implications of the cap and unforeseen effects for the University.

Senator **Woulfin** expressed concern that this would be another area in which we did a cost benefit analysis at the cost of ethical, moral and other benefits that result from student participation in sports. Cutting some sports and not others could have consequences both for students and the University.

Senator **Douglas** commented on a lack of student-athlete involvement in this, as there are no athletes on the Budget Committee. He commented that we should consider the effects of athletics beyond the bottom line. What does it mean for the students participating, and also for students who attend events, benefits that don't appear in ticket sales.

Senator **Green** expressed concerns about trying to project fifteen years out, with so many upcoming changes and contingencies such as the move to a new conference. With so many things unknown, it would be hard to determine how much this would cost to have a responsible program.

Senator **Makowsky** spoke in support of the motion. Departments could not rely on having cost overruns covered. This motion asks that there be a plan not to do that. We should consider the ethical and moral welfare of athletes but also consider the need to protect them from exploitation and injury.

Senator **Crivello** noted that as a supervisor of UCPEA (UConn Professional Employees Association), he would have to lay off employees due to a budget cut, which will not be applied to Athletics.

Senator **McCutcheon** referred to our social contract with the state, the University brings value to the state. The low subsidy of athletics has not negatively affected other universities in recruitment. Other universities with lower subsidies have successful athletic programs. We pay much more than our peers and aspirants.

Senator **Long** called the question. Moderator Siegle explained that the vote would determine whether we move to a vote on the motion. A yes vote means we will vote; no means we continue the discussion. This requires a 2/3 majority vote to pass.

The call to close discussion and vote on the motion failed. 34 voted yes; 20 voted nay. The yes votes did not reach the 2/3 required.

Moderator **Siegle** called for discussion to continue.

Senator **Vokoun** moved to amend the 2nd item within the main motion with added language to de-emphasize the number of sports as the only concern. Proposal: “the viability of the number of current varsity sports and/or the appropriate divisional level.” (added “and/or”). The motion to amend was seconded by Senator **Hussein**.

Moderator **Siegle** called for discussion of the proposed amendment.

Senator **Pratto** suggested the removal of “/or” from the amended language. It was removed.

Moderator **Siegle** called for a vote on the amendment.

The amendment passed, with 5 abstentions.

Senator **Douglas** commented that it was worth further discussing constraints on the Athletics budget and discrepancies between how Athletics and other departments are funded. In his view, the time to determine what if any cap is set is after we see the results of motions 2-4. Placing a cap before then ties our hands before we know more about projected expenses and what will occur with the conference change. The first item (the cap) is premature.

Senator **Majumdar** spoke in support of the amended budget and noted that Colorado State had approved a similar motion in recent months. He noted that we had already been told this would not be binding on administration. Similar to the Senate’s Sackler resolution, it will be taken seriously and is a statement of intent.

Senator **Bresciano** expressed discomfort with voting on this motion before first having the opportunities to talk with David Benedict (Director of Athletics), Scott Jordan (EVP Administration), Nathan Fuerst (VP for Enrollment Planning & Management), or others. Moderator **Siegle** asked if she wished to table the motion. Senator **Bresciano** moved to table the motion. The motion to table was seconded by Senator **Schultz**.

Moderator **Siegle** opened discussion on the motion to table.

Senator **Makowsky** stated her opposition to tabling the motion. She pointed out that David Benedict was to address the Senate’s April meeting, but canceled.

Senator **DeAngelis** commented that, if we pass this today, it will be on the front page of the *Courant* and he worried about student perception. He supported tabling the motion.

Senator **Werstler** spoke as a non-athlete student, commenting that what students cared about was access to mental health care or the cost of tuition or their feeling that the University doesn’t take care of them. This is about financial responsibility and leads in the right direction. He expressed support of the original motion.

Senator **Schultz** clarified if it was permissible to debate a motion to table. The **Parliamentarian** confirmed it was.

Senator **Douglas** spoke against tabling. Items 2-4 can be addressed today with the information we have, with the historical numbers we have from Athletics and Scott Jordan.

Moderator **Siegle** called for a vote on the motion to table.

The motion to table was defeated. 15 voted yes; 36 nay; 3 abstentions.

Moderator **Siegle** asked if there was further discussion on the motion.

Senator **Ceglio** asked whether tabling a motion could come with a request. Can we ask for speakers also or does it just pause discussion until next month? The **Parliamentarian** clarified that one could move to table with a request for information.

With no further discussion, Moderator **Siegle** called for the vote on the original motion's four items.

The motion passed. 37 yes; 13 nay; 7 abstentions.

Moderator **Siegle** called for a motion to adjourn. Senator **Long** made the motion, which Senator **Douglas** seconded.

The Senate meeting was adjourned at 5:59 p.m.

These minutes 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

Senate Executive Committee
Report to the University Senate
March 2, 2020

Good Afternoon:

The SEC has met twice since the last Senate meeting. In addition to our standing meetings with Senate committee chairs and senior administration, we also met with each of the three finalists in the search for our next Provost. We eagerly anticipate the President's choice and the opportunity to welcome next Provost to the UConn community.

I can offer the following updates on matters the SEC has been studying and deliberating.

Membership of the Faculty Salary Equity Committee is now finalized. We are grateful to Preston Green, Amy Howell, and Carol Polifroni for agreeing to serve as the Senate representatives. The AAUP representatives are Oskar Harmon, Maria-Luz Fernandez, and Lyle Scruggs. Lloyd Blanchard, Sarah Croucher and John Volin will representative the Administration. We hope to have the committee's first meeting before Spring Recess. This semester the committee's work will be largely organizational: planning the work that will be carried out by individuals, offices, and subcommittees in the fall.

The SEC is also pleased to announce that Lisa Holle from the School of Pharmacy and Del Siegle from Neag will serve as the Senate representatives on the COACHE interpretation committee. Faculty will have received an email to link to the survey that measures faculty satisfaction and engagement. We urge faculty participation especially since the Senate will have access to and input on recommendations derived from the data collected.

In response to questions from the SEC, Scott Jordan reported on a new system by which facilities procures replacement parts. The Central Warehouse store of parts has been eliminated and a contract signed with Fastenal, a national supplier who will maintain an inventory of parts on campus. While the new system is likely to generate significant savings, it will also reduce purchases at our local hardware store, Mansfield Supply. This has raised the concern of how the university balances the need to operate as efficiently as possible while also supporting its local community.

Nominations for the 2020 Provost's Outstanding Service Award are being accepted through Friday, March 13. This award is designed to honor and recognize those who have demonstrated excellence in service to the University of Connecticut that far exceeds reasonable expectations of their positions. The award will honor faculty whose volunteer service is exemplary in enhancing the University's missions in teaching, research, service, or engagement. More information about the award can be found on the Provost's website.

Mental health on campus continues to be at the forefront of many conversations on campus, including the moving and informative presentations to the Board of Trustees on Wednesday by students. Funding for, availability of, and types of resources have been discussed in our Senate committee meetings. So that we may learn more about services currently offered, outreach efforts, and plans for increasing students' wellbeing, we have invited the co-chairs of the

President's new Task Force to present a report and answer questions at the April Senate meeting.

Michael Gilbert reviewed with the SEC the report submitted to the legislature's Higher Education and Employment Advancement Committee that was developed pursuant to Special Act 19-25, An Act Concerning Food-Insecure Students at Public Institutions of Higher Education. The report shares findings from UConn's assessment of the level of food insecurity among its undergraduate students using standards developed by the USDA. The report is posted on the Senate website and we invite you to review it in its entirety. Cheryl Galli has recently updated the Senate website to include a section on recent reports, like this one on food insecurity, under "Senate Meetings."

As expected, the coronavirus disease 2019 (COVID-19) was the lead topic of conversation at the SEC's meeting with administration. We heard from senior administration about UConn's readiness and response to this. We are quite concerned about reports of racism directed against Asians and Asian Americans. At this meeting, we are all educators, and it is our responsibility to educate those with whom we come in contact about such discrimination. In addition, consider reaching out to those whom you know who may have experienced such hurtful actions or who may be otherwise impacted themselves or are concerned for their families abroad.

The Senate Nominating Committee reports that the Senate constituency elections are now complete. Election results are posted on the Senate website. The Committee will now begin work on the 2020/2021 committee rosters.

This afternoon the Scholastic Standards Committee will present a motion that will clarify the by-laws on dual degrees. You may recall that the Senate passed a by-law change related to dual degrees in March 2018. This proposal updates the language based on information obtained from NECHE.

Later, the SEC will ask for your endorsement of a resolution in support of the UConn Foundation divesting from fossil fuel companies.

Our featured report at this meeting concerns research, and we look forward to hearing from Radenka Maric, Vice President for Research Development.

Please do not race to the exits after Vice President Maric's presentation because we have an important and very interesting resolution under "New Business." The Senate Budget Committee will make a motion that addresses the substantial Athletics deficit, so please stay-tuned and alert.

The next meeting of the University Senate will take place on April 6th.

Respectfully Submitted,

Veronica Makowsky, Chair
Senate Executive Committee

University Senate Curricula and Courses Committee
Report to the Senate
March 2, 2020

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

A. PSYC 2502 Science of Learning and Art of Scientific Communication (#14006)

Proposed Catalog Copy

PSYC 2502. Science of Learning and Art of Scientific Communication

3.00 credits

Prerequisites: Instructor consent required. Not open for credit to students who have passed PSYC 3884 when offered as “Science of Learning and Art of Communication.”

Grading Basis: Honors Graded

Lecture, discussion, and team-based presentations related to the principles of learning and the essentials of scientific communication.

B. SPSS 2130 Introduction to the Horticulture of Cannabis (#14212) [New Course]

Proposed Catalog Copy

SPSS 2130. Introduction to the Horticulture of Cannabis

3.00 credits

Recommended preparation: SPSS 1120 or BIO 1110. Not open for credit to students who have passed SPSS 3995 when offered as “Horticulture of Cannabis” or “Horticulture of Cannabis: From Seed to Harvest.”

Grading Basis: Graded

Fundamentals of the production cycle of Cannabis including horticultural management, identification of crop issues, elite feminized seed production, seed propagation, vegetative propagation, pruning, training, optimization of cannabinoid content, and post-harvest handling. Overviews of Cannabis business operations world-wide and in Connecticut, exploring lab testing procedures, cannabidiol extraction technologies, the Connecticut medical marijuana program, and government regulation of the industry. Taught with SAPL 130.

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

A. MARN/MAST 1001 The Sea Around Us (#13277) [Add EL; revise description – GEOC

Approved]

Current Catalog Copy

MARN 1001. The Sea Around Us

Also offered as: MAST 1001

3.00 credits

Prerequisites: None

Grading Basis: Graded

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology on marine ecosystems. First semester Storrs and Avery Point. CA 3.

MAST 1001. The Sea Around Us

Also offered as: MARN 1001

3.00 credits

Prerequisites: None

Grading Basis: Graded

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology on marine ecosystems. First semester Storrs and Avery Point. CA 3.

Revised Catalog Copy

MARN 1001E. The Sea Around Us

Also offered as: MAST 1001E

3.00 credits

Prerequisites: None

Grading Basis: Graded

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology on marine ecosystems. Taught at Storrs and Avery Point. CA 3.

MAST 1001E. The Sea Around Us

Also offered as: MARN 1001E

3.00 credits

Prerequisites: None

Grading Basis: Graded

The relationship of humans with the marine environment. Exploitation of marine resources, development and use of the coastal zone, and the impact of technology on marine ecosystems. Taught at Storrs and Avery Point. CA 3.

B. MUSI 1601 Introduction to Improvisation (#14434) [Revise title, credits, & repeat restrictions]

Current Catalog Copy

MUSI 1601. Introduction to Improvisation

1.00 credit

One laboratory period.

Prerequisite: Instructor consent. May be repeated once for credit.

Grading Basis: Graded

Basic jazz theory and the elements of improvisation.

Revised Catalog Copy

MUSI 1601. Introduction to Jazz Improvisation

2.00 credits

Prerequisites: Instrumental proficiency and instructor consent. Recommended preparation: Students must be able to read music fluently in treble and bass clef and demonstrate proficiency in writing and playing the 12 major scales.

Grading Basis: Graded

Basic jazz theory and the elements of improvisation.

III. The Senate Curricula and Courses Committee recommends DELETION of the following 1000- or 2000-level courses:

- A. MARN 2002 Marine Sciences I (#13296)

IV. 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. ECE 4900W Communicating Engineering Solutions in a Societal Context (#9644) [New W – GEOC Approved]

Proposed Catalog Copy

ECE 4900W. Communicating Engineering Solutions in a Societal Context

1.00 credit.

Prerequisites: ENGL 1010 or ENGL 1011 or ENGL 2011 and junior or higher standing in the ECE department.

Grading Basis: Graded

Analysis of engineering design solutions in a broader context. Written and oral technical communication. Class time will be divided between lectures, group discussions/exercises, and student oral presentations.

- B. ENGL 3640/W British Film (#13567) [New CA1-b, W – GEOC Approved]

Proposed Catalog Copy

ENGL 3640. British Film

3.00 credits

Prerequisites: ENGL 1010 or 1011 or 2011.

Grading Basis: Graded

British film from 1895 to the present. CA 1.

ENGL 3640W. British Film

3.00 credits

Prerequisite: ENGL 1010 or 1011 or 2011.

Grading Basis: Graded

British film from 1895 to the present. CA 1.

- C. ILCS 3248/W The Italian Novella (#11941) [New CA1-b, CA4-Int, W – GEOC Approved]

Proposed Catalog Copy

ILCS 3248. The Italian Novella

3.00 credits

Prerequisite: None.

Grading Basis: Graded

Taught in English (Italian readings optional). Survey of the novella from the Middle Ages to the 20th century. The course explores the cross-cultural origins of the genre and the influence of the Italian novella on other European literary traditions. CA 1. CA 4-INT.

ILCS 3248W. The Italian Novella

3.00 credits

Prerequisite: ENGL 1010 or 1011 or 2011.

Grading Basis: Graded

Taught in English (Italian readings optional). Survey of the novella from the Middle Ages to the 20th century. The course explores the cross-cultural origins of the genre and the influence of the Italian novella on other European literary traditions. CA 1. CA 4-INT.

- D. MARN 4210Q Experimental Design in Marine Ecology (#13805) [New Q – GEOC Approved]
Proposed Catalog Copy
MARN 4210Q. Experimental Design in Marine Ecology
3.00 credits
Prerequisites: MARN 3001 or MARN 3014/EEB 3230 or instructor consent. Not open for credit to student who have passed MARN 4895 when offered as “Experimental Design in Marine Ecology.”
Grading Basis: Graded
Introduction to experimental design and data analysis for marine biology and ecology. Analysis and visualization of experimental data using the statistical software package R. Topics include analysis of variance, replication and pseudoreplication, factorial designs, and significance testing.
- E. POLS 3603WQ Congressional Apportionment and Redistricting (#11843) [New CA2, W, Q – GEOC Approved]
Proposed Catalog Copy
POLS 3603WQ. Congressional Apportionment and Redistricting
3.00 credits
Prerequisite: ENGL 1010 or 1011 or 2011. Recommended Preparation: POLS 1602; POLS 2072Q or STAT 1000Q or STAT 1100Q. Not open for credit to students who have passed POLS 2998W when offered as “Congressional Apportionment and Redistricting.”
Grading Basis: Graded
Empirical analyses and reporting of research on these fundamental democratic processes. CA 2.

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

- A. ENVE 4910W Environmental Engineering Design I (#14127) [Revise prereqs – GEOC waived review]

Current Catalog Copy

ENVE 4910W. Environmental Engineering Design I

2.00 credits

Prerequisites: ENGL 1010 or 1011 or 2011; open to seniors.

Grading Basis: Graded

Students working individually or in groups produce solution to environmental engineering design projects from data acquisition through preliminary design, cost estimating and final specifications, oral presentation and written reports.

Revised Catalog Copy

ENVE 4910W. Environmental Engineering Design I

2.00 credits

Prerequisites: ENGL 1010 or 1011 or 2011; ENVE 3120; ENVE 3220, which may be taken concurrently; open to seniors.

Grading Basis: Graded

Students working individually or in groups produce solutions to environmental engineering design projects from data acquisition through preliminary design, cost estimating and final specifications, oral presentation and written reports.

- B. GEOG 3410 Human Modifications of Natural Environments (#13642) [Add EL; Revise description – GEOC Approved]

Current Catalog Copy

GEOG 3410. Human Modifications of Natural Environments

3.00 credits

Prerequisites: None.

Grading Basis: Graded

A geographical and historical interpretation of the changing relationships between culture and environment. Emphasis on the modifications of the biophysical environment by preagricultural, agricultural and urban societies in Europe, southwest Asia, and North America.

Revised Catalog Copy

GEOG 3410E. Human Modifications of Natural Environments

3.00 credits

Prerequisites: None.

Grading Basis: Graded

A geographical and historical interpretation of the changing relationships between culture and environment. Emphasis on the modifications of the natural environment by preagricultural, agricultural, and urban societies.

- C. GEOG 4001W Writing in Geography (#13945) [Current W, revise enrollment restrictions – GEOC Approved]

Current Catalog Copy

GEOG 4001W. Writing in Geography

1.00 credits

Prerequisites: One Geography course at the 2000 level or higher; ENGL 1010 or 1011 or 2011; open to junior or higher Geography majors. Corequisite: One Geography course at the 3000 level or higher.

Grading Basis: Graded

Techniques for, and practice in, research, writing, citation, and data presentation in geography.

Revised Catalog Copy

GEOG 4001W. Writing in Geography

1.00 credits

Prerequisites: One Geography course at the 2000 level or higher; ENGL 1010 or 1011 or 2011; open to junior or higher Geography and GIS majors. Corequisite: One Geography course at the 3000 level or higher.

Grading Basis: Graded

Techniques for, and practice in, research, writing, citation, and data presentation in geography.

- D. HEJS/CAMS/HIST 3330/W Palestine Under the Greeks and Romans (#12284) [Add W; Revise prereqs – GEOC Approved]

Current Catalog Copy

HEJS 3330. Palestine Under the Greeks and Romans

Also offered as: CAMS 3330, HIST 3330

3.00 credits

Prerequisites: CAMS 1101 or 1102 or CAMS/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEJS 1103 or 3202 or instructor consent.

Grading Basis: Graded

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. May not be used to meet the foreign language requirement. Taught in English. May not be used to meet the foreign language requirement.

CAMS 3330. Palestine Under the Greeks and Romans

Also offered as: HEJS 3330, HIST 3330

3.00 credits

Prerequisites: CAMS 1101 or 1102 or CAMS/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEJS 1103 or 3202 or instructor consent.

Grading Basis: Graded

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. May not

be used to meet the foreign language requirement. Taught in English. May not be used to meet the foreign language requirement.

HIST 3330. Palestine Under the Greeks and Romans

Also offered as: CAMS 3330, HEJS 3330

3.00 credits

Prerequisites: CAMS 1101 or 1102 or CAMS/HIST 3301 or HIST 3320 or 3325 or INTD 3260 or HEJS 1103 or 3202 or instructor consent.

Grading Basis: Graded

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. May not be used to meet the foreign language requirement. Taught in English. May not be used to meet the foreign language requirement.

Revised Catalog Copy

HEJS 3330. Palestine under the Greeks and Romans

Also offered as: CAMS 3330 and HIST 3330

3.00 credits

Prerequisites: None.

Grading Basis: Graded

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English.

HEJS 3330W. Palestine under the Greeks and Romans

Also offered as: CAMS 3330W and HIST 3330W

3.00 credits

Prerequisite: ENGL 1010 or 1011 or 2011.

Grading Basis: Graded

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English.

CAMS 3330. Palestine under the Greeks and Romans

Also offered as: HEJS 3330 and HIST 3330

3.00 credits

Prerequisite: None.

Grading Basis: Graded

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English.

CAMS 3330W. Palestine under the Greeks and Romans

Also offered as: HEJS 3330W and HIST 3330W

3.00 credits

Prerequisite: ENGL 1010 or 1011 or 2011.

Grading Basis: Graded

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English.

HIST 3330. Palestine under the Greeks and Romans

Also offered as: CAMS 3330 and HEJS 3330

3.00 credits

Prerequisite: None.

Grading Basis: Graded

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English.

HEJS 3330W. Palestine under the Greeks and Romans

Also offered as: CAMS 3330W and HEJS 3330W

3.00 credits

Prerequisite: ENGL 1010 or 1011 or 2011.

Grading Basis: Graded

The political, historical and religious currents in Greco-Roman Palestine. Includes the Jewish Revolts, sectarian developments, the rise of Christianity and the Talmudic academies. Taught in English.

- E. HIST 3570 American Indian History (#13443) [Existing CA4, Revise course number – GEOC Approved]

Current Catalog Copy

HIST 3570. American Indian History

3.00 credits.

Prerequisites: None.

Grading Basis: Graded

Surveys American Indian History in what is now the United States from precolumbian times up to the present. Cultural diversity among Indian peoples the effects of European contact, tribal sovereignty, and other current issues. CA 4.

Revised Catalog Copy

HIST 2570. American Indian History

3.00 credits.

Prerequisites: None.

Grading Basis: Graded

Surveys American Indian History in what is now the United States from precolumbian times up to the present. Cultural diversity among Indian peoples, the effects of European contact, tribal sovereignty, and other current issues. CA 4.

F. PSYC 3104 Environmental Psychology (#13925) [Add EL; Change prereqs – GEOC Approved]

Current Catalog Copy

PSYC 3104. Environmental Psychology

3.00 credits

Prerequisites: PSYC 2700.

Grading Basis: Graded

Reciprocal relationships between built and natural environments and human behavior.

Revised Catalog Copy

PSYC 3104E. Environmental Psychology

3.00 credits Prerequisites: PSYC 1100; PSYC 1101 or PSYC 1103.

Grading Basis: Graded

Reciprocal relationships between built and natural environments and human behavior.

VI. The University Interdisciplinary Courses Committee and the Senate Curricula & Courses Committee recommend addition of the following course:

A. UNIV 3792 International Healthcare Practicum (#14192) [New Honors-Graded course]

Proposed Catalog Copy

UNIV 3792. International Healthcare Practicum

1.00 credits

Prerequisite: PNB 3278 or equivalent clinical experience. Instructor consent required. Not open for credit to students who have passed UNIV 3995 when taught as “Health Care Internship with Atlantis Project.”

Grading Basis: Honors Credit

Supervised clinical observation in a variety of healthcare specialties, with additional academic work in international and global health. Part of Education Abroad program.

Location varies.

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

Administrative Support by Karen C. P. McDermott

From the 2/5/2020 and 2/19/2020 meetings

**University of Connecticut Senate Executive Committee
Report to the University Senate March 2, 2020**

Resolution in support of the University of Connecticut Foundation Divesting from Fossil Fuel Companies

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.
- Fossil fuel companies have known for decades that their business practices were putting the world at risk.
- The University of Connecticut has recognized the importance of the environmental threat by creating the President's Environmental & Sustainability Working Group, and by accelerating its interim carbon reduction goal for 2030 from 40% to 45%, consistent with Governor Lamont's Executive Order #1 in 2019.
- The University of Connecticut Foundation has recently chosen BlackRock to manage its investment portfolio and this company has stated that fossil fuel stocks are not a desirable investment option.
- Divesting from fossil fuels meets the Foundation's mission to ensure fiduciary responsibility given that a diversity of fossil fuel free financial instruments exist, and their returns are no different than investments which include fossil fuel companies.

This Senate resolves:

1. To encourage the UConn Foundation to terminate its direct and commingled investments in dominant fossil fuel companies (such as the top 200 publicly traded companies listed in the Carbon Underground 200).
2. To urge the Foundation to terminate these investments within five years or as soon as is reasonably possible.
3. To call on the Foundation President to announce publicly when such decisions have been made so that the University of Connecticut can set an example to others to likewise divest.
4. To encourage the Board to invest a minimum of 5% of its portfolio in sustainable companies or funds that mitigate climate change.

University Senate Scholastic Standards Committee
Report to the University Senate
March 2, 2020

Existing Bylaw

C. Minimum Requirements for Undergraduate Degrees

1. Requirements in General

g. Additional Majors

A student may concurrently complete majors in one or more school or college. To do so, a student must meet all degree requirements for both majors as stipulated by the relevant schools and colleges. One major must be designated as the primary major. If the majors result in different degrees (e.g., Bachelor of Arts vs. Bachelor of Science), the primary major will determine the single degree awarded.

h. Additional Degree

A student may earn an additional baccalaureate degree either concurrently or after receiving another baccalaureate degree. To do so, all requirements for each degree must be met and at least 30 credits more than the highest minimum requirement of any of the degrees must be presented for each additional degree. One degree must be designated as the primary degree if the degrees are being pursued concurrently. At least 30 of the additional credits must be 2000-level, or above, courses in the additional degree major or closely related fields and must be completed with at least a 2.0 grade point average. The requirement of 30 additional credits is waived for students who complete the requirements of both a teacher preparation degree in the Neag School of Education and a bachelor's degree in another school or college.

The total grade point average of students who are applicants for a second degree is based on all credits and grade points accumulated in fulfilling requirements for both degrees.

Proposed Bylaw Change

Proposed Bylaw Change

C. Minimum Requirements for Undergraduate Degrees

1. Requirements in General

g. ~~Additional~~ Double Majors

A student may concurrently complete majors in ~~one or more~~ a single school or college. To do so, a student must meet all degree requirements for both majors as stipulated by the relevant schools ~~and or~~ colleges. One major must be designated as the primary major. If the majors normally result in different degrees (e.g., Bachelor of Arts vs. Bachelor of Science), the primary major will determine the single degree awarded.

h. Additional Degree

A student may earn an additional baccalaureate degree either concurrently or after receiving another baccalaureate degree. To do so, all requirements for each degree must be met and at least ~~30~~ 18 credits more than the highest minimum requirement of any of the degrees must be presented for each additional degree. One degree must be designated as the primary degree if the degrees are being pursued concurrently. ~~At least 30 of the~~ These additional credits must be 2000-level, or above, courses in the additional degree major or closely related fields and must be completed with at least a 2.0 grade point average. The requirement of ~~30~~ 18 additional credits is waived for students who complete the requirements of both a teacher preparation degree in the Neag School of Education and a bachelor's degree in another school or college.

The total grade point average of students who are applicants for a second degree is based on all credits and grade points accumulated in fulfilling requirements for both degrees.

Proposed Bylaw Change – Clean Copy

C. Minimum Requirements for Undergraduate Degrees

1. Requirements in General

g. Double Majors

A student may concurrently complete majors in a single school or college. To do so, a student must meet all degree requirements for both majors as stipulated by the relevant schools or college. One major must be designated as the primary major. If the majors normally result in different degrees (e.g., Bachelor of Arts vs. Bachelor of Science), the primary major will determine the single degree awarded.

h. Additional Degree

A student may earn an additional baccalaureate degree either concurrently or after receiving another baccalaureate degree. To do so, all requirements for each degree must be met and at least 18 credits more than the highest minimum requirement of any of the degrees must be presented for each additional degree. One degree must be designated as the primary degree if the degrees are being pursued concurrently. -These additional credits must be 2000-level, or above, courses in the additional degree major or closely related fields and must be completed with at least a 2.0 grade point average. The requirement of 18 additional credits is waived for students who complete the requirements of both a teacher preparation degree in the Neag School of Education and a bachelor's degree in another school or college.

The total grade point average of students who are applicants for a second degree is based on all credits and grade points accumulated in fulfilling requirements for both degrees.

Advancing Research, Creativity, and Innovation at UConn

Annual Report on Research

Radenka Maric, PhD
Vice President for Research,
Innovation and Entrepreneurship
UConn/UConn Health
University Senate Meeting
March 2, 2020



VISION

Leverage research capacity to support faculty, increase expenditures, and contribute to the state economy.
To be recognized as a leading research institution in the US and nationally.



- Research growth through grants & philanthropy
- Large-scale, interdisciplinary proposals
- Partnerships that support industry
- Boost UConn's national & international reputation/impact
- Tech transfer growth
- Increase scalable startups
- Philanthropic initiatives
- Position UConn as an economic engine for the state

GOALS & PRIORITIES

- Efficiency, open door policy, transparency
- Integration between Storrs and UConn Health
- Non-traditional extramural funding
- Recognition and incentives for research, creativity, innovation, and scholarship success
- Engagement with internal and external stakeholders

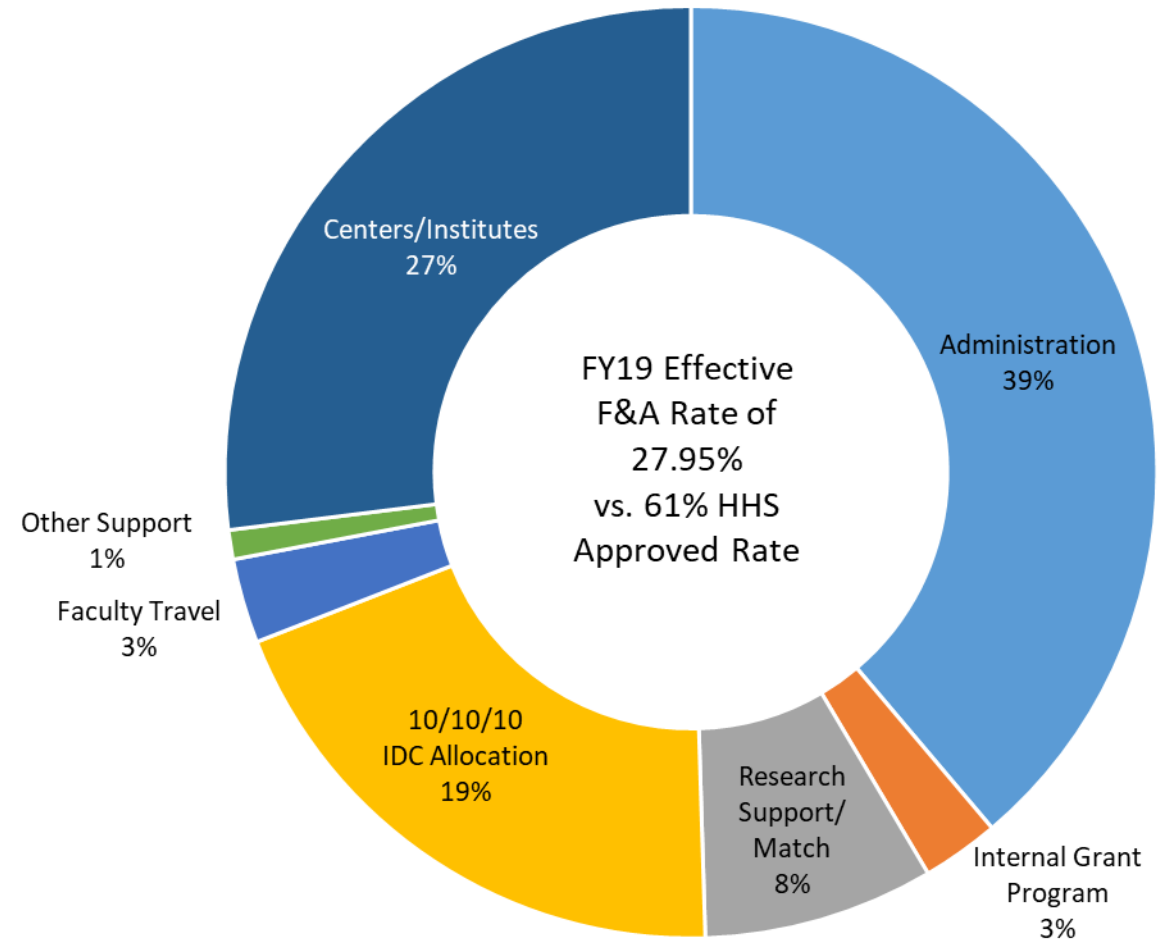


FY2019 OVPR BUDGET

Revenue Sources Include:

- IDC Recoveries
- Animal Care Per Diems
- TIP Rental Income
- TCS Royalties
- Research Core Services

How IDC Recoveries and Other Service Revenues/Fees are Spent



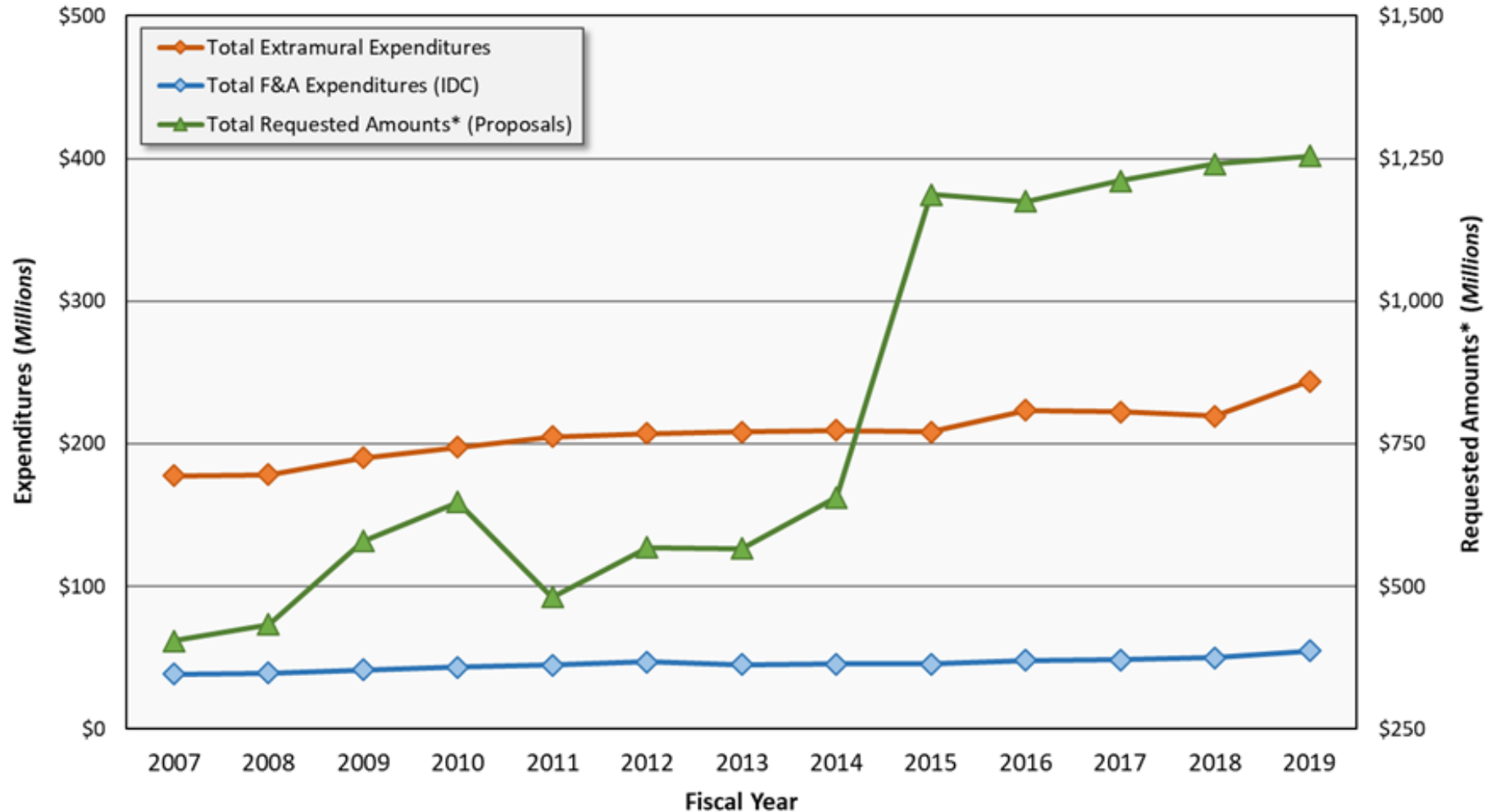


Research Funding at UConn

UConn Sponsored Program Activity	FY19
Annual Grant Expenditures	\$157M
Proposals	\$738M
Grants Awarded	\$164M
Average Grant Award Size	\$312K
UConn Health Sponsored Program Activity	FY19
Annual Grant Expenditures	\$87M
Proposals	\$516M
Grants Awarded	\$102M
Average Grant Award Size	\$554K



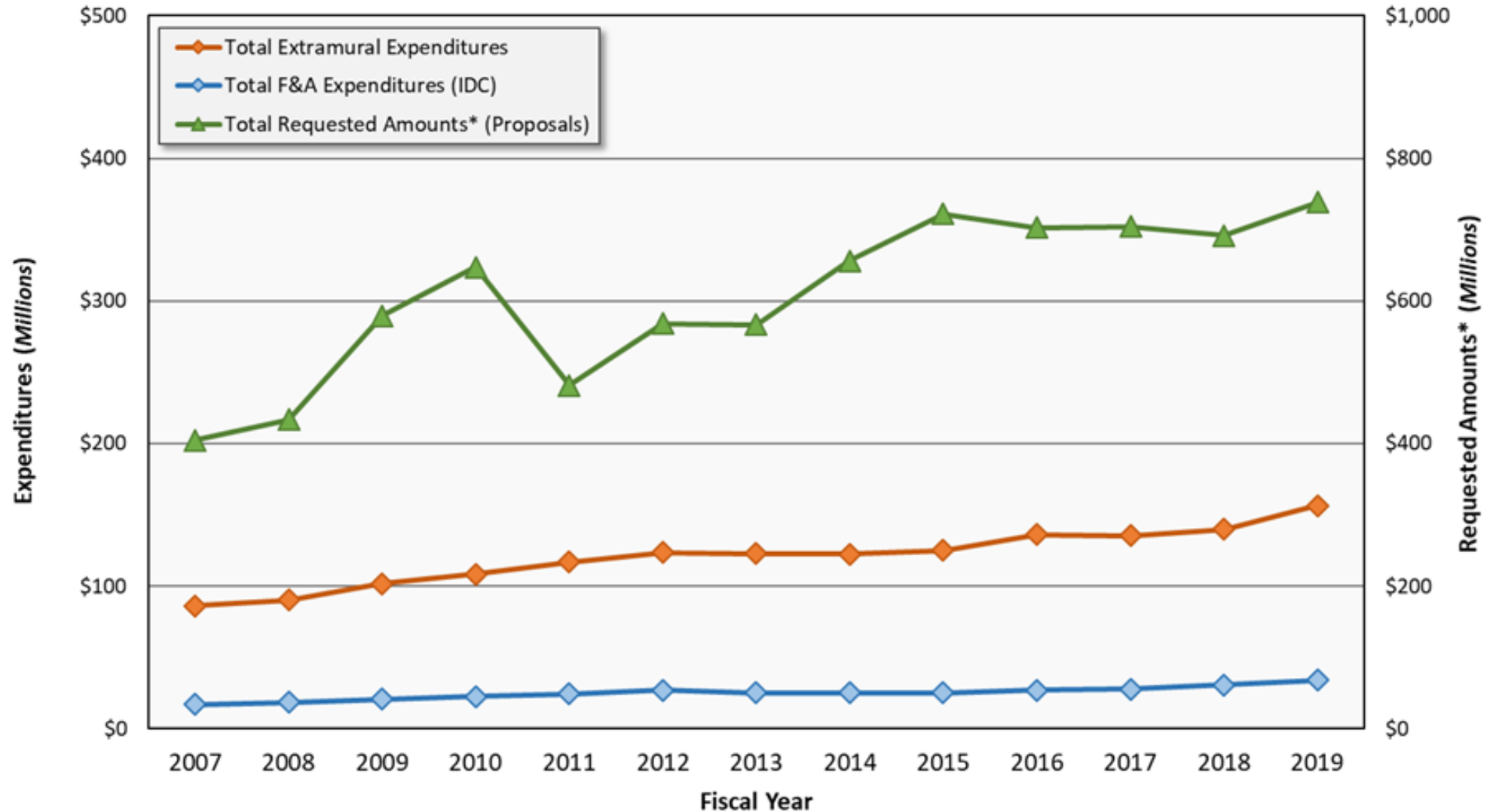
Sponsored Program Activity, FY2007-FY2019



* Proposal data for UConn Health is not available prior to FY2015. Total Requested Amounts for Proposals submitted in FY2007 to FY2014 reflect totals for Storrs and Regional campuses only.

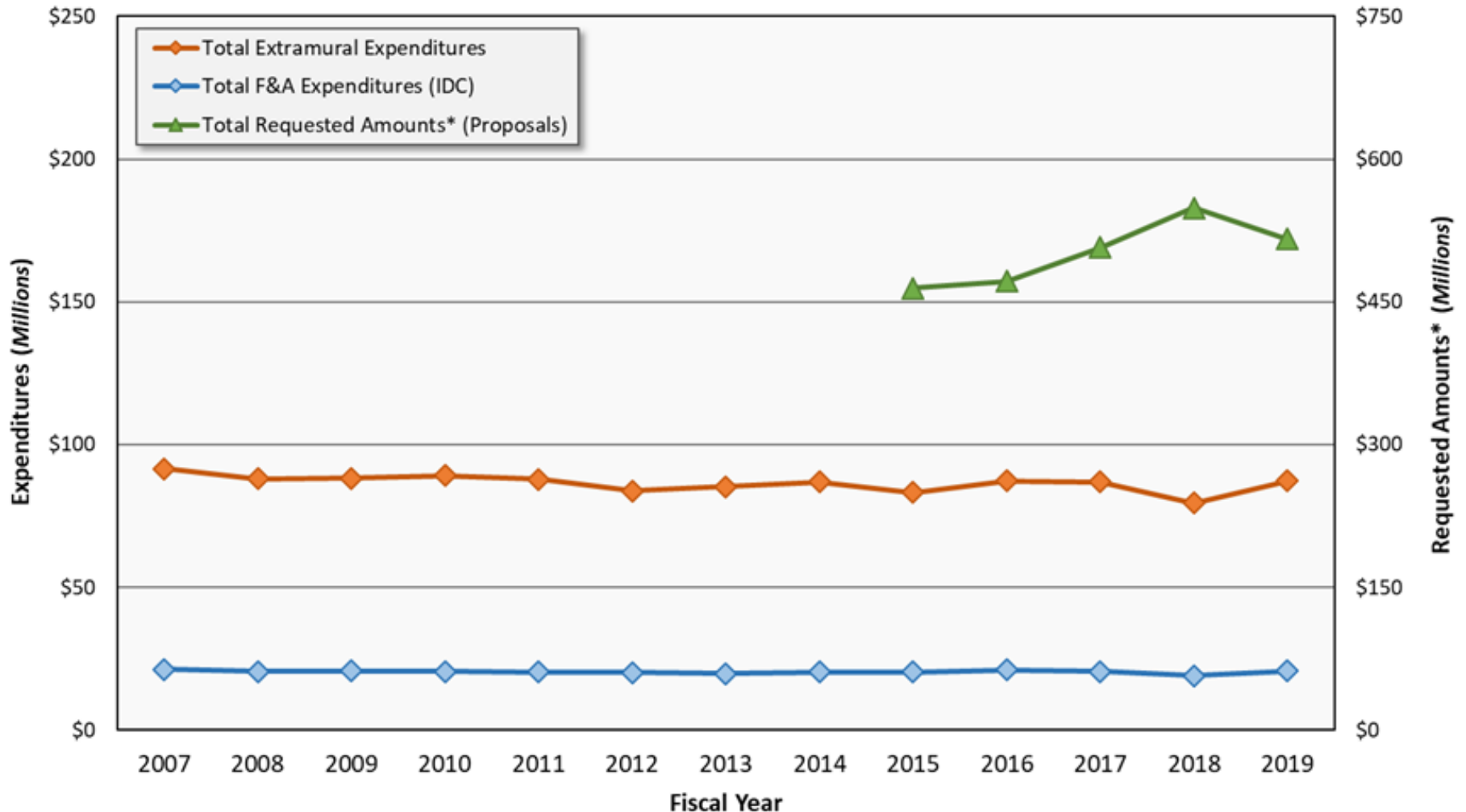


UConn Storrs Sponsored Program Activity, FY2007-FY2019





UConn Health Sponsored Program Activity, FY2007-FY2019

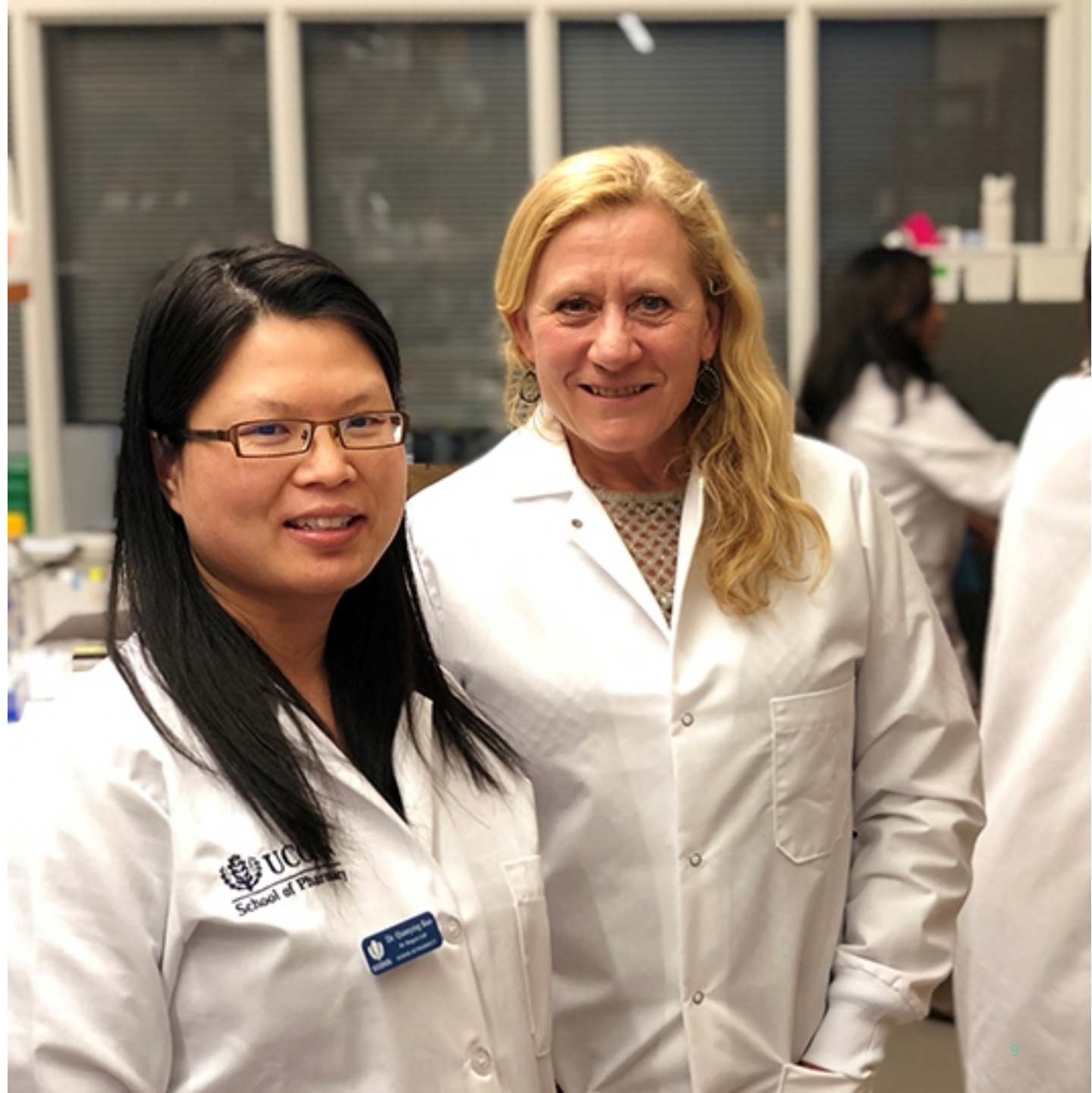


* Proposal data for UConn Health is not available prior to FY2015. Total Requested Amounts for Proposals submitted in FY2007 to FY2014 reflect totals for Storrs and Regional campuses only.

TECH COMMERCIALIZATION

Where We Are

- 74 out of 225 institutions
- In line with peers and icons
- Underperform in licensing revenue
- Driver of innovation ecosystem
- Increasing expectations for growth and outcomes



Where We're Headed

- University-wide culture and mission
- Practices and policies aligned with icons
- All schools and colleges represented
- Resources aimed at gaps in the system
- Increase startups in CT economy
- Increase tech transfer revenue

Informed by 2018-19 Best Practice Review



Challenges

- Fringe rates
- Recruitment of top faculty
- Investment in existing people & infrastructure
- Late proposal submission to SPS
- One UConn
- Separate enterprise-wide systems at UConn and UConn Health



Opportunities

Balancing Growth Strategy with Effective Operational Management

Strategic:

- Identify and intensify specific research strengths
- Aggressively promote the public impact of UConn research
- Compete for bigger bet opportunities
- Maintain and grow industry and philanthropic partnerships
- Align hiring with research growth strategy
- Proactively court non-federal funders

Operational:

- Efficiency, effectiveness, accountability and quality
- Support and serve faculty effectively on administrative needs and career development
- Communicate and advocate for value of university research
- Continue to nurture faculty and student talent by supporting seed initiatives
- Data tracking to measure progress and impact and to guide investments
- Ensure compliance and mitigation of risk



THANK YOU



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ovpr.uconn.edu



Senate University Budget Committee
March 2, 2020

Main motion: Subsidy for Athletics

The University Senate Budget Committee moves, to consider as a whole, these four motions:

1. an immediate cap on the subsidy to the Division of Athletics for FY 21 be put into place not to exceed the current FY 20 subsidy,
2. the Division of Athletics examine the viability of the number of current varsity sports, appropriate divisional level, and the cost benefit to the university,
3. the Division of Athletics present the process to design an actionable plan at the May 2020 meeting of the University Senate to reduce the university's subsidy by a minimum of \$15 million over 10 year , and
4. the Division of Athletics present the achieved steps toward subsidy reduction and its annual budget to the University Senate at the start of every academic year with the planned subsidy clearly noted.