Call to Order
Moderator Dineen called the meeting to order at 4:00 p.m.

1. Approval of Minutes of September 12, 2022 University Senate meeting

The minutes were approved as distributed.

2. Report of the President
Presented by President Radenka Maric

President Maric shared her priorities which include:
   o Always putting students first, ensuring that they feel safe and are heard
   o Academic success and a positive campus experience
   o Providing students with vital resources including attention to mental and physical health
   o Keeping UConn affordable and accessible
   o Highest quality education at the greatest value for students and their families
   o Continue to support experiential learning
   o Growth through partnership and philanthropy while engaging our talented alumni
   o Climb the research ranking ladder by bringing in new projects with industry that support vital sectors of Connecticut’s economy
   o Supporting faculty so they can be as productive as possible
   o Contribute to economic development through discovery, innovation, new business development, and partnerships with the State of Connecticut, federal industry, and philanthropic partners
   o Increase the participation of alumni in student mentoring and engagement with the University
   o Work with donors and alums to build the resources to support students and advance University priorities
   o Continue to help the State of Connecticut in developing and retaining a highly skilled workforce. Stimulate the support for research business development, creative work, and economic goals.
   o Continually prove the long-term environmentally sustainable goals of our campuses and continue to invest in research and scholarships focused on sustainable, clean energy and battling climate change.
   o Embrace diversity, equity, inclusion, and social justice

3. Report of the Senate Executive Committee

Attachment #1
Presented by SEC Chair Del Siegle

4. **Consent Agenda Items:**
   
   Report of the Senate Curricula and Courses Committee  
   Attachment #2

   Approved unanimously by voice vote.

5. **Procurement Operation Update**  
   Attachment #3

   Presented by Joseph Thompson, AVP for University Business Services

   Associate Vice President **Thompson** presented the “Procurement Process Challenges & Improvement Plan” in the form of a PowerPoint presentation.

6. **New Business**

   No new business

7. **Adjournment**

   Senator **Morrell** made a motion to adjourn.  
   Senator **Eigsti** seconded.  
   The motion passed unanimously.  
   The meeting was adjourned at 5:12 p.m.

Respectfully Submitted,

Christine S. North  
Secretary of the University Senate, 2022-2023

**SENATE EXECUTIVE COMMITTEE**

Del Siegle, Chair  
Usman Ali  
Pam Bramble  
Gabrielle Corso  
Marisa Chryssochoou  
Mason Holland  
Margaret Rubega  
Manuela Wagner  
Maureen Armstrong  
Laura Burton  
Jason Chang  
Kate Fuller  
Joe MacDougald  
Peter Spinelli
I. The Senate Curricula and Courses Committee recommends ADDITION of the following 1000- or 2000-level courses:

A. ARTH/HRTS 2210 Art and Activism (#12325)  
   *Proposed Catalog Copy*  
   ARTH 2210. Art and Activism  
   Also offered as HRTS 2210  
   3.00 credits.  
   Prerequisites: None  
   Grading Basis: Graded  
   A history of the relationship between art and political activism around the world from the 1960s to the present.

HRTS 2210. Art and Activism  
Also offered as ARTH 2210  
3.00 credits.  
Prerequisites: None  
Grading Basis: Graded  
A history of the relationship between art and political activism around the world from the 1960s to the present.

B. HIST 2456 Power and Resistance: History of Eastern Europe (#12645) [CA4-Int]  
   *Proposed Catalog Copy*  
   HIST 2456. Power and Resistance: History of Eastern Europe  
   3.00 credits  
   Prerequisites: None  
   Grading Basis: Graded  
   Political, social, and intellectual history of Eastern Europe. Main themes include imperial legacies, national identity and state-building, minority identities and politics, democracy, nationalism, fascism, communism, genocide, and war. Special attention to the politics of diversity versus nationalism, political ideologies, dissent and resistance, and contributions to the understanding of rights. CA 4-INT.

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

A. DMD 2620 Human Development, Digital Media, and Technology (#13165) [CA2, CA4] [Add HDFS Cross-Listing]  
   *Current Catalog Copy*
DMD 2620. Human Development, Digital Media, and Technology
3.00 credits
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation: HDFS 1070 or DMD 2010.
Grading Basis: Graded
Social, economic, and cultural influences on youths' interactions with, and use of, technology for formal and informal learning. Examples include media literacy, digital divide, technology in education, cyberbullying, and other issues that have emerged since the rise of the World Wide Web and growth of social media. CA 2. CA 4.

Revised Catalog Copy
DMD 2620. Human Development, Digital Media, and Technology
Also offered as: HDFS 2620.
3.00 credits.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation: HDFS 1070 or DMD 2010.
Grading Basis: Graded
Social, economic, and cultural influences on youths' interactions with, and use of, technology for formal and informal learning. Examples include media literacy, digital divide, technology in education, cyberbullying, and other issues that have emerged since the rise of the World Wide Web and growth of social media. CA 2. CA 4.

HDFS 2620. Human Development, Digital Media, and Technology
Also offered as: DMD 2620.
3.00 credits.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. Recommended preparation: HDFS 1070 or DMD 2010.
Grading Basis: Graded
Social, economic, and cultural influences on youths' interactions with, and use of, technology for formal and informal learning. Examples include media literacy, digital divide, technology in education, cyberbullying, and other issues that have emerged since the rise of the World Wide Web and growth of social media. CA 2. CA 4.

B. POLS/WGSS 2807 Women and the Law (#13505) [W] [Add WGSS Cross-Listing]
Current Catalog Copy
POLS 2807. Women and the Law
3.00 Credits.
Prerequisites: None.
Grading Basis: Graded
The development of constitutional and statutory standards for treatment of women under the law in the United States.
III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend ADDITION of the following 3000- or 4000-level new courses into the General Education curriculum:

POLS 2807W. Women and the Law
3.00 Credits.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
The development of constitutional and statutory standards for treatment of women under the law in the United States.

POLS 2807. Women and the Law
Also offered as: WGSS 2807
3.00 Credits.
Prerequisites: None.
Grading Basis: Graded
The development of constitutional and statutory standards for treatment of women under the law in the United States.

WGSS 2807W. Women and the Law
Also offered as: POLS 2807W
3.00 Credits.
Prerequisites: ENGL 1007 or 1010 or 1011 or 2011
Grading Basis: Graded
The development of constitutional and statutory standards for treatment of women under the law in the United States.

WGSS 2807. Women and the Law
Also offered as: POLS 2807
3.00 Credits.
Prerequisites: None.
Grading Basis: Graded
The development of constitutional and statutory standards for treatment of women under the law in the United States.
A. PHIL 3212E Philosophy and Global Climate Change (#13265) [EL]
   
   **Proposed Catalog Copy**
   
   PHIL 3212E. Philosophy and Global Climate Change
   
   3.00 Credits
   
   Prerequisites: One 3-credit course in Philosophy at the 1100-level
   
   Grading Basis: Graded
   
   Ethical, epistemological, and conceptual issues raised by global climate change. The nature of scientific inquiry; role of models in scientific explanation; sources of uncertainty in climate projections; objectivity and values in science; decision-making under risk and uncertainty; obligations to future generations; global justice and burden sharing; individual versus collective responsibility for carbon emissions; the ethics of geoengineering.

IV. 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. HIST/AASI 3842 History of Vietnam (#1047) [CA1, CA4-Int] [Revise level and prereqs; add CA1 & CA4-Int]
   
   **Current Catalog Copy**
   
   HIST 3842. History of Vietnam
   
   Also offered as: AAAS 3842
   
   3.00 credits
   
   Prerequisites: Open to sophomores or higher.
   
   Grading Basis: Graded
   
   Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam.

   AAAS 3842. History of Vietnam
   
   Also offered as: HIST 3842
   
   3.00 credits
   
   Prerequisites: Open to sophomores or higher.
   
   Grading Basis: Graded
   
   Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam.

   **Revised Catalog Copy**
   
   HIST 2842. History of Vietnam
   
   Also offered as: AAAS 2842
   
   3.00 Credits
   
   Prerequisites: None
Grading Basis: Graded
Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam. CA 1. CA 4-INT.

AAAS 2842. History of Vietnam
Also offered as: HIST 2842
3.00 Credits
Prerequisites: None
Grading Basis: Graded
Introduction to the history of the Vietnamese from the late Bronze Age to the present: the ancient culture of the Red River delta, the millennium of Chinese rule, the independent kingdom of Dai Viet and its successors, French colonialism, the Vietnam War, and postwar Vietnam. CA 1. CA 4-INT.

B. HIST/AASI 3845 The Vietnam War (#1048) [CA1, CA4-Int] [Add CA1 & CA4-Int]

Current Catalog Copy
HIST 3845. The Vietnam War
Also offered as: AAAS 3845
3.00 credits
Prerequisites: Open to sophomores or higher.
Grading Basis: Graded
Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy.

AAAS 3845. The Vietnam War
Also offered as: HIST 3845
3.00 credits
Prerequisites: Open to sophomores or higher.
Grading Basis: Graded
Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy.

Revised Catalog Copy
HIST 3845. The Vietnam War
Also offered as: AAAS 3845
3.00 credits
Prerequisites: Open to sophomores or higher.
Grading Basis: Graded
Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy. CA 1. CA 4-INT.

AAAS 3845. The Vietnam War
Also offered as: HIST 3845
3.00 credits
Prerequisites: Open to sophomores or higher.
Grading Basis: Graded
Origins, evolution, and aftermath of the Vietnamese conflict: the prewar history of colonialism, nationalism, communism, and anticommunism; the formation and development of the three main Vietnamese belligerents; American intervention; culture and politics in wartime Vietnam; escalation and de-escalation of the war; the postwar legacy. CA 1. CA 4-INT.

V. New 1-Credit ‘Pop-Up’ Courses:

A. UNIV 3088 Variable Topics: Exploring the Entrepreneurial Perspective (#14525)

Course Description
Exploring the Entrepreneurial Perspective
Describe how market forces enable entrepreneurial opportunities to flourish. Identify components in a vibrant entrepreneurial ecosystem. Recognize examples of ways individuals might demonstrate entrepreneurial behavior. Recognize entrepreneurial biases that may constrain growth. Analyze business models for effectiveness within an entrepreneurial opportunity. Evaluate entrepreneurial career opportunities and pathways best aligned with individual strengths and weaknesses. Identify the entrepreneurial resources and opportunities at the University of Connecticut.

Respectfully Submitted by the 22-23 Senate Curricula and Courses Committee: Suzanne Wilson (Chair), John Chandy, Louis Hanzlik, Matt McKenzie, Tina Reardon, Pam Bedore (Ex-Officio), Peter Diplock (ex-officio), Marc Hatfield, David Ouimette, Sharyn Rusch, Eric Schultz, Steve Stifano (C&C Chair), Terra Zuidema (Registrar alternate), and Karen McDermott (Program Assistant)

From the 9/12/22 and 9/26/22 meetings
PROCUREMENT PROCESS CHALLENGES & IMPROVEMENT PLAN
Agenda

1. Procurement Process (and Connecticut State Requirements)
2. Supplier Selection Pain Point and Initial Action Plan
3. Contracting Pain Point and Initial Action Plan
4. Open Discussion
Overview of Issue

There is significant frustration within the University Community with the procurement process (specifically Supplier Selection and Contracting). In particular, the time it takes to complete these parts of the process is too long.

These challenges compromise the University’s ability to meet its objectives and achieve its mission.

The purpose of this session is to help the University Community understand the root causes of and contributing factors to these issues, share the draft action plan we have begun to develop to improve the situation and ask our stakeholders for help in doing so.
Typical Procurement Process

1. **Identify and Clearly Define Needs**
   - Identify the Goods & Services Required.
   - Clearly define all relevant requirements.

2. **Conduct Market Assessment**
   - Thoroughly assess & understand the supply market.

3. **Develop Sourcing Strategy**
   - Develop the appropriate sourcing strategy and process given the current situation and market conditions.

4. **Narrow to Short List of Suppliers**
   - Short list suppliers and begin negotiations.

5. **Make Final Supplier Selection**
   - Select the supplier (s).

6. **Implement Solution**
   - Implement agreed upon solution.

7. **Monitor Supplier Performance**
   - Track and report performance.

**Contracting Pain Point**

- Finalize terms and memorialize in contract.

- Supplier selection pain point
### Supplier Selection Pain Point
Sourcing Thresholds and Other Requirements

<table>
<thead>
<tr>
<th>State</th>
<th>Uniform Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $10,000.00</td>
<td>One signed quote required</td>
</tr>
<tr>
<td>$10,000.00 - $49,999.99</td>
<td>Requires Informal Bid Process; need three quotes to compare</td>
</tr>
<tr>
<td>$50,000.00 and over (Procurement Services Support)</td>
<td>Requires a Formal (sealed) bid process that is publicly advertised</td>
</tr>
<tr>
<td>$10,000.00 - $249,999.99</td>
<td></td>
</tr>
<tr>
<td>$250,000.00 and over (Procurement Services Support Required)</td>
<td></td>
</tr>
</tbody>
</table>

- No public official or state employee or member of the official or employees’ immediate family…shall enter into any contract with the State valued at $100 or more…unless the contract has been awarded through the open and public process….

- No person with whom a state agency…has contracted to provide consulting services to plan specifications for any contract…may serve as a consultant to any person seeking to obtain such contract, serve as a contractor for such contract, or serve as a subcontractor of consultant to the person awarded such contract.
Initial Action Plan for Supplier Selection Pain Point

- Ensure stakeholders and suppliers understand Connecticut state requirements regarding supplier selection.
- Develop better communication and a stronger partnership with stakeholders so procurement is engaged early in the process and can help ensure state requirements are met.
- Work with Government Relations to propose changes to Connecticut State legislation to significantly raise bid thresholds.
- Increase the use of buying Consortia as an alternative to the RFP process when appropriate.
- Implement a comprehensive Category Management approach.
# Contracting Pain Point

(Contracting Volume Data)

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average No. of Contracts Processed Annually:</td>
<td>~1600</td>
</tr>
<tr>
<td>Average No. of Contracts in Process at any Point in Time:</td>
<td>~200</td>
</tr>
<tr>
<td>Average No. of Contracts Processed Per Contract Specialist Annually:</td>
<td>~320</td>
</tr>
<tr>
<td>Average No. of Contracts Being Worked on at any Point in Time Per Contract Specialist:</td>
<td>~40</td>
</tr>
</tbody>
</table>
Contributing Factors to Contracting Pain Point and Slow Turnaround Times

- Insufficient resources in the Contracting team
- Supplier resistance to required state terms and conditions for contracts
- Competing legal and policy terms between supplier and UConn/State
- Incomplete business terms provided from stakeholder/procurement
- OAG contract review and approval process
Contract Requirements
### REQUIRED STATE OF CONNECTICUT CONTRACT PROVISIONS

<table>
<thead>
<tr>
<th>Provision</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governors’ Executive Orders</strong></td>
<td>Contracting has no authority to modify or waive executive order language without approval from Governor’s office.</td>
</tr>
<tr>
<td><strong>Governing Law provision</strong></td>
<td>Making Connecticut law applicable without regard to its principles of conflicts of laws.</td>
</tr>
<tr>
<td><strong>Claims Against the State</strong></td>
<td>Any claim against the State must go through Claims Commissioner first; cannot go straight to court.</td>
</tr>
<tr>
<td><strong>Indemnification</strong></td>
<td>Obligating the contractor to indemnify and hold UCONN/State harmless.</td>
</tr>
<tr>
<td><strong>Nondiscrimination</strong></td>
<td>Required by statute; no authority to modify without approval from the Commission on Human Rights and Opportunities.</td>
</tr>
</tbody>
</table>
## Supplier vs. UConn
Legal and Policy Terms & Conditions

<table>
<thead>
<tr>
<th>IMPERMISSIBLE PROVISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obligates UConn/State to <strong>indemnify or hold the contractor harmless</strong> (including provisions in which UConn agrees that the contractor will not be liable to third persons for damages arising out of the contract)</td>
</tr>
<tr>
<td>Waives or modifies the <strong>implied warranties</strong> of fitness or merchantability or limit the contractor's liability</td>
</tr>
<tr>
<td>Refers parties to a <strong>non-State website with</strong> additional contract related terms and conditions</td>
</tr>
<tr>
<td>Submits UConn to the <strong>jurisdiction</strong> of another state</td>
</tr>
<tr>
<td>Supplier refusal to review State of Connecticut Terms and Conditions for <strong>low dollar contracts</strong></td>
</tr>
</tbody>
</table>
Business Terms Incomplete/Not Finalized by Stakeholder and/or Procurement Staff

- Vendor information not complete or accurate
- Scope and description of services unclear
- All business terms not reviewed and approved
- Deal structure not complete (e.g., compensation, term of contract, maximum payable)
- Conflicting policies and/or objectives between stakeholder department & other administrative departments
- Lack of communication and/or coordination (e.g., other contracts and factors impacting contract)
- Intellectual Property Rights not clearly stipulated
Enhance Data Reporting on Contracts

- Raise awareness
- Increase accuracy
- Improve user friendliness
- Add critical information
  - What is holding it up?
  - What are our options?
  - When will it be done?
- Implement Contract Lifecycle Management technology
Future Contracting Organization

Director of Procurement Contracting and Compliance
Gregory F. Daniels

New Senior Contract Specialist (P-5)
(IT)

Contract Specialist (P-4)
Vacant
(IT)

Contract Specialist (P-4)
(Business Services)

Contract Specialist (P-4)
Vacant
(Business Services/Research)

Contract Specialist (P-4)
(Research/PSA)

Contract Specialist (P-4)
(Construction)

Contract Specialist (P-4)
(MRO/Facilities/Construction)

New Senior Contract Specialist (P-5)
(Construction and MRO/Facilities)
Initial Process Improvement Actions

• Ensure stakeholders and suppliers are aware of state contracting requirements, and involve Procurement and the Contract Specialist early in the process
• Establish training & education for Procurement & Stakeholders regarding the full set of Contracting handoff requirements
• Review when a contract is required vs. when a purchase order is sufficient
• Review the approach for low value contracts
• Identify and implement process improvements (e.g., utilize additional contract templates; remove unnecessary steps, etc.)
• Evaluate & potentially implement a new Contract Lifecycle Management system
How Can You Help?

• Understand Connecticut State requirements for supplier selection and contracting. Help ensure our potential suppliers do, too! Do this at the very beginning of the process not in the middle or near the end.

• Involve Procurement & Contracting early in the process.

• Be willing to actively exert influence on our suppliers to get them to agree with Connecticut state and other key requirements.

• Be prepared to utilize another supplier if the primary supplier is unwilling to comply with the required terms and conditions.
Open Discussion