

Financial Affairs & Board of Trustees Meeting-20260225_081732-Meeting Recording 1

February 25, 2026, 4:23PM

2h 48m 23s

BT Board of Trustees 0:12

Explain the mechanism how we can release the bond funding and what is in the language for 565 million of the bonds.

I was primarily concerned on whether we've met the goal or that's still underway.

AY Amy Yancey 0:33

I'm on the I am on the call Chairman Toscana. So the match is for it. It's against the total pool of the total pool of projects in the UConn 2000.

BT Board of Trustees 0:36

Oh, thank you. Thank you, Amy. Thank you so.

AY Amy Yancey 0:52

Slate and we're ahead of schedule for meeting that, but that's dollar to dollar, not project to project. A renovation project like Gantt is unlikely to draw, for instance, the kind of donor interest that we've seen in Deluca Hall.

Where there is a new, a brand new building and and as you know through your consent agenda, you're approving regularly new gifts to name projects in that building, so.

So we don't see a lot of interest in that project right now, though science too is something that if it were, if it were to be launched, would probably generate a lot of donor interest.

BT Board of Trustees 1:39

Got it. So it's part of the portfolio then?

AY Amy Yancey 1:42

It's it's part of the portfolio, but but we haven't raised any new dollars for Gantt today.

BT **Board of Trustees** 1:49

Right. But on the whole portfolio where we've exceeded the requirements, yeah.

AY **Amy Yancey** 1:52

Where?

Correct. We have. We've been tracking ahead again, a lot of those gifts actually the Duluca project is not in that. So I want to be clear about that. But a lot of those gifts, Mr. Chairman, today have come from gifts to athletics facilities projects.

Projects that are that are funded through that slate of bonding.

BT **Board of Trustees** 2:18

Yeah.

Got it. OK, thanks. And then it's just a comment maybe for Nathan. So the rankings is, you know, been a high priority of this board and it feels like the sands are sands are constantly shifting on, you know, which ones matter the most ultimately in people's decision making. So if you wouldn't mind maybe.

Come back in the spring and give us the latest and greatest as as you know we start to get ready for a new class to understand like you know because I know and I think we as a university have opted out of some of them in certain elements of of of of our portfolio and so anyway if you if you wouldn't mind coming back.

At some point that'd be great. Sorry. All great. So the third part of my report is strategic assessment of the regional campuses, Provost Alpay.

It.

Thank you and good morning, Mr. Chairman and President, Trustees, I'd like to go over on a presentation that outlines the strategic assessment of our regional campuses. This is something that you all have been waiting for some time. I appreciate your patience.

One of the things that we want to emphasize in this presentation is focusing on the identity, excellence and long-term sustainability of each of our campuses, our regional campuses. I also want to clarify how all of this fits into the.

UConn ecosystem in general, so that we have one UConn, one university, one degree that that serves all our communities throughout Connecticut.

Before I get started, this is 4 months plus work and there were several people involved in that. Over 60 people worked on this on this in collaboration with my

office. I want to specifically call out Amy Gorin.

Senior Vice Provost, who's going to come and help me with parts of this presentation, as well as my Chief of Staff, Alexis Laurie, working in tandem with our academic Deans, their leadership teams, the the Student Life and Enrollment team.

Thank you Nathan and everybody who was involved in that.

UPDC, the Research Office, Lindsay and her team were amazing in terms of providing the research that data that that that that's included in the report. The Budget Office of course, and we've built a wonderful partnership with the Senate Executive Committee as we went through this process.

These slides are excerpts from a very long report. It's 100 plus pages that was provided to the to the board in its entirety that contains data that contains extensive data through which we drew up some of our conclusions, so.

Again, it's a comprehensive document that a lot of people worked on it and I want to acknowledge all that work that went in getting you this comprehensive document.

Yeah.

Now just to clearly you know put put it, put it in perspective in terms of the timeline, it's the strategic plan for the university went through this this body in December 23 and was adapted since then.

We've been looking into how our regional campuses play into that, into that strategic, strategic envisioning process. This was later supplemented by the Student Enrollment Management plan and it helped us in getting us.

Here today, throughout the process, we have socialized what's happening with the student enrollment management plan and everything else around regional campuses. That's that's that's an ongoing process. But this brings me to the presentation today that's in front of you.

Now the president likes to show stores in inventor. I'm hoping that we'll get to this point, but I want to give you a little bit about, you know, how everything that we do as the university fits into place as we look at the.

Of the university as a whole and how we work with our communities. Storrs is our biggest, most comprehensive campus, as you can imagine. It is one of the most traditional university systems.

Many of our schools and colleges are physically here. Those are the ones included there are are, you know, part of what what what is, what is the Storrs campus. And it is, you know, likely that most people think about Storrs when they think about UConn.

But it's only one piece of the puzzle. One of the things that you should understand that a lot of the research and development activities, the university's research activities are carried out in stores. And then we look into what do we do at UConn Health. UConn Health is a massive campus.

We have a School of Medicine, School of Dental Medicine, and almost every activity on Health and Life Sciences is carried out at UConn Health or in collaboration with UConn Health.

School of Law, not a campus in terms of you know how we refer to it, but the School of Law is a public law school and it provides around 150 students a year and many of these students remain here in Connecticut and carry out their their their.

Their businesses here. Now I want to move to our four regional campuses, right? And this actually puts together comprehensively what UConn does here in the state, right?

We're advancing UConn's public mission through undergraduate and graduate research, outreach and entrepreneurship opportunities. And this is what makes us a land-sea grant university when you think about it, right? This is the access and the reach that we have across the state is instrumental.

In how we serve the state, how we serve our citizens, and how we engage the broader public across the state.

One of the things that I would like to emphasize as we go forward, I'm going to put in front of you that each and every campus has a distinct identity. This distinct identity comes from the fact that they operate in these communities and they serve these communities as we move forward. So the location.

Economy, the population needs. It's what we're going to be leaning into, into in our regional campuses. I'm going to start with Avery Point. There has been a lot of discussion about the Avery Point campus. What are we going to do about it?

The Avery Point campus is a center of excellence for research. We've talked about research activities going on here on campus, in stores, as well as at UConn Health.

There's a lot of research activities. Avery Point is one of the very few that have extensive.

Activities with the federal government through Sea Grant, through NER, through SURCA, which is our coastal resilience program, as well as several other funding agencies.

It is. Are you OK if we ask questions as we go? Anytime you'd like to. OK, because I'm I know a lot of people will have questions. So just one while you were mentioning

research, just scale it for us, give us a sense of.

How big it is relative to our overall research footprint and also just mention if you would, what is the student demographic that intersects with that?

I'm going to get back to that point in in just a bit, but in terms of the research activities around 330 million, \$380 million in expenses across campuses, UConn, UConn Health. The majority of that is at UConn and UConn Health on an on an annual basis we run around.

\$5,000,000 of research at every point.

And then, you know, lastly, what I want to point out is that, you know, we have an excellent marine sciences program that operates directly out of Avery Point and we carry out our extension activities at Avery Point as well serving our, you know, our fisheries in the nation. There's a significant.

Impact in the communities there moving to to Hartford capital city campus.

MB Mark B 11:42

Just before we move on from that, if I could make a comment on Avery.

BT Board of Trustees 11:47

Please.

MB Mark B 11:47

Yeah. One of the questions that I'd asked, Mr. Chair, was given the location of the campus and the hospitality industry that's around there, you know, are there any relevant programs that we could put in place? Just thinking that might be a logical point.

And what came back in terms of the answer, if others had the same question, is that many of those workers actually go through Community College programs and it doesn't require an advanced degree beyond an associate's one. And two, it's a relatively saturated market in terms of the educational experiences around hospitality. So the team has kicked the tires on it and came back and said really not an area.

Area we should go to, but if others had that question, it was certainly one that came to my mind.

BT Board of Trustees 12:28

Trustee Boxer, before we get into details what can be done at every campus, I'd like to, you know, set the stage for what we have, you know, for the path forward. The the hospitality part is one part of the education, one part of the equation, but the.

MB **Mark B** 12:39
OK.

BT **Board of Trustees** 12:46
These degrees require mostly associate degrees and it's if if you were to think about a hospitality program, a school that would serve that the the the initial investment could be could be extensive if you want to establish something like that usually requires.

MB **Mark B** 12:48
Yeah, got it.
Yeah. And I'm not suggesting we go there, but it was, yeah, I'm not suggesting we go there. I just thought it was a logical question that one would look at that list and say why not? That's all.

BT **Board of Trustees** 13:04
Yeah.
Right, right. Yep. Thank you.
Going back to Hartford, you know it's the capital city, home of School of Social Work. We have School of Business operating out of Hartford School of Public Policy Education. It is close to the School of Law and.
Has a moderate but stable undergraduate involvement, has a strong graduate presence there. And then we look at our Stanford campus, which is growing, which is growing. It's an urban campus and there are a lot of opportunities at Stanford because of the proximity to New York City.
And the surrounding economy, the academics there are focused on essentially business degrees, financial technologies, digital media is big and then they're thinking about, you know, expanding some of the opportunities there to include cybersecurity and and AI as.
As as the president mentioned, it's, you know, it's one of the fastest growing campuses and it says it is the highest demand regional campus at the undergraduate

level.

The president touched upon this. Waterbury's influence is growing, mainly due to the efforts of our campus Dean there, but it has been supplemented with with with investments by a donor.

Elizabeth Luka and also by the significant efforts by UConn Health through Doctor Andy in expanding UConn Health into the Waterbury region. We see a lot of opportunities for growth in Waterbury when it comes to health and life sciences, specifically.

Seeing and and and other initiatives.

Now I want to tell a couple of things here. These identities that we tried to summarize, which you will read about in the very long report, is these are strengths. These are strengths that make UConn, UConn. This brings all our communities together and you're present in these communities.

One way or another, we're not saying that each of these have to be UConn stores, but maintaining the identities of these campuses is critical because that's how we serve, serve, serve our public.

This slide I've talked about this at many different, you know, many different settings. And.

This is something that I've extracted from the New England Commission of Higher Education annual meeting last December that I've attended. These are some of the challenges in front of higher education. It's not just us.

And the landscape has changed, has changed significantly and the faster we adapt to it, the better off you're going to be. So the business as usual, this is how we're going to be doing it. This is how we did it is no is is not applying anymore.

We've seen reductions in state funding, right? We have significant deferred maintenance costs. And as the President mentioned, there are significant reductions in federal funding, not just grant funding, but how, for example, student scholarship programs are are implemented based on the new directives.

By the Department of Education, right. There are certain initiatives where, you know, nurses are no longer considered professionals, social workers are not. So the the landscape is changing fast and it looks like the the public recognizing that you know. High higher education degree cost a lot of money. They want to see some return on the investment as well. So this is we're operating in this kind of a landscape and I'd like to put it in front of you that you know what we did three years ago, five years ago.

Does not apply anymore. OK, so with this in mind, I'd like to also acknowledge that we have competitors in the reach and we're looking at declining high school graduates.

Across New England, not just in Connecticut. So for every campus, in terms of undergraduate opportunities, we have significant competition. In certain cases, that competition provides a tuition free education.

So as we think about how stores, the Unicon system as well as our regional campuses fit into this, right, we have to be very, very careful, right?

These are our campus enrollment trends, right? This is also included in the extensive data package that was provided to you in the report.

Stores in Stamford see increases in in in incoming undergrad students. The others do not. Next year, Hartford will catch up. It will be almost neutral. The reason why you see that drop is.

Stay at Storrs campus program is being discontinued. We're hoping that those students will transform into the the into the dorms in in Hartford when they become operational. This these are the numbers, historical numbers from 2021 to 2025 and the.

Associated changes for each campus and that's something that Mr. Chairman, you wanted to see. So it's it's right there now and these are the key pressures. We have to think about these as well. I mentioned the demographic contraction, financial constraints we talked about the.

Source gaps in which through which we need to provide the kind of service that our students needed where they are and we see significant infrastructure challenges not just at our campuses but here in Storrs as well. So as we move forward.

These are three points that the that the President, President Marrick mentioned. How do we, you know, how do we navigate in this space where we see a lot of these challenges? Student first is something that that that the President has at the top of our mind.

We have to be, we have to be mindful in terms of how we're going to be providing the kind of things that our students need so that, you know, these are reflected in our retention and graduation rates and graduation outcomes, reputation, recognition, rankings. I'm glad, Mr. Chairman, you brought it up.

This is something that we need to maintain. We've seen some glimmers of hope with the, you know, with the time that come rankings and how now universities are evaluated. But the the institutional research team has been working hard in putting

in front of people what a wonderful institution.

Con is and we do hope to see that those are reflected in the ranking studies as we move forward and research excellence. The last part is that what makes us an R1 institution, that's what differentiates us from the.

CSCU system. That's what our students come here for. In addition to the excellent education that they receive, they also want to be able to work in labs to get that research experience that might be needed, working with top notch faculty and learning from them some of.

The tools that might be super valuable as they pursue their careers. At this point, I'd like to invite my colleague Amy Gorin to walk you through the rest of the slides.

She's going to talk about the strategy of moving UConn forward and what.

That might mean for our for our campus. Thank you. Hello, everyone. I apologize for the book that you received in advance of this meeting, but that has all the data and themes that we're talking about today. So the Provost has out just outlined where we're at and some of the challenges that we're facing. We want to now.

Turn to where can we go and how do we move forward. So what we want folks to think about is that we really need to differentiate what it means to have a UConn education. That's where we can compete in the larger ecosystem of higher Ed in the state and the nation. And so we need to double down on consistent academic quality our faculty.

Distinction, our research that's driving impact in our local communities and nation and internationally. We need to keep an eye on the national reputation and the rankings as we just heard and our strong student outcomes. That's what we really need to be focusing on at our regional campuses and you see that reflected in a lot of our recommendations.

So our goal really is to define what does this mean to have a UConn education and then ensure that everyone is having a consistent experience with that academic education, whether they're in Storrs, Waterbury, Avery Point, Stamford or Hartford.

And so we have to prioritize. We have to prioritize investments.

That focus on quality, on rigor and on reputation. So we can't do everything, but if we are guided by these principles, we'll make smart investments.

In the report you we went campus by campus and you have multiple pages on each campus and a series of recommendations that are specific to each campus. But we also laid out some general recommendations that we need to keep in mind as we're thinking about our regional campus campuses. So one of the things we need to

make sure that we do is really sharpen the identity of each campus and you just heard about that.

So I don't need to go into that too much here, but we need to do that so we can tell a better story so that students know what they're getting when they select one of these campuses and they know where their interests are going to be matched with the academic program and their experience. We need to invest in academic excellence and the student experience. Again, a lot of recommendations.

Are.

Found things like ensuring that all students have access to high impact practices that we know are going to increase retention rates and graduation rates. So instead of adding new academic programming, which is often a request that we get, you know that that is a driver of having students on a campus and that may be true to some extent. We want to make sure that we're focusing on the students that we.

Have and making sure they're being successful in completing their degrees. And so a lot of effort is going into retention exercises. We want to elevate the UConn brand and our reputation, including at our regional campuses. So there's a lot of opportunity to do additional marketing about what these campuses are, their geographies, the programming they offer.

And also the return on investment. So after Yale, our regional campuses have the highest return on investment in the state. So these are good investments for families and students to be making.

In the report, it talks about where does UConn fall in this larger ecosystem of higher Ed? We have our Community College system, we have the state Community College and university system. We have private universities in the state. You know, there's a flood of options for students and rather than try and compete with some of these options, for example, Community College, we need to make sure that we're partnering.

With the Connecticut Community College system and ensuring that folks who do the first two years at Community College can come into the UConn system, not have to repeat courses and have a seamless 2 + 2 pathway. We have some of those articulation agreements in place right now, but we could build out others. For example, social work is looking at this right now.

When we think about growth at a campus and you know, I know this has gotten a lot of attention recently, you know we need to be very intentional and data-driven and that's one of the reasons you have a 90 page report in front of you. So we need to

look at where is their student demand, where do we already have resources? Resources that we can leverage, what are the workforce and industry connections in that area? And ultimately the way I think about it is whose needs are we trying to serve when we talk about a campus and and what do they need and how can we best provide that? One of the things that we can do right now without any additional resources is promote our individualized majors program.

And our honors and enrichment team has done a lot of work with this. This is where students can put together their own plan of study and explore topics that they're interested in, even if we don't have a formal major in that program. And so these are already existing classes. They piece them together for a coherent major. So students can do that in a variety of areas. We have criminal justice.

Just for example, consumer behavior are very popular and these offer more major options for students at our regional campuses. Finally, we have two more actually. One is increasing philanthropic engagement and regional excellence. We've had a lot of good developments in this area. The president just shared some of those. Frank Gifford, I think is here still. His team has been amazing, starting to work.

With our regional campuses, there's interest in supporting student success initiatives through gifts and we want to continue those types of activities for our regionals. And then finally enhancing data informed decision making. This is critical. We have budget constraints that we're dealing with. We are thinking about our.

Reputation and rankings and how do we keep a strong product, we can't do everything. And so we can use the data to drive, you know again decisions about where are we seeing demand, what are we going to look at for performance metrics to decide if we continue to invest or expand in an area and where do we have capacity and we have capacity at some of.

Campus.

Now to increase enrollment and we should be targeting those campuses and looking to right now stabilize enrollment and help with student retention, our primary goals at many of our regional campuses. You'll see that all specified in the report. So instead of going into each campus one by one right now, I believe our intention is to open it up.

For discussion and to field any questions that you have and and that's really the the goal of this report is to generate conversation about what we want the future of our regional campuses to be. So are these the right identities? Have we sufficiently differentiated our campuses? Are we protecting our brand and how do we be one

world?

Class university with this array of campuses and serve our students well, so happy to answer any questions.

As we open it up, Karen, you go first. There you go. I was just gonna make sure we got the screen so we can see people. If you're if you are virtual and if you are polite and raise your hand and we don't see it cause that screen's a mile away, feel free to be less polite and and just speak up. But Karen, why don't you why don't you lead us out. Thank you.

Ken, before we get into that, I also would like to acknowledge a lot of the hard work that went into this by our campus deans. Anne Marie is here, Fumiko is here, Jennifer is online, Mark is online. So huge shout out to them for for their partnership and collaboration as we.

We we put this together. So thank you. We we have some empty desks too. So if anyone in the room who might be called on to answer a question wants to pop up and grab a mic, feel free to just come up and join us. Rich is very lonely over there and Natalie said I'm not getting any closer, so.

Where's Fumiko? Why don't you come up, come up and join us? And yeah, who else is here? Yeah.

So my question was about the use of individual individualized majors and and I'm a big supporter. I was an individualized major at UConn back in the day and if it wasn't for that program I would have had to transfer and or not have my major be what I wanted it to be which which because of UConn.

It's where I am today. So wonderful individualized major. So my question is, you know in in the in general individualized majors are utilized when that major doesn't exist at UConn at all, but the classes do. So what how does that, what does that look like when we're talking like are people going to be allowed or expected to use that? When they don't want to leave Waterbury, but the classes and the major would be available if they were going to stores. Like how do I, how do we imagine that working? Yeah, I think we want to keep within the spirit of the individualized majors program and the folks who are utilizing it at the regional campuses are doing just that. So it's the degrees that, you know, they can't campus.

Has changed to, you know, so they're not recreating psychology. Well, we have psychology everywhere, but they're not recreating a degree that they could get at another campus right now.

OK, so that already existed. So, so, but I think I might be bringing it forward as a way

to help with being able to keep people at the Waterbury or not Waterbury, but the regional campuses. So what will be different now about what you're proposing? We don't promote it very well and so students don't know about it. The campuses have not, although they want.

Wanted to have not to date necessarily been able to tell prospective students about these options and we think that and Famico, I know that this is an area that you're interested in, but you know, maybe help with recruitment so that they can see that there are, you know, other pathways other than just the the established majors that they can complete.

I got a couple questions or thoughts, what they're worth.

Just I I don't know if you're in the car, but just you know this whole profit loss thing I started looking into and it was really astounding the fact that.

You had to ask the question about how it gets the profit loss works, OK, and the fact that bond funds that we allocate go to these regionals and it's considered a gift.

Rather than anything to do with profit and loss, just sort of to me means that we're really not analyzing the profit and loss like for instance in the last.

As I said earlier, so if you use money to buy an apartment house in Stanford, they make money because they have no debt service. If you go to Avery Point and say you have debt service, then it costs you money, but the same money could have gone over there.

Um. And just as we go through this, um.

In the last *** Rica, you know, last 10 years there's been, I mean these are just things that we have to start thinking about and doing just making an observation, but there's been \$65 million that we have authorized to regional.

Campuses. Stanford got \$40 million, Avery Point got 14, Hartford got 8 and Waterbury got three. So that clearly affects like the profit and loss for Waterbury particular if you've got 5% of the money.

So I just think as we are growing up and doing the budget better, this is a very critical thing and something that should probably should have been pointed out to us rather than us having to sort of investigate and find out. But anyway, I think that's an important thing and then.

Just to go into every point, I think that's sort of the elephant in the room and we need to discuss it for a minute. But I just have one budget question and that is you said we lose 900,000 at Brantford House. How do we do that? I thought that made money.

That's correct. I believe it's about 900 KA year that we lose. And so when you look at the revenues that they generate and net off the staffing costs to run that facility, in addition when you add in the maintenance costs, the utilities, the service contracts to service the building, it's about 900.

And just one thought might be, and again, it's up to the budget people, but not do that. And maybe in the short term we can build a reserve at Avery Point for future. So maybe put the 900,000 aside so we're not wasting the money.

And that could help us in the future as we try to develop Avery Point so.

And if I can also maybe just dovetail on that a little bit because well, first of all, we use words like profit and loss and it's really, what's that? Yes, well, I was kind of part part of the point, but it's really surplus versus deficit, right? Cause I I think.

When we use those words, people think we're trying to sort of corporatize the university and and and that's not at all anyone's goal. But you know we talked earlier in FA about the budget transformation process and and my take away. So just tell me if you feel like this is.

The right way to think about it or the wrong way, and I don't know who is best equipped to answer this, but I feel like when we look at the the the surplus or deficit generated at a regional campus, it's at best an estimate because we don't fully cost out.

All of the services and and costs of the university. So you know, I saw a slide, I think you probably did too, that sort of broke out each campus and had numbers associated with it. And I don't know if how reasonable or accurate an assumption do you think those are because my.

The take away is they're directionally correct, but they're not specific. Is that the wrong way to think about it or or the right way? No, you're you're absolutely on track. Those are directionally correct. They're missing many costs for central overhead that have not been allocated to them.

But you're you're also correct in that, yeah, we're not running as a business and looking at profit and loss. And certainly there are many areas of the university that do not generate sufficient revenues to cover their operations. But then there's pieces of the university that do generate excess revenues.

And so you know those pluses and minuses are what we bring together to equal our total operating budget so that we can fulfill the mission of the university, right. And and I was a little confused this morning about how we look at.

Tuition dollars at the regional campuses, because I thought I heard that they don't

get allocated out, which surprised me a little bit. And so in the future in the budget model, the tuition revenues, we wouldn't look at the regional campuses as a revenue center. We wouldn't allocate tuition revenues to the regional campuses.

We would allocate the tuition revenues to the schools and colleges because that's the academic home of the instruction, right? So we need to allocate the revenues to the place where the instructional cost exists. So in that vein.

We wouldn't be allocating those tuition revenues per se to the regional campuses. So not to be provocative because it's not my goal, but I am curious and maybe a couple of our campus directors who are here in virtual.

Is that like the worry you have is somewhere someone's going to have some sort of leverage in decision-making that affect the campuses and I think we just want to be really intentional about that and and what you said just resonated with me, but then I what my.

The thought was, OK, so now the the Deans and the department heads, regardless of where they sit, are going to be making decisions that affect the campus. And I don't know what I don't know about that. Is that an area to worry about? Is that is it, is it net, net a benefit? So we have finance people.

We have faculty, we have leader, you know, campus leaders. I don't know who's best equipped to answer that, but and I think our campus Deans can chime in as well. But that is actually how it's being done right now. Essentially the services that we provide at our regionals.

Is being provided by the budgets of the individual schools and colleges who offer these classes there. So it will it will formalize that and before any one of our campus deans also mention the profit loss statements.

The deficit, the loss, can we call this neither one? Can we call this as an investment to our campuses? I think that's what you're doing. There are there are there isn't more than a handful of units across the university that is not being invested in. There are very few that generate.

Revenue, right. So we choose to invest in these. It's not the deficit or the loss that we should be concentrating about. That changes the entire conversation if you look at it from that perspective.

Anything you want to add for Miko and Marie, Mark is online, Jennifer is online.



Orlikoff, Jennifer 38:41

So I'd like to add one thing about the departments providing instruction on the

regional campuses. Because they will benefit from this, they'll be incentivized to offer courses and offer programs. I think it'll be beneficial to the regional campuses.

BT **Board of Trustees** 39:01

I see Dan O'Keefe's hand is up and I'm going to stop asking questions. I realized I dove right in and and I want all the other Trustees to ask their questions first. So but Dan, I see your hand up.

OD **O'Keefe, Daniel** 39:12

Yeah. And and my question might be rendered moot by that commentary. In other words, if if we're not comfortable or we're wondering whether the financial picture is is fully fleshed out, you know what's surplus versus deficit, what's?

Revenue versus not this question might be moved, but my question was I just want to kind of get a sense for based on these long term trends. And by the way, I really encourage everyone to read the appendix of the report in detail. If you haven't, there's some really good data in there, but I was trying to get a picture in my mind as to how we are doing in terms of allocating capital.

Over time based on historic trends that we are seeing or have seen and future trends that we are expecting I I and if that was there, forgive me, but but perhaps you can just kind of give us a sense for how correlated or non-correlated those those two things might be, you know investment versus the trends we're seeing.

BT **Board of Trustees** 40:10

So specifically in regard to capital, we have been really focused on dealing with the deferred maintenance needs at those regional campuses, those dollars that you see that have been spent specifically in Stanford dealing with the parking garage situation, dealing with the code corrections and that main.

Facility that that's where a lot of the focus has been and the spend of those deferred maintenance dollars. As you see in the appendix documents, there is significant deferred maintenance needs that still remain at each of those regionals as as does a significant amount of deferred maintenance remains at the Storrs campus that you know.

\$1.6 billion. We're doing our best to spread that limited amount of funding that we have for deferred maintenance around as best as we can to ensure that our facilities are safe.

OD **O'Keefe, Daniel** 41:02

I I think what I'm missing and forgive me and and maybe this is for a follow-up is is I I get it. There will always be puts and takes, there will always be deferred maintenance and we always will need to deal with it. But but I think what we're trying to inform a debate and a conversation around is being strategic with capital allocation.

And and what I'm still trying to get a sense for is for a moment, if we can zoom out, step back, put aside the puts and takes and say, you know, have we been strategic? Are we correlated with our investment of capital as it relates to the underlying trends we have seen and expect to see?

And I I still am struggling a little bit with whether you know if we get signal from noise, whether we have in fact been strategic, whether perhaps we could be more strategic, where are we under index versus over indexed again giving the operating trends that we're seeing.

BT **Board of Trustees** 41:40

Thank you.

OD **O'Keefe, Daniel** 41:53

Does that make sense?

BT **Board of Trustees** 41:56

I think that it does. You're asking if I understand your question, you're asking whether we should be investing more in campuses that are generating a profit per se or a surplus or is that your question?

OD **O'Keefe, Daniel** 42:11

Yeah, I'm, I'm struggling a little bit with the concept of profit given the easier earlier conversation, but and I and also that I don't think that would necessarily pick up capital. So what I'm saying is as we think what you know one of our roles is capital allocators.

If we think about how we have been allocating capital across campuses and then compare that to underlying trends we have seen and expect to see, are they correlated? Have we been strategic about how we've been allocating capital? So I think the question is more than just profit and loss and I think in a corporate P&L

perspective, I know academic accounting is different.

But you know, again, coming, stepping back and looking at investment trends, both operating and capital, is it correlated to the operating trends we've seen, enrollment, interest, et cetera?

And I'll stop asking because it we we just might not have that answer, but that is one piece of the picture that I'm still struggling with.

BT **Board of Trustees** 43:10

Yeah, I I would just say that I'm not sure that I've looked at the numbers directly and can't answer that specifically to say do the the percentages match up. But I would say that you know we've been investing capital to keep the lights on to make sure that those structures are safe and to make sure you know in in the case of Stanford we had some.

Code corrections that we needed to address to be able to keep that building open so that we could grow that enrollment on that campus. We have made investments in Avery Point as well, specifically in addition to deferred maintenance, specifically we've expanded the the Student Center.

And and some other spaces, we've added some additional lab space to accommodate some growth in research. So I I think that in general I I believe that that we are In Sync, but I've I've not looked at the numbers specifically to tell you that for a fact.

This is from Miko.

OD **O'Keefe, Daniel** 44:07

So we'd love to follow up around that lines if we could. Thank you.

BT **Board of Trustees** 44:12

This is Femiko from Waterbury. I just wanted to chime in here from a non financial perspective that it might help in thinking about the trends that you're talking about. So by trends I'm my assumption or what I was trying to.

Read from that your question, excellent question was about the regional trends and national trends in terms of whether it's job needs, whether it's enrollment trends, why are we losing if we are losing students to other competitive competitor schools? What kind of?

Small scale or large scale initiatives have they started that may have impacted and all

those factors. And I think we've had numerous conversations with Nathan and the Provost office, Amy in the fall looking at some of these and they do seem to be. Somewhat or I think it's highly related, but without doing the quantitative modeling and forecasting, I think those could be done and it could be very helpful in thinking about strategic investments in addition because if there's going to be a return, then even if we're bleeding more than it might be worth investment.

For example, yeah, if I may trust Trustee O'Keefe, take a shot at the question. And I think specifically you're wondering to what degree have we prioritized along the lines of the key metrics like enrollment and demand for programs and these sorts of things historically. And I think that the answer.

OD **O'Keefe, Daniel** 45:25
Hey.

BT **Board of Trustees** 45:43

The answer that you got was that we we haven't necessarily. We have looked at one-off investment opportunities where they existed, evaluated them on their own merits and where we're at today and with this plan is beginning to lay out.

The priorities in terms of where we should be going moving forward or what what investments ought to be made moving forward across the university enterprise. So you know the additional work to be done to be clear in order to be able to actually formulate criteria around the plans we're doing, we're going through a similar process right now of the strategic enrollment.

Management plan as an example. So the next steps for us is really to begin to put things in sequence in ways that for investment opportunities and ways that make sense for us where the the first opportunities and then the 2nd and then the 3rd. And as I said in the meeting yesterday, you know we have an abundance of opportunities. We want to do all of them ultimately.

Under the resource constrained environment that we're in, we have to make some tough choices as to what's going to be first, second, third and 4th. And so that's where I see us going next with the work.

GB **George Barrios** 46:49

Dan, if it's George, if I could ask a question.

BT **Board of Trustees** 46:54

Yes, Sir.

GB **George Barrios** 46:55

Yeah. And so and I we're kind of dancing around it, so it might overlap a little bit. But there was a slide in the presentation that showed the trends over the last few years on enrollment and we've just talked about enrollment a couple of times, right. And I think two of the campus were growing at plus 20% of the other three were declining. And I'm just curious.

What the point of view is on that, like what do we take away from that and what do we think or what's our goal for those trends going forward? Are we trying to bend curves that we're comfortable with the current curves?

BT **Board of Trustees** 47:32

So again, in a conversation that we had yesterday, I think it's really important not to see a particular trend relative to other campuses or between them as a scorecard necessarily. You can be smaller and still have strong academic programs, programs of emphasis and and these sorts of things.

For some of the campuses, it is an opportunity for the university to look at leaning into the growth opportunities that exist. So, so we'll do that for other campuses. As you know, we will be really having another set of priorities to the point that our Provost discussed.

Earlier, so I don't know Pamir, if you want to pick it up from there, sure.

GB **George Barrios** 48:16

Just to Nathan, on your point, I'm sorry to interrupt. I get about this relative performance and not treated a scorecard. So then, but my question would still stand is, well, what do we want that to be? What do we expect it to be? What is good in the future and you know?

BT **Board of Trustees** 48:31

Right. So enrollment is but one metric. So we're not just looking at enrollment numbers, but these are again one of the key drivers. We think we look at research activities and how we serve at these campuses to our communities very broadly,

right. So that that's one of the key mission.

of the university. Um For example, when we look at what Avery Point does in terms of research, as we've mentioned, it's super critical to the state, super critical to the state and all our communities, the way Waterbury engages with the communities around health and life sciences, Stanford with fintech companies.

Companies with Hartford, with insurance companies, public policy and social work. These are key points on how these identities are built and we want to support that. Moving forward, when you look at the numbers, we need some intervention where we are losing students. So our first.

Key you know initiative would be as described in the document, but also in slides for path forward for each campus stabilizing the enrollment, keep it where they are and then look for opportunities of growth with with additional efforts that would not cost an arm and leg.

That's basically the recommendation from from from these, you know, these offices that have put together that report.

GB **George Barrios** 50:01

So that's helpful. I, you know, I guess and I'll one comment and and is and I'll state the obvious I think you know in in a constrained environment which most of everyone I know operates in strategy oftentimes is the the the art and science.

BT **Board of Trustees** 50:04

Yeah.

GB **George Barrios** 50:21

To making choices, including difficult ones. So I would just, you know, I would, I would leave it at that because unfortunately when one doesn't make choices, then one becomes susceptible to external factors and ends up in a place that you don't want to be so.

Um, I'll leave it at that for what that's worth.

BT **Board of Trustees** 50:43

Thank you, Trustee Berrios. I would just add one other piece to get a fine point on your question. The Strategic Enrollment Management plan does prescribe a schedule

for enrollment for every one of the campuses in terms of where we intend to be and we know what we need to do in order to be able to meet those benchmarks.

GB **George Barrios** 51:02

Yep. Thanks, Nathan.

BT **Board of Trustees** 51:05

Yeah, just a couple of things. One is.

You know, I think we have to remember the impact that the university has on these communities. I mean, I'm unfortunately old enough that I remember Stanford, OK, when if we'd given stores \$70 million, we would not have bought Bloomingdale's in downtown Stanford and moved the branch from North Stanford to Stanford.

Stanford I've met with the business community. They were sucking wind. It was nothing like it is now. University of Connecticut really had led the rebirth of that community to the thriving community it is now.

Downtown Hartford, we're very proud of the 200 units. But I will say that if we use the Sims report that everybody talked about, we never would have built the downtown Hartford. But it's the most important thing that the new mayor said that it's going to help to revival of it. And when we talk about capital, we also need to talk about.

Remember, we're a public university. We're not a private university. And the the money comes from the legislature in large part. They have priorities. They have things that they care about. They cared about downtown Hartford. They care about a lot of things that we're talking about here, but also.

Sometimes capital brings other capital like we we brought, I mean there's \$8 million that got raised in downtown Hartford once we put the housing there. I mean we're lucky we have Andy there, but 8 million OK got raised and and I think that we we can't.

Forget that the communities take pride, but you need to have the university step up to do things. So let me just finish with every point. I think that's really what really motivated everybody to be here. OK, that we need to do something on a strategic plan for our for our regionals, because I think the one thing I drew, I agree.

We have no rhyme or reason for what we're doing. OK. I think we all agree on that and that's not and that's wrong. I mean, I mean it respectfully where you guys are working very hard to get programs there, but you account for it this way and maybe

this one gets it. I mean, for God's sakes, the reason why we have housing in Waterbury is because we moved the allied I was there.

We moved Allied Health and we had a landlord set up. If you move Allied Health there, I'll provide you housing that you don't have to pay for. But anyway, just stepping back on every point, because I do think it's important for us to come to some kind of resolution with it here and with because it's causing the university a great deal of.

Angst among our supporters, among, you know, we have budget requests, everything else like that. Just so just a step back. We originally did an RFI. Nathan was on it. Ian Delivo was on it. Fran Arch involved.

Um.

Neil O'Leary who's at the governor's you know person on on working with UConn. We had a we had a good and Ann Marie was on and and we thought we came up with a good proposal again depending.

On what your assumptions are, we thought it was, it was, it was revenue neutral.

What's the word that you did, Ricky, that was used in the report? It didn't. Wait, wait, I forget the word. But we thought the attorney general assigned us.

A lawyer to work with us. The university didn't take. The finance people here didn't take a position on whether it's good or bad. I mean, all due respect, they all tell us, you tell us what we want, what you tell us what you want, we'll get it done. But you have to have priorities.

And it was clear that it would have been better off if we financed it, you know, for land use purposes, for interest rate purposes. And that's when it sort of felt we we put 750,000 of our money in for geological studies and then the next thing came. We had a meeting with Radenka and Nathan, Rochelle and we're going to advocate 2,250,000 for the next stage of it. And then we came to the board meeting and at that board meeting we said the trustees said.

No, we want to do a strategic plan. So that's why that's that was the next step. We want to do a strategic plan. I started mixed emotions because yeah, I really, I believe that every point is deserves to have housing, but I also as someone who.

Reveres the authority of our board. I was sort of pleased that they sort of stepped in and said, you know, maybe you shouldn't go that quickly and maybe you should do a strategic plan. So I thought that was the next step that was going to happen and I don't know.

Why it happened? I've had a very, you know, Pamir who I think the world of Nathan, I

think of the world that came in in October and said the demographics don't work for every point. We're not doing anything, but don't worry, we're not going to close it because it's a sea grant institution. And that's basically what happened.

Then, you know, a couple months went by and I suggested you might want to tell, you know, like the constituent groups, the legislators and the congressmen. And so they were upset for two reasons. One, they thought that we should do housing, but two.

They felt that no one communicated with them and that that they were and and you know politicians, they hate that. OK, so where I think we are now is because you you have again.

People that we treasure who are very upset and we also are in a budget process. My thought is that, you know, we have this sort of false narrative that if you're for every point, you're for housing. If you're if you're not, then you're not, I think.

This next step that I had to talk a little bit to Reneka last night or to other people. The next step has to be reviewing our curriculum at Avery Point. OK, make it more viable. Get and I and I say that as a way to I think it will help us at the legislature to again, remember we are a public institution.

And we do have our funders who are in Hartford, who care about certain things. And I think that, you know, we've had this conversation this morning and I think I helped identify some funds which I'd be happy to talk about maybe during finance, but. The.

If we can do a two to three-year meaningful upgrade on Avery Point and we have some bond funds that we can use that are allocated and maybe have the a total legislature, you know.

You have some operating funds for us because this costs money, but but but I guess I would say you need to have a conversation and the one thing that they've also said to me.

They're tired of having 10 people at every meeting from UConn. We you need to send somebody up there and you know who can go into a room and have a discussion and make a deal.

And that would be where I think we are and I think that would be go a long way toward leaving us from the from the problem that we're in now and will get us to the future where we can have.

More meaningful conversations, but anyway, I would. That would just be my thought for the day.

OD **O'Keefe, Daniel** 58:47

Can I can I add a comment here, Trustee Ritter and I, as we've been on other sides of this debate respectfully, but I want to agree with something he just said. You know what what I have been struggling with is, you know, the trends as we understood them.

Made significant investment on certain campuses, a little more challenging, a little more challenge to understand, understand the strategy and the rationale. What he just said about the strategic repositioning, you know, really thinking through what Avery Point in particular stands for. I think we acknowledge and recognize it. It will, it will not be closed. That is our sea grant.

University Extension. But the strategy right now, I think just looking at trends needs to be reconsidered. And I think if there were a strategy for Avery point that feels like it's investable, I think many of us, or at least I in particular, would feel more constructive.

About considering significant capital investment, I've just struggled with significant capital investment in the absence of that strategic repositioning.

BT **Board of Trustees** 59:59

I'll just, I'll give my two cents and I think this is true of all four campuses. They exist for a reason and some of them have been around for a lot longer than others and some have had recent growth and some have had historical growth and and and challenges.

Along the way, I think about it from a macro perspective that the university as a whole, forget about the physical footprint, is here primarily to serve the needs of the state of Connecticut. And yes, we draw.

A lot of students from outside our borders to make this place a better place for the students of Connecticut, and they also help pay the bills.

So from a macro standpoint, whether I'm looking at southeastern Connecticut or central Connecticut or or western Connecticut or southwestern Connecticut, so where those footprints lie to me, the question I I would ask is.

How is UConn serving the needs of that demographic in each of those locations? And you know, for a small state, they're surprisingly varied. And I've heard a lot recently as we've looked at Avery Point about what are the needs of southeastern Connecticut from an educational and vocational perspective?

Perspective. So that's you start there and you say, OK, of those needs in that geographic region, how do we best serve them? And so I'll give one example and you know you're getting the ignorant view of somebody who's not a higher Ed practitioner, but.

Southeastern Connecticut, to pick that example, has had this rapid growth of jobs, right? And we've we've all seen it and heard about it and they range from super, super high-end jobs and careers down to to to really important.

Important blue-collar work and how do you position the workforce for that? And to me, one of the questions that I ask and I don't know the answer is what elements of that need in that region is sourced locally on the ground versus regionally and then ultimately nationally?

And internationally, and one of the observations I have, which I'm open to being told is incorrect, is the higher the level of specialization and the higher the level of education required for a particular vocation.

The broader the sourcing is of that talent. And so if you ask people, you know, where do you hire engineers from? They say all over the country from Georgia Tech and Purdue and and all over the place and UConn. And so then I say, OK, well, if that's the case.

In those areas where we have those majors on on our most leverageable campus, which is Storrs because of its scale, does it make sense to recreate that on the local campus that's 40 minutes away?

Or are we best serving that population by bringing those students up to Storrs and then hopefully they return to southeastern Connecticut when it's over? And I don't know the answer to that, but having spent time on that particular campus lately.

That's the question in my mind. And understanding the needs of that region, irrespective of what the University of Connecticut can provide, it feels to me like there may be a big vocational element that, and I think someone said it earlier, you know, we're probably not the best equipped.

On the ground there to provide and and we should be talking to the people who might be able to do that, who happen to sit in a different sleeve of public higher Ed in Connecticut. But if I were in the legislature or in the governor's office, to me there's, you know, there's public higher Ed, whether it's.

Econ or the CSU system and we have to make sure that we are working with them to understand what it is that the region needs and how are we going to deliver it to them. And you know, I I look at Hartford, the Hartford campus and.

There's been a a substantial investment there. I don't personally know yet whether those decisions are right. Time will tell. I mean, the only thing that will answer that question is the passage of time. And you and you look at Stanford and and it's easy to come to these conclusions of wow, that campus looks like it's.

Driving applications are up. Student population is up.

I don't actually know what the actual challenges are of that campus to to changing. And then the last thing I'll say is, you know, we talk a lot about growth and I'm not sure that growth is always the answer.

If you're looking at your operations and you're operating in a deficit, you know if you are operating in a deficit, adding more could actually be making it worse, not better. And and you know one of the things that I was curious about seeing the enrollment and the.

Application breakdowns by those campuses is how does that compare to what's happening in the local ecosystem? You know, if our if our enrollment's dropping 5% and the eligible population in that region is dropping by 20%, that's very different than if it's dropping by 5%.

And the local eligible population is growing by 20%, right? That tells you something's not right. And so, you know, we don't know as a board, but I just continue to think about it that way. And I think we should have to Tom's point, a plan for each one of the.

One of these campuses that is that is fresh, that we within the boundaries of the resources we have is making the highest and best use of it and.

Anyway, I I mean, for me, that's what I would like the leadership team to come back with and say, OK, what what do we want to do with this footprint? What can be sourced or what should be sourced locally? What should be sourced throughout our system?

You know, and and you know, pushing more students into any particular campus may or may not be the best thing for that campus, depending on what you're going to do to the system there. So anyway, I'll I'll stop there.

Thank you, Mr. Chairman. One quick point here before before we get to the next question. We have identified paths forward, paths forward for each campus that that is reasonable, that doesn't require massive investments as part of the package, part of the.

Slide deck but we can share that again there there there are you know cost efficient ways of at least helping with the with the current students and start thinking about

what else can we do it at each campus without adding more to our deficit.
I think Andrea's got her hand up.

AD **Andrea Dennis-LaVigne** 1:07:37

Yeah, just a very quick piggyback on some of the things that were said. I I agree with the curriculum being a priority in terms of what we look at as we look at strategically take all four of the regional campuses, but obviously keeping in mind with Avery Point being.

So unique in our Sea Grant mission that we have and and that is unique. And as we can look at all this, I I am very much for looking at what we can do curriculum wise, not just at Avery Point, but all of all of our campuses.

other than somewhat of a piecemeal approach. Yeah, that was just some of my comments, but curriculum and reevaluation is is key as far as I'm concerned.

Thank you.

BT **Board of Trustees** 1:08:32

Can I just add to that quickly? When we talk about repositioning for success, we need that definition to expand beyond just undergraduate enrollment and look at all missions of the university. So that's teaching at the undergraduate, graduate level. That's our research mission, our outreach. We have great extension activities that are happening at our regional campuses and to the point about how much these campuses help the community.

And they really do. If you go out to these campuses and visit and talk to people, like people are excited about it. But we can only help communities if we're strong. And we're already making really tough decisions within academic affairs right now just to support the students and the programs that we have. So we can't look at these campuses in a silo and say, you know, dream.

And what would this be? It's how does this fit within the larger ecosystem of the current reality with the financial constraints that we have, the students that we have to serve who are coming in with higher needs, they need more services. We need to retain these students. We need to graduate them so that our rankings stay high, so our reputation stays high so that we have student interest. And so these things all. Fit together. And so while you know, decisions are tough because you'd want to make the right decision for our community and they have different needs, but we have to prioritize student success, rankings and reputation and our research

excellence and protect that at all of our campuses.

I wanted to go back and highlight your question, Jared Toscano, about services and central services and those type of things. Because one of the things that we see on the graduate education side of things is that, you know, probably about half of our graduate students are coming from revenue generating programs that have a model. That is much more like about where what we're about to go to for everybody. It looks like right where it's based on the, you know, the money going where the student is taking their classes or where their major is. And that has been really challenging for those students to determine and for us to determine for their students what services they have access to.

Because sometimes the programs think that they are providing everything that those students need, but yet they're still utilizing central services. I mean, obviously they're using things like the library and their ID cards and, you know, their e-mail and things like that. But they're also coming to my office and they go to, they utilize the cultural centers and they, you know, utilize all these services.

So you know, and whereas for undergrads at the regional campuses, they do have people that are employed by the regional campus to service those students, the graduate students at the regional campuses, which are usually the revenue generating folks.

They are served by their departments, which may or may not have the skills or the capacity to do these things. For example, we have a student just this morning who emailed us because they had a fire at their apartment and so they're unhoused at the moment. So you know, they got in touch with the director at their campus.

Their campus doesn't serve graduate students, which is fine. It's not their role, so that's not a criticism. And so it was the director of the grad program who then is getting in touch with us, who's then getting in touch with residential life, who's getting in touch with off-campus student services to figure out how to help that student. So again, I don't want to need to go on too long about this, but this is sort of the cross section between.

What happens with the BTI and what's going on with figuring out what's the right thing for all of our campuses, how we're doing 1 UConn, how we're making sure we have seamless services for all our students? Because I'm quite nervous about what central services look like for all students when everything is coming decentralized, as decentralized as it is for the students that are the most.

Difficult for us to figure out how they are being served and by whom.

Anybody else have any questions? I mean, this is obviously a discussion that's going to go on for a long time, but I guess if there's any takeaways, I think as a board would like to get a little deeper into this, you know, with you and and I know I have a 90.

Page slide deck somewhere that I made it about halfway through. I'll get through the other half, but just to under score and if anyone on the board disagrees with me, you know, speak up, but.

The university is fully committed to its footprint as it currently exists, every single one of them from stores through the professional schools and and and into the regional campuses. And and you know, I've heard a lot externally questioning some of that and and just to be clear, at least as a board, I think we're all.

Committed to these campuses and making them as strong and powerful as they can be and and and how we measure that will lead to you guys to come back to us with what are the right metrics to look at because it's it's far more than just an undergraduate enrollment number your points very well taken so maybe.

Maybe we'll we'll part this conversation here for now and you know we'll continue to work on these and and you know I I guess the next deliver or let me ask rather than prescribe like what do you guys think that.

What's the next step here? I think we can talk about curriculum and what is additional that is needed in curriculum to stabilize enrollment. I know that previous Amy worked with the in Provost office to look what are the right curriculum, what are the.

And support. Fumiko touched on that. Nathan is looking for those things. As you are all aware, we opened a major in psychology in Avery Point because we have significant number of applications in stores and we don't accept all of those good students.

And in School of Business. So what are the investment in School of Business, can it be School of Business Engineering and some of curriculums that we have that we can offer in Avery offer in Avery Point. So I think it's it's much deeper discussion that already had had a lot of work and I think we can bring that.

Not in the next board meeting. Are we satisfied as a board of like what the next step is? What do they do when they get called in with the legislature?

I'm sorry, next issue is when you have discussions at the legislature about our budget and you have people pushing for housing and you know, I'm not someone's, I mean that's the next issue. I guess, I guess what I would say on that and I probably won't

be in the room when that happens.

Is, you know, I think if we can articulate a strategy.

Sorry.

I think I've worn out this microphone, which is a message I will take away if we can articulate a strategy of of what we're doing, right? Because you know, to to speak of the elephant in the room, housing became the discussion at every point.

And.

I personally, this is just my opinion. I don't think housing at Avery Point is a non-starter. I think it's just it was in the wrong order of of operations. So you know, but at the same time and and you said this and and and it resonated with me like let's not continue to string things out and so.

So you know, maybe we went from 1 guardrail to the other on housing at every point and then it just gave the impression that it's dead forever because you don't want to have people continue to expect something and be disappointed.

I, for one, would love to see a plan that supports housing because housing is a problem there. Full stop. Like there's no one. I've never heard anyone say that's actually not a problem, so.

You know, I think as long as we are doing our best to articulate a plan for every part of the state of Connecticut and then the and I was debating saying this or not and and you you provoked me to say it. I think this university has been guilty of.

Trying to be more things than it can reasonably expect to be. And as a result of that, I think we've let some people down where we've tried to do things that we just weren't. We didn't have the resources or we didn't have the the the skill set we needed.

And you know, I for one think we have to start narrowing the focus a little bit, which is going to fly right in the face of that and have people, you know, pushing us and pushing us and you know, do this and do that and do this and you know, we want to do everything.

But we can't and and I know that's a tough one. Yeah, I mean, not to prolong this, but my only point is if you can, you get the energy of the people that are every point, supporting every point means housing and get the conversation to be how can you help us?

Get improve the curriculum to get more students. That should be the conversation.

That's all I'm suggesting. OK. And I think we can get support up there if we come up and with, but I'm just suggesting it's gonna be.

Sooner rather than later. But that's the conversation I think the university should be having. And I agree with everything you said, Dan, it.

As I've listened to all this, I'm thinking we can't have to go back and have a long conversation because the model has how we measure the success of any of these regional campuses has to be consistent, right? It has to be the same and it has to have the same metrics and the same financial measures. And I was just looking through some of our old.

Files Reka and it'd be good to get some feedback from Kennedy because this can't be the first time they've ever seen regional campuses in this kind of an analysis. But being consistent between all the regional campuses and knowing what the financials and budget or whatever it is, it has to be. I think we have to understand what that. That is to fit in with the strategy and the plans for going forward with any of them and how they're going to develop and evolve over time. But the financial side, now we have to have a long conversation. Can I just chime in there for a second? I think, I think that's a decision and a choice that that you might want to make to have all of the.

Regional campuses have the same metrics. I think we're encouraging us to think about differentiating even within our own campuses. What purpose do they serve? What's their mission? Where are their strengths? And so I could see a world where those metrics might differ. For example, when we talk about Stanford's success right now, we don't have a.

Resear.

Footprint there and we don't really intend to. I mean, AI is something we're looking into obviously, but the plan there is to focus on the instructional needs for the students that we're enrolling, whereas Avery Point has a fantastic research footprint and we want to grow that. So I think the metrics might differ across campuses unless the directive or the decision is that these should all.

I was going to maybe offer an amendment to what you said and and and my bad metaphor was it's kind of the same way you evaluate your children. You know you have common principles, but they're all different, right? And so the application becomes very different, but the principles are.

Change. So you know, I I Amy, I think your point was spot on. I mean these they're going to have different profiles because the regions had different profiles and but I think your point about having a common set of principles that drives decision making.

Does make sense. I think in the new business model we will be able to say how much does it take to educate students. And at this point we cannot answer that question. Is it 20,000 in stores, 30,000 Waterbury, 20,000 Stanford?

We don't know and once when we know that we will know how do we make decisions, you know how to invest, where do we want to support and how we help those campuses. But I think our financial model has to give us the answer. How much does it take to take, how much does it cost to.

Have degree in engineering? How much in marine science? How much in psychology? What are the programs that we are making money, and from what programs are we taking money to subsidize the other programs and why? How do we make those decisions? But at the end of the day, we have to keep students first. So what that means success of our students, we have to graduate them. Currently we are 84% of graduation rate. Our graduation rate goal is 90%. If we want to improve the ranking and if we want to students to apply and come to UConn, the top 10 universities.

University nationally, University of California, Berkeley, University of Michigan, Santa Clara, all of them have six years graduation rate 96 and we are all aware that demographics are changing in particularly Northeast, so Northeast.

This is losing about 7% of the high school students who are eligible. So our excellence, our investment in the students is going to help us to stay attractive and it's very hard to stabilize if we are not among the top universities and we are focused. And defining student success. Yeah. And herein lies one of the many choices that we have to make between competing priorities. And these priorities that you just laid out are actually all at the top of our strategic.

Plan. And so, you know, it's bad enough when you're trying to decide between things that you don't value and things you do value. These are all things we value. So good luck to the next group that tries to figure all of this out. But you know, I think, you know, we take them one step at a time. I think this regional campus discussion was good.

But I think future I'd love to to dive into each one of them individually and and and hear what you know what the what the plan is and so more to come on on this subject for sure. I think if that's it I have I have two quick other things that I'd like to hit before.

Before we adjourn, unless anyone else has other business. One is we talked about

committee reports and I think Brian, was there something that you wanted to call attention to?

PB **Pollard, Bryan** 1:23:31

Yes, just very briefly. In addition to the report and the presentation materials that are in the board packet, the committee wanted to note that the annual campus memorial service honoring students who have passed during the academic year will be held on April 22nd.

At 3:00 PM in the Student Union ballroom on the Storrs campus, and unfortunately we've lost three students this year. So if anyone is able to attend any of the board members or anyone else, it'd be a nice.

Way to honor those students at that time. That's all.

BT **Board of Trustees** 1:24:11

Great. Thank you. And then my second is now at the podium. So we'll turn it over to Bob Day and a University Senate update. Thank you. If we could go to the next slide, I'll strive to be brief, but I know that we're well over time.

I have four things that I wanted to mention today. So coming as the Chair of the Senate Executive Committee, most of what we're talking about is Co governance, right? We we have all these these folks working for us and working for the university and yourselves included as members of the board and.

We co-govern with faculty, staff and students through the University Senate. And so I wanted to touch on mostly good news today about about how things are going. We do things that I'm not going to talk about curriculum, things like determining how to compute the GPA for a part-time Dean's list. We spend a lot of time on things like that at the University.

Senate. But we also in our meetings with the Senate Executive Committee, get to meet with many administrators, including, for example, meeting with Campus Safety. There was a school shooting at at Brown in our in our neighborhood, in our region recently and there was communication from Campus Safety from our Chief of Police. Gene Labonte and we met with Chief Labonte and and Deputy Chief Justin Gilbert recently and have a an engagement to re to to follow up with with Deputy Chief Gilbert later this week and talking about the communications and the feeling of safety on our campus.

When communications go out, we get feedback that they say lock, lock your doors to

your classroom. But not all classrooms have doors and people don't feel like their their safety concerns are always adequately heard. So we provide a venue to discuss those things and we pledge ourselves and and working with them to to communicate better the the actual things they're doing so that people.

People can benefit from the feeling of safety by knowing more what the people are at hard at work are doing for us. So that was a positive thing and a positive collaboration of Co governance that that we we've had recently that we wanted to highlight for you the A I conversation it's it's too bad that Sean has left one of our student board members.

They're very positive things and we've had a lot of good leadership from our interim CIO, Ted Lascaris, good conversations with with Pamir, our Provost and and pledges to make sure again as a matter of Co governance that our AI initiatives do serve UConn as a whole and so we plan to soon.

Be standing up in AI council that's a representative AI council so that we're not when when students ask for programming around AI certificate programs, undergraduate degree programs, things like that, that we are well positioned to have representation from all our schools and colleges so that the AI conversation can go together.

Go forward together and so that is positive. I think even our student recognize that we're a little behind some of our peer and aspirin universities. But the good news is we're we're raring to go. We have folks in especially in business and engineering on the front lines of of the AI conversation.

And have plans and we've developed plans on behalf of the university at the instruction of Provost Alpay to develop a plan that can be shown to our state and our state representatives to show them where we're going in the A I conversation. So co-governance is going well there and more to come on that that you'll see in the future.

We heard an update from from Devon McGee, the the lead consultant from the Budget Transformation Initiative from Kennedy and Company today. I noted one thing that you said, Chairman Toscano, and I wanted to agree.

With Devon McGee that you know community involvement and transparency, this is a a transparency initiative and as far as we can tell through their their broad communication that this is a vehicle for transparency as President Mark said just a few moments ago.

And it's it's working in the right direction. They're running a good playbook for change management and engagement. We also had our own Senate-led town hall

prior to the summit to get other information from the community prior to the the summit that occurred in this room.

And the difference of tone was that faculty at large, when they come are a little bit more panicked about what they what this will mean to them. Will this mean that because my unit doesn't make as much money or because my unit cost more to do their research, et cetera?

More cross-border instruction in some cases, will this mean cuts in funds or we won't be recognized or will we be held stagnant? And we've been giving every indication that that the answer is no, but still there's further deeper need for communication. So we encourage further communication with you all, with the board and and with the Senate going forward.

We did, as Senator Park Boush or Bush noted earlier today, we had a a low invitation rate. Not a lot of faculty were invited to participate in some of those working groups, so we supplemented that with our own town hall.

But the tough issues around the budget transformation, budget transformation initiative do remain. If you were in the summit room, you you would noted that the the measurement of research productivity for the sake of state fund allocation is behind schedule compared to some of the other details that come out of our working groups. It's very difficult to measure research productivity.

And so that's an ongoing conversation, something we need to work with as a matter of co-governance and working with the with the Senate on that. And finally, you know Chairman Toscano that I I shared a a Chronicle of Higher Ed article with you about governance and.

There are two two elements of governance. One was alluded to today by Devon, the consultant, that we need to make sure that the steering committee. Currently I serve on the steering committee. We need to ensure permanent linkages between the Senate and the steering committee of our budget going forward. So we're in a transformation when we get into the steady state.

We want members of our our, our Senate Budget Committee, perhaps the co-chairs, to serve as permanent members on that committee and then the governance that happens outside of the budget transformation, new budget model.

Where schools and colleges become responsibility centers, where we track their revenues and cost, that central administration becomes entirely a cost center. And it's a known weakness of these types of models that they don't say anything towards the cost pressures on central services.

Now that's not to say we have an indication of, you know, that going in the wrong direction. For my three years on the Senate Executive Committee, I've seen, you know, good, you know, fiscal responsibility by central services. But the onus is remains on us as the Senate, in particular our Senate Budget Committee and then on. On you all on the on the Board of Trustees to make sure we maintain that governance and oversight on how we're spending on central services in particular because the same pressures don't exist in the new budget model that's coming forward. Those are three of my updates and then 4th one we had mentioned last time you would skip to the next slide, whoever's doing the slides.

At our recent Senate meeting, we did pass this resolution. Last time I was here, I talked about some of the pain that was being felt in our academic units, the rank and file members of our faculty feeling the effects of budget rescissions handed down to their units.

And so on one hand I can say this is, this is going well. Like everything I've talked about, we ask of our administration for more, For more information and we get it. And so we we pass a resolution saying we're still concerned about how we arrived at where we are, where we.

You know, we know that people are feeling cuts, larger classes without Tas, less support through graduate students, things like that, that affect the quality of our educational programs. How do we find ourself here? And so we've asked for this information change in the in the populations that have happened over time. So we understand where our money is spent.

We've had, you know, a pledge of full transparency. President Maric was in in the Senate Executive Committee and said we're transparent, we'll give you everything you need. The the Provost offices has been compiling this data for us. But this is just to say we we do have an appetite to cogovern, to see all the data, to ask for some of these changes and and to.

Understand why we're feeling some of the pain points we're feeling at the faculty level with these rescissions at the unit level. So I can take any questions that anyone has at this point. Anybody have any questions? I have a comment or two and thank you for for all that one. One is.

You know, I've been asked a lot about precisions and why do we have them and and are they going to end when the budget shows balance? And I, you know, this is just one person's opinion, but a opinion of a trustee. I'm not speaking for the board or any other trustee, but.

I think it will continue regardless of what happens with state funding or what happens with with you know the budget being in some form of balance because it it's actually we we run a massive structural deficit when you think about where we get funding from and so I you know I I struggle.

Struggle sometimes with the labels that we put on things because people say, oh, the budget's balanced. It's it is balanced, but it's it's in structural deficit. And there are certainly, you know, people in Hartford who have been huge supporters of, you know, funding the structural deficit for us, so.

So that so that I is just one piece. The other piece is my observation is that our leadership whether it's you know the university leadership or the OR the the broader Co Co governance environment.

The degrees of operating flexibility are incredibly tight and there are a number of people on the board who, you know, who live in the private sector and and run companies and oversee companies and I think they would share because it's that's the world I come from.

The operating flexibility here is so limited and and that makes it really hard to to make changes and and some of the the data that that you guys are looking for I think sort of feeds right into that of you know what are you doing and why are you doing it?

In some cases, I think the answer might be it's the only only move we have. So you know, we're going to make it. So, you know, I think there's what I would add to that discussion over time, you know, between the Senate.

The University Senate or or Senate Executive Committee and and the board is like how do we create more degrees of operating flexibility so we can evolve as the world's evolving. And I, you know, I think it's, I think it's it's hard and I think those of us outside of higher Ed.

Are apt to think about the world we live in and think, well, geez, why are you doing that? Or why aren't you doing this? When the answer might be because we can't. And so trying to figure out ways to to, you know, make this organization, this university a little bit more limber.

Is is something that I have on my mind and and and maybe others do as well, but I appreciate the partnership with you and and I will get that article around to the board. I haven't done it yet. It's an interesting read and one that will spawn some some discussion for sure. So thank you for that and.

It's an opinion piece and you don't have to agree with everything an opinion piece,

but but the idea is that most importantly that that cogovernance between the Senate and the Board of Trustees is is really important going forward and you know in terms of our tight.

Operating margins, our our ability to to make operational decisions and as much as we have influence over the state, we're kind of crying out that you know that we're we're we're suffering and we feel that the educational product is suffering based on these recisions and if if there is relief.

Talk, talk to the faculty about the real experience and and the real experience of students and it might might be time for some relief from the state in the direction we're heading. Well, I think when we get on the other side of the budget transformation process, I think we'll have much better information, right. And then I said it before in in financial affairs that.

That that budget model does not make decisions. It it informs decisions and and I think it's important for people to remember that this is not going to tell us what to do. It's going to tell us what's happening. So it'll be it'll be very helpful. I don't, you know, I hope it'll lead to better decisions, but there's no no guarantees but.

But thank you for for the time. And then the last thing before we are we good? Any other questions?

Great. Thank you. I'm going to ask Doctor Andy to come up for a minute, if you don't mind, since you're going to have a busy weekend, you and your team. Hope everybody pre-slept. Tell us kind of what's going on this weekend.

Have a presentation we can pull up, but as we do, my focus today will be on the UConn Health Community Network and that's the organization that we've created to purchase Waterbury Health into a new a new structure going forward.

And I'd like to start before I go to the my, my, I only have a few slides. But before I go to that, I'd like to start by thanking everyone on the Board of Trustees and beyond. And I know we always do that when we're doing presentations, but we're at a point in our history where thanks, gratitude is due.

To you for your leadership, your governance, that has made February 2026 a key strategic milestone in UConn Health's history. And so a real thanks to Board of Trustees, the Board of Directors, the Governor, the legislature, particularly.

Legislative leaders who have helped to coordinate that Matt Ritter and Senator Looney and other legislative leaders. And I want to add another layer of thanks to Dan Toscano and these are people who have done in the background, have been helping us make sure that everything is on track and and been supporting and

guiding us.

Dan Toscano, John Driscoll, President Merrick, Andy Besette, Mark Boxer, Dennis Naden, Tom Ritter and and of course our government colleagues, Matt Brockman, who's the Chief of Staff for the Governor and Sean Scanlon, the Comptroller. They just.

I know I've missed people, but I just want to really extend our thanks from UConn Health. So if we go to the first slide.

So this is a historic time for UConn Health. It's one in which we and future generations will look back at this time and say, wow, this is a time in which UConn Health leveraged its excellence.

To benefit the state, Waterbury and our own strategy to grow beyond our existing business model. Kind of gets to a little bit of what Dan was just saying about the chair was just saying about operational flexibility, being able to create a path towards that.

You know, I say this is historic because this transaction was only made possible and will only be successful because of the foundation of excellence that has been built by many people over the last 10 years.

So you can see from the slide and I can't see it from here, but you can see that at the bottom you can see infrastructure excellence and you can just see the milestones.

We we opened a new outpatient pavilion, we opened a new hospital, we opened a new educational Rotunda, we opened new lab space, we got 23 extra beds.

Which is a 10% increase in our beds. So a lot of infrastructure excellence and a lot of of course bringing in excellent people. And we got, we grew our net patient revenue from 450 million or so to to a billion over a billion, the School of Medicine and the School of Dental Medicine.

Their class sizes by 9 to 10% over that period of time and most important I think from a clinical standpoint is that we greatly improved the quality to the point where we have 10 consecutive safety ratings.

A grade safety ratings, awards for patient excellence, patient service. And I like the fact that we're also one of the best employers as well, because obviously it's ultimately about the people that gets you to where you need to be.

So the last 10 years has been a lot of foundational growth and that has brought us to where we are today with the community network. And as you can see, this is a win, win, win as I mentioned before. So for Waterbury Health, it's it's access, it's quality. It's being able to serve the community, sustainability for the future, for, you know,

UConn Health. It's all about scale. You know, we had a Caine Brothers report which pointed out to us that yes, you're strong, yes, you're doing well from a service perspective, but you're too small to to to be.

To thrive in the current environment, capacity issues that we had running out of space for our our patients and our physicians to do operations, obviously financial growth. So this was in our strategic plan to grow, but to grow efficiently, you know as the chairman.

And said, you know, growth for growth's sake is not always the best idea. And we knew that we had to grow, but we had to grow differently and growing in public private partnership was one of those ways. And then of course.

When I talk about the excellence of quality and patient service, et cetera, that was an investment in part by the state. We get about 8% of our budget from the state and the state has helped us with bonding and equipment and all the rest of it. And so being able to bring that to more people in Connecticut.

And not just have it be regional in in sort of Farmington Valley and around that, but to bring it to more people. Now of course people come from all of the towns in Connecticut to UConn Health, but being able to bring it out from UConn Health to them is also one of our strategic goals from a mission standpoint and particularly when we talk about.

The most vulnerable Medicaid and underinsured. And then of course, you know, we're delighted and excited that we're able to be to continue to be even more relevant to the state, not just in patient care.

And I shouldn't just say just because patient care is critical and not only in the workforce of tomorrow when it comes to physicians and you know, the 65% of the dentists in the state that are trained at UConn Health, but also looking at other ways we can help. And in this case, it's about making sure that.

All regions of our state or many regions have access to healthcare, making sure that the economies in the state in the Waterbury region. And after this we will be talking about Day, Kimball and Bristol, that their economies are protected and that there's aligned ownership of our hospitals. This is a small state.

And we care, we care who owns the hospitals and where that where that care is coming from and being able to make sure that there's not misaligned ownership. And then finally, I think you know a secondary really important benefit is creating another system of care. We don't have a lot of systems of care in.

In Connecticut we have good systems, you know, Trinity, Hartford Healthcare, Yale,

New Haven Health System, Northwell is in the state, but it's not a lot. And having another system of care that has affordable high quality care for everyone is good to add to the mix.

So, so that's how we got to creating this community network and we are, as I'll talk in a minute, we are three days away from it being reality. If we go to the next slide.

So a lot has happened since we submitted a bid for Waterbury Health in November of 2025 and each of these line items that you can see here, I could literally do an hour or two presentation on each of them with all the activity that's going on in the back.

Around.

You remember when we were talking about state funding, the legislature, you know, CON approval hearings, just a huge amount of work that we've methodically we and when I say we, I'm talking about the collective we because it includes the Board of Trustees, the Board of Directors and everyone else that I thanked earlier that we collectively have.

Walked through and managed to accomplish and you know some of the other people that have been involved in other entities have been involved in all of this are our government relations team, obviously my team at UConn Health.

Waterbury Health Leadership, Deborah Weymouth and her leadership team have been critical to making sure that we walk through all of this successfully. We have the Ernst and Young consultants who, you know, a lot of consultants.

Who are working constantly in the background, keeping everything on track, which has been fantastic, and state agency leaders who have all been sort of working as appropriate with us through these different processes, whether it's CON and others.

And then I also want to thank Fumiko and the Waterbury, the people at the Waterbury campus because as I've been saying and and it's so important that we're not new entrants to the to Waterbury region. We have a campus there and I've had a campus there for many years.

And it is extremely successful. It's part of the fabric of the community and Fumiko invited me out to make sure that the campus is top of mind, and I've made sure of that with our people top of mind.

As we go into this relationship, both from a what can we do for the campus, but what can the campus do in the workforce, etcetera for the health system there. So very excited to to have that continued partnership.

And as you can see, we will close the transaction. That's the last thing that we have. We'll close that transaction on Saturday, but it's just the beginning. Tired as we are with the process, it's just the beginning, which we're excited about. And I mentioned that not.

Just for Waterbury, it's just the beginning for Waterbury, what we are now calling UConn Health, Waterbury Hospital and other activities there. But there will also down the road be other additions to this community network. We can go to the next slide. Just wanted to. I talked about activity and I just wanted to give you an example of activity. This is a I I haven't put all the names because it would just be gobbledygook if I did. But this is just to show you that behind the scenes is a structure which covers all functions of a health system and has Waterbury health leaders.

And.

And staff in that structure, the EY consultants, UConn Health people in that structure and that's one an element. Elements of that structure meet every single day and the actual steering committee meets every week. And then we have the great advice from an advisory committee that includes some of our board members.

And others that meets also every week. So it's just a huge amount of work. It's actually over 250 work streams, extremely complicated. And some of them have led us to realize that we actually had to step in before close because we haven't.

Closed yet to step in to stabilize certain aspects of Waterbury Health to make sure that we had a viable entity coming out of of this process. And you know, I will say this that Waterbury Health is.

A great organization with great employees, great leadership, has been through a lot, has had bad PR from the bankruptcy and all the rest of it. But we the more we get to know them, the more comfortable we are that.

That they're strong and that we can build on that, on that foundation.

Um.

So if we go to the next slide.

Because of this hard work, we're on track.

To do to to close as we said, in fact yesterday we had, I think it was yesterday we had six boards and sub boards and Daniel, Dan Toscano, thank you so much and everyone else who participated, we had six boards and and sub boards to make sure that all the documents and all the regulatory pieces.

Were ticked and tied and right now, in fact, it started yesterday. Signage is being removed from the building at Waterbury and the staff there couldn't be more excited

because they've had fits and starts in the past and to actually see the letters come down and be brought down in the elevators.

Is they're sort of like this is really happening and I understand that the the excitement is absolutely palpable. As you can see here from this slide, essentially all employees have signed up to be part of the new community network because it's a new new organization.

We've worked through obstacles with critical vendors such as electronic medical records, payroll, cyber assessments. As I said, we've already started taking responsibility for making sure we have a smooth transition. We've worked closely with individual practices like radiology and the neonatal.

Intensive care unit to make sure that we're meeting all of their needs as we go through this process and we actually mitigated a problem that occurred with the whole employed medical staff as relates to malpractice insurance and we've we've we've solved that.

And it's really just because again, this is a, this is a situation where we're taking over from prospect and just having to make sure that nothing falls through the cracks. We do, we do still three days in still have a few important items.

To complete. So this will be a busy week, but we're we're working through them and we don't see any showstoppers at all. If we go to the next slide.

So here's the exact timeline. On Friday, we'll be signing closing documents on Saturday, which is the official close date. We'll do what they call, the experts call IT cutovers and just making sure that all the employees have access and our leaders have our employees are necessary actually.

Leadership has access to their building, which I think we do already, et cetera. Just some of those IT functions. Sunday at 12:01 AM, the assets will transfer. We'll have some leadership rounds in the hospital.

And then Monday will be sort of our official opening day of the UConn Health, Waterbury Hospital and UConn Health Community Network Medical Group, et cetera. So the last slide I have is just as you can imagine.

Let me just go to the last slide. There's a lot of key. So as I said, this is where the work begins and there's a lot we have to accomplish. We have to stabilize operations through the close. So we have it like for example, we will stand up a critical command center, an incident command center to make.

Make sure that we're handling any issues. Always have a high focus on continuing to advance the quality and make sure it's everything that we all collectively want it to

be and believe it is. Welcome the community.

So we'll have an event on the 4th and make sure that the community knows that we're open for business and this is the new UConn Health Waterbury Hospital. Do a lot of integration of culture and workforce, take the best of both cultures and make sure that.

Everybody does that. All everyone is, you know, embodying that all the time.

Doing a complete assessment and enhancement of infrastructure, a financial growth plan which is under we're under development right now as we get to know more about Waterbury Health. Obviously the financial performance is front and center and then through that you know strengthening the brand and advancing the market.

Presence. So this isn't a Sprint, it's a marathon. But there's some things that we have to get right from day number one and and we we can't ever get wrong. But a lot of people are everyone is excited and motivated and engaged.

And again, I just want to thank everyone for your support and we're happy to answer any questions.

Anyone have any questions? Anyone on the on the zoom?

I would just say it we knew from the beginning this was a massively heavy lift and and Andy and I actually had this conversation and I said, do you really think we can do this?

You know, tell me the truth, honest to God's truth and and he said we can, but he said I'm not going to underestimate the the amount of work that's going to have to go in here and and having had the opportunity to watch it reasonably up close through these weekly sessions.

It's been really impressive to watch like your team is amazing. You know seeing you guys tackle big problems and get them resolved is is really been reassuring to see and and you've had excellent partners that you brought in externally. I think the the. ENY Parthenon folks are best in class and and just watching them help you get through this has been, but as you said, now the hard work starts. So I thought that was a heavy lift, but now the real heavy lift is coming so.

But I'd just like to thank you and and and your your broad team. They're really, really impressive. And I I think this is, I can't think of a better example of this university fulfilling its mission to the state.

That when we started this conversation with people in Hartford, it was like, yes, it's going to be this is a big project, but we think we can handle it and and here we are. And then the other point I would make.

The risk of keeping people is if UConn Health itself weren't in the shape it's evolved into, we wouldn't be able to do this. And you guys have done a really, really excellent job to just sharpen the focus of UConn Health and really drive the excellence that UConn.

And now hopefully share with the the really good people at Waterbury Health and and they have their own right. They have their own excellence in their own culture. But I I don't think this would be happening were it not for the work that has been done by.

Everyone at at UConn Health to to get the place where it is and you know I I watch very closely that you guys report it out all the time. Jeff does you know getting the subsidy of the clinical enterprise at UConn Health like if I'm only getting one piece of data that's the number I want to see and.

I mean it's it's nearly zero at this point, right? And and I can remember when I joined this board, it was nearly zero, but it I think had two digits in front of it and so just an incredible work. So thanks for the update. Good luck on.

Over the next several days and then just text me when the IT thing goes and just let me know if anything blows. It's like Y2K. I hope it works. I hope it works. Thank you everyone. Thank you. Thank you very much.

Anyone else have any other business they'd like to bring before the board? If not one very fast announcement, Sir, please bring the mic down a little bit so we can hear you the UConn, the head of UConn String department, the marvelous Solomio Ivankov. Is a feature soloist at Hartford's Symphony Orchestra, March 13 to 15. Please come. Please bring a student. Student tickets, any age student are \$10 apiece.

And just a quick one on if anybody would like a tour of the new Hartford campus or her dorm, it's gonna be Tuesday at 11:30 at 64 Pratt St. Great. I walked by it Saturday. It's coming along great. And then our March meeting is a reserve date. I think it's. Probably more likely than not that we'll actually use it. So, right, would you agree? Would you, would you agree, Madam President, I I think we're probably going to need that. I think there are many things that we have to discuss. We just started scratching the surface today, so I think we are going to.

Yes. Oh, yeah, exactly. Yes. It'll be a Wednesday. So I think we're, uh, we should be OK.

Thursday, Friday. You're right. You're right. All right. We'll debate basketball later. I'll ask for a motion and a second to to adjourn. Motion. Vogel. Yeah, this morning.

No, we approved it all in the consent agenda. Wait.

Oh my God.

OK, I forgot one thing. I promise it will. We will keep it. We'll keep it quick. We do have a couple of items for the executive session. So I'd ask for my goodness, I would leave my head.

Yeah, if I can ask for a motion, a second to go into executive session under Connecticut General Statutes, Section 1206, 1210B1 and 9:00.

Move to go into executive session. So moved. Second. All in favor. Aye. OK, I've asked the following people to join us. President Merrick, Dr. Aguinoby, Premier Alpay, Nicole Gelston, Mike Kirk, Phil Hunt, Jeff Gagan, Nathan Fuerst, Amy Goran, Lakeisha Brown, Kelly Bannister, Enrico Rand.

DN Denis Nayden 1:59:54

Alright.

BT Board of Trustees 2:00:10

In you're an honorable

Adjourn. Second, all in favor. Aye. Any opposed? Thank you all.

PB Pollard, Bryan 2:00:22

Thank you.

● **Board of Trustees 2** stopped transcription