

# New Funding Formula

1. Base funding for each university increased from \$6.5 million to \$11 million
2. Specific items eliminated (eg IMRP – now at Uconn)
3. Variable funding: Increased to include FTE of part time students
4. Portion of block grant to support System Office operations, as determined by BOR
5. OPM hold back or recision to be based on proportion of block grant to each university
6. Additional Operating Fund Fringe to cover % of total fringe benefits incurred by each university

FY22 Original Budget (based on Gov's proposed budget)				FY22 Revised Budget (based on approved State budget)					FY22 Revised Budget vs. Original Total State Funds	
State Appropriation	GF Fringe Benefits	Total GF		State Appropriation	GF Fringe Benefits	Total GF	Additional OF Fringe paid by State	Total State Funds	\$ Inc(Dec)	% Inc(Dec)
CCSU	46,426,838	47,211,627	93,638,465	46,910,545	45,375,069	92,285,613	6601395.602	98,887,009	5,248,544	5.6%
ECSU	30,122,763	26,283,772	56,406,535	28,605,936	27,802,645	56,408,581	3718857.466	60,127,438	3,720,903	6.6%
SCSU	43,720,518	45,379,618	89,100,136	43,713,339	42,305,751	86,019,089	8622940.267	94,642,030	5,541,894	6.2%
WCSU	28,084,718	24,861,655	52,946,373	28,874,140	28,060,121	56,934,261	3625474.665	60,559,735	7,613,362	14.4%
SO CSU	4,999,102	3,483,108	8,482,210	4,883,133	3,324,026	8,207,159	-	8,207,159	(275,051)	-3.2%
Total	\$ 153,353,939	\$ 147,219,780	\$ 300,573,719	\$ 152,987,093	\$ 146,867,610	\$ 299,854,703	\$ 22,568,668	\$ 322,423,371	\$ 21,849,652	7.3%

-1.35 million +6.6 million

Source: email from SO/CFO

# Vaccine Mandate Update

- **1/ *Non-medical Exemptions*:** Reasons allowed for the non-medical exemption are too broad, and at least one university, exemptions have been granted without any reasons required. Faculty are concerned that too many students, and for that matter, possibly faculty and staff, are going without vaccination for personal and ideological reasons, or for religious claims not required by the canon of their religion, and contradicted by their own leaders who support vaccination.
- **2/ *Non-Compliance (Testing and Reporting)*:** The number and percent of non-compliant students and other community members is too high, and the penalties for non-compliance too slow or inadequate to enforce full compliance. This includes exempt individuals who fail to be regularly tested, and individuals who do not report their status and remain unvaccinated without any exemption.
- **3/ *Booster Shots*:** The issue of booster shots is a new issue that has arisen since the BOR resolution was approved. Whether booster shots will be required or simply recommended, and whether they will be offered at campus clinics needs to be clarified and publicly stated as soon as possible.
- **4/ *Educational Campaign*:** Opponents of mandated vaccination have been very active, with an ideological campaign based on the notion of “freedom of choice” as if vaccination was a purely individual matter not affecting others in the context of a deadly pandemic. An educational campaign is needed in response explaining how the vaccines and the virus work, the mandatory role of state institutions in matters of public safety, and the limits to individual choice in an emergency situation.

## Role of Faculty at the BOR

1. *advise and assist* the Board (as per section 185 of state statutes), including criticism which identifies problems not otherwise noticed or requiring further discussion;
2. *review and revise* Board policies on a regular basis, including the plan for Students First to take into account faculty concerns with consolidation, shared governance and specific policies;
3. *repair and rebuild* the frayed relations between faculty and management to establish a base line for trust and a mechanism for the expression and resolution of disagreements;
4. *preserve and promote* public higher education in the state, a principle which we all share despite differences concerning strategy and implementation.

## The Need for Respect

1. *Respect for the distinct missions of the colleges and universities* as required by state statutes, including regular reports on the implementation of these distinct mandates;
2. *Respect for the autonomy and integrity of our constituent institutions*, without which students, faculty and the community are deprived of their local bases of operation, specific identity, and sense of community belonging;
3. *Respect for shared governance*, including understanding the appropriate and varied roles of faculty and administrators in different contexts, as well as mutual respect between faculty and administration;
4. *Respect for faculty control over curriculum and pedagogy*, including development of programs, the content of courses and the mode of delivery of classes.