

**UNIVERSITY SENATE MEETING
March 6, 2017
ROME BALLROOM, Storrs Campus**

1. Moderator Clark called to order the regular meeting of the University Senate of March 6, 2017 at 4:00pm.
2. Approval of Minutes of February 6, 2017
Senator Schultz announced a correction to information provided in the minutes for the February meeting under Item #5: Report of the Curricula & Courses Committee. Course changes are effective as soon as approved by the University Senate and may be applied retroactively. He recommended that the minutes stand as is.

Motion to accept minutes by Senator Boyer; seconded by Senator von Hammerstein; approved with one abstention.

3. Report of the President
Presented by Interim Provost Jeremy Teitelbaum
 - President Herbst is attending alumni and donor functions at the Women's Basketball AAC Tournament. She sends her regrets for missing this Senate meeting.
 - The State Legislature is currently in session. There is no definitive news on the budget. Governor Malloy's budget proposal calls for a 7.2% (\$38 million) cut to UConn's budget and a 5.6% (\$13.2 million) cut to UConn Health Center's budget. The UConn administration was very pleased with the great faculty and staff turnout at the legislative hearings.
 - March to Madness, a four-episode UConn Women's Basketball documentary, is currently airing on HBO. Reviews are excellent.

Moderator Clark invited questions from the floor.

Senator Rios asked what plans the administration may have for further supporting higher education as the budget process in Hartford continues. Provost Teitelbaum advised that further opportunities to show support for UConn and higher education will be shared with faculty and staff.

4. Report of the Senate Executive Committee
Presented by SEC Chair Mark Boyer

Attachment #40

Following the report, Moderator Clark invited questions from the floor.

Senator McCutcheon referenced his question from the February meeting when asking if the Bob Diaco buyout had been discussed with President Herbst. Provost Teitelbaum shared that he had spoken with Athletic Director David Benedict following the last Senate meeting and offered the following information: Mr. Benedict has said that the need for the program to change and become more successful outweighed the cost of terminating the contract. Successful programs generate far more revenue, most especially when it comes to ticket sales, which lagged as the football program continued to struggle. In addition, the cost of the buyout of Coach Diaco's

contract was funded by UConn Athletics self-generated revenue, meaning ticket sales, media rights, and licensing agreements. No state appropriation funds or tuition and fee dollars funded it. Senator McCutcheon stated that if this is the case, he would strongly suggest that the subsidy to Athletics be reduced from \$3.4 million.

Professor Mannheim asked what, specifically, the reading day question was referencing in Senator Boyer's report. Senator Boyer responded that the question came from the Vice Provost's Office and was very general, asking only that the reading day scheduled for a Thursday be reviewed. The matter was referred to Senate Scholastic Standards Committee for a more thorough investigation.

Senator Boyer presented a Motion to adopt the Statement on Free Speech and Civility. Senators Beall and Wilson and non-Senate member Mitton Shannon were recognized as Task Force members and invited to the podium to respond to questions.

Attachments #41-42

Senator Mannheim referred to paragraph three of the statement when asking for clarification on the term "reasonably" in the sentence "Protected speech may also be reasonably regulated as to the time, place, and manner of the expression." He also asked about the rights of free speech as guaranteed under the First Amendment as compared to the rights referred to in this document. He also referred to the sentence "The University of Connecticut is permitted to, and will, limit expression in order to protect public safety and the rights of others," and asked what prompted "right of others" to be included. Senator Beall responded that there is no explicit suggestion that there are rights that would trump the First Amendment. Senator Fischl added that the term "reasonably" is a long standing expression in the legal community and that the State can reasonably regulate time, place and manner of expression. As an example, he stated that yelling "FIRE" in a public theater is not considered protected speech. Senator Beall stated that this paragraph is intended as an affirmation of good practice.

Senator McCutcheon asked who on campus is given the authority to determine what is reasonable. After some discussion, Senator Bresciano noted that systems currently in place would continue. If a student is involved, Community Standards and/or Office of Institutional Equity would become involved. A staff or faculty incident could bring into play the employee's supervisor, Labor Relations and/or others.

Senator Bramble clarified that it may be useful to remember that this document has been brought forward as a statement and not as policy. The University Senate felt it important for UConn to have a statement of our own (rather than one appropriated from another university) and a University-wide commitment to free speech and civility.

In responding to a comment regarding paragraph #6 where the term "permitted by law" is used, Senator Parent clarified that a UConn document does not supersede any laws. This document is affirming a commitment to the rights we have.

Senator Darre remarked that the entire document is summed up in the last paragraph. Senator Beall agreed but shared that the Task Force believes that the fuller statement is appropriate.

A vote on the motion was called for. The motion carried with one abstention.

5. Consent Agenda: passed unanimously

Attachment #43

6. Report of the Senate Faculty Standards Committee
Presented by Senator Beall, Chair of the Senate FSC
VOTE: Recommendation to update University By-Laws, Article IX.K.2a and Article IX.K.2b

Attachment #44

Senator Beall introduced the motion and offered background on the motion.

Moderator Clark invited discussion.

Senator Beall confirmed that emeritus status applies only to those retiring from the University, when asked the question by Senator Mannheim.

Senator Pancak noted that Extension Educators are specifically included; however, In-Residence faculty are not. She explained that some in-residence faculty have been with the University for many years, 25 or more, and that this policy seems to exclude them rather than include them. Senator Beall explained that this topic was thoroughly discussed and debated within the Faculty Standards Committee. It was agreed that the in-residence title can apply to a variety of roles at the University. In the end, the committee saw no reason that in-residence faculty be automatically granted emeritus status but that the decision should be made by the University of Connecticut Retirement Committee. Senator Mannheim asked if those not specifically included in the policy can go to the Committee for review and consideration. Senator Beall confirmed that they can.

A vote on the motion was called for. The motion carried with one nay vote.

7. Annual Report of the Vice President of Communications
Presented by Tysen Kendig, Vice President of Communications

Mr. Kendig announced that UConn has entered into an arrangement with The Conversation, an independent source of news and views from the academic and research community, delivered direct to the public. Mr. Kendig then introduced Bruce Wilson, Executive Director of The Conversation, to present the report.

Attachment #45

Following the report, Moderator Clark invited questions from the floor.

Senator Caira asked if there is a solicitation element to the publication on timely topics or if only submitted articles are published. Mr. Wilson explained the process for determining content in the publication. If expertise is needed, requests are sent to universities and colleges. The University Communications receives such requests for UConn. If they are aware of a contact within UConn, they will work to connect that faculty member with The Conversation. This is generally a very quick turnaround. Mr. Kendig encouraged faculty members to contact either him or Director of Communications Kristen Cole to share their article ideas and areas of expertise.

Senator Seth asked about the functionality of the website; specifically, if domestic and international articles are separated within a content area. Mr. Wilson confirmed that users have the option of searching for US based articles or international contributions.

8. Annual Report of the Dean of the Graduate School
Presented by Kent Holsinger, Vice Provost for Graduate Education and Dean of the Graduate School

Attachments #46-47

Following the report, Moderator Clark invited questions from the floor.

Senator McCutcheon asked about the effect that recent Presidential Executive Order travel bans may have on the Graduate School and any analysis as to economic effects in the United States. Dr. Holsinger replied that there is no formal analysis and, as indicated in his report, the biggest change has come from the dramatic increase in two School of Business programs. It is hard to anticipate any impact the travel bans may have.

Senator Rios asked for details on plans to support underrepresented minorities. Dr. Holsinger referred to the two fellowship programs offered specifically to underrepresented minorities. He also announced that the Graduate School Diversity Officer position recently left vacant will be refilled. That position will continue to have a strong focus on recruitment and retention.

Senator Mannheim reviewed the demographics shared in the report and asked if there is an enrollment cap for the Graduate School. Dr. Holsinger noted this as a difference between undergraduate admissions and graduate admissions in that undergraduate admissions has a very specific number while the Graduate School does not.

9. New Business
There was no new business.

10. Motion to Adjourn
Motion by Senator Rios; seconded by Senator Wogenstein; approved unanimously by standing vote.

Respectfully submitted,

Thomas Lawrence Long
Associate Professor in Residence
School of Nursing
Secretary of the University Senate

The following members were absent from the March 6, 2017 meeting:

Agwunobi, Andrew
Bellini, Sandra*
Benson, David
Boylan, Alexis
Deibler, Cora
Dennis, Kelly
Eby, Claire*
Eigsti, Inge Marie
Fernandez, Maria-Luz
Fitch, R. Holly
Gibson, George*
Graf, Joerg
Gramling, Lawrence

Herbst, Susan*
Hertel, Shareen*
Irizarry, Guillermo
Jockush, Elizabeth*
Jordon, Scott
Locust, Wayne
Loturco, Wayne
Mellone, Barbara*
Murray, Benjamin*
Nair, Suresh
Nanclares, Gustavo*
Oldziej, Lauren
Quimette, David

Pane, Lisa
Reis, Sally*
Roccoberton, Bartolo
Schwab, Kristin
Scruggs, Lyle
Simien, Evelyn*
Tala, Seraphin
Teschke, Carolyn*
Wei, Mei
Willenborg, Michael
Zack, John

*Members who gave advance notice of absence

Senate Executive Committee
Report to the University Senate
March 6, 2017

Good Afternoon,

The Senate Executive Committee is pleased to welcome back Tony Patelunas. Tony was recently elected President of the Graduate Student Senate and will serve on the SEC. Jordan Rees will fill the vacant graduate seat on the University Senate.

President Herbst shared with me over the weekend that she is unable to attend the meeting today due to a conflict with the women's basketball schedule. Although Interim Provost Teitelbaum did report in her absence, she did stress to me that she is available to answer any questions from Senators. Please submit those questions via email to Cheryl Galli in the Senate Office by tomorrow. We will work directly the President's Office to provide a response.

The SEC has met twice since the last Senate meeting. Our first meeting was focused primarily on review of the Statement on Free Speech and Civility. A motion to endorse that statement will follow my report.

The Chairs of Senate committees provided updates on the activities of their groups. The SEC has received a student request via the Vice Provost's office to re-examine the Thursday reading day schedule. The SEC has tasked the Scholastic Standards Committee with addressing this request. The Nominating Committee continues their spring semester work of planning committee rosters for next year. The Senate will be asked to consider these rosters at next meeting.

In the SEC's meeting with Senior Administration, we were given a preview of reports that will be presented here today – from Communications and from the Graduate School. I also want to share that University Planning, Design and Construction will hold a town hall meeting on March 30 from 1:00-3:00pm in the Student Union Theater to present information on summer construction projects. Those of us who are on campus during the summer may find the information very useful as significant changes in traffic patterns and road closures are expected.

The deadline for the Faculty Excellence Awards has been extended to April 1. Through the Faculty Excellence Awards, the UConn Foundation Office of Alumni Relations recognizes the outstanding contributions and achievements of UConn faculty. If you haven't yet submitted a nomination, please consider doing so. More information is available on the Alumni website (specific web address is shown on the display) <http://uconnalumni.com/about/history/awards/>

The University Senate will meet again on Monday, April 3.

Respectfully Submitted,

Mark Boyer, Chair
Senate Executive Committee

Senate Executive Committee
Motion to the University Senate
March 6, 2017

Background:

At the request of President Susan Herbst, the Senate Executive Committee (SEC) formed a Task Force for Statement on Free Speech and Civility. The SEC agrees it is important for the University of Connecticut to have a clear and unequivocal statement regarding the imperative of free speech in all public discourse at the University, balanced by the imperative of civility. As part of their process, the Task Force reviewed existing statements and policies, including those regarding academic freedom and free speech in the University By-Laws, and additional statements and policies found in Community Standards and the Student Hand Book. This statement reconciles these various statements into principles that are partly drawn from, and further inform the existing statements.

Motion:

On behalf of the Senate Executive Committee, I move that the Senate endorse the following statement prepared by the Senate Task Force for a Statement on Free Speech and Civility. Once adopted by the University Senate this statement, with the support of the Administration, will be put forth as a proposal to the Board of Trustees for inclusion in the University By-Laws.

Report of the Task Force on Free Speech and Civility
The University of Connecticut

Preface

The Senate Executive Committee of the University Senate convened this Task Force to consider current University policies regarding free speech and civility. The Task Force has concluded that the University would benefit from an overall policy on free speech and civility that would provide guidance to administration, students, staff and faculty in applying existing standards.

Constitutional protections for free speech and expression apply to university environments just as they do elsewhere. Yet there have been worrisome examples in which free speech has been challenged or interfered with by university officials and non-university actors at several campuses nationwide. Such challenges are worrisome because of their potential negative impact on academic freedom, which protects the right of individual academics and academic bodies to pursue research and teaching in their areas of expertise, as they deem fit, free from political or other non-academic influences.

But such challenges are also worrying because of their negative impact on freedom of expression more generally. Free speech, as a fundamental right, goes beyond the scope of academic freedom, protecting not just choices in teaching and research but also the freedom to speak one's mind without fear of sanction. At the same time, although speech may not in general be restricted, there is nevertheless a specific duty to create and maintain an environment conducive to learning and which reflects the commitments we have to one another as members of a community.

For these reasons, the Task Force takes note of existing community standards and policies that both protect freedom of expression and also allow the University to limit speech when permitted by law in order to protect public safety and the rights of others. The purpose of this proposed policy is to suggest a framework in which these fundamental values can be understood in relation to one another.

These principles as they are applied in particular contexts, may raise follow-up questions that will require further discussion. We believe this is as it should be, and some of these questions may include the impact of free speech applied within the classroom environment, or how freedom of expression is viewed across non-academic activities.

Statement

Freedom of speech and expression are fundamental to the advancement of knowledge, and the University has been and will continue to be a forum for the full expression of and engagement with ideas. All members of the University community enjoy constitutionally protected freedom of speech. Although some ideas and opinions may invoke strong feelings or be uncomfortable for some, many forms of public discourse—from political debate to artistic activity or public protest—will be controversial or even designed to

provoke. It is essential that debate surrounding discussion of difficult and controversial subjects is a key component of life at a university. Debate that challenges students, faculty and staff to reexamine their own positions contributes to a robust intellectual and cultural environment.

The University is firmly committed to respecting and protecting the freedom of all members of the University community to share opinions and ideas without interference to the fullest extent permitted under law. This commitment derives from its educational mission as well as its role as a state institution bound by federal and state law. It extends even to expression, ideas, or discussion that some members of the University community may believe wrong or even repugnant. The University endorses in this respect the approach of the University of Chicago's Committee on Freedom of Expression, which emphasized, "It is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive."

This does not mean, however, that all expression is permitted without any limitation. As the University of Chicago statement also affirmed, "The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish." The University of Connecticut is permitted to, and will, limit expression in order to protect public safety and the rights of others. This includes expression that is defamatory, threatening, or invades individual privacy. Protected speech may also be reasonably regulated as to the time, place, and manner of the expression.

Further, the University emphasizes that freedoms also come with responsibilities. Each member of the University community owes to all other members of the community the responsibility to exercise his or her freedom to speak with concern and care for how others may experience this speech. This in no way should be understood to limit or discourage the exercise of the expressive freedoms described above or to restrict in any way the atmosphere of free and open dialogue to which the University is committed. Membership in this community does, however, mean that we must be aware of the potential social consequences of expression that relies on negative stereotypes or abusive language that has concrete material consequences or silences those to whom the speech is addressed. Free speech is not free when it is used to silence others.

Speech and expression can impact the material reality of both individuals and communities. The negative physical, emotional, and economic consequences of speech can also be experienced unequally. Part of our responsibility as members of the University community is to attend to how others experience our speech. In a university setting, one of the most important purposes of free speech is to create an equitable space in which all may enter and grow as a part of a community of intellectuals, and this can only be done if we ensure that in exercising our freedoms, we do not obstruct the rights of others.

The responsibility to be aware of these potential social and material consequences of speech means that speakers should be open to dialogue. They should attempt where

possible to find ways to engage with those who might contest their ideas, and they should seek to convey their ideas in a manner that promotes and fosters a climate of mutual respect. While these are not legal requirements, we believe these are moral and institutional obligations we have by virtue of our membership in this community. Those obligations include a duty to be aware that words matter.

The University is committed to providing resources for those who seek to engage in such dialogue. The broad protection the University and federal and state law affords to speech means there will inevitably be speech on campus that some community members find objectionable and offensive, and which negatively affects them. When this speech occurs, the University seeks to promote opportunities for those affected by the speech to address the speakers.

There are several ways in which this may be achieved. First, opportunities or programs to discuss or present alternative views can be made available so that a discussion of competing ideas can take place. This supports Justice Brandeis's assertion, that "If there be time to expose through discussion the falsehood and fallacies, to avert the evil by the process of education, *the remedy to be applied is more speech, not enforced silence.*" (Whitney v California, 1927) Second, community members who are negatively affected should have an opportunity to meet with community members who are speakers or program planners to share their perspectives about the speech and its consequences. These opportunities for sharing are not meant to necessarily result in mutual understanding but to provide a forum so that community members can express how they are affected or hear how their speech is affecting the others in the University.

A chief function of a university is to pursue and disseminate knowledge. To fulfill that function, the University of Connecticut has a fundamental commitment to protect speech and expression, establish an atmosphere where open and constructive dialogue can take place, and to ensure that all members of the University community are aware of the responsibilities that come with being a part of that community.

Task Force for Free Speech and Civility:

Jc Beall
Michael Bradford
Gary M. English, Chair
Molly Land
Michael Lynch
Susie Mitton Shannon
Chriss Sneed
Christine Wilson

University Senate Curricula and Courses Committee
Report to the Senate
March 6, 2017

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

A. GSCI 2500 Earth System Science (#1401)

Proposed Catalog Copy

GSCI 2500. Earth System Science

Three credits. One one-hour class and one three-hour laboratory period per week plus one weekend field trip. Prerequisite: GSCI 1050 or both GSCI 1052 and one of GSCI 1010 or GSCI 1051 or GSCI 1055 or GSCI 1070 or GEOG 1070. Open to Geoscience majors, others by instructor consent.

Introduction to earth system science, geoscience research methods, and professional practice through lab work, field work in UCONN Forest, visits to faculty labs, and culminating project. Requires course fee.

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

A. ARE 3235 Marine Economics and Policy (#514) [level, title, and description change]

Current Catalog Copy

ARE 3235. Marine Resource and Environmental Economics

Three credits. Recommended preparation: ARE 1150 or ECON 1200 or ECON 1201.

Fundamental theory, methods, and policy implications of environmental and resource economics, with an emphasis on coastal and marine environments. Topics include pollution policy, fisheries, water quality and allocation, international trade, wildlife and biodiversity, land use, and economic valuation. Designed for students with diverse departmental affiliations.

Revised Catalog Copy

ARE 2235. Marine Economics and Policy

Three credits. Recommended preparation: ARE 1150 or ECON 1200 or ECON 1201.

Fundamental theory, methods, and policy implications of environmental and resource policies and economics, with an emphasis on coastal and marine environments. Topics include fisheries management, aquaculture production, marine biodiversity, non-renewable and renewable ocean energy, marine pollution, international ocean governance, anthropogenic climate change impacts, and integrated management and conservation approaches. Designed for students with diverse departmental affiliations.

B. MUSI 1113 Chamber Ensemble 3 (#2674) [revise enrollment restrictions]

Current Catalog Copy

MUSI 1113. Chamber Ensemble.

One credit each semester. Three laboratory periods. Prerequisite: Open only with consent of instructor. May be repeated for credit. As a requirement for credit, the student must participate in MUSI 1110, 1111, or 1112.

Chamber music for various combinations of voices, string, woodwind, brass, percussion and keyboard instruments. Preparation and presentation of concerts.

Revised Catalog Copy

MUSI 1113. Chamber ensemble.

One credit each semester. Three laboratory periods. Prerequisite: Open only with consent of instructor. May be repeated for credit. Students may register for two or more sections concurrently with consent of instructors. As a requirement for credit, the student must participate in MUSI 1110, 1111, or 1112.

Chamber music for various combinations of voices, string, woodwind, brass, percussion and keyboard instruments. Preparation and presentation of concerts.

III. The Senate Curricula and Courses Committee recommends approval to ADD the following S/U graded course:

A. AGNR 3681 Internship Experience (#2632)

Proposed Catalog Copy

AGNR 3681. Internship

Zero credit. Prerequisites: Open to students with 24 or more earned credits; instructor consent required. Hours by arrangement. May be repeated. Students will be assigned a grade of S (satisfactory) or U (Unsatisfactory).

Practical experience, knowledge, and professional skills in a work environment related to careers in agriculture, health and the environment. Students make arrangements with an instructor and worksite supervisor, develop a plan and learning agreement for meaningful and educational tasks and experiences, and submit written reports and related documentation at the conclusion of the internship.

IV. The Senate Curricula and Courses Committee recommends approval to REVISE the following S/U graded course:

A. SAAS 375 Management Skills and Practices – Poultry (#2626) [revise consent]

Current Catalog Copy

SAAS 375. Management Skills and Practices – Poultry

One credit. Hours by arrangement. May be repeated once for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Darre

Practical experience in common management practices is offered by working in the University facilities under supervision.

Revised Catalog Copy

SAAS 375. Management Skills and Practices – Poultry

One credit. Hours by arrangement. May be repeated once for credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Instructor consent required. Darre

Practical experience in common management practices is offered by working in the University facilities under supervision.

V. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend ADDITION of the following 3000- or 4000-level course in the Writing (W) Competency:

A. ENGL/AFRA 3217/W Studies in African American Literature and Culture (#200)

Proposed Catalog Copy

ENGL 3217. Studies in African American Literature and Culture

(Also offered as AFRA 3217.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or instructor consent; open to juniors or higher. May be repeated for credit with a change of topic. Focused study of a theme, form, author, or movement in African American literature or culture.

ENGL 3217W. Studies in African American Literature and Culture

(Also offered as AFRA 3217W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or instructor consent; open to juniors or higher. May be repeated for credit with a change of topic.

AFRA 3217. Studies in African American Literature and Culture

(Also offered as ENGL 3217.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or instructor consent; open to juniors or higher. May be repeated for credit with a change of topic. Focused study of a theme, form, author, or movement in African American literature or culture.

AFRA 3217W. Studies in African American Literature and Culture (Also offered as ENGL 3217W.) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011 or 2011.

VI. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend REVISION of the following 3000- or 4000-level course in the Writing (W) Competency:

A. ECON 3438W Contemporary Problems in Economics (#584)

Current Catalog Copy

ECON 3438W. Contemporary Problems in Economics

Three credits. Prerequisites: ECON 2201 and 2202 (one of which may be taken concurrently); ENGL 1010 or 1011 or 2011. Recommended preparation: One of MATH 1071Q, 1110Q, 1131Q, or 1151Q.

Current issues of government economic policy, primarily microeconomic: energy, income maintenance, labor markets for minorities and women, government regulation, health care, and others.

Revised Catalog Copy

ECON 3438W. Contemporary Problems in Economics

Three credits. Prerequisites: ECON 2201 or 2211; ECON 2202 or 2212; ENGL 1010 or 1011 or 2011.

Current issues of government economic policy, primarily microeconomic: energy, income maintenance, labor markets for minorities and women, government regulation, health care, and others.

B. SOCI 3651/W Sociology of the Family (old CAR) [level and enrollment restriction change]

Current Catalog Copy

SOCI 3651. Sociology of the Family

(250) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises.

3651W. Sociology of the Family

(250W) Prerequisite: ENGL 1010 or 1011 or 2011.

Revised Catalog Copy

SOCI 2651. Sociology of the Family

(250) (Formerly offered as SOCI 3651.) Three credits.

The American family, its changing forms and values, and the social conditions influencing it: mate selection, marital adjustment, the responsibilities and opportunities of parenthood, and resolving family crises.

SOCI 2651W. Sociology of the Family

(250W) (Formerly offered as SOCI 3651W.) Prerequisite: ENGL 1010 or 1011 or 2011.

- C. SOCI 3841/W Public Opinion and Mass Communication (old CAR) [level and enrollment restriction change]

Current Catalog Copy

SOCI 3841. Public Opinion and Mass Communication

Three credits. Prerequisite: Open to juniors or higher.

Contemporary public opinion and ideology, the process and effects of mass communication, and the measurement of public opinion.

SOCI 3841W. Public Opinion and Mass Communication

Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Revised Catalog Copy

SOCI 2841. Public Opinion and Mass Communication

(267) (Formerly offered as SOCI 3841.) Three credits. Prerequisite: Open to sophomores or higher.

Contemporary public opinion and ideology, the process and effects of mass communication, and the measurement of public opinion.

SOCI 2841W. Public Opinion and Mass Communication

(267W) (Formerly offered as SOCI 3841W.) Prerequisite: ENGL 1010 or 1011 or 2011; Open to sophomores or higher.

VII. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 2 – Social Sciences:

- A. ARE 3235 Marine Economics and Policy (#514)

VIII. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend inclusion of the following courses in Content Area 4 – Diversity and Multiculturalism, non-International:

- A. ENGL/AFRA 3217/W Studies in African American Literature and Culture (#200)

Respectfully Submitted by the 16-17 Senate Curricula and Courses Committee: Michael Darre (Chair), George McManus, David Ouimette, Eric Schultz, Suzanne Wilson, Marianne Buck, Dean Hanink, Kathleen Labadorf, Maria Ana O'Donoghue, Steven Park, Peter Diplock (Ex-officio), Wanjiku Gatheru (undergraduate student rep), Christine Savino (undergraduate student rep)

2/15/17 meeting

**UNIVERSITY OF CONNECTICUT
Faculty Standards Committee
Report to the University Senate
March 6, 2017**

Recommendation to update University By-Laws, Article IX.K.2a and Article IX.K.2b

A. Background

Prompted by Senator Rajeev Bansal, Chair of the President's Retirement Committee and also SEC member, the SEC charged the FSC to examine the current by-laws language on emeritus status. Senator Bansal put the background issue as follows: "According to the current bylaws, if a person retires from UConn as a **professor** with 5+ years of service in that rank, the person becomes **professor emeritus** automatically. Everyone else (e.g., a retiring associate professor) has to go through the Retirement Committee to get the emeritus status. Brandon Murray (Gulley Hall) and Mary Bruder (UCHC-member Retirement committee) agree with me that it is time to revisit the bylaws re the emeritus status" [email correspondence with Cheryl Galli and Senator Mark Boyer on Thursday May 12 2016 12.15].

In light of its deliberations the FSC recommends a change in the relevant by-laws.

B. Current Relevant By-Laws

By-Laws of the University of Connecticut IX.K.2

2. Any member of the faculty, who at the time of retirement is at the University of Connecticut and either retires under the provisions of the State Retirement Act or the Alternate Retirement Plan, may be awarded emeritus status. Also eligible is any member of the faculty who retires from an affiliated institution and whose promotion to rank of Professor in the School of Medicine or School of Dental Medicine was based on scholarship after review by the Senior Appointments and Promotions Committee, Dean, and Provost.

Appointment to emeritus status requires a positive vote of the Board of Trustees or Health Center Board of Directors (for faculty members with primary appointments in the School of Medicine or School of Dental Medicine). Candidates may be presented to the appropriate Board when both of the following conditions are met:

- a. The faculty member holds the rank of full professor or equivalent title (e.g. Senior Extension Educator) at the University of Connecticut.
- b. The faculty member has served at the University of Connecticut for at least five years at this rank.

There shall be a standing University of Connecticut Retirement Committee. Faculty members who do not meet both conditions described in Section 2a and Section 2b above may become emeriti by vote of the Board of Trustees or the Health Center Board of Directors following recommendation of the President and the Retirement Committee. Other professional staff are also eligible for this designation following recommendation of the President and the Retirement Committee.

C. Proposal to Senate: Motion

To recommend amending the University By-Laws, Section IX.K.2 as follows: (Deleted items in ~~striketrough~~; new language underlined).

- a. The faculty member holds the rank of Associate Professor or full Professor (or equivalent title, such as e.g. Senior Extension Educator, Cooperative Extension Educator, Associate Cooperative Extension Educator, Extension Professor, and Associate Extension Professor) at the University of Connecticut.
- b. The faculty member has served at the University of Connecticut for at least five years, at this rank.

THE **C**ONVERSATION **US**

UConn Senate

Academics and Public Discourse

The Conversation US



- Launched October 2014
- Launch funds from six major foundations
- Hosted by Boston University
- A small, smart-up team of eight editors
- January 1, 2016 Launched Founding Universities Membership

Original Foundation Support

16/17 - A - 298



Alfred P. Sloan
FOUNDATION

GORDON AND BETTY
MOORE
FOUNDATION

hhmi

Howard Hughes
Medical Institute



Robert Wood Johnson
Foundation

THE WILLIAM AND FLORA
HEWLETT
FOUNDATION

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- Zero commercial advertising
- Scholars explain big problems, offer solutions
- Experts shape scientific, cultural & intellectual agendas
- No commercial, political or lobbying influence
- Free to Republish – Free to Read



Key metrics

- 80 million readers since launching University Membership 1/1/16
- 438 articles in last 90 days
- 17 Million Readers last 90 days
- 38,400 readers per article
- An average of 14 re-publishers per article

Top US Universities by Authored Content

16/17 - A - 297



University	Articles	Readers
Michigan	189	4,444,404
Penn State	155	11,479,460
Ohio State	110	2,533,112
Georgia State University	104	2,509,566
University of Florida	94	3,056,532
UT Austin	81	5,254,230
IU Bloomington and IUPUI	79	2,256,505
Boston University	75	1,008,555
Vanderbilt	62	3,281,730
University of Washington	60	3,158,513
Drake	51	1,292,616
Texas A&M	49	822,215
Rutgers, Newark	47	593,941
Michigan State	55	776,571
University of Maryland	36	633,493
UCONN	34	3,540,971

Top Republishers

Media

Quartz

CNN

Business Insider

Washington Post

Mashable

The Raw Story

New Republic

Huffington Post

Time

Discover Magazine

Readers

18,003,184

7,953,639

7,522,039

5,506,921

4,247,496

4,163,310

4,878,400

4,362,601

4,191,540

2,266,490

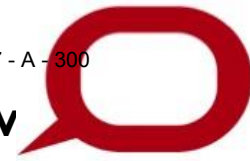


Top Republishers Continued

Media	Readers
The Guardian	3,668,349
Newsweek	2,585,128
Scientific American	2,508,200
Slate	1,187,492
Salon	1,057,933
Space and NASA News	1,034,455
The World Economic Forum	1,046,913
Popular Science	890,681
Fortune	710,284
The Week	681,059
U.S. News & World Report	502,558
Atlantic	173,000

Confirmed Founding Member Universities

16/17 - A - 300



University at Albany,

Binghamton Univ

Boston University

University of California

Case Western Reserve University

University of Florida

College of Environmental Science and Forestry

Georgia State University

University of Massachusetts, Amherst

University of Michigan

Michigan State University

The Ohio State University

Pennsylvania State University

Rutgers, Newark

University of South Florida

Texas A&M University

University of Texas, Austin

Tufts University

Vanderbilt University

Confirmed Supporting Member Universities

16/17 - A - 301



- University of Washington
- Colorado State University
- Stanford McCoy Family Center for Ethics in Society
- Drake University
- Elon University
- USC Dornsife College of Letters Arts and Sciences
- USC Annenberg School of Journalism
- University of Maryland
- UCONN
- University of Oregon
- Columbia School of Medicine
- American University School of International Services
- University of South Carolina



New Partnerships

- **The Associated Press**
 - All The Conversation article available on the AP Feed to all AP US clients
 - All AP Account Managers reaching out to all clients in Q1
 - The Conversation Content on AP Mobile
 - The Conversation Content on AP Big Story
- **WGBH/PBS**
 - Collaboration on Point Taken , A weekly podcast
- **Wisconsin Public Radio**
 - Podcast programming in progress
- **Community Newspaper Holdings Incorporated**



UCONN

ATTACHMENT # 46

THE GRADUATE SCHOOL

16/17 - A - 303

Report to the University Senate

6 March 2017

Academic Plan

- **Community** – Enhance the quality of life for graduate students and postdoctoral scholars
- **Collaboration** – Foster development of inter-, cross-, multi-, and trans-disciplinary programs
- **Preparation** – Enhance career and professional development of graduate students and postdoctoral scholars

Highlights

- Transferable skills
 - Health and wellness

Have you ever felt **over-stressed** and **under-rested** in graduate school?



Highlights


- Transferable skills
 - Health and wellness
 - Grad/Postdoc families

Coming Soon- Moms' Group on Campus!

Humphrey Clinic for Individual, Couple and Family Therapy

Mom Time

If you are a mom, come join us for a weekly support meeting.



Come together with other moms & Humphrey Clinic counselors to relax, receive support, share information and participate in creative activities (no artistic talent required).

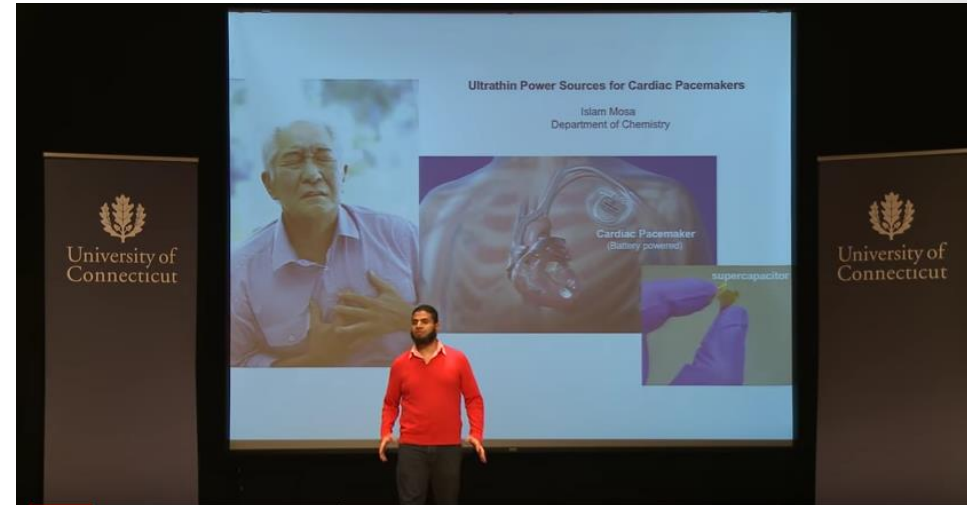
Join us Thursdays March 2nd to April 13th
When: 5:30PM-7:00PM
How much: \$10
Where: The Humphrey Clinic, 843 Bolton Road, U-117, Storrs, CT, 06269

Highlights

- Transferable skills
 - Health and wellness
 - Grad/Postdoc families
 - Negotiation and communication skills

Highlights

- Transferable skills
 - Health and wellness
 - Grad/Postdoc families
 - Negotiation and communication skills
 - 3-minute thesis



Islam Mosa
Department of Chemistry

Highlights

- Transferable skills
 - Health and wellness
 - Grad/Postdoc families
 - Negotiation and communication skills
 - 3-minute thesis
- Not Anymore



Highlights

- Transferable skills
 - Health and wellness
 - Grad/Postdoc families
 - Negotiation and communication skills
 - 3-minute thesis
- Not Anymore
- Career and professional development
 - Melanie Since, *NextGen PhD*
 - Cynthia Fuhrman, *myIDP*

Graduate Students and Postdoctoral Scholars



Helping Huskies Achieve Their Goals!

The Center for Career Development provides career services for UConn Masters and PhD students and postdoctoral scholars. If you are interested in pursuing a range of professional options, the Center for Career Development has workshops, events and online resources to help you:

- enhance self-knowledge;
- clarify career aspirations;
- prepare your networking and professional materials for various career pathways;
- research companies, organizations and industries to uncover jobs;
- connect with employers and employment opportunities both in-person and on-line.

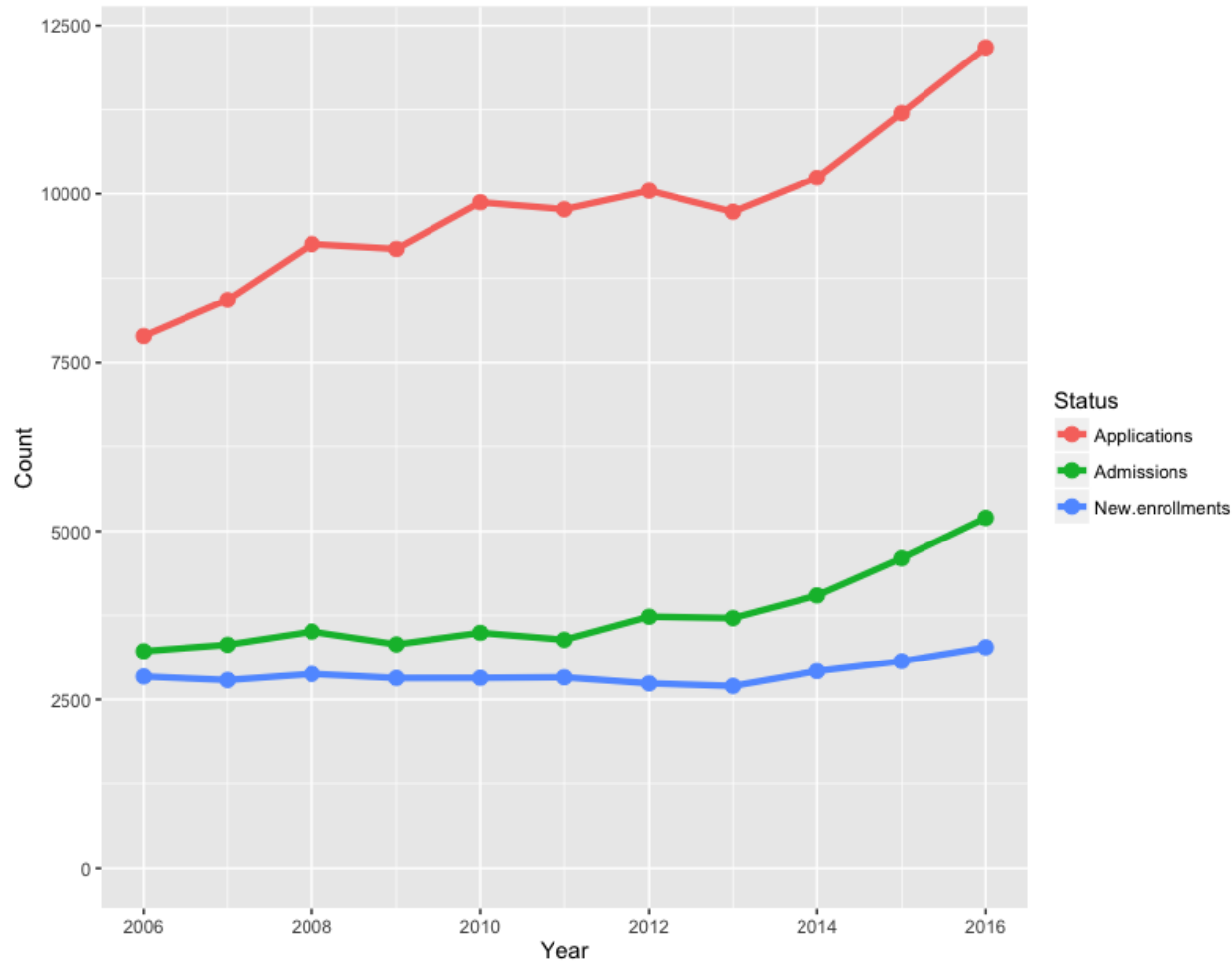
[HuskyCareerLink Login](#)
[Versatile PhD Login*](#)
[HuskyCareerPrep Login](#)
[Student Success Stories](#)
[Career Matters News Archive](#)

Highlights

Grad Appreciation Week

- 2-8 April
- Campus walk: Dairy bar ice cream and greenhouse tours
- *PhD Movie*
- Valerie Young, Impostor syndrome

Applications & Admissions



Applications & Admissions

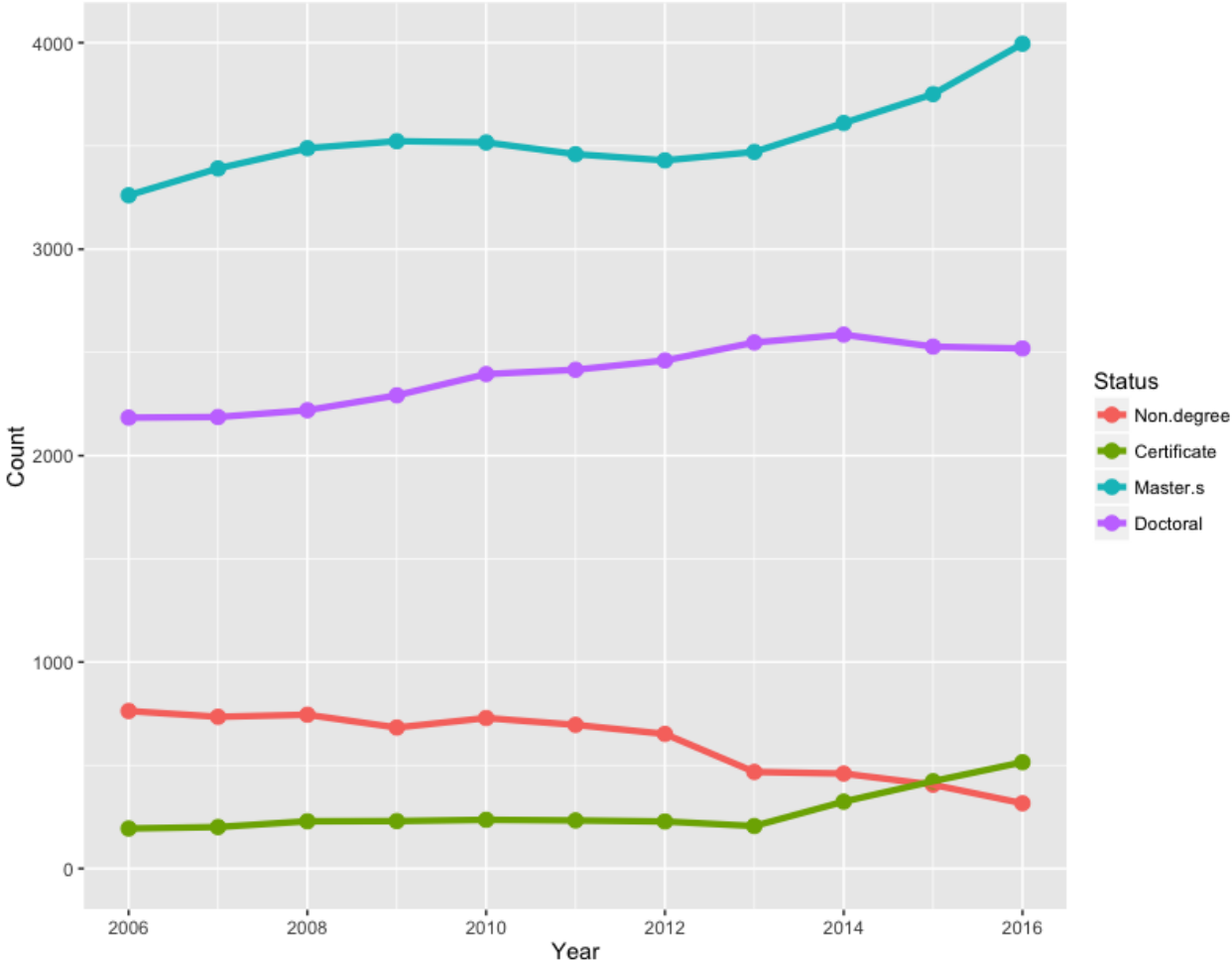
	2006	2011	2016
Applications	8431	10,047	12,175
Admissions	3316	3732	5197
% admitted	39%	37%	43%
New enrollments	2787	2738	3278
% yield	84%	73%	63%

Applications: up by 44%

Admissions: up by 56%

New enrollments: up by 18%

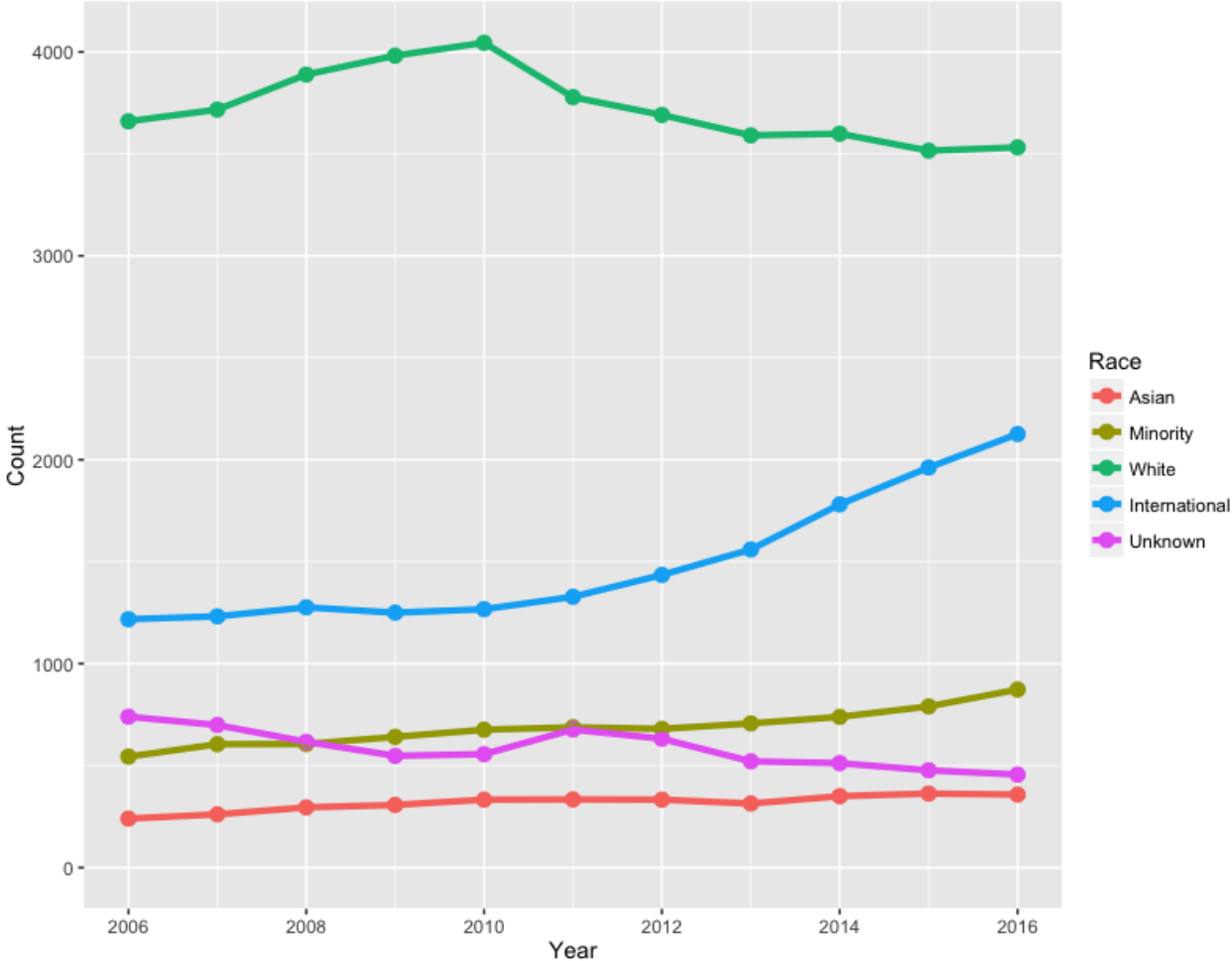
Enrollment



Enrollment

	2006	2011	2016
Non-degree	763	696	316
Certificate	194	233	515
Master's	3267	3460	3995
Doctoral	2184	2416	2519
Total	6402	6805	7345

Diversity



Diversity

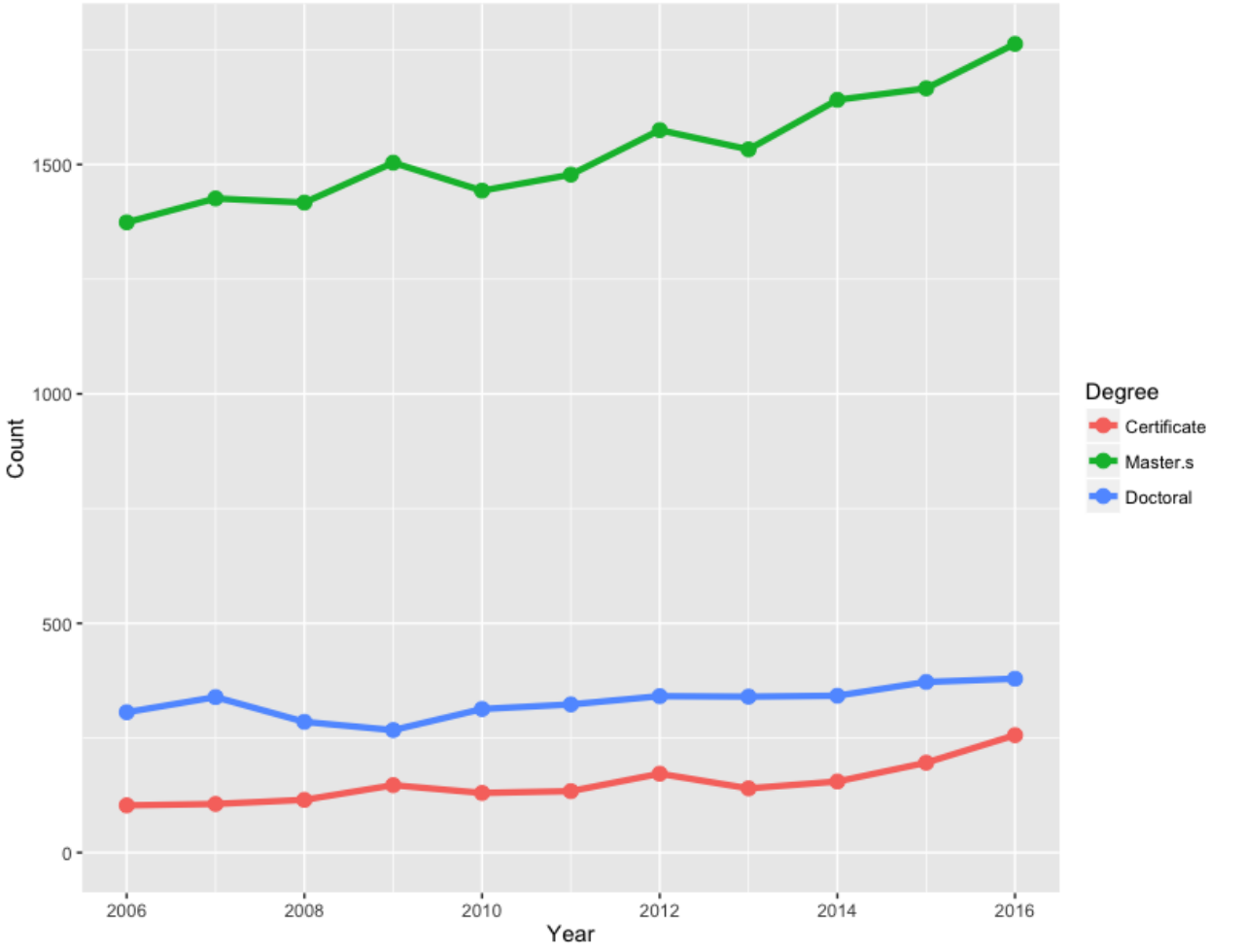
	2006	2011	2016
Asian	240	334	358
Minority	544	688	873
White	3660	3778	3532
International	1218	1328	2126

International: 29%

White: 48%*

*51% excluding those who chose not to identify

Degrees



Degrees

	2006	2011	2016
Certificate	103	134	256
Master's	1374	1478	1763
Doctoral	306	323	379
Total	1783	1995	2398

Master's in 2016 \approx Total in 2006

Academic Plan

- **Community** – Enhance the quality of life for graduate students and postdoctoral scholars
- **Collaboration** – Foster development of inter-, cross-, multi-, and trans-disciplinary programs
- **Preparation** – Enhance career and professional development of graduate students and postdoctoral scholars

University of Connecticut Graduate School Annual Report to the University Senate March 6, 2017

The global competitiveness of the United States and our capacity for innovation hinges fundamentally on a strong system of graduate education. *The Path Forward: The Future of Graduate Education in the United States*, Council of Graduate Schools & Educational Testing Service, pp. 1-2.

Research, scholarship, and creative activity at the University of Connecticut have a national and international impact, and excellence in these areas is inseparable from excellence in graduate education. The University of Connecticut is a great research university because it has both world-class scholars and world-class graduate programs, awarding 18 graduate degrees (4 research doctorates, 2 clinical doctorates, 12 masters) in 87 fields of study. In addition to these degree programs, the University of Connecticut offers more than 60 post-baccalaureate and graduate certificate programs. The Graduate School administers admissions, maintains records, manages registration, and confers degrees for all of these programs (more than 7000 students).

With the Graduate Faculty Council and its Executive Committee, The Graduate School ensures the academic integrity of graduate programs, oversees the development of new programs, and develops new ideas and new approaches to graduate education. In addition, the Graduate School provides financial support for graduate students through fellowships administered by individual graduate programs and through our own Giolas/Harriot, Crandall/Cordero, and Outstanding Scholar programs. We are responsible for resolving cases of academic misconduct that are referred to us, and we work with the Graduate Student Senate and the Graduate Students of Color Association to enhance support for the graduate student community at the University.

The Graduate School's academic plan articulates our role as the heart of graduate and postdoctoral education. We commit ourselves to nurturing a vibrant **community** of graduate students and postdoctoral scholars, fostering **collaboration** across departments, programs, and campuses in research and

teaching, and facilitating the **preparation** of graduate students and postdoctoral scholars for their future careers. We look forward to working with faculty throughout the University in realizing these goals.

Highlights of activities in 2016/2017

- The permanent, archive version of all doctoral dissertations and master's theses is now the electronic version in Digital Commons.
- We continued our commitment to **enhancing the diversity** of graduate students and postdoctoral scholars at the University.
 - We represented the University at national meetings for recruitment of underrepresented minorities, e.g., SACNAS, ABRCMS, the Compact for Faculty Diversity, and the Institute for Recruitment of Teachers.
- We led a variety of **activities for graduate students and postdoctoral scholars** focusing on discipline-independent, transferable skills and professional preparation.
 - Sponsored “Lessons learned,” Distinguished Faculty Lecture Series.
 - Sponsored workshops on health and wellness, including mental health awareness.
 - Sponsored activities for graduate students with families.
 - Sponsored second annual “data blitz” for postdoctoral scholars, 5 minute talks in which postdocs present their research in a way that should be accessible to non-specialists.
 - Sponsored fourth annual “3-minute thesis” competition. Our local winner, Islam Mosa, was also the “People’s Choice” winner in the Universitas 21 virtual competition.
 - Distributed a “Grad/Postdoc Families Newsletter” highlighting resources and activities for graduate students, postdocs, and their families.
 - Sponsored a graduate assistant in Higher Education and Student Affairs who is enhancing our social media presence, organizing Graduate Student Appreciation Week, and supporting our diversity initiatives.
- We funded a Coordinator for Graduate Writing Support in the Writing Center.

- Hosted writing retreats ranging from 2 hours to 4 days.
 - * 6 full-day writing retreats on weekends.
 - * 3 dissertation bootcamps.
 - * 4 Monday morning writing retreats.
- Taught 5-week seminar on academic writing for graduate students 3 times per year — 32 graduate students, 20 departments.
- Coordinated 1-on-1 tutoring for graduate students.
- We work closely with the Center for Career Development to ensure that graduate students have access to programs and materials that help them prepare for a wide variety of post-graduation careers.
 - Co-sponsored “The academic job search—Brown bag lunch & learn series” — 6 part series plus one-day boot camp.
 - Workshop on public speaking — co-sponsored with the Graduate Student Senate.
 - Co-funding “The Versatile PhD”: Login with NetID from <http://career.uconn.edu/graduate-students/>.
 - Co-funding a graduate assistant to provide programming support for the Graduate Career Officer.
 - Co-sponsoring (with the School of Engineering) speakers addressing the diversity of career pathways in science.
 - Co-sponsoring *The Cross-Sector Partnership*, which links PhD-granting institutions with potential employers.
- We worked with the Office of Institutional Equity to introduce diversity awareness and sexual harassment prevention training for graduate assistants and sexual assault prevention training for graduate students.

Nearly 90 percent of those who completed the training reported that

 - It helped them better understand consent, sexual assault, dating and domestic violence, sexual harassment, and stalking.
 - It helped them better understand the resources and options available on campus should they or someone they know encounter sexual violence.
 - It helped them better understand how to support survivors/victims of sexual violence.
- We worked with the Center for Excellence in Teaching and Learning to introduce online training for graduate assistants.

- More than 1800 graduate assistants completed the training in Fall 2016. Approximately 460 have not completed the training.
- Only 38 of the 1800 (ca. 2%) graduate assistants completing the training received a final score of less than 85%.
- We worked with the Ombuds Office to offer a workshop on negotiations and professional communications skills for graduate students and postdoctoral scholars.
 - Six sessions designed to help participants understand their personal conflict and communication style and to strengthen their negotiation skills.
- The Graduate School played a key role in testing and implementation of Core-CT, the new payroll system, and we are involved in monitoring compliance with the Statewide Authorization Reciprocity Agreement (SARA).
- The Graduate School and the School of Business collaborated on a Request for Proposals to acquire a single electronic applications and customer relations management system for all graduate and certificate programs.

Recruitment

In 2007 The Graduate School received fewer than 8500 applications. In 2016 we received 12,175, and we are projecting a modest increase to 12,500 this year. This represents an increase of nearly 50% over the last 10 years (Table 1). The number of applications from international students has shown a similar increase, from 3375 in 2007 to 6386 in 2016. Nationally, the number of international applicants increased by only 1% from 2015 to 2016 across the U.S.¹ In contrast, international applications to graduate programs at UConn increased by more than 10%. Among U.S. citizens and permanent residents the largest increase in applications came from those who self-identify as an underrepresented minority (68% among underrepresented minorities *versus* 4% in whites and 8% in Asian-Americans).² The fraction of applicants offered admission has hovered around 40% since 2006 (Table 1). The combination of

¹Okahana, H. 2017. *International Graduate Applications and Enrollment: Fall 2016*. Council of Graduate Schools, Washington, DC.

²Underrepresented minorities include those who self-identify as black, Hispanic, Native American, or Pacific Islander, or who self-identify in multiple categories. Roughly 350-450 applicants decline to indicate a racial/ethnic status each year.

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Applications	8431	9258	9186	9874	9771	10,047	9734	10,243	11,202	12,175	12,500*
Admissions	3316	3511	3321	3493	3389	3732	3711	4046	4595	5197	
% admitted	39	38	36	35	35	37	38	40	41	43	
New enrollments	2787	2878	2817	2819	2828	2738	2669	2920	3070	3278	
% yield	84	82	85	81	83	73	73	72	67	63	

*Projected

Table 1: Applications and admissions for graduate study from 2007 through 2017.

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Non degree	763	735	745	683	729	696	652	468	460	406	316
Certificate	194	201	229	230	236	233	228	206	324	423	515
Masters	3261	3391	3489	3523	3517	3460	3430	3471	3611	3751	3995
Doctoral	2184	2187	2220	2292	2395	2416	2461	2548	2586	2528	2519
Total	6402	6514	6683	6728	6877	6805	6771	6693	6981	7108	7345

Table 2: Enrollment in graduate programs by degree program from Fall 2006 through Fall 2016.

increasing applications, a roughly constant admission rate, and a decreasing yield³ resulted in a 18% increase in new graduate enrollments from Fall 2007 through Fall 2016.

Enrollment

The University of Connecticut enrolled 7345 graduate students in Fall 2015.⁴ Of these, 515 were enrolled in certificate programs, 3995 were enrolled in masters programs, and 2519 were enrolled in doctoral programs (Table 2). Enrollments in certificate and degree programs have shown relatively continuous growth over the past decade, with enrollment in certificate programs showing an especially large increase over the last three years. The number of non degree students has declined from a high of 763 in Fall 2006 to 316 in Fall 2016.

The number of international students enrolled in graduate programs increased nearly 75% from Fall 2006 to Fall 2016, with an especially sharp rise in the last three years (Table 3).⁵ The number of U.S. citizens and permanent residents self-identifying as Asian has remained flat since 2014, after growing substantially from 2006 to 2010. U.S. citizens and permanent residents self-identifying as an underrepresented minority continues to show a

³The ratio of new enrollments to admission fell from 90% for Fall 2006 to 67% for Fall 2014.

⁴The University of Connecticut Fact Sheet a total of 7139. The discrepancy arises because the Fact Sheet uses a headcount, while the figures reported here are enrollments. They differ because a graduate student might be simultaneously enrolled in two different fields of study. Such students are counted only once in the headcount, but they are counted twice if they are enrolled in two fields of study.

⁵A rise of more than 35% since Fall 2013.

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Asian	240	261	295	307	333	334	333	314	350	363	358
Minority*	544	605	606	641	675	688	680	707	739	790	873
White	3660	3717	3889	3982	4045	3778	3691	3591	3599	3516	3532
International	1218	1232	1276	1250	1265	1328	1435	1560	1781	1962	2126

*Includes those who self-identify in multiple categories beginning in 2010.

Table 3: Enrollment in graduate programs by race and national origin from Fall 2004 through Fall 2014

steady increase, while the number of U.S. citizens and permanent residents self-identifying as white has declined from its peak in 2010. In both 2015 and 2016 fewer than half of enrolled graduate students were domestic students identifying themselves as white.⁶

Retention and training

The Graduate School leads and coordinates a variety of activities to enrich the experience of graduate students and postdoctoral scholars. Our vision for training of graduate students and postdoctoral scholars rests on three pillars as outlined in our academic plan.

- **Community** – The Graduate School will enhance the quality of life for graduate students and postdoctoral scholars by nurturing an engaged community of scholars that includes all disciplines and all campuses.
- **Collaboration** – The Graduate School will foster the development of inter-, cross-, multi-, and trans- disciplinary research and teaching programs by removing barriers to cross-departmental, cross-program, and cross-campus graduate and postdoctoral education.
- **Preparation** – The Graduate School will enhance career and professional development of graduate students and postdoctoral scholars through programs designed to enhance discipline-independent, transferable skills.

These activities help students and postdoctoral scholars acquire the knowledge, skills, and abilities they need for success in the next stage of their career. For example, The Graduate School supported programs to enhance the written and oral communication skills of graduate students. We continue to provide funding support to the Writing Center that enables it to offer programs

⁶The decline in number of students identifying themselves as white cannot be attributed to a change in the number of students choosing to identify their racial/ethnic identity. The number of students choosing not to identify their racial/ethnic identity declined from 556 to 456 over the same period.

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Certificate	103	106	115	147	130	134	172	140	155	196	256
Masters	1374	1426	1417	1504	1443	1478	1575	1533	1641	1666	1763
Doctorate	306	339	285	267	313	323	341	340	342	372	379

Table 4: Certificates and degrees conferred from 2006 through 2016.

specifically for graduate students, and we sponsor the annual 3 Minute Thesis competition that encourages PhD students to summarize their dissertation research in front of a live audience.

The Graduate School continues to work closely with the graduate career officer in the Center for Career Development to offer a variety of programs to help graduate students prepare for life after graduate school. In particular, we co-sponsored and co-led a brown bag series on “The academic job search,” and we are co-funding *The Versatile PhD*, a web site that provides resources for graduate students seeking non-academic careers.

Since Fall 2014, The Graduate School has worked with many partners across campus to offer an orientation for incoming students. The orientation program, which is offered during the week before the start of classes in August involves Global Affairs, the Institute for Teaching and Learning, Environmental Health & Safety, the Office of Institutional Equity, the Center for Career Development, and the Graduate Student Senate. In Fall 2017, we will continue this work, but we also anticipate introducing a series of “first-year experience” workshops for newly arrived graduate students.

Degrees

The Graduate School offers graduate degrees in 87 subject areas, representing 4 research doctorates, 2 clinical doctorates, 12 masters degrees, and more than 60 post-baccalaureate and graduate certificates. The Graduate School is responsible for verifying that students meet all of the applicable degree requirements and conferring the degrees. We awarded nearly 2400 degrees and certificates in 2015/2016 (Table 4). In 2006 the University awarded slightly fewer than 1800 degrees and certificates. Since then the number of certificates awarded increased by 240%, the number of masters degrees increased by 28%, and the number of doctoral degrees awarded increased by nearly 24%. The number of degrees/certificates awarded to international students showed a particularly striking increase over this period, from 289 in 2005/2006 to 661 in 2015/2016.