

**WORCESTER POLYTECHNIC INSTITUTE**

March 15, 2018

To: The WPI Faculty

From: Mark Richman  
Secretary of the Faculty

The seventh Faculty meeting of the 2017-2018 academic year will be held on **Thursday, March 15, 2018** at **3:15 pm** in **Olin Hall 107**, with refreshments at 3:00 pm.

1. Call to Order M. Richman
  - Approval of the Agenda
  - Consideration of the Consent Agenda (including Minutes from 2-13-18)
  
2. Provost's Report B. Bursten
  
3. Reading of Memorial Resolution C. Wills
  - Prof. Charles (Chuck) Rich (Computer Science)
  
4. Committee Reports G. Gaudette
  - Committee on Governance (COG) – for open discussion
    - Report on WPI's TTT/NTT Credit-Delivery Balance and Prospects for Faculty Growth
  
  - Committee on Governance (COG) – for discussion, only M. Richman
    - A Proposed new WPI Sexual Misconduct Policy
  
5. Old Business
  
6. New Business
  
7. Announcements
  
8. Adjournment to *the quorum* in Higgins House

**TABLE OF CONTENTS**  
**Faculty Meeting Materials, March 15, 2018**

	Page
1. Faculty Meeting Minutes: February 13, 2018	3
2. Committee Report:	
Committee on Governance (COG):	
- A Proposed new WPI Sexual Misconduct Policy	7
3. Appendix: Consent Agenda Motions	19
CAO Motions:	
- to delete PY/RE 3731 Problems in Ethics and Social Philosophy	20
- to change title and description of PY 2711 Philosophical Theories of Knowledge and Reality	21
- to change the title and description of PY 2718 Freedom and Existence	23
- to delete HI 1331 Intro to the History of Science and HI 1332 Intro to the History of Technol.	25
- to add HI 1330 Introduction to the History of Science and Technology	26
- to delete HI 2317 Law and Society in America	27
- to add HI 2318 Topics in Law, Justice and American Society	28
- to add IMGD 4099 Special Topics in IMGD	29
- to add PE 1221 Club Sport – Running	31
CGSR Motions:	
- to add a Financial Technology Graduate Certificate Program	32
- to revise AE 5090 Graduate Aerospace Engineering Colloquium	35
- to revise distribution of credits for M.S. and Ph.D. degrees in Aerospace Eng.	36

## WORCESTER POLYTECHNIC INSTITUTE

### Faculty Meeting Minutes, February 13, 2018

#### Summary:

1. Call to Order
2. Provost's Report
3. Committee Business: CAO; CGSR
4. Committee Reports: FAP; CAP/UOAC
5. Announcements
6. Adjournment

#### Detail:

##### 1. Call to Order

The sixth Faculty meeting of the 2017-2018 academic year was called to order at 3:20 pm in Olin Hall 107 by **Prof. Richman** (ME). The meeting agenda (with the modification that the UOAC/CAP item on Global Competency would be presented for discussion only) and the consent agenda (including the minutes from January 18, 2018) were approved. Prof. Richman invited everyone to gather directly following this meeting at The Quorum for an opportunity to socialize over light food and drinks.

**Prof. Richman** thanked both Prof. Gaudette (BME) and Prof. Dominko (BBT) for agreeing to have their names appear on the ballot for Secretary of the Faculty. Because of their prominence in all facets of our campus activities, he observed that we were fortunate to have such a difficult choice to make. He congratulated Prof. Dominko on becoming the next Secretary of the Faculty (beginning on July 1, 2018) and thanked Prof. Gaudette for his enthusiastic support of our faculty governance system.

##### 2. Provost's Report

**Provost Bursten** explained that as part of the annual planning and budget process, the Academic Affairs division is committed to hiring excellent and increasingly diverse faculty members and is planning an effort in faculty development. Provost Bursten announced that Prof. Harold Walker, current Chair of Civil Engineering at Stony Brook University, will be joining WPI this summer as WPI's Schwaber Professor of Environmental Engineering.

**Provost Bursten** recognized **Prof. Billiar** (BME) to introduce Prof. **Catherine Wittington** (Asst. Prof., BME); **Prof. Roberts** (CHE) to introduce **Prof. Elizabeth Stewart** (Asst. Prof., CHE); **Prof. El-Korchi** (CEE) to introduce **Prof. Shichao Liu** (Asst. Prof., Arch. Eng, CEE); **Prof. Petkie** (PH) to introduce **Prof. Kun-Ta Wu** (Asst. Prof., PH); and **Prof. Wills** (CS) to introduce **Prof. Rodica Neamtu** (Assoc. Teach. Prof., CS). Each new faculty member gave a brief description of their research interests.

##### 3. Committee Business

###### Committee on Academic Operations (CAO)

**Prof. Zeng** (FSB), for the Committee on Academic Operations, moved that the undergraduate student graduation list (previously distributed, with updates as indicated) be approved for Feb. 23, 2018 graduation. The motion **passed**.

###### Committee on Graduate Studies and Research (CGSR)

**Prof. Troy** (BME), for the Committee on Graduate Studies and Research, moved that the graduate student graduation list (previously distributed, with updates as indicated) be approved for Feb. 23, 2018 graduation. The motion **passed**.

##### 4. Committee Reports

###### Committee on Financial and Administrative Policy

**Prof. Dominko** (BBT), for the Committee on Financial and Administrative Policy, presented a follow-up to the TTT Faculty compensation study report presented by FAP at the October 2017 Faculty meeting, this time in order to

focus on the distribution of compensation by gender. The study was done in response to a request by several faculty members. (See **Addendum #1** attached to these minutes.)

**Prof. Dominko** showed that the distribution of faculty members below 85 percent of market median salary, between 85 and 115 percent of market median, and above 115 percent of market median exhibited no significant disparity between men and women.

**Prof. Dominko** showed that as a group, TTT faculty members at WPI are compensated at about 101 percent of the market median, with very little difference seen when separated by rank (101 percent for assistant professors, 102 percent for associate professors, and 101 percent for full professors). When the same group is separated by gender, the data shows that male TTT faculty members at WPI are compensated at about 102 percent of the market median, also with very little difference seen when separated by rank (103 percent for assistant professors, 103 percent for associate professors, and 102 percent for full professors). Female TTT faculty members, on the other hand, are compensated at about 98 percent of the market median, with some significant difference differences seen when separated by rank (99 percent for assistant professors, 100 percent for associate professors, and only 95 percent for full professors). In order to associate a dollar amount that might be required to address these disparities, Prof. Dominko described a possible mitigation strategy that would ensure that at each rank the salaries of both men and women are at the same percent of market median. Adjusting the salaries of women in this way would require an additional \$72K for the group of female assistant professors, \$104K for the group female associate professors, and \$170K for the group of female full professors. In this manner, WPI would need to invest a total of about \$346K to eliminate the existing disparity in faculty compensation by gender.

**Prof. Gericke** (CBC) was concerned that the data did not account for differences in compensation by discipline because certain disciplines have higher percentages of female faculty members than others. **Prof. Dominko** explained these effects do not distort the data presented because every individual salary is normalized by the corresponding market mean in that discipline at the appropriate rank.

**Prof. Wulf** (FSB) asked if an average disparity in compensation per female faculty member could be estimated by dividing the aggregate disparity in each rank by the number of women at each rank (i.e. \$72K for 18 female assistant professors, \$104K for 28 female associate professors, and \$170K for 16 female full professors). **Prof. Dominko** agreed that such averages could be usefully calculated, but pointed out that there could be some significant degree of variation from person to person.

**Prof. Humi** (MA) asked if the gender disparities were analyzed separately within each discipline. **Prof. Dominko** explained that the gender analysis was done by rank but not by discipline.

**Prof. Kaminski** (CBC) asked if there were any further analysis done that accounted for time-in-rank. **Prof. Dominko** explained that time-in-rank was not taken into consideration, but that it was not even clear if we should expect longer time-in-rank to manifest itself as higher or lower compensation relative to the market median.

**Prof. Heilman** (CBC) asked if FAP intended to study the compensation of WPI's NTT faculty members. **Prof. Dominko** indicated that FAP has asked for such an analysis and has received a commitment from the administration to have it done.

#### Committee on Financial and Administrative Policy

**Prof. Dominko** (BBT), for the Committee on Financial and Administrative Policy, presented an analysis of WPI's administrative and instructional spending. The report follows the methodology suggested by the American Council of Trustees and Alumni's (ACTA) Institute for Effective Governance with the goal of determining our relative spending in these two categories, how it compares with other institutions', and if the results indicate that our spending priorities should be modified. The data used is taken from the Integrated Postsecondary Education Data System (IPEDS). The results indicate that for 2014-15, WPI's ratio of administrative-to-instructional spending (A/I ratio) was .33, which is significantly higher than the median value of .28 determined by ACTA from the subset of 1200 institutions that roughly match WPI's size (small) and research activity (R2). WPI's A/I ratio as well as its departure from our group median were both second highest compared to ten peer institutions in 2014-15. Based on actual reported expenditures, this departure could be corrected by shifting \$3.8M from administrative to

instructional spending. A similar calculation for WPI in 2015-16 yielded an A/I ratio of .32. From 2009-10 to 2014-15, WPI's A/I ratio increased by 74 percent (from .19 to .33), which was the highest rate of increase among our peers over that period of time. (See **Addendum #2** attached to these minutes.)

**Prof. Wobbe** (Assoc. Dean, UGS) wanted to know what the cutoff was between schools categorized as "small" and "medium" within our R2 group because it appeared that the median A/I ratio for medium sized schools was larger than for small schools. **Prof. Spanagel** (HUA) pointed out that generally, the ACTA table of mean A/I ratios indicated that as the institutions become larger, they generally become more efficient and their A/I ratios decrease.

**Prof. Scarlata** (CBC) pointed out that the extent to which a university is involved in raising external funds is an important factor in determining the appropriate level of administrative support. **Prof. Dominko** agreed that generally, because of economies of scale, larger institutions have smaller A/I ratios.

**Prof. Gaudette** (BME) wanted to know what the WPI faculty could do to correct the apparent overspending on administrative costs. Combining the results of this report with data showing that TTT faculty members are not delivering a significant majority of our academic credits, he hoped that Faculty Governance (through FAP, COG, and any other governance committee) could come up with a plan to set us on a better course. **Prof. Dominko** indicated that this report from FAP has been forwarded to the Budget and Finance Committee of the Board of Trustees with the hope and expectation that it will shed light on our current and future budget priorities.

#### Undergraduate Outcomes Assessment Committee/Committee on Academic Policy

**Prof. Mathews** (BBT), for the Undergraduate Outcomes Assessment Committee and the Committee on Academic Policy, presented (for discussion only) a motion to put in place a revised undergraduate learning outcome addressing global and intercultural competency. Prof. Mathews explained that there is a general interest in establishing global competency among students, but our university outcomes do not include this as an explicit goal. The intention is to make this outcome achievable by all our students through multiple mechanisms. The proposal is to replace our current Learning Outcome #8 (*"Graduates of WPI will be aware of how their decisions affect and are affected by other individuals separated by time, space, and culture."*) with the following: *"Graduates of WPI will demonstrate global and intercultural competency by developing the capacity to identify, explain, and critically analyze the social, cultural, economic, and political forces that shape the self and others as they engage with local and global communities."* This is an improvement because it contains explicit mention of global and intercultural competency, it replaces vague language ("...be aware of...") with more operational language ("...will demonstrate..."), and it is aligned with current practice for outcomes addressing global and intercultural learning. The proposal would be achievable through existing academic activities, such as the Great Problem Seminars, off-campus project centers, and coursework. The immediate assessment plan is to supplement the standard survey from the National Survey of Student Engagement with global learning and cultural diversity modules. (See **Addendum #3** attached to these minutes.)

**Prof. Gaudette** (BME) was concerned that the proposed wording did not reflect the need for our students to be aware of the effect their engineering decisions would have on society. He also thought that it would be better to decide about the goals of the proposed Global Impact Division (GID) before we formulated a learning outcome concerning global competency. Finally, he was concerned that at some point the proposed learning outcome would lead to a new academic requirement that would take space otherwise needed for courses within individual disciplines. **Prof. Mathews** pointed out that learning outcomes can be achieved broadly across a range of student activities, and that no new academic requirement would be established without the approval of the faculty.

**Prof. Skorinko** (SSPS) thought that the proposed learning outcome referred almost entirely to social science, and thought that it would require expanding our social science requirement.

**Prof. Humi** (MA), as Chair of the Committee on Academic Policy (CAP), explained that the proposal was made to CAP as an aspirational goal with the details of implementation left to be determined. He agreed that in the implementation, we would have to be aware of its effects on core disciplinary requirements.

**Prof. Gericke** (CBC) disagreed with Prof. Gaudette and thought that the goals of the proposed learning outcome involving societal impact could be achieved by incorporating them into our existing courses, including even basic courses such as general chemistry.

**Prof. Richman** encouraged all those in attendance to provide their feedback to Prof. Mathews, UOAC, CAP, or the Global and Multicultural Competency Learning Outcome Task Force.

5. Announcements

**Dean Wobbe** (UG Studies) announced that the first open listening session for the proposed Global Impact Division will be held on Friday, February 16, 2018 at 2pm, with more sessions to be scheduled in D-term.

6. Adjournment

Meeting adjourned at 4:45pm.

Respectfully submitted,

Mark Richman  
Secretary of the Faculty

**Addenda on file with these minutes:**

- 1. Addendum #1 FAP Presentation – Faculty Compensation Study by Gender - Feb 13 2018**
- 2. Addendum #2 FAP Presentation – Analysis of WPIs Relative Administrative and Instructional Spending – Feb 13 2018**
- 3. Addendum #3 UOAC CAP Presentation – Proposed Global Competency Learning Outcome – Feb 13 2018**

To be presented for discussion, only, at the March 15, 2018 Faculty meeting.

## **[INTERIM\*] WPI SEXUAL MISCONDUCT POLICY**<sup>1</sup>

\* Note: This policy was approved by the WPI Board of Trustees on March 2, 2018 as an interim policy in effect until May 2018 when the Board will consider a final Faculty-approved version of the policy.

### **Introduction: WPI's Commitment to a Campus Free from Sexual Misconduct**

WPI is committed to maintaining a learning and working environment that is free from sexual misconduct, remedying the effects of such misconduct when it occurs, and preventing its re-occurrence. The prohibition of sexual misconduct applies to everyone at WPI, including all faculty members, staff members, students, trustees, alumni and all visitors to the WPI campus.<sup>2</sup> This Policy applies whenever misconduct occurs: a) on WPI property; or b) off WPI property if: i) the conduct was in connection with a WPI or WPI-recognized program or activity; or ii) the conduct may have the effect of creating a hostile environment for a member of the WPI community.

### **Definitions**

#### **a. Sexual Misconduct**

“Sexual misconduct” is prohibited under this Policy. “Sexual misconduct” includes, but is not limited to, sexual harassment, sexual assault, sexual exploitation, gender-motivated stalking, relationship abuse, engaging in certain prohibited relationships between WPI employees and students, and retaliation against a person reporting sexual misconduct or participating in any investigation or proceeding related to this policy.

##### *1. Sexual Harassment*

Sexual harassment is unwelcome sexual, sex-motivated or gender-motivated conduct that is verbal, written, physical, or occurs online. Conduct alleged to be sexual harassment will be evaluated by considering the totality of the circumstances, including the nature, frequency, intensity, location, context, and duration of the behavior. Although repeated incidents generally create a stronger claim of sexual harassment, a serious incident, even if isolated, can be sufficient.

##### *2. Sexual Assault*

Sexual assault is any intentional sexual contact or activity that occurs without the consent of any individual involved.

##### *3. Sexual Exploitation*

Sexual Exploitation is purposefully taking sexual advantage of another person without consent. Examples of sexual exploitation include, but are not limited to:

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<sup>1</sup> This Policy supersedes all WPI policies dealing with Sexual Misconduct including the “Sexual Misconduct Policy” in the Student Responsibilities and Code of Conduct, the “Sexual Harassment Policy” in the WPI Employee Benefits and Policies Manual, and the “Sexual Harassment Policy” in the Faculty Handbook.

<sup>2</sup> Probationary staff, part-time employees, and employees subject to a letter of appointment or a collective bargaining agreement may be subject to a different disciplinary process in accordance with applicable policies and terms of their appointment.

- Sexual voyeurism, such as watching a person undressing, using the bathroom or engaged in sexual activity without the consent of the person observed.
- Taking pictures or video or an audio recording of another person engaging in sexual activity or exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity or disseminating sexual pictures without the photographed person's consent).
- Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or other sexually transmitted disease (STD) without informing the other person of the infection.
- Administering alcohol or drugs (such as "date rape" drugs) to another person without their knowledge or consent.

#### 4. *Gender-motivated Stalking*

Stalking is defined as a pattern of actions directed at a specific person over time that would cause a reasonable person to feel fear. This policy covers those instances where the stalking of a person is motivated by the person's real or perceived gender, sex, or sexual orientation.

#### 5. *Relationship Abuse*

Relationship abuse is defined as a pattern of coercive behaviors that serves to exercise control and power in an intimate relationship. The coercive and abusive behaviors can be physical, sexual, psychological, verbal and/or emotional. Relationship abuse can occur between current or former intimate partners who have dated, lived together, have a child together, currently reside together on or off campus, or who otherwise connected through a past or existing relationship. It can occur in opposite-sex and same-sex relationships.

Examples of relationship abuse include but are not limited to: attempting to cause or causing bodily injury by hitting, slapping, punching, hair pulling, kicking, sexual assault and/or other forms of unwanted physical contact that cause harm; knowingly restricting the movements of another person; isolating or confining a person for a period of time; controlling or monitoring behavior; being verbally and/or emotionally abusive; and exhibiting extreme possessiveness or jealousy.

#### 6. *Inappropriate Relationships*

Amorous relationships between a WPI faculty member/supervisor and student/employee for whom he or she has a professional or advisory responsibility – even if consensual – are inappropriate and should be avoided. Implicit in the area of professionalism is the recognition by those in positions of authority that in their relationships with students/supervisees there is always an element of power and consent to a romantic relationship that may not be valid where either person has direct or indirect power or control over any aspect of the other person's academic or employment environment. It is incumbent upon members of the profession to refrain from abusing, and seeming to abuse, the power with which they are entrusted, since relationships between members of the faculty/supervisors and students/supervisees are always fundamentally asymmetric in nature. Such relationships may have the



effect of undermining the atmosphere of trust among students/employees and faculty/supervisors on which the educational process depends.

#### 7. *Retaliation*

Retaliation means any adverse action or threat taken or made against an individual, including through third parties and/or legal counsel, for making a report of misconduct or participating in any investigation or proceeding related to this policy. Retaliation includes threatening, intimidating, harassing, or any other conduct that would discourage a reasonable person from engaging in activity protected under this policy, such as seeking services, receiving interim protective measures and accommodations, and/or reporting misconduct. Retaliation includes maliciously and purposefully interfering with, threatening, or damaging the academic and/or professional career of another individual before, during or after the investigation and resolution of a report of misconduct under this policy in response to and/or on account of the report of misconduct. This provision only applies to reports made or information provided in good faith, even if the facts alleged in the report are determined not to be accurate. Any person who retaliates against an individual reporting sexual misconduct, or filing a sexual misconduct complaint, or participating in a sexual misconduct investigation is subject to disciplinary action up to and including expulsion or termination.

#### b. **Consent**

##### 1. *What is consent?*

Consent must be an informed, deliberate and voluntary decision to engage in mutually acceptable sexual activity. It is the responsibility of the person who initiates sexual activity to make sure consent is received from any other person(s) involved.

Consent is active not passive. Individuals should be able to clearly articulate why and how they believed they received consent and what they considered to be indications of consent before they engaged in sexual activity. Consent must be received for each sexual act. It is important to remember:

- Consent to one sexual act does not constitute or imply consent to another act.
- Previous consent does not imply consent to future sexual activity.
- Consent cannot be assumed based on the parties' relationship or sexual history.
- Consent can be withdrawn at any time before or during sexual activity.

##### 2. *What is Not Consent?*

Consent may not be inferred from silence, passivity or a lack of objection. The absence of a negative response, such as silence or a failure to resist, does not equal consent. Some behaviors and comments that do not indicate affirmative consent include but are not limited to:

- "I don't know"
- "Maybe"
- A head shake
- Lack of objection
- Not fighting back
- A verbal "no," even if it may sound indecisive or insincere

3. *Consent Can Never Be Given By:*

- Someone who is incapacitated. It is a violation of this Policy to engage in sexual activity with a person who an individual knew or should have known was incapacitated. A person can be incapacitated through the use of drugs, alcohol or any other intoxicating substance, medications or when they are unconscious, asleep or otherwise unaware that sexual activity is occurring.
- Someone under the legal age of consent. The legal age of consent in the Commonwealth of Massachusetts is sixteen (16).
- Someone who is mentally disabled or cognitively impaired. It is a violation of this Policy to engage in sexual activity with a person whose mental disability or cognitive impairment renders them incapable of giving consent and the disability/impairment is known or should have been known to the non-disabled sexual partner.

4. *Consent and the Use of Alcohol or Drugs:*

The use of alcohol or drugs does not relieve an individual of the obligation to obtain consent before initiating and/or engaging in sexual activity.

**Obligations of Employees to Report Sexual Misconduct**

**a. Responsible Employees**

1. All employees (except Confidential Resource Advisors; identified below) who learn of a violation of this Policy involving students are required to immediately report such information to the Title IX Coordinator or a Deputy Coordinator.
2. Employees will receive regular training in their duty to report sexual misconduct.

**b. Confidential Resource Advisors**

The following employees may serve as confidential advisors for students and are not required to report violations of this Policy:

1. Employees of Student Health Services.
2. Employees of the Student Development and Counseling Center.
3. A chaplain or religious advisor working at WPI.

**Resources for Individuals Who Have Experienced and/or Wish to Report Sexual Misconduct**

Anyone who has experienced sexual misconduct is strongly encouraged to report such misconduct and to take advantage of resources available on campus and in the community.

**a. After a Sexual Assault**

If you or someone you know has recently been assaulted:

- Go to a safe place as soon as you can.
- Call the WPI Police Department. In an emergency, call 911 or campus police at 508-831-5555, or 5555 from a campus phone or via a blue light phone on campus.

- Seek medical attention. The WPI Student Development and Counseling Center offers counseling appointments to all students. The Emergency Room at UMass Medical Center offers services and support for people who have experienced sexual assault. WPI Police can provide students with an escort to the hospital.
- Try to preserve all physical evidence.
- Try not to wash your face or hands, bathe, brush your teeth, drink or eat, douche, or change clothes if you can avoid it. If you do change your clothes, put all clothing you were wearing at the time of the assault in individual paper bags (not plastic). It is important to preserve as much evidence as possible should you later decide to press criminal charges.

**b. The Title IX Coordinator and Deputy Coordinators**

The Title IX Coordinator plays an integral role in carrying out the University's commitment to provide a positive learning, teaching and working environment free from sexual misconduct and discrimination. During business hours, anyone who has experienced sexual misconduct may contact the Title IX Coordinator or a Deputy Title IX Coordinator. Contact information for the Title IX Coordinator and Deputy Coordinators is as follows:

Title IX Coordinator:                                 Melissa Pierce  
Human Resources, Boynton Hall,  
508-831-6514, [mapierce@wpi.edu](mailto:mapierce@wpi.edu)

Deputy Title IX Coordinators:                     Philip Clay  
VP for Student Affairs  
Student Affairs, Campus Center  
508-831-5201, [pclay@wpi.edu](mailto:pclay@wpi.edu)

                                                                   Kristan Coffey  
Assoc. Dir. of Talent and Human Res.  
Human Resources, Boynton Hall  
508-831-4680, [kecoffey@wpi.edu](mailto:kecoffey@wpi.edu)

                                                                   Arthur Heinricher  
Dean of Undergraduate Studies  
Office of the Provost, Boynton Hall  
508-831-5397, [heinrich@wpi.edu](mailto:heinrich@wpi.edu)

                                                                   Anne Ogilvie  
Executive Director, Global Projects Program  
IGSD, Projects Center  
508-831-4944, [atogilvie@wpi.edu](mailto:atogilvie@wpi.edu)

**Initial Steps and Investigation of Reports of Sexual Misconduct**

**a. Initial Steps**

All reports of alleged sexual misconduct will be referred to the Title IX Coordinator. After receiving a report of conduct that could fall under this Policy, the Title IX Coordinator or

his or her designee<sup>3</sup> will take several initial steps. These initial steps will include, but are not limited to, the following:

1. Encouraging the person who has allegedly experienced sexual misconduct to meet with the Title IX Coordinator to discuss the nature and circumstances of the reported conduct.
2. Assessing the reported conduct to determine whether the circumstances warrant appropriate interim measures including, but not limited to, no-contact orders, interim suspension of a student, deadline extensions, reassignment of housing, or placing an employee on leave prior to completing an investigation. Failure to comply with an interim measure may lead to additional disciplinary action.
3. Notifying the person who has allegedly experienced sexual misconduct about their rights and options under this Sexual Misconduct Policy, including the right to report and the right to decline to report the matter to campus police and/or to local law enforcement, the options for reporting to WPI, and the availability of medical treatment, counseling, and other resources, both on and off campus.
4. If the person who has allegedly experienced sexual misconduct requests that the process not move forward, the Title IX Coordinator will weigh that request against WPI's obligation to address any risk of harm to the person who has allegedly experienced sexual misconduct or other individuals in the community, and the nature of the incident or conduct at issue.
5. If the Title IX Coordinator determines that the reported conduct would not trigger this Policy, they will advise the person who has allegedly experienced sexual misconduct in writing and may also refer the reported conduct to the appropriate administrator or department for handling consistent with any other applicable policy.

**b. The Investigation Phase**

1. *Notice of an Investigation:* If it is determined that an investigation is required, the Title IX Coordinator will prepare a written notice to the person who has allegedly experienced sexual misconduct and the person accused of sexual misconduct (the "Respondent"). The notice will include a brief description of the allegations, the portions of this Policy that are alleged to have been violated, and any interim measures in place about which either party should be made aware. This written notice does not constitute a finding or a determination of responsibility.

The notice will also state that if the party requires any kind of accommodation due to disability pursuant to the ADA or Section 504, it is the responsibility of that party to make the Title IX Coordinator aware of the need for an accommodation. The Title IX Coordinator will work with the party and as applicable, Student Accessibility Services and/or the ADA Coordinator to ensure that appropriate accommodations are available.

2. *Support Services and Resources:* The Title IX Coordinator will notify the Respondent about their rights under this Sexual Misconduct Policy, the availability of

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<sup>3</sup> As necessary and appropriate, the Title IX Coordinator may designate a Deputy Title IX Coordinator or another qualified person to assume the Title IX Coordinator's responsibilities under this Policy.

counseling and other resources, both on and off campus, and determine whether any interim measures are needed.

3. *Information about Advisors:* Each party may have a single advisor present during any disciplinary proceeding, including any related meeting, interview, or hearing. The advisor may be an attorney. Each party must provide the name and contact information of their advisor to the Title IX Coordinator within five days of receiving notice of an investigation. Advisors may communicate with their advisee but may not speak or otherwise communicate on behalf of a party. Advisors are subject to the same confidentiality obligations applicable to others in attendance.
4. *Designation of Role of the Investigator:* The Title IX Coordinator will designate at least one unbiased, qualified and trained investigator(s) to conduct a prompt, fair, and impartial investigation of the reported conduct and prepare a report of investigative findings (the “Investigative Report”).<sup>4</sup> More than one investigator may be assigned. Investigator(s) need not be employees of WPI. The Title IX Coordinator will provide the parties with the name of the Investigator(s). As soon as possible, but no later than three (3) calendar days after delivery of the identity of the Investigator(s), the parties should inform the Title IX Coordinator (in writing) of any potential conflicts of interest about the selected Investigator(s). The Title IX Coordinator will consider the nature of the potential conflict and determine if a change is necessary.<sup>5</sup> The Title IX Coordinator’s decision regarding any conflicts regarding the investigator(s) is final.
5. *Nature of the Investigation:* The investigation will include separate interviews with the person who has allegedly experienced sexual misconduct (unless that person chooses not to participate in the investigation), the Respondent, and any witnesses whom the Investigator(s) believe will provide necessary and relevant information. The investigation will include the review of documentation or other items relevant to the reported conduct.
6. *Identification of Potential Witnesses and Documentation:* The parties will have the opportunity to provide the Investigator(s) with written notice of the names and contact information of potential witnesses with whom they would like the Investigator(s) to speak together with a brief explanation of how the persons, documents, and/or items are relevant to the reported conduct. The parties may also provide the Investigator(s) with any documentation or other items or questions they would like to be considered or posed to any witness or the other party. The Investigator(s) will exercise discretion in determining what information and questions to consider and which potential witnesses will be interviewed.
7. *Investigation Prohibitions:* Neither party will be permitted to question or cross-examine directly the other party during the investigation or disciplinary proceedings. Moreover, the Investigator(s) generally will not gather or consider information related

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<sup>4</sup> If the Respondent is a faculty member, the Title IX Coordinator will consult with the Secretary of the Faculty, before appointing the Investigator.

<sup>5</sup> If the Respondent is a faculty member, the Title IX Coordinator will consult with the Secretary of the Faculty before making a decision about disqualifying an Investigator when the faculty member objects based on a potential conflict of interest. .

to either party's sexual history with other persons except as relevant to the alleged violation, as determined in the sole discretion of the Investigator(s).

c. **Optional Informal Resolution Procedure**

At any time prior to convening a Judicial Panel (defined below), a Party may contact the Title IX Coordinator to request an informal resolution of a complaint. All parties and the Title IX Coordinator must agree to informal resolution for this option to be used. If the Title IX Coordinator determines that informal resolution is appropriate, the Title IX Coordinator will attempt to reach a resolution. The allegation will be deemed resolved when the parties expressly agree to an outcome that is acceptable to them and is approved by the Title IX Coordinator in consultation with other appropriate administrators.

**Procedures Following the Investigative Phase of a Title IX Investigation**

- a. **The Investigative Report.** After the Investigation Phase, the Investigator(s) will deliver an Investigative Report to the Title IX Coordinator. The Investigative Report should include a summary of the information presented during the Investigation Phase including a section where the Investigator(s) point out relevant consistencies or inconsistencies (if any) between different sources of information. The Investigative Report will not include a recommendation or a determination as to whether a party has violated the Sexual Misconduct Policy or what sanctions may be appropriate. These determinations will be made by the Judicial Panel, as described below.
- b. **Review by the Parties.** Within five (5) days of receiving the Investigative Report, the Title IX Coordinator will provide each party with a copy of the Investigative Report. Each party will have an opportunity to submit written comments to the Title IX Coordinator about the Investigative Report within five (5) calendar days of receiving the report. The time to submit written comments may be extended if the Title IX Coordinator concludes, in his/her sole discretion, that additional time is warranted. After reviewing the submissions, if any, from the parties, the Title IX Coordinator may determine that additional investigation is required, in which case the Investigator will supplement the Investigative Report and submit a final Investigative Report to the Title IX Coordinator. Any submissions made by either party, as well as any other documentation deemed relevant by the Investigator(s), will be attached to the Investigative Report. Within three (3) days of receiving the final Investigative Report, the Title IX Coordinator will provide each party with a copy of the final Investigative Report.
- c. **Convening the Judicial Panel.** The Title IX Coordinator will convene a five-member Judicial Panel (the "Judicial Panel") from a previously established pool of WPI faculty, staff members and students trained to decide sexual misconduct cases. Students will only serve on panels where the Respondent is a student. If the Respondent is a student, the Judicial Panel should include a student member unless either party elects not to have a student serve on the Judicial Panel. If the Respondent is a faculty member, the Judicial Panel should include at least three faculty members. If the Respondent is a staff member, the Judicial Panel should include at least three staff members. The Title IX Coordinator will provide the parties with the names of the persons assigned as the Judicial Panel members for their case. As soon as possible, but no later than three (3) calendar days after delivery of the identity of the assigned Judicial Panel members, the parties should inform

the Title IX Coordinator in writing of any conflicts of interest regarding the members assigned to the Judicial Panel. If a conflict of interest is raised regarding any of the individuals assigned to the Judicial Panel, the Title IX Coordinator will consider the nature of the conflict and determine if different individuals should be assigned to the Judicial Panel. The Title IX Coordinator should consult with other WPI personnel (and shall consult with the Secretary of the Faculty in the case of any conflict of interest with respect to a proposed Judicial Panel member who is a faculty member) to assess any conflicts of interest. The Title IX Coordinator's decision regarding any conflicts is final. The Title IX Coordinator will then submit the Investigative Report to the Judicial Panel members and set a date for the Judicial Panel to convene.

- d. **Role and Responsibilities of the Judicial Panel.** The Judicial Panel will convene to review the Investigative Report. The Judicial Panel, in its discretion, may request the Investigator(s) to attend a Judicial Panel meeting and answer questions. The Judicial Panel, in its discretion, may request the Investigator(s) to conduct additional investigation on specific points. The Judicial Panel may request the parties to appear and answer questions posed by the Judicial Panel. The Judicial Panel, in its discretion, may request to speak with any individual with relevant information including individuals identified by the parties and individuals identified in the Investigative Report. The Judicial Panel will decide by majority vote whether or not the Respondent is responsible for violating the Sexual Misconduct Policy, whether sanctions are appropriate and, if so, what those sanctions shall be.
- e. **Standard of Proof.** All findings and determinations of responsibility and sanctions will be made using a preponderance of the evidence standard. This standard requires the determination of whether it is more likely than not that a fact exists or a violation of the Sexual Misconduct Policy occurred.
- f. **Rights of the Parties.** Throughout the process, the parties shall have:
- the presumption of innocence;
  - the opportunity to present evidence and respond to allegations of sexual misconduct;
  - the opportunity to present a defense; and
  - the opportunity to offer witnesses to be interviewed by the Investigator and questioned by the Judicial Panel.
- g. **Sanctions.** In deciding an appropriate sanction, the Judicial Panel shall consider the following factors:
- the nature and circumstances of the misconduct;
  - the impact of the misconduct on the person who experienced Sexual Misconduct;
  - the disciplinary history of the Respondent;
  - any other mitigating or aggravating circumstances in order to reach a fair and appropriate resolution in each case.

## **Notification of Decision**

Upon reaching a determination of responsibility by majority vote, the Judicial Panel will provide a written notification of its decision to the Title IX Coordinator. The written notification will consist of a statement of the allegations, the Judicial Panel's factual findings and rationale, a decision as to whether the Respondent committed Sexual Misconduct, and any sanction.

The Title IX Coordinator will inform the parties simultaneously and in writing of (i) the Judicial Panel's decision; and (ii) the procedures for either party to appeal. The Title IX Coordinator will also inform other WPI officials as necessary and appropriate.

## **Appeals**

### **a. Appeals Available to either Party**

Within seven (7) calendar days following the delivery of the notice of the Judicial Panel's determination of responsibility and sanction, either Party may appeal the decision and/or sanction to the appropriate Appellate Officer. If the Respondent is a student, the Appellate Officer is the Vice President of Student Affairs. If the Respondent is a faculty member, the Appellate Officer is the Provost (unless the Respondent is a full-time faculty member who the Judicial Panel has determined should be dismissed or suspended, in which case Section b. below applies). If the Respondent is a staff member, the Appellate Officer is the Vice President of Talent and Chief Diversity Officer. If potential bias or conflict of interest is raised by either party regarding the Appellate Officer, the President will consider the nature of the potential bias or conflict (and shall consult with the Secretary of the Faculty in the case of any conflict of interest raised by a party who is a faculty member) to assess any conflicts of interest and determine if a different individual should be assigned the role of Appellate Officer. The Appellate Officer shall not be involved in the appeal until the President has resolved any questions of conflict of interest. Copies of appeals should also be submitted to Title IX Coordinator.

The party submitting the appeal must set forth in detail the grounds for appeal and must identify or attach all materials to be considered in the appeal process. The Title IX Coordinator will provide a copy of the appeal submitted by one party to the other party, and the other party may submit any additional materials that they wish to have considered in the appeal process within seven (7) calendar days of receipt of the appeal.

Within 14 calendar days after receiving an appeal (including additional materials, if any), the Appellate Officer will decide the merits of the appeal. In deciding the appeal, the Appellate Officer should review evidence considered by the Judicial Panel and may also consult with the Investigator(s), the Judicial Panel, or any other individual that the Appellate Officer deems appropriate.<sup>6</sup> In a case where the Appellate Officer overturns a decision of the Judicial Panel, the Appellate Officer shall first consult with the Investigator(s), the Judicial Panel, and any other individual that the Appellate Officer deems appropriate.

Sanctions may be imposed, in full or in part, while an appeal is pending.

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<sup>6</sup> Because the President may have a role in the appellate process involving full time faculty members facing suspension or dismissal, the appellate officer shall not communicate with the President regarding a full time faculty member's appeal.



The decision and reasoning of the Appellate Officer(s) will be in writing and will be final. The Appellate Officer will notify the Title IX Coordinator of the decision, and the Title IX Coordinator will inform the parties simultaneously and in writing of the outcome of the appeal.

**b. Appeals with respect to a Respondent who is a Full-Time Faculty Member Involving a Recommended Sanction of Dismissal or Suspension**

The following appeal process applies in two cases:

1. As the sole method of appeal of a determination by a Judicial Panel that a Respondent who is a full-time faculty member should be dismissed or suspended; and
2. As an appeal of a determination by the Appellate Officer that a Respondent who is a full-time faculty member should be dismissed or suspended when that determination was made on appeal of a Judicial Panel's decision not to impose such sanctions on the Respondent.

Such appeals appeal will be subject to the following procedure:

The Respondent may appeal to the President within fourteen days after the Title IX Officer notifies the Respondent of the imposition of the sanction by the Judicial Panel or within fourteen days after the Appellate Officer imposes a sanction of suspension or dismissal on the first appeal. The appeal to the President should state why the Respondent believes the determination of responsibility and/or the sanctions were inappropriate. The appeal must also set forth in detail the grounds for appeal and must identify or attach all materials to be considered in the appeal process. The Title IX Coordinator will provide a copy of the appeal to the person who experienced sexual misconduct. The person who experienced sexual misconduct may submit a response to the Title IX Coordinator within five days of receiving a copy of the appeal.

Before the President decides the appeal, the President should consult with the Appellate Officer and the Secretary of the Faculty. The President should issue a decision within thirty days of receiving the appeal.

If the President decides to impose a sanction of dismissal or suspension, the Respondent may appeal the sanction to the Board of Trustees within fourteen days after the Respondent is notified of the President's decision. If the Respondent appeals to the Board, the Chair of the Board, in collaboration with the Secretary of the Faculty, shall appoint a committee of five faculty members who will make a recommendation regarding the sanction imposed. The faculty committee will have access to all written reports and materials relevant to the case. The faculty committee will summarize the basis for its recommendation in a written report to the Board Chair within thirty days. The Board Chair should issue a written decision within thirty days of receiving the faculty committee's report. The Board Chair's decision shall be final.

**Timeframe for Completing the Investigation and Disciplinary Process**

WPI will endeavor to complete the investigation and disciplinary process, if any, within sixty (60) days of the delivery of the written notice of investigation to the parties. This period does not include the time for any appeal. Timeframes set forth in this Policy may be extended for good cause. WPI's overarching goal is that the process should be prompt, fair, and impartial.

## **Additional Matters**

- a. **Duty of Honesty.** Any person who knowingly makes a false statement – either explicitly or by omission – in connection with any part of the process may be subject to separate disciplinary action. A report made in good faith is not considered false merely because the evidence does not ultimately support the allegation of violation of the Policy.
- b. **Duty of Cooperation.** All parties and witnesses are obligated to cooperate with the Title IX Coordinator and any persons charged with implementing the Sexual Misconduct Policy and these procedures. Any person who knowingly interferes with the actions taken to implement the reporting, investigation, or resolution of matters under this Policy may be subject to separate and/or additional disciplinary action.
- c. **Recording the Proceedings.** The parties are not permitted to make video, audio, or other electronic, photographic, or digital recordings of any meetings or proceedings held under the Sexual Misconduct Policy or these procedures or the Investigative Phase. The Title IX Coordinator may make exceptions to this prohibition in limited circumstances if he or she concludes, in his or her sole discretion, that a recording is warranted, and upon written request of the party seeking the recording that explains the need for the recording.
- d. **Record Keeping.** The Title IX Coordinator should receive and maintain all records relating to proceedings under this Policy including all notices to and from the parties, all reports of Investigators, all decisions by a Judicial Panel, all appeals by the parties, and all decisions by Appellate Officers and others involved in the appeals process under this Policy.
- e. **Deciding not to Participate in the Investigation.** If, following the receipt of an alleged violation of this Policy, the person who experienced sexual misconduct declines to participate in the investigation or resolution process, the Title IX Coordinator may decide to close the investigation or choose to continue the process without the person's participation.
- f. **Information about Title IX.** Such information, including about filing a complaint with the Department of Education related to this Policy, may be obtained from the Office of Civil Rights at the United States Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-1100; 800-421-3481 TDD: 800-877-8339; [OCR@ed.gov](mailto:OCR@ed.gov).

## **Appendix: Consent Agenda Motions**

**Date:** March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Academic Operations (Prof. A. Zeng, Chair)  
**Re:** Motion to delete PY/RE 3731 Problems in Ethics and Social Philosophy

**Motion:** On behalf of Department of Humanities & Arts, the Committee on Academic Operations recommends and I move that the course PY/RE 3731 Problems in Ethics and Social Philosophy, be deleted.

**Current Course Description:**

*PY/RE 3731 Problems in Ethics and Social Philosophy (Cat. I)*

This course provides an opportunity for advanced study of selected problems in ethical theory and social philosophy. Students will consider the theoretical underpinnings of our moral, political, and social relations and the nature of right and wrong as they apply beyond the level of the individual to society, culture, the state, the earth, and global politics. While the course always emphasizes critical thinking with theoretical arguments and problems, the thematic focus and content of the course will change according to the instructor who offers it. The specific focus may be on global justice, public debates regarding ethical issues, the relation of capitalism to democracy, social contract theories, questions of gender, sexuality, race, and class, or other areas that engage ethics and social philosophy. Suggested background: Knowledge of either Introductory Ethics (RE/PY 2731) or Social and Political Philosophy (PY 2712)

**Rationale:**

Because as of January 2018 we will only have three faculty members who teach this course (prior to this date we had four) and the PY/RE faculty also have responsibilities in other programs (GPS, IMGD), we are finding it difficult to schedule this course every year while also fulfilling our other course offerings, especially when a faculty member in PY/RE has a sabbatical, project center advising, or a course release for other reasons. Fortunately, we can cover the material covered in this course in one of two other of our Category I courses, PY 3711 (Topics in Philosophy) and RE 3721 (Topics in Religion). Being required to offer two or three 3000-level courses every year rather than three or four (we also have a Cat. II course PY 3712, Philosophy of Religion), will allow us greater flexibility in scheduling considering that we have limited faculty resources. Students wishing to study ethics and social philosophy can do so when it is taught in the context of PY 3711 or RE 3721, which is likely to occur regularly given the research and teaching interests of our current faculty.

The content and skills taught in PY/RE 3731 will be covered in two of our other courses: PY 3711 and RE 3721. Deleting the course from our offerings therefore alleviates strain on our current faculty resources without depriving students of opportunities for advanced study in Ethics and Social Philosophy.

**Impacts on students:** We believe that this change will have little to no impact on students, since they will have opportunity to study ethics and social philosophy at the advanced level in the context of PY 3711 and RE 3721.

**Resource Requirements:** No new resources are needed.

**Implementation Date:** As soon as possible in the next catalog iteration.

**Date:** March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Academic Operations (Prof. A. Zeng, Chair)  
**Re:** Motion to change the title and description of PY 2711 Philosophical Theories of Knowledge and Reality

**Motion:** On behalf of the Humanities & Arts Department, the Committee on Academic Operations recommends and I move that the title of PY 2711 Philosophical Theories of Knowledge and Reality be changed to PY 2711 Epistemology and that the course description be modified as described below.

**Current Course Title and Description:**

*PY 2711. PHILOSOPHICAL THEORIES OF KNOWLEDGE AND REALITY (Cat. II)*

The course provides an introduction to some key problems in epistemology and metaphysics. Epistemology is the branch of philosophy inquiring into the nature and conditions of knowledge and truth. Epistemologists ask such questions as: How should we define knowledge? How has the being of nature and knowledge of nature been represented in Western philosophy and science? Is knowledge objective? What constitutes adequate justification for holding a belief? Are different kinds of bodies treated as differently credible in terms of knowledge production? Is it even possible to know anything about the world at all? Metaphysics explores questions concerning the nature and structure of reality, such as: What is the self? Do souls exist? How important are categories such as gender, race, class, and sexuality in forming our identities? Does God exist? Is reality material, immaterial, or a combination of both? What is time? Am I the same person today that I was yesterday? What kind of a phenomenon is mind or thought and can entities in addition to human beings, such as computers, be said to have this attribute? Students will explore questions such as these and others as they submit their beliefs about the nature of knowledge and reality to philosophical examination.

Recommended Background: PY/RE 1731, Introduction to Philosophy and Religion.

This course will be offered in 2018-19, and in alternating years thereafter.

**Proposed Course Title and Description:**

*PY 2711. EPISTEMOLOGY (Cat. II)*

Epistemology is the branch of philosophy inquiring into the nature and conditions of knowledge and truth. Epistemologists ask such questions as: How should we define knowledge? Is knowledge generated by reason or experience? How has knowledge of nature been represented in Western philosophy and science? Is knowledge objective? What constitutes adequate justification for holding a belief? Do attributions of epistemic credibility vary among knowers from different social, cultural, and economic locations? How do power and ideology shape our experiences of the world? Students explore questions such as these and others as they submit their own beliefs about the nature of knowledge to philosophical examination. The course readings and situating context for inquiry will vary each time the course is taught, with each iteration focusing on a particular period or school of philosophical thought. Possible contexts include seventeenth century philosophy or other periods in the history of philosophy, critical theory, pragmatism, analytic philosophy, phenomenology, and feminist philosophy.

Recommended Background: none

**Rationale:**

We are in the process of revising our curriculum in PY/RE to make its content and logic more visible to students, as well as non-specialists in philosophy and religion and those external to WPI. These revisions are motivated by an increase in the annual number of majors and minors in PY/RE and by a desire to make explicit the ways that our curriculum speaks to contemporary needs and problems. While the title “Philosophical Theories of Knowledge and Reality” is cumbersome and too broad for what could be covered adequately in one seven-week term, the new title “Epistemology” better reflects the course’s

thematic focus. In addition, “Epistemology” is a standard way of naming this course throughout the discipline and its content will be more easily recognized on transcripts and in the course catalog. We have adjusted the course description slightly to reflect this specification and have dropped the “Suggested Background” since we would like to encourage more flexible enrollment in PY/RE that is tailored to the needs of each student. Finally, in 2015, we added the Cat. I course PY 2719, Philosophy of Science to our curricular offerings. This course primarily focuses on issues in epistemology and metaphysics as they relate to science, so we are able to adjust the focus of PY 2711 without losing any coverage of these topics in our overall curriculum.

We are not changing the frequency with which this course is taught and therefore we anticipate no change to distribution requirements in the Humanities & Arts department, class sizes, or other student impacts.

**Impacts on students:** There will be no change to the frequency with which this course is offered.

**Resource Requirements:**

- a) What currently available resources will be needed (instructor, anticipated classroom size, laboratory, library support)? Instructor and classroom for 50 students.
- b) What new resources will be needed (instructor, anticipated classroom size, laboratory, library support)? None.

**Implementation Date:** We would like this new course description to be implemented as soon as possible in the next iteration of the undergraduate catalog (the 2019-2020 catalog).

**Date:** March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Academic Operations (Prof. A. Zeng, Chair)  
**Re:** Motion to change the title and description of PY 2718 Freedom and Existence

**Motion:** On behalf of Department of Humanities & Arts, the Committee on Academic Operations recommends and I move, that the title of PY 2718 Freedom and Existence be changed to PY 2718 Existentialism and Phenomenology and that the course description be modified as described below.

**Current Course Title and Description:**

*PY 2718. FREEDOM AND EXISTENCE (Cat. I)*

This course takes up the question of the relationship between self and other, the tension between freedom and responsibility, and the problem of ethical and political commitment in an alienating world. How is individuality possible in a mass society? To what extent are we responsible for others? What would a philosophy of action look like? In examining such questions, the course will focus specifically on two important movements in 19th and 20th century philosophy, existentialism and phenomenology. Readings might include works by Kierkegaard, Nietzsche, Levinas, Camus, DeBeauvoir, Sartre, Fanon, and Merleau-Ponty, as well as contemporary readings by feminist and critical race theorists working within the phenomenological tradition. Students will also encounter some of the great works of existentialist fiction and cinema.

Suggested background: PY/RE 2731, Introduction to Philosophy and Religion

**Proposed Course Title and Description:**

*PY 2718. EXISTENTIALISM AND PHENOMENOLOGY (Cat. I)*

This course focuses on two important movements in nineteenth and twentieth century philosophy, existentialism and phenomenology. Readings might include works by Kierkegaard, Dostoyevsky, Nietzsche, Husserl, Heidegger, Beauvoir, Sartre, Merleau-Ponty, Levinas, and Fanon, as well as contemporary readings by feminist, critical race, and queer theorists working within these traditions. Students will also encounter some of the great works of existentialist fiction and cinema. Themes that may be explored include the relationship between self and other, the tension between freedom and responsibility, the possibility of ethics after World War II, and the problem of ethical and political commitment in an alienating world.

Recommended Background: none

**Rationale:**

We are in the process of revising our curriculum in PY/RE to make its content and logic more visible to students, as well as non-specialists in philosophy and religion and those external to WPI. These revisions are motivated by an increase in the annual number of majors and minors in PY/RE and by a desire to make explicit the ways that our curriculum speaks to contemporary needs and problems. While the title “Freedom and Existence” could encompass a number of philosophical traditions, the new title “Existentialism” better reflects the course’s focus on a particular period and style of philosophical thinking. In addition, “Existentialism” is a standard way of naming this course throughout the discipline and its content will be more easily recognized on transcripts and in the course catalog. We have adjusted the course description slightly to reflect this specification and have dropped the “Suggested Background” since we would like to encourage more flexible enrollment in PY/RE that is tailored to the needs of each student.

We are not changing the frequency with which this course is taught and therefore we anticipate no change to distribution requirements in the Humanities & Arts department, class sizes, or other student impacts.

**Impacts on students:** There will be no change to the frequency with which this course is offered.

**Resource Requirements:**

- a) What currently available resources will be needed (instructor, anticipated classroom size, laboratory, library support)? Instructor and classroom for 50 students.
- b) What new resources will be needed (instructor, anticipated classroom size, laboratory, library support)? None.

**Implementation Date:** We would like this new course description to be implemented as soon as possible in the next iteration of the undergraduate catalog (the 2019-2020 catalog).



**Date:** March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Academic Operations (Prof. A. Zeng, Chair)  
**Re:** Motion to delete HI 1331 Introduction to the History of Science and HI 1332 Introduction to the History of Technology

**Motion:** On behalf of the Humanities & Arts Department, the Committee on Academic Operations recommends and I move that HI 1331 Introduction to the History of Science and HI 1332 Introduction to the History of Technology be deleted.

**Current Course Descriptions:**

*HI 1331. INTRODUCTION TO THE HISTORY OF SCIENCE (Cat. I)*

An introduction to the methods and source materials historians use to study the past, through the concentrated examination of selected case studies in the history of science. Possible topics include: contexts of scientific discovery, translation and transmission of scientific knowledge, revolutions in scientific belief and practice, non-Western science, social consequences of science.

*HI 1332. INTRODUCTION TO THE HISTORY OF TECHNOLOGY (Cat. I)*

An introduction to concepts of historical analysis - i.e., the nature and methodology of scholarly inquiry about the past - through the concentrated examination of selected case studies in the history of technology. Possible topics include: the influence of slavery on the development of technology in the ancient world and the middle ages; the power revolution of the middle ages; the causes of the Industrial Revolution in 18th-century Britain; and the emergence of science-based technology in 19th-century America.

**Rationale:**

This is one of three linked proposals where HUA seeks subsume HI 1331 and HI 1332 into a new course HI 1330. The existing separation of science and technology into discrete courses (HI 1331 and HI 1332) creates an artificial distinction, betraying the consistent interplay of science and technology across time but especially in the modern era. The revision would allow instructors to continue to operate in the distinct intellectual traditions of either the history of science or the history of technology, while also creating an opening for sections to more fully interrogate their interplay in the modern era. Further, at a time when alternative teaching or administrative assignments frequently draw history faculty from their established courses, this revision would allow stand-in instructors greater flexibility in establishing the thematic and chronological emphasis of their sections. Thus, the revision also would allow the instructor autonomy to connect their other teaching initiatives and research enterprise.

**Impact on Distribution Requirements and Other Courses:** There is no anticipated impact. HUA is simultaneously proposing the addition of HI 1330 that will subsume HI 1331 and HI 1332. Historically, HUA has offered a total of three sections per year of HI 1331 and HI 1332 and anticipates continuing offering three sections of HI 1330. HI 1331 is not a prerequisite for upper divisions HUA courses or minors.

**Implementation Date:** AY 2018-2019

**Date:** March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Academic Operations (Prof. A. Zeng, Chair)  
**Re:** Motion to add HI 1330 Introduction to the History of Science and Technology

**Motion:** On behalf of the Humanities & Arts Department , the Committee on Academic Operations recommends and I move that HI 1330 Introduction to the History of Science and Technology , as described below, be added to the catalog.

**Proposed Course Description:**

HI 1330. INTRODUCTION TO THE HISTORY OF SCIENCE AND TECHNOLOGY (*Cat. I*)  
An introduction to the questions, methods and source materials that shape historical studies of science and technology. Sections vary in content and emphases; some may explore the interplay of science and technology across time, while other sections might exclusively develop themes within either the history of science or the history of technology. Students can receive credit only once for HI 1330, 1331, or 1332.

**Anticipated Instructors:** Constance Clark, Joseph Cullon, David Spanagel

**Expected Enrollment:** 25 per section

**Intended Audiences:** HUA Majors/Minors; HUA Requirement (Breadth/Depth); Free Elective

**Rationale:**

This proposed course replaces HI 1331 Introduction to the History of Science and HI 1332 Introduction of the History of Technology. This new course offers an introduction to historical practice in evaluating primary evidence and historical interpretation and crafting and supporting historical arguments in clear oral and written communications. The existing separation of science and technology into discrete courses creates an artificial distinction, betraying the consistent interplay of science and technology across time but especially in the modern era. The revision would allow instructors to continue to operate in the distinct intellectual traditions of either the history of science or the history of technology, while also creating an opening for sections to more fully interrogate their interplay in the modern era. Further, at a time when alternative teaching or administrative assignments frequently draw history faculty from their established courses, this revision would allow stand-in instructors greater flexibility in establishing the thematic and chronological emphasis of their sections. Thus, the revision also would allow the instructor autonomy to connect their other teaching initiatives and research enterprise.

**Resources Needed:**

**Classroom:** No new resources  
**Library:** No new resources  
**Information Technology:** No new resources

**Impact on Distribution Requirements and Other Courses:** There is no anticipated impact. HUA has historically offered a total of three sections per year of the two classes (HI 1331 and HI 1332) being subsumed and anticipates continuing offering three sections of HI 1330. Currently HI 1331 and HI 1332 sections are capped at 25 and consistently have been either fully enrolled or over enrolled. Neither of the courses being replaced are prerequisites for upper divisions HUA courses or minors, nor will the new HI 1330 be.

**Implementation Date:** AY 2018-2019

**Date:** March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Academic Operations (Prof. A. Zeng, Chair)  
**Re:** Motion to delete HI 2317 Law and Society in America

**Motion:** On behalf of the Humanities & Arts Department, the Committee on Academic Operations recommends and I move, that HI 2317 Law and Society in America be deleted.

**Current Course Description:**

***HI 2317. LAW AND SOCIETY IN AMERICA*** (Cat. I)

This survey course explores the dramatic expansion of government's role in American life between the Civil War and World War I. It does so by examining the response of constitutional, common, and statutory law to the social, economic, and political change associated with this pivotal period in the nation's history.

**Rationale:**

The HUA Department is simultaneously proposing a new replacement course, HI 2318. This old course (HI 2317) created a very narrow chronology between 1860 and 1917, leaving out 20<sup>th</sup> century American legal developments in civil rights, gender equality, environmental protection and criminal justice. Since the legal landscape has undergone a radical transformation through various civil rights movements and the rise of the regulatory state over the 20<sup>th</sup> century, the course content should change to reflect this historical change.

**Impact on Distribution Requirements and Other Courses:** There is no anticipated impact. HUA is proposing the simultaneous addition a new Cat. I course (HI 2318) that will replace HI 2317, so students (including those pursuing HUA Majors/Minors; HUA Requirements; SSPS Minors in Law and Technology; student in the Pre-Law Program; or Free Electives) will continue to have access to a Cat. I course in legal history.

**Implementation Date:** AY 2018-2019

**Date:** March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Academic Operations (Prof. A. Zeng, Chair)  
**Re:** Motion to add HI 2318 Topics in Law, Justice and American Society

**Motions:** On behalf of the Humanities & Arts Department, the Committee on Academic Operations recommends and I move that the course HI 2318 Topics in Law, Justice and American Society, as described below, be added.

**Proposed New Course Title and Catalog Description:**

*HI 2318. TOPICS IN LAW, JUSTICE AND AMERICAN SOCIETY (Cat. I)*

This course treats law as a powerful social, economic and political phenomenon that cannot be fully understood apart from its history. Through a focus upon a particular theme and chronology, each section surveys the role of law (constitutional, statutory, regulatory and common) and legal institutions in shaping American society and culture, as well as how the law and its institutions have been shaped by individuals, advocacy groups, and broader social, cultural and political forces. Different sections of this course might explore constitutional law and social change (e.g. civil rights, abortion, and same sex marriage); criminal law and mass incarceration; law and the construction of race; law and gender; or patents, copyrights and intellectual property. This course may be repeated for different topics, and students who took HI 2317 may take HI 2318.

**Anticipated Instructors:** David Spanagel, Joseph Cullon and others

**Expected Enrollment:** 50 per section

**Intended Audiences:** HUA Majors/Minors; HUA Requirement (Breadth/Depth); SSPS Minor in Law and Technology; Pre-Law Program; Free Elective

**Rationale:**

The old course being replaced (HI 2317) established a very narrow chronology between 1860 and 1917, leaving out 20<sup>th</sup> century American legal developments in civil rights, gender equality, environmental protection and criminal justice. Since the legal landscape has undergone a radical transformation through various civil rights movements and the rise of the regulatory state over the 20<sup>th</sup> century, the course content should change to reflect this historical change. The proposed change to the course description maintains the emphasis on introducing students to various fields within the law, the nature of legal process, and the range of American legal institutions but it broadens the chronology and offers the opportunity for instructors to establish thematic coherence in the presentation of core concepts. Thus, the revision also would allow the instructor autonomy to connect their other teaching initiatives and research enterprise.

**Resources Needed:**

*Classroom:* No new resources  
*Library:* No new resources  
*Information Technology:* No new resources

**Impact on Distribution Requirements and Other Courses:** There is no anticipated impact. Currently the course being replaced (HI 2317) is capped at 50 and consistently have been enrolled between 35 to 45 in recent years.

**Implementation Date:** AY 2018-2019

**Date:** March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Academic Operations (Prof. A. Zeng, Chair)  
**Re:** Motion to add IMGD 4099: Special Topics in IMGD

**Motion:** On behalf of the Interactive Media & Game Development Program, the Committee on Academic Operation recommends and I move that the course *IMGD 4099: Special Topics in IMGD*, as described below, be added.

**Proposed Course Description:**

*IMGD 4099: Special Topics in IMGD (Cat II, credits are variable from 1/6 – 1/3 unit)*

Arranged by individual faculty with special expertise, this course explores emerging and experimental topics that are not covered by the regular IMGD offerings. Content and format varies to suit the interests and needs of the faculty and students. Specific course descriptions are disseminated by IMGD program in advance of the offering. This course may be repeated for different topic offerings.

Recommended background: Varies depending on topic.

**Anticipated Instructor(s):** IMGD faculty as needed.

**Expected enrollment:** Course caps will be determined on a case-by-case basis, and in response to comparable pedagogy and classroom / lab limitations. Most IMGD courses are capped at 24 students.

**Intended audience:** IMGD majors and minors.

**Rationale:**

The Special Topics course will enable faculty to teach topics that build upon existing IMGD courses, enabling the program to flexibly match student demand to faculty expertise. Topics that emerge as central to the curriculum will be proposed as experimental and permanent courses in the usual process.

**Impact on Distribution Requirements and Other Courses:** This course will count towards the distribution requirement of 5/3 units of IMGD in the IMGD Technology (BS) major, the 8/3 units of IMGD required in the IMGD (BA) major, or as 2 graduate credits towards the Elective Course requirement of the IMGD MS degree. It may alternatively, depending on the topic of a particular course instance and/or by student petition, count towards one of the targeted course areas in addition to the options explicitly defined in the catalog

**Resource Needs:**

- This course will be offered within the available loads of the faculty and will not necessitate additional hires.
- Classes will require no additional technology or facilities beyond the computer and interaction labs already maintained by IMGD.
- Laboratory: N/A
- Library resources: Some topic offerings may require additional library resources, to be determined on a case-by-case basis.
- Information Technology: No software needs are anticipated beyond what is already available in the computer and interaction labs maintained by IMGD.

**Assessment:** This course will be assessed based on the aesthetic and technical quality of the student work produced in the course assignments. Student feedback, particularly the outcomes of questions 1, 2, 9, and 26 of student course evaluations, and instructor feedback and reflections will also be taken into account.

**Implementation Date:** Implementation date for this action is the 2018-19 academic year.

**Date:** March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Academic Operations (Prof. A. Zeng, Chair)  
**Re:** Motion to add PE 1221 Club Sport – Running

**Motion:** On behalf of the Department of Physical Education, Recreation & Athletics, the Committee on Academic Operation recommends and I move that PE 1221 Club Sport – Running, as described below, be added.

**Proposed Course Description:**

*PE 1221 Club Sport - Running (Cat. I).*

Running is an activity that helps to develop good health, well-being and discipline through goal setting. This club and course will offer runners of all levels the opportunity to participate, develop and learn how running can benefit them now and into the future.

**Anticipated Instructor:** Ann McCarron, Associate Athletic Director

**Anticipated Enrollment:** We anticipate between 20-50 students will enroll with more growth through the years.

**Rationale:**

The addition of this physical education offering will help provide a quality opportunity for those students interested in running as well as offer a progression for those students who have taken PE 1009 - Walking for Fitness.

Objectives for the course include:

1. Introduce individuals to proper running and conditioning techniques as well as appropriate equipment for use
2. Goal setting related to running outcomes
3. Provide a community of support for runners
4. Promote health, fitness and well-being

**Resource Needs:** There will be no additional resource needs for this course. An advisor has been identified and if there are funding needs in the future, they will be provided by SGA (funds all club sports).

**Impact on Distribution Requirements and Other Courses:** This course will provide another opportunity for students to fulfill their PE requirement in a timely way for graduation. Having an additional offering will be a positive as it will help lessen the numbers on already overprescribed PE courses and clubs.

**Implementation Date:** Implementation date for this action is the 2018-2019 Academic year.

**Date:** March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Graduate Studies and Research (Prof. K. Troy, Chair)  
**Re:** Motion to add a Financial Technology Graduate Certificate Program

**Motion:** On behalf of the Foisie School of Business, the Committee on Graduate Studies and Research recommends and I move that the following Financial Technology (FinTech) graduate certificate program (as described below) be added.

**Descriptions of the Proposed Certificate Programs:**

The graduate Certificate in Financial Technology will prepare professionals with the necessary technological and business foundations to lead the creation, implementation, and commercialization of technology-enabled financial solutions. The certificate provides the analytical and management tools for leadership decision-making related to the evolution of the financial sector as a result of rapid technological innovation and savvy consumer expectations. Although a student may pursue the certificate on a standalone basis, it is specifically designed to complement existing WPI graduate programs (e.g., MSIT, MSMI, MSMG, MBA, or MS in Financial Mathematics). The director of the Financial Mathematics Professional MS Program has been consulted regarding the design of these certificates and has reviewed this proposal on behalf of that program to ensure that the certificates are complementary to the financial mathematics curriculum.

**Certificate in Financial Technology Courses (12 Credits Total)**

To qualify for the 12-credit Certificate in Financial Technology, you must meet the specific admission requirements for the Certificate in Financial Technology outlined below and complete 4 courses consistent with the following requirements.

***Two Required Foundational Courses (6 credits)***

- FIN 522: Financial Institutions, Markets & Technology – and –
- MIS 500: Innovating with Information Systems

***One Required Financial Course (3 credits)***

Choose from one of the following four courses:

- ACC503: Financial Intelligence for Strategic Decision-Making
- FIN500: Financial Information & Management
- MA 574: Portfolio Valuation and Risk Management
- MA 575: Market and Credit Risk Models and Management

***One Required Technology/Data Course (3 credits)***

Choose from one of the following four courses:

- DS 501: Introduction to Data Science
- ETR 593: Technology Commercialization: Theory, Strategy & Practice
- MIS 581: Information Technology Policy and Strategy (Prerequisite: MIS 500 or equivalent content, or instructor consent)
- MIS 582: Information Security Management

**Rationale:**

This multidisciplinary graduate certificate in FinTech will be offered by the Foisie Business School (FBS) in response to rapidly growing market and student needs. “FinTech” refers to technology-enabled



financial solutions at the intersection of financial management or services and information technology. FinTech is progressively disrupting the way we use, move, manage, save, and invest money. Areas of impact include banking, payments, asset management, insurance, supply chain management, financial reporting, governance, and financial and other regulation.

This market disruption has expanded the need for talent with capabilities that link technological and financial expertise. Here are examples of the specific skillsets in demand in the FinTech sector:

- Knowledge of the finance, banking, insurance, and investment industries, their respective operating ecosystems, and the role of technology in those ecosystems
- Capacity to monitor and understand the changing technology landscape and innovation in the financial sector (e.g., artificial intelligence, Blockchain, user experience, smart/big data analytics, cybersecurity)
- Ability to implement technology and to manage data in connection with the use of money and financial resources (e.g., financial analytics, digital and mobile payments, automated financial advisory services, financial service customer support, and supply chain financial management)
- Knowledge of the unique regulatory, governance, information security, and risk oversight requirements for financial firms, products and services and the resulting implications for innovation, technology, and commercialization of those firms, products, and services

Students who can demonstrate their mastery of these topics will have a competitive edge in the FinTech sector. This need for FinTech talent is uniquely aligned with a key strength of WPI and FBS – balanced focus on technology and innovation through theory and practice. FBS is well-positioned to offer a graduate-level interdisciplinary certificate that will prepare students for careers and leadership in FinTech.

FBS already offers a specialized course in financial markets, institutions and technology that would serve as the foundational “FinTech” course in this certificate. That course provides a framework for students to learn the range of skills described above. Additional required courses would enhance those skills and would leverage FBS’ capabilities in innovation and technology commercialization or other existing multidisciplinary coursework available at the graduate level at WPI.

Multidisciplinary electives in FBS and in other parts of WPI will allow prospective students to expand the focus of the certificate to a variety of specializations (e.g., financial, technology, or data). This structure provides flexibility in meeting individual student academic needs, and it facilitates easy integration of the certificate with other graduate programs at WPI with limited or no additional course work (e.g., MSIT, MSMI, MSMG, MBA, MS in Financial Mathematics, or MS in Data Science).

#### Market Analysis:

The FinTech industry is divided into two primary segments – startup technology-focused firms and traditional financial firms. The startup firms have a growing need for talent that understands the financial landscape and that is capable of addressing the same organizational and leadership challenges as other technology startups. The traditional financial segment consists of fairly structured, often large, and always highly regulated firms that are experiencing increasing pressure to develop FinTech innovation in-house in order to remain competitive.

Between 2012 and 2015, there was a five-fold growth to \$15 billion in investment in FinTech. Global investment in FinTech in just the first half of 2017 exceeded \$8.4 billion. Roughly 82% of traditional

financial institutions expect to increase FinTech initiatives in the next 3 to 5 years, and over 50% of financial services customers globally already embrace FinTech by doing business with at least one non-traditional firm. In addition to creating new technologically oriented jobs in startup firms, this growth of FinTech as an industry is forcing financial companies to reconsider the skill sets they need to thrive.

Both segments of this fast-paced industry require professionals with strong technological skills combined with applicable financial, quantitative, operational, and leadership skills. The certificate is designed to provide students a structured platform for multidisciplinary learning that is relevant to the needs of the FinTech sector and that is acknowledged formally by the University with an academic credential.

**Resource Needs:** Because this certificate leverages existing courses to build a new multidisciplinary offering, no additional faculty resources will be needed to support the program.

**Implementation Date:** to be effective for AY2018-19.

**Date:**, March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Graduate Studies and Research (Prof. K. Troy, Chair)  
**Re:** Motion to revise AE 5090 Graduate Aerospace Engineering Colloquium

**Motion:** On behalf of the Aerospace Engineering Program, the Committee on Graduate Studies and Research recommends and I move that the AE 5090 course description be modified as described below.

**Description of Proposed Course Modifications:** (with additions in underline, and deletions in ~~strikethrough~~.)

***AE 5090. Graduate Aerospace Engineering Colloquium (0 1/4 credits)***

The ~~is~~ Colloquium is a pass/fail a graduation requirement ~~is intended for graduate students and~~ .The Colloquium ~~is offered by an aerospace engineering faculty member~~ once a week, during A, B, C, and D term. ~~Full-time Graduate students are required to register, every term and attend~~ The Colloquium consists mainly of seminars presented by experts on technical and broader professional topics. Colloquium seminars are also presented by graduate students are also required to on ongoing or previously completed research topics related to their thesis, dissertation, independent research or industrial experiences. The Colloquium is offered in pass/fail mode and students registered for it are required to submit summary reports on the seminars presented.

Recommended Background: graduate students in aerospace engineering.

**Anticipated Instructors**

A faculty member from the AE Program will be the instructor of record for this Colloquium during A, B, C and D terms.

**Rationale:**

The ¼-credit AE5090 Graduate Aerospace Engineering Colloquium replaces the existing required for graduation 0-credit AE 5090 Graduate Aerospace Engineering Colloquium. The non-zero credit AE 5090 Graduate Aerospace Engineering Colloquium is included in the distribution requirements. Assessment will be based on submission of summaries of all Colloquium presentations along with a bibliographical list of relevant publications. The requirements for passing the Colloquium are addressed in the revised course description and will be further clarified in the syllabus. The Colloquium will be video captured to allow full- and part-time students to register and access the seminars presented.

Full-time graduate students are required to register for 1 credit (MS 30-credits program), for 3 credits (Ph.D. 90-credits program) or for 2 credits (Ph.D. 60-credits program). These requirements are presented in a separate motion.

**Resources Required:** An instructor from the AE Program already supervises the existing AE 5090 Seminar as part of the instructor's teaching load. No additional resources are required as this will be part of the nominal load of the instructor of record.

**Implementation Timeline:** Implementation date for this action is the 2018-2019 Academic year.

**Date:**, March 15, 2018  
**To:** WPI Faculty  
**From:** Committee on Graduate Studies and Research (Prof. K. Troy, Chair)  
**Re:** Motion to revise distribution of credits required for the M.S. and Ph.D. degrees in Aerospace Engineering

**Motion:** On behalf of the Aerospace Engineering Program, the Committee on Graduate Studies and Research recommends and I move that the distribution of credits required for the M.S. and Ph.D. degrees in Aerospace Engineering be modified as described below.

**Description of Proposed Revisions:** (with additions in underline, and deletions in ~~striketrough~~.)

### *M.S. Degree*

In the thesis option, the distribution of credits is as follows:

- 6 graduate credits, with 2 credits in each of the three AE Core Areas of Study
- 12 graduate credits of thesis research (AE 5099)
- 8 graduate credits of free electives in or outside AE
- 4 3 graduate credits in applied mathematics (~~ME 5000, ME 5001,~~ any graduate MA course or any other course with the approval of the AE Graduate Committee)
- 1 graduate credit in the Graduate Colloquium in Aerospace Engineering (AE 5090)

In the non-thesis option, the distribution of credits is as follows:

- 18 graduate credits in AE courses, with a minimum of 2 credits in each of the three AE Core Areas of Study (includes a maximum of 8 credits of directed research – AE 5098)
- 8 graduate credits of free electives in or outside AE
- 4 3 graduate credits in applied mathematics (~~ME 5000, ME 5001,~~ any graduate MA course or any other course with the approval of the AE Graduate Committee)
- 1 graduate credit in the Graduate Colloquium in Aerospace Engineering (AE 5090)

~~In either option, all students are required to register for the zero credit Graduate Colloquium in Aerospace Engineering (AE 5090), for a minimum of two terms.~~

### *Ph.D. Degree*

For students proceeding directly from B.S. degree to Ph.D. degree, the 90 credits should be distributed as follows:

- 30 graduate credits in coursework
  - 16 graduate credits in AE courses (incl. Special Topics and ISP)
  - ~~4~~ 8 graduate credits in courses in or outside of AE
  - 4 3 graduate credits in applied mathematics (~~ME 5000, ME 5001,~~ or any graduate MA course, or any other course with the approval of the AE Graduate Committee)
  - 3 graduate credits in the Graduate Colloquium in Aerospace Engineering (AE 5090)
- 30 graduate credits in Dissertation Research (AE 6099)
- 30 graduate credits in
  - Additional coursework
  - Additional Dissertation Research (AE 6099)
  - Supplemental Research (AE 5098, AE 6098)

TOTAL 90 credits

For students proceeding from Master's to Ph.D. degree, the 60 credits should be distributed as follows:

- 12 graduate credits in AE courses (incl. Special Topics and ISP)
- 30 graduate credits in Dissertation Research (AE 6099)
- ~~18~~ 16 graduate credits in
  - courses in or outside of AE
  - Dissertation Research (AE 6099)
  - Supplemental Research (AE 5098, AE 6098)
  - 2 graduate credits in the Graduate Colloquium in Aerospace Engineering (AE 5090)

TOTAL 60 credits

In either case, the result of the dissertation research must be a completed doctoral dissertation. Only after admission to Candidacy may a student receive credit toward Dissertation Research under AE 6099. Prior to admission to Candidacy, a student may receive up to 18 credits of pre-dissertation research under AE 6098. All full-time students are required to register for 3 credits (Ph.D.-90 credits) or 2 credits (Ph.D.-60 credits) every term for the ~~zero-credit~~ ¼ credit Graduate Colloquium in Aerospace Engineering (AE 5090).

**Rationale:**

The changes reflect the replacement of the 0-credit AE 5090 by the new ¼ credit AE 5090 course.

**Resources Required:** None.

**Implementation:** Implementation date for this action is the 2018-2019 A