

Worcester Polytechnic Institute

Date: December 11, 2024

To: WPI Faculty

From: Mark Claypool, Secretary of the Faculty

The fourth Faculty meeting of the 2024-2025 academic year will be held on **Wednesday, December 11, 2024 at 12:15pm in AK 116 and by Zoom** at: <https://wpi.zoom.us/j/97117026759>. Refreshments will be available in AK 116 at 12:00pm.

1. Call to Order	M. Claypool
• Approval of the Agenda	
• Consideration of the Consent Agenda, with minutes for Nov. 13, 2024	
2. Opening Announcements	M. Claypool
3. President's Report	G. Wang
4. Provost's Report	A. Sears
5. Memorial Resolution	
• Memorial resolution for Prof. James P. Dittami	J. Arguello
6. Committee Business	
Committee on Academic Operations (CAO) Motion	J. Liang
• December 2024 Undergraduate Student Graduation List	
Committee on Graduate Studies and Research (CGSR) Motion	R. Neamtu
• December 2024 Graduate Student Graduation List	
Committee on Tenure and Academic Freedom (CTAF) Motion	K. Wobbe
• Temporary Expansion of CTAF Membership	
Committee on Governance (COG) Motion	K. Troy
• Guidelines for Searches to Fill Academic Administrative Positions	
Committee on Governance (COG) Item (for discussion <i>only</i>)	K. Troy
• Consulting Policy and Conflict of Commitment Policy	
7. Tracking Old Business	
8. New Business	
9. Closing Announcements	
• New Intellectual Property Management System	T. Adams
10. Adjournment	

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• Rename CE 2020	35
Rename CE 2020 from “Surveying” to “Land Surveying”, on behalf of the CEAE Department	
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Renumber CE 3044 Foundation Engineering to CE 4044 Foundation Engineering to CE 4044, on behalf of the CEAE Department	
• Add PSY 3211	37
Add a new course PSY 3211, Positive Psychology: The Science and Practice of Well-Being, on behalf of the Psych and Cog Sci Program	
• Drop WR 4111	39
Drop course WR 4111 Research Methods in Writing, on behalf of the HUA Department	

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WORCESTER POLYTECHNIC INSTITUTE

Faculty Meeting Minutes

November 13, 2024

Summary:

1. Call to Order; Approval of the Consent Agenda and the Minutes of October 9, 2024
2. Secretary of the Faculty's Report and Opening Announcements
3. President's Report
4. Provost's Report
5. Committee Business: CGSR, CAP, CASL
6. Tracking Old Business
7. New Business
8. Closing Announcements
9. Adjournment

Detail:

1. Call to Order

The third Faculty Meeting of the 2024-2025 academic year was called to order at 12:15 p.m. both in person and via Zoom by **Prof. Claypool** (CS/IMGD). Prof. Claypool reminded all those in attendance of the hybrid guidelines and that the meeting was being recorded for the sole purpose of taking accurate minutes. Turning to the agenda, Prof. Claypool noted two changes: the addition of a presentation from CASL and the removal of a CGSR item from the consent agenda so it can be discussed and voted on as a regular agenda item. The meeting agenda, consent agenda, and the minutes from the October 9th meeting were approved as distributed. Prof. Claypool noted that Prof. Albano (CEAE) has agreed to serve as Parliamentarian. He reminded participants to speak clearly and state their name and department to assist with accurate meeting minutes.

2. Secretary of the Faculty's Report and Opening Announcements

Prof. Claypool shared a story to remind everyone that with the general election behind us, there are still ways to make a change, including at WPI. Anticipating changes in executive policy that will affect WPI operations, he shared his confidence that WPI's strong community and faculty governance system would respond appropriately, do the required hard work, and come to consensus despite any disagreements.

Prof. Claypool reported that the elections for the search committees for the Dean of Undergraduate Studies and the Dean of Engineering are complete, and the appointed members of those committees, selected in a collaboration between Administration and Faculty Governance, will be announced soon. Ballots to elect faculty representatives to the search committee for the Associate Dean of the Global School will be distributed soon. Prof. Claypool thanked all those who have participated in the elections as voters and as nominees.

3. President's Report

President Wang shared her thoughts about the recruitment of the class of 2029. Because this is the first year of the projected enrollment cliff for high school students, WPI like other colleges is bracing for the change. She announced her resolve to maintain WPI's current undergraduate and reported that the Admissions team continues to promote the value, impact, and distinctiveness of a WPI education. President Wang thanked V.P. Clay, Dean Cluett, and the Admissions team for their efforts in undergraduate enrollment. She noted that WPI lacks a graduate recruitment strategy and announced that one of her priorities this year is to identify a way to distinguish WPI's graduate programs. She pointed to challenges in the uncertainty of international student recruitment, the economy, geopolitical factors, and the rapid changes within technological fields. To tip the balance in our favor, she urged the faculty to think about new career pathways at the graduate level to prepare students for new jobs,

and she called on faculty to collaborate with the Career Development Center to find ways for WPI's graduate programs to be distinctive and increase applicants and enrollments.

She summarized this year's enrollment numbers: The 1,440 incoming student population (first years and transfer students) is nearly the same as last year's - by design, as WPI is not trying to increase undergraduate enrollment. She praised the admissions team for their good work in the northeast; WPI outperformed other NE institutions in numbers of undergraduate applications received. Graduate enrollments, which have been declining at WPI since 2017, increased in 2024. Pres. Wang indicated that the rate of growth must continue to rise; currently there is a revenue deficit of about \$4 million.

She reported that in fiscal year '24 WPI received about \$60 million in new award obligations, about a 20% increase from the prior year, and filed about 58 invention disclosures in one year. She added that we signed the Okanagan Charter, pledging to prioritize the health and well-being of our community while recognizing the interdependence of people, place, and planet. She noted the completion of our ten-year campus framework plan, focusing on accessibility, environmental sustainability, and placemaking.

4. Provost's Report

Provost Sears reported that he is still onboarding and meeting with department heads, program directors, student organizations, and is joining President Wang in office hours. He looks forward to having the opportunity to sit down with more people and hear their thoughts. He welcomes invitations to visit Department meetings. He has been spending much of his time on the Dean searches.

While he is trying to understand how processes work at WPI and where resources reside, he hopes to get the resources closer to where they are needed rather than being held centrally and to match resources with demand, especially in graduate programs, so that units are not stretched more thinly as they attract more students. These include adjunct budgets and funds for course or research releases. He is also working to simplify the faculty hiring process and improve communication and processes for recruiting and orienting new graduate students. He plans to discuss with Department Heads the President's charge to develop new career pathways for graduate students.

Provost Sears reported that members of The Society for Women Engineers (SWE) asked him to invite faculty to engage with SWE if interested. This organization would love more faculty engagement.

5. Committee Business

Committee on Graduate Studies and Research (CGSR)

Prof. Neamtu (CS, CGSR Chair), on behalf of the Committee on Graduate Studies and Research, presented a motion from the Department of Mechanical & Materials Engineering and the Committee on Graduate Studies and Research to establish a Collaborative Accelerated Master's Program (CAMP) in Mechanical Engineering between Holy Cross and WPI. She explained that this CAMP builds on the template previously approved by the Faculty. **(See Addendum #1, attached to these minutes.)**

Prof. Rao (MME) explained that this CAMP enables Holy Cross (HC) bachelor's students in physics to take the mechanical engineering master's program in an accelerated fashion. Like WPI's BS/MS degree in ME, 12 graduate credits can be double counted toward the HC bachelor's degree and the WPI master's degree; these credits can include up to six credits of senior level courses, but no more than two senior-level courses (four grad credits) from Holy Cross. This is consistent with the overall CAMPs framework. All of the double-counted courses from Holy Cross fit into the existing electives (up to 9 credits). There is no change here to the requirements for WPI's MS degree in ME. The CAMP suggests an additional structure for physics students (who haven't taken undergraduate courses in ME). These suggested areas correspond to the four areas of focus within the ME curriculum: Thermofluids; Dynamics and Controls; Structures and Materials; and Design and Manufacturing. These courses are suggested to provide depth and breadth but are not required. Advisors will be drawn from the Holy Cross Physics Department and the WPI Mechanical Engineering Graduate Committee.

This program is unique among the CAMPs because the graduate and undergraduate programs are in different though closely related disciplines. Holy Cross students are eligible to take WPI undergraduate courses through the HECCMA consortium and will start taking these in the sophomore year. Three physics students have piloted this program and are currently enrolled as ME master's students at WPI and are doing well. (**See Addendum #2, attached to these minutes.**)

Prof. Richman (AE) stated that he supports the motion. He asked for an explanation as to why the proposal allows for 300-level Holy Cross courses to be double counted for the MS degree, whereas other WPI BS/MS degrees double-count only 4000-level undergraduate courses. **Prof. Rao** clarified that the 300-level courses at Holy Cross are senior level and therefore the equivalent of WPI's 4000-level courses. Prof. Richman also asked whether WPI does or should ask Holy Cross to transfer funds to cover the tuition for these students. **Prof. Ruiz** (CS) explained that HECCMA allows students to take these courses free of charge through a pre-existing agreement. This master's degree does guarantee two semesters of WPI full-time enrollment in which tuition is charged. **Pres. Wang** repeated that the HECCMA agreement existed prior to this CAMP proposal.

Prof. Heffernan (CS) spoke in favor of the motion. He asked about HECCMA tuition exchanges for graduate students. **Sarah Miles** (Registrar) explained that HECCMA covers only undergraduate tuition exchange. She explained that some graduate programs have a specific tuition agreement that is not part of HECCMA.

Terry Adams (OTIE) asked if these students are considered WPI students and subject to WPI's Intellectual Property policies. **Prof. Rao** explained that they are Holy Cross students until they graduate with their undergraduate degree.

This motion passed.

Committee on Academic Policy (CAP)

Prof. Zoutendyk (MME), on behalf of the Committee on Academic Policy, moved that the test-blind admissions pilot policy that was adopted in March 2021 be terminated and WPI return to a test-optional admissions policy indefinitely. Under the test-optional admissions policy, students may but aren't required to include standardized test scores with their application materials for undergraduate admissions review. A return to the test-optional policy would take effect for the Class of 2030 (students starting Fall 2026).

Prof. Zoutendyk explained that the three main goals of the test-blind policy were to increase diversity of the student body, maintain the quality of our students, and maintain our graduation and retention rates. Based on data from two years, the test-blind policy is not achieving our diversity goal and may be hurting us as an institution.

She reported that WPI admissions staff do not need test scores. Instead, they are trained to look at the whole individual and not just numbers, to overlook bias and be as inclusive as possible. Other institutions call the test-blind policy the "do no harm testing policy." If a student submits a test score, it is used only if it helps them and ignored if it does not. WPI was an early adopter of the test-optional policy and jumped into the test-blind policy before everyone else. Our admissions department acknowledges that students have different access to test practice and that standardized testing is inherently biased. A study done on test-blind, test-optional and test-required institutions showed that if you use a test-optional policy in context, you end up with a higher diversity pool.

The Admissions staff are hearing that students think WPI is not competitive because we do not accept test scores. This perception makes it more difficult to recruit students who want to submit their test scores. (**See Addendum #3, attached to these minutes.**)

Based on the data, Prof. Zoutendyk concluded that a return to a test-optional policy would restore perceptions that WPI is competitive and might help boost our international student enrollment.

Prof. Cowlagi (AE) thanked CAP for the presentation and for being ahead of the data. He supports the motion and agrees with the reasons provided. Students can do better on tests without having specific access to better preparatory resources and we should look at these tests as a way for students to showcase their talent of being good at something despite adversity.

Dean King (BBT) asked for the percent decrease in applications for students of color during the trial period. **Prof. Zoutendyk** responded that the percentage of enrolled students of color dropped from 29% in 2021 to 26.5% in 2024.

Prof. Smith (IMGD) thanked CAP for the presentation and added that she had not previously been very aware of this topic. She asked for an explanation of the help/hurt aspect of the “do no harm policy.”

Dean Cluett (Admissions) explained that strong test scores can be part of the discussion about an applicant among the committee. For instance, someone may point out that a test score is above our profile, or that a score is high relative to other scores at that same high school. Test scores will not be mentioned if they are poor. Because the committee does not make a calculation, there is no way to quantify how a test score helps or hurts an applicant.

Prof. Somasse (SSPS) suggested that it is premature to conclude the pilot program given the confounding variables that were presented (Covid, changing federal laws). He thought it was important to consider not only race but also economic data (for instance, how many of the applicants or enrolled students are eligible for Pell?). He also challenged the argument that WPI is an outlier, pointing out those differences from our peer institutions that we cherish. He suggested a motion to table the discussion until economic data are available. **Prof. Zoutendyk** explained that we do not have this data on applicants.

Dean Cluett explained why WPI lacks the economic data on applicants. Not every student applies for financial assistance. The Admissions staff is well aware of the limitations of a test, and she would never support going back to requiring test scores for admission. She supports this motion not because test scores will help with admission decisions (they will not) but rather because the test-optional policy will improve WPI’s market position and encourage students to apply.

Prof. Hansen (HUA) explained that we should be capable of taking a holistic view of the issue and not focusing on one data point. We look like a second-rate place when we don’t allow students to submit their test scores. He explained that in the past, increasing the international student population helped WPI provide more financial aid. If our current policy prevents students from applying, we should revise it.

Prof. Somasse (SSPS) made a motion to table. This was seconded.

Prof. Dudle (CEAE) explained that CAP has looked at this question extensively over the past two years and analyzed all data they could find. If the motion is returned to CAP, it will return to the faculty unchanged. This test-blind policy is hurting WPI because we are perceived to be a lesser school.

The motion to table did not pass.

A motion to call the question passed.

The original motion passed.

Committee on Advising and Student Life (CASL)

Lauren Buffone (Director, Student Success & Support), on behalf of the Committee on Advising and Student Life, presented information about the CARE team. **(See Addendum #4, attached to these minutes.)** The CARE team is a group of professional staff on campus who support the safety, welfare, and academic success of students. Every member of the CARE team has a full-time role on campus, including directors in student-facing offices, that can directly address and support student concerns. The point of the CARE team is to be a safety net for students displaying concerning behavior. The CARE team is not an emergency response program. Emergencies and immediate safety concerns should go through Campus Police. Concerns can be submitted to the CARE team via an online form (“I’m Concerned About a Student”) or by calling or emailing the Dean of Students Office. More than half of student concerns come from faculty regarding academic issues and behavioral concerns. The other half come from peers.

Ms. Buffone presented a Care Report Flow Chart to explain what happens once a concern is submitted. The CARE Team assesses the risk and reaches out to the student – usually through email but, when appropriate, with a wellness check or other intervention. Last year the team received 1,699 care reports for 1,312 unique students.

Graduate and international students are less represented in CARE reports, while first-generation, Pell-eligible, and Accessibility Services-connected students are more represented.

Noting that faculty see students regularly, Ms. Buffone requested that faculty members listen to students, be active listeners, communicate as best they can, and be aware of resources for students. She requested that professors be clear in their syllabi about assignments, grading, attendance and makeup policies. This clarity aids in discussions with students to find additional flexibility. She added that CARE reports are not confidential, but they are private. No updates about the student or any actions or resolutions are sent to the reporting party. If the behavior continues, she urged, faculty should contact her again about the problem.

A motion to extend the meeting for five minutes was approved.

Prof. Martin (MA) asked how many of the students are angry that they have been referred. Very few, Ms. Buffone replied.

6. Tracking Old Business

Prof. Claypool announced that the COG item about changing the policy on search processes for administrators will be brought back in December.

7. New Business

There was no new business.

8. Closing Announcements

There were no closing announcements.

9. Adjournment

Meeting was adjourned at 1:47pm by **Prof. Claypool**.

Respectfully submitted,

Mark Claypool
Secretary of the Faculty

Addenda on file with these minutes:

1. CGSR - Motion to establish the Collaborative Accelerated Master's Program (CAMP) in MME between Holy Cross and WPI - November 13, 2024
2. CGSR - MME CAMP Presentation - November 13, 2024
3. CAP - Motion to terminate WPI's test-blind admissions pilot policy - November 13, 2024
4. CARE team presentation - November 13, 2024

Date: December 11, 2024

To: WPI Faculty

From: Committee on Academic Operations (Prof. Liang, Chair)

Re: Motion to approve the December 2024 undergraduate student graduation list

Motion: The Office of the Registrar reports that the following candidates have either completed all the requirements for the degree designated in the department or program indicated, or are expected to complete their degree requirements before December 30, 2024. They therefore are or will be eligible to receive that degree, and on behalf of the Committee on Academic Operations, I move that – pending final verification by the Registrar that all those on the list have in fact completed their degree requirements – they be approved for December 30, 2024 graduation.

Bachelor of Arts

Environmental and Sustainability Studies:

Ellie Burress

Interactive Media and Game Development:

Abigail Rauch

Bachelor of Science

Actuarial Mathematics:

Matthew Letourneau

Aerospace Engineering:

Akhilesh Yarlagadda
Minor: Data Science

Biochemistry:

Abigail Cohen
Minor: Biology
Bella DeCilio
Bo Fioretta
August Vitarbo
Minor: Biology

Biology and Biotechnology:

Zachary Gogna
Chiara Smith
Minor: Global Public Health
Ryan Polanski

Biomedical Engineering:

Frank Almeida
Evan Brady
Nithya Chockalingam
Mia Long
Tevin Makoye
Double Major
Benjamin Pinto Baqueriza
Samantha Robison
Minor: Mechanical Engineering
Ariel Shirzadi
Anna Thomas
Minor: Music

Chemical Engineering:

Clayton Hanlon
Emma Neumann
Energy Concentration
Emily Sollecito
Double Major
Candy Zhang

Chemistry:

Lillian Carleu
Bryce Denmark

Civil Engineering:

Ryan Tonry

Computer Science:

Annalisa Allan
Charles Anderson
Esha Bajwa
Minor: Data Science
Brendan Byrne
Double Major
Samuel Colebourn
Ishayu Das
Sam David
Double Major
Minor: Data Science
Minor: Astrophysics
Minor: Mathematics
Nur Fateemah
Eleanor Foley
Minor: Chinese Studies
Minor: Robotics Engineering
Jacob Glik
Matthew Gomes
Double Major
Omri Green
Double Major
Harshith Iyer
Ashley Jacob
Minor: Business
Sophia John
Minor: Media Arts
Jade McEvoy
Double Major
Sean McNamara
Guillermo Morel Mendez
Steven Oliner
—**Minor: Music**
Viet Hung Pham
Minor: Chinese Studies
Christian Poulin
Alex Ramírez
Daniel Sardak
Timothy Stecko
Minor: Chinese Studies
Michiba Toryu
Minor: Music
Dinmukhamed Umbetzhan

Arjun Venat
Double Major
Shafath Zaman

Data Science:

Abigail Albuquerque
Christopher Langevin
Aidan Syrgak Uulu
Minor: Business
Arjun Venat
Double Major

Electrical Engineering:
Lorenzo Bailey**Electrical and Computer Engineering:**

~~Matthew Balquin~~
—**Minor: Robotics Engineering**
Sam David
Double Major
Minor: Data Science
Minor: Astrophysics
Minor: Mathematics
Alessandra Fabela
Kieran Gallison
Yujie Guo
Minor: Robotics Engineering
Lexi Krzywicki
Double Major
Tevin Makoye
Double Major
Lorenzo Mira
Hrishikesh Nair
Domenic Sena
Matheos Simantirakis
Double Major

Humanities and Arts:
Dale Messer**Industrial Engineering:**
Jared Bailey
Atharva Tiwari
Nolan Willoughby

Interactive Media and Game Development - Technology:

Zesheng Chen
Jade McEvoy
Double Major

International and Global Studies:

Kylar Coleman-Foley
Double Major

Management Information Systems:

Hannah Moran

Mathematical Sciences:

Jake Brady
Minor: Robotics Engineering
Elizabeth Euwart

Mechanical Engineering:

Tucker Carmichael
James Carmody
Mia Gilmore
Christiana Kearns
Lauren Meinhold
Minor: Business
Daniel Moreau
Jeremy Peters
Minor: Business
Gregory Reppucci
Jared Revell
Olivia Simon
Minor: Individually-Designed
Emily Sollecito
Double Major
Abigail Sumner
Biomechanical Concentration
Kevin Zhou

Physics:

Kylar Coleman-Foley
Double Major

Robotics Engineering:

William Albert
Brendan Byrne
Double Major

Carlos Giralt Ortiz

Matthew Gomes

Double Major

Omri Green

Double Major

Lexi Krzywicki

Double Major

Arturo Eduardo Lemos Lee

William Merry

Minor: Computer Science

Christian Piper

Matheos Simantirakis

Double Major

Society, Technology and Policy:

Meena Meyyappan

Date: December 11, 2024

To: WPI Faculty

From: Committee on Graduate Studies and Research (Prof. Cote, Chair)

Re: Motion to approve the December 2024 graduate student graduation list

Motion: The Office of the Registrar reports that the following candidates have either completed all the requirements for the degree designated in the department or program indicated, or are expected to complete their degree requirements before December 30, 2024. They therefore are or will be eligible to receive that degree, and on behalf of the Committee on Graduate Studies and Research, I move that – pending final verification by the Registrar that all those on the list have in fact completed their degree requirements - they be approved for December 30, 2024 graduation.

Doctor of Philosophy

Biomedical Engineering:

Carolina Villarreal

Kiran Judd

Danyang Zheng

Business Administration:

Fadi Almazyad

Mechanical Engineering:

Alexander Castaneda

Mehrnoosh Famil Dardashti

Chemistry:

Nicholas Fitzpatrick

Trevor Paratore

Lindsey Prignano

Physics:

Vuong Truong

Civil Engineering:

Mehmet Kirtan

Robotics Engineering:

Shang Gao

Tess Meier

Zhentian Qian

Computer Science:

Mallak Alkhathlan

Wen Ge

Master of Business Administration

Lisa Atwell

Joseph Capossela

Cheryl Ann Cerny

Jessica Connor

Eva Conte

Julia Davenport

Rosemarie Day

Erik Fyrer

David Harvey

Sanuska Poudel-Mullarkey

Ardian Preci

Benjamin Quinto

Kelsey Regan

Liam Sullivan

Jennifer Weiner

Electrical and Computer Engineering:

Adriyel Nieves

Caner Tol

Galahad Wernsing

Materials Science and Engineering:

Trevor Bond

Precious Etinosa

Master of Computer Science

Madeline Chudy
John DeLeo
Matthew Giorgio
Stephen Jendritz
Christopher Turner
Matthew Yeo
Bo Yu

Master of Engineering

Biomedical Engineering:

Fox Avery
Helga Becka
Julia Nicolescu

Power Systems Engineering:

Barry Aslanian
Isabelle Brock
John Cartwright
Christopher Villar

Master of Mathematics for Educators

Ashley Cannon

Master of Science

Aerospace Engineering:

Alex Ballentine
Bryce Bragdon
Nathan Brumble
Andrew Carlton
Benjamin Cobb
Quentin Collins
Graham Driscoll-Carignan
Isaac Garry
Roman Henry
Melissa Kelly
Joseph Kuchenmeister
George Love
Andy Moise
Jackson Neu
Ariel Velasquez

Applied Mathematics:

Caitlin Ho

Applied Statistics:

Kaisen Yang

Artificial Intelligence:

Kendall Haddigan

Biochemistry:

Alvan Okechukwu

Bioinformatics and Computational

Biology:

David Datta

Biomedical Engineering:

Samantha Cocchiaro

Bioscience Management:

Robert Ballesteros
Krystal Burbank
Meng Lian
Kayla Sica
Julia Smith

Biotechnology:

Abigail Broyles
Alyssa Whitley

Business Analytics:

Arafat Ahmed
Tasneem Bhagat
Roshni Harish
Katee Harrington
Yihyang Kim
Joseph Kobi
Brian Odhiambo

Chemical Engineering:

Antoine Benard
Gabriel Garbes
Gavin Maloney
Zach Manfredi
Maliha Alma Marium
Jonathan Martin

Chemical Engineering cont.:

Violet Smiarowski
Adrianna Tagayun
Deah Zajmi

Chemistry:

Hima Mukeshkumar Patel

Civil Engineering:

Clara Dublin

Community Climate Adaptation:

Jonathan Chang
Muhammad Hassan Dajana
Sol Giesso
Camila Gomez Gutierrez

Computer Science:

Abigail Albuquerque
Mehrnoosh Alizade
Anushka Bangal
Adhiraj Budukh
Jared Chan
Ronghan Che
Kaitlyn Fichtner
Botao Han
Jack Hanlon
Samuel Karkache
Wai Khumwang
Samuel Uche
Yangtian Yan
Michael Zeolla
Eric Zhou

Construction Project Management:

Patricia Gutierrez Cova
Jack Hoover

Cyber Security:

Annalisa Allan
Yongcheng Liu
Christian Rijos

Data Science:

Akul Agarwal
Sai Supreeth Reddy Bandi

Gabriel Barbosa

Brock Dubey
Daniel Fox
Matt Haley
Lovleena Kalia
Jennifer Kimball
Harika Koduri
Anne Lapsley
Dalton Macres
Madelyn Marcotte
Tia Mehta

Kewal Jayshankar Mishra
Justine Moy
Tyler Nardone
Adina Palayoor
Mason Perham
Dylan Phillips
John Prominski

Electrical and Computer Engineering:

Hussain Bhatti
Subrata Kumar Biswas
Zaher Bunnii
Ryan Cote
Kleo Golemi
Lin Guan
Coco Mao
Olivia Peterson
Salik Siddiqui

Environmental Engineering:

Ricky Healey
Laura Krause

Fire Protection Engineering:

Buan Chiang Daniel Choo
Seungjoon Lee

Information Technology:

Dang Nguyen

Innovation with User Experience:

Tiffany Wee Sit

Interactive Media and Game**Development:**

Xingyu Zhou
Samin Tokey

Management:

Sophia Islam
Stephen MacDonald
Joseph Martin
Juliana Porto

Materials Science and Engineering:

Kasey Berger
Steven Gordon
Emmanuel Opoku
Sherjeel Sohail
Patrick Walsh

Mechanical Engineering:

Daniel Barmakian
James Carmody
Henrique Checcucci Bahia dos Santos
William Chissoe
Stephen Davis
Belkys Felix Nova
Adam Giordani
Ryan Gottwald
William Gunn
Kyle Hope
Alexander Kovacs
Patrick Leach
Luke Regan
Patricia Smith
Lydia Ellen Tonani-Penha
Aaron Vaz
Benjamin Williams

Neuroscience:

Gabrielle Plainte

Physics:

Han Liu
Aaron Pilarcik

Robotics Engineering:

Shreyas Chigurupati
Paul Crann
Michael Da Silva
Timothy DeMaro
Daniel Echeverria
Can Guven
Amjad Khan
Noopur Koshta
Giorgio Mendoza
Ankit Mittal
Aditi Pawaskar
Chinmayee Prabhakar
Alethea Saine
Antonio Sanchez
Azzam Shaikh
Shane Toma

Systems Engineering:

Maria Athanassiu
Stephen Chavez
Rachel Clark
Holland Collier
Anne Cottle
Gaston De Zarraga
John Feden
Nahyomy Garcia
Ronald Goodstein
Stephanie Herald
Samuel Johnson
Rachel Marion
Benjamin McCrae
Stefan Moeller
Cynthia Peregolise
Zach Stone
Jennifer Urbauer-Parsons
Amanda Varricchio
Valentina Waters
Paymon Zarabi

Date: December 11, 2024
To: The WPI Faculty
From: Committee on Tenure and Academic Freedom (Prof. Wobbe, Chair) and Committee on Governance (Prof. Troy, Chair)
Re: Motion to temporarily increase CTAF membership by one

Motion:

The Committee on Tenure and Academic Freedom and the Committee on Governance recommend and we move that the membership of CTAF for the academic years 2025-2026 and 2026-2027 be temporarily increased from 9 to 10 members.

Description of the Motion:

This motion would expand CTAF temporarily to handle the number of tenure cases that are anticipated in the next 2 academic years. To implement this, in spring of 2025, we would elect three new members (two regular, one additional) rather than two new members.

Background/Rationale:

Currently, there are 24 tenure cases scheduled for AY 25-26, and 23 in AY 26-27. With the current CTAF membership of 9, this workload would be grueling and likely to lead to less thorough reviews. Increasing CTAF from 9 to 10 members will reduce that workload to a level consistent with the current workload.

Year	Cases	Cases per person	Cases per person
		9 members	10 members
2024-2025	21	11 or 12	
2025-2026	24	13 or 14	12
2026-2027	23	12 or 13	11 or 12
2027-2028	21	11 or 12	
2028-2029	14	7 or 8	

Each case requires about 8 hours of combined meeting time (4 hours) and prep time (4 hours). Thus, a case load of 12 is roughly 96 hours of work.

We do not anticipate needing 10 CTAF members past AY 26-27, as the number of tenure cases drops to 21 in AY 27-28 (equivalent to this current year), and 14 in AY 27-28. This is largely due to the bulk of Professor of Teaching candidates completing their probationary period.

Implementation Plan:

This spring, faculty committee elections would elect to CTAF 3 new members (2 regular and 1 additional member) each to a standard 4-year term. In 2027, faculty committee elections would elect to CTAF only 2 new members instead of the planned 3. This would provide 10 CTAF members for AY 25-26 and AY 26-27 before returning to 9 for AY 27-28 and beyond. The table below indicates how members would be added in subsequent years to maintain a membership of 10 through AY 26-27 and drop back to nine in AY 27-28.

CTAF Membership				
2024-25	2025-26	2026-27	2027-28	2028-29
25 Erin Solovey	Replacement 1	Replacement 1	Replacement 1	Replacement 1
25 Kris Wobbe	Replacement 2	Replacement 2	Replacement 2	Replacement 2
26 Renata Konrad	Renata Konrad	Replacement 3	Replacement 3	Replacement 3
26 Randy Paffenroth	Randy Paffenroth	Replacement 4	Replacement 4	Replacement 4
27 Amity Manning	Amity Manning	Amity Manning	Replacement 5	Replacement 5
27 Aaron Sakulich	Aaron Sakulich	Aaron Sakulich	Replacement 6	Replacement 6
27 Lyuba Titova	Lyuba Titova	Lyuba Titova	(not replaced)	
28 Raghu Cowlagi	Raghu Cowlagi	Raghu Cowlagi	Raghu Cowlagi	Replacement 7
28 Pratap Rao	Pratap Rao	Pratap Rao	Pratap Rao	Replacement 8
	New	New	New	New
Total: 9	Total: 10	Total: 10	Total: 9	Total: 9

Resources Required:

Because CTAF members are currently offered either a course release or a stipend, the funds for this would have to increase to accommodate the additional person for the next two years.

Date: December 11, 2024
To: WPI Faculty
From: Committee on Governance (Prof. Troy, Chair)
Re: Motion to modify guidelines for searches to fill academic administrative positions.

Motion: The Committee on Governance (COG) recommends, and I move that the language describing the guidelines for searches to fill academic administrative positions be modified as described below.

Description of the Motion:

The current Faculty Handbook describes the processes to follow when searching to fill academic administrative positions. This motion defines modified processes for associate positions and adds some clarity regarding the announcement of new positions and vacancies, as well as interim appointments.

Proposed modifications: Faculty Handbook, Chapter Two, Section 6, Guidelines for searches to fill academic administrative positions (Text to be removed is ~~struck out~~. Text to be added is highlighted in **yellow**.) Changes since the October version that was discussed are highlighted in **turquoise**. Changes to the motion since November 27, 2024 version are in **red strikethrough** and highlighted in **red**.

6. GUIDELINES FOR SEARCHES TO FILL ACADEMIC ADMINISTRATIVE POSITIONS*

(Approved by the Faculty, May 2007; **Amended by the Faculty, December, 2024**)

a. Academic Administrative Positions:

An academic administrative position is defined as a faculty appointment in which the primary responsibilities of the position are to lead faculty and to work with and on behalf of them to oversee substantial elements of WPI's degree-granting undergraduate or graduate programs, and/or to provide leadership, vision, and guidance in working with and on behalf of faculty to enhance their scholarship. Academic administrative positions are held by faculty who work with other faculty across several departments, programs, or other similar academic units. Examples of academic administrative positions include the Provost, Associate ~~or Assistant~~**or Vice** Provosts, and the Deans and Associate Deans of Arts & Sciences, Engineering, Business, Global School, Undergraduate Studies and Graduate Studies. Non-academic administrative positions include, but are not limited to ~~those in admissions, enrollment management, student life, research administration, corporate and professional education, development, and marketing.~~ **Positions in non-academic administrative units are not subject to these guidelines.**

b. Announcement of an Administrative Position

Vacancies will be declared by the Provost (or the President, when the search is for Provost) when academic administrators are not re-appointed or will not continue. A declaration of an anticipated vacancy may also occur with the creation of a new academic administrative position. A job description for the position to be filled shall serve as the basis for announcing the position. Any proposal for creating a new or sunsetting an existing academic administrative position shall include rationale to be shared with the Committee on Governance in time for its considered input prior to formally announcing or sunsetting the position. The proposal for creating a new position should include a draft of the job description.

c. Formation of the Search Committee:

i. Search Committee for Provost, Associate or Vice Provost, and Academic Deans

When ~~an~~ the academic administrative position is to be filled from either inside or outside of WPI, a

search committee of nine members is formed consisting of. Five members of the search committee shall be faculty who are not members of the Administration, and will include three elected faculty members, one faculty member appointed by the Committee on Governance, and one faculty member appointed by the Provost. The remaining four members shall be two members appointed by the President, and two students appointed jointly by the President and by COG. The President, the Provost, and COG will collaborate on all appointments to ensure balance of the committee's membership and to select the Chair of the search committee. If the search is for the Provost, the Provost will not make an appointment and the President will make three appointments that include the appointment normally made by the Provost.

If the responsibilities of the position cross all departments, then all faculty participate in the process to choose the three elected faculty members of the search committee. In this case, there is no restriction on the departmental affiliations of the faculty members who may be elected or appointed. If, on the other hand, the responsibilities of the position do not cross all departments and programs, then the elected faculty members of the committee will be chosen by those faculty and from among those departments and programs that fall under the responsibilities of the position. In this case, at least one of the appointed faculty members must be from outside the academic departments and programs that fall under the responsibilities of the position.

ii. Search Committee for Associate Academic Deans

It is expected that Associate Academic Dean positions will be filled from inside of WPI as leadership opportunities for faculty members. A search committee is formed consisting of five faculty members. This includes three elected faculty members who are not members of the Administration, one faculty member appointed by the relevant Academic Dean, and one faculty member appointed by the Provost. The faculty member appointed by the Academic Dean may shall not be a member of the Administration. The Academic Dean and Provost will collaborate with COG on these appointments to ensure balance of the committee's membership and to select the Chair of the search committee.

If the responsibilities of the position cross all departments, then all faculty participate in the process to choose the three elected members of the search committee. In this case, there is no restriction on the departmental affiliations of the faculty members who may be appointed. If, on the other hand, the responsibilities of the position do not cross all departments and programs, then the elected members of the committee will be chosen by those faculty and from among those departments and programs that fall under the responsibilities of the position. In this case, at least one of the appointed faculty members must be from outside the academic departments and programs that fall under the responsibilities of the position. The job description of the Associate Dean position shall be made available before the nomination and election ballots are distributed.

d. Conducting the Search:

The work of the search committee begins when the Provost (or the President, when the search is for the Provost; or Dean, when the search is for an Associate Dean) provides it with a complete description of the responsibilities of the position. There is an understanding between the Provost, the President Administration, the search committee, the candidates, and the WPI community that the job description will not change substantially throughout the search and for a reasonable period of time after an appointment is made to fill the position. At the outset of the search, the committee will meet with representatives from the Division of Talent and Inclusion for advice on relevant legal matters, and, throughout the search, will consult with those representatives whenever the committee determines that is necessary to do so.

The job description will be used in soliciting nominations **and applications** for the position. The search committee will evaluate the applicants and select appropriate candidates to be interviewed for the position.

It is the responsibility of the search committee to **determine the final candidates and to** conduct the search in such a manner that all members of the faculty, administration, and staff who would interact in a substantive way with the appointee be given the opportunity to review the **final** candidates' resumes, meet with the candidates, ask questions of the candidates, and provide both written and oral feedback to the committee. The search committee may invite members of the staff to meet with the committee and/or serve as resources for the search. **For Associate Dean searches, the search committee will determine the preferences of the members of the relevant school and weigh those heavily in identifying the final candidates.**

Because input from students is so highly valued, it is also the responsibility of the search committee to solicit input from appropriate representatives of the student body, arrange meetings between students and each **final** candidate, and obtain written and oral **input** **feedback** from the students about the candidates with whom they have met.

e. *Evaluating the Final Candidates:*

i. *Candidates for Provost, Associate or Vice Provost, and Academic Deans*

The search committee will determine the final candidates (normally two or more) and provide a detailed evaluation of each **candidate one** to the Provost with its preferences made clear. The evaluation should contain a digest of the feedback from the community and a summary of strengths and weaknesses (without explicit rank-ordering). The Provost will then share the information with the President, and jointly the President and Provost will select one of the candidates to fill the open position. If the search is for a Dean, then the **President and** Provost **may consult with the President** **will select a candidate to be recommended to the Board of Trustees for approval** to appoint a **candidate**. If the search is for the Provost, then the committee's evaluations will be given directly to the President, who will **make the selection for approval** nominate a candidate for appointment by the Board of Trustees. If none of the candidates is acceptable to them, the President and/or the Provost will discuss their reasons with the search committee and will either request that the search committee continue the search process, or that the search begin anew with the formation of a new search committee and a new solicitation for the position.

ii. *Candidates for Associate Dean*

The search committee will determine the final candidates (normally two or more) and provide a detailed evaluation of each **candidate one** to the Provost and relevant Dean with its preferences made clear. The evaluation should contain a digest of the feedback from the community and a summary of strengths and weaknesses (without explicit rank-ordering). **The Provost and the Dean will select** make a recommendation to the Provost and the Provost will appoint one of the candidates to fill the open position. If none of the candidates is acceptable to them, the Provost and the Dean will discuss their reasons with the search committee and will either request that the search committee continue the search process, or that the search begin anew with the formation of a new search committee and a new solicitation for the position.

f. *Appointment of an Interim Academic Administrator:*

When an academic administrative position becomes vacant, the Provost (or the President, when the vacancy is for the Provost) may make an interim appointment through an open and transparent process: the availability of the interim position is announced, and individuals can nominate themselves or others. The appointment of the interim academic administrator shall be made after

consultation with the appropriate constituencies, such as faculty in the academic unit, faculty governance and individuals who will work closely with the appointed administrator.

The search for the permanent appointment should start no later than the next academic year, and the term for an interim appointment shall not exceed two years.

Rationale:

This motion aims to address issues regarding the search processes for academic administrative positions.

- In the recent past, Faculty have been appointed as Associate Dean without any advertisement that there was even a position available, and there is no evidence of a search committee. Such positions are leadership opportunities for faculty members and should be publicized to encourage the broadest participation.
- Interim positions are sometimes inevitable when an existing academic administrative position becomes vacant. However, interim appointments should not last for two or even three years, for that would be a sign of poor planning.

With an increase in faculty members serving in the Academic Administration, it is important that existing guidelines adapt. In particular, Associate Deans are positions of leadership and should only be appointed based on a transparent and open search, especially when the position is filled by an internal candidate. The existing guidelines specify a nine-member search committee for the key roles of Provost, Associate or Vice Provost and all Academic deans. When searching for Associate Deans, it would seem acceptable to reduce the size of the search committee to five faculty members, with more than half of them being elected faculty members. It is also important to advertise that the position exists to encourage and attract faculty members to consider applying for the position.

During the last few years there have been several interim appointments to key academic roles and there needs to be greater motivation to filling these roles with a permanent appointment. It is only fair to the faculty member serving in interim capacity, otherwise they may not be able to be effective in fulfilling their duties.

Finally, these search committees are Faculty Committees, and as such should be structured so that more than half of the members on any committee are elected faculty members. Doing so ensures that the broadest participation of all faculty members. A recent motion clarifies that faculty members of the Administration should be ineligible to be elected to faculty committees, and this rule should also apply to search committees. Note that when a faculty member is appointed to serve on a search committee, the appropriate members of the administration (whether the President, the Provost, or an academic dean) will collaborate with COG on all appointments to ensure balance of the committee's membership and to select the Chair of the search committee. These appointed faculty members may continue to be part of the Administration.

Regarding the search committee decisions, the motion formally clarifies that the search committee is responsible for selecting the short list of final (acceptable) candidates and they will provide detailed evaluations of each candidate with its preferences made clear and with a digest of the feedback from the community included.

The latest changes highlighted in red are revisions so as not to conflict to the WPI Bylaws:

- WPI Bylaws Article V.C.3 states that the Provost “appoints, supervises and evaluates the Academic Deans.”
- WPI Bylaws Article V.C.1 states that the Provost “is appointed by the Board on nomination by the President.”
- WPI Bylaws Article V.D.7 states that the Provost appoints Academic Deans (including Associate Deans) upon recommendation of the Academic Deans: Academic Deans are responsible for ... “Supervising and evaluating Associate Deans, Department heads, Program Directors, and other direct reports, and making recommendations to the Provost on appointments to these roles.”

Date: December 11, 2024
To: WPI Faculty
From: Committee on Governance (Prof. Troy, Chair)
Re: Motion to update the Consulting Policy and create a new Conflict of Commitment Policy

Motion: The Committee on Governance (COG) recommends, and I move that the language describing the Consulting Policy, be modified as described below, and that a new Conflict of Commitment policy be created.

Description of the Motion:

The current Faculty Handbook contains a Consulting Policy that broadly describes the circumstances under which faculty may engage in outside consulting. This motion provides updates to how consulting and other external activities may create conflicts of commitment and how these conflicts must be handled.

Proposed modifications: Most of the Consulting Policy will be replaced by the Conflict of Commitment Policy. However, certain parts of the Consulting policy will be retained, as described below.

Revised Consulting Policy

In the Faculty Handbook, CHAPTER EIGHT, Section I. Consulting Policy (Text to be removed is ~~red~~ ~~struck out~~. Text to be added is highlighted in yellow.)

I. CONSULTING POLICY

(Faculty Handbook, 1980)
(Revised December 2024)

The University encourages members of the faculty to do consulting work and, where appropriate, to expand consulting activities into on-campus research programs. Participation as a consultant for extra compensation ~~must comply with the Conflict of Commitment Policy, should be cleared with the Department Head concerned, and while time is made available for such participation, it must not substantially detract from full-time salaried responsibilities to the University.~~

~~Ordinarily, outside consulting work or participation in a university-industry program for extra compensation should not exceed the equivalent of one day per week. Participation in industry-sponsored programs requiring the equivalent of more than one day per week should be undertaken with released time from teaching with no additional compensation beyond the “one day equivalent.” Each member of the faculty who undertakes consulting work or research is encouraged to seek that kind of activity which will enhance his or her long-range professional development; provided, however, that such consulting work complies with Section IX.C. of the Conflict of Commitment Policy.~~

~~In work for industry, routine testing in competition with established commercial testing laboratories is discouraged, unless no commercial testing facilities are reasonably available. More than casual use of University facilities for outside consulting work is discouraged. Where the Department Head believes that such use is justified, the Director of Research Administration must be consulted and a formal contract should be entered into between the University and the client to be sure that appropriate charges are made. Modest use of special campus facilities should compensate the Department for such use.~~

In all work with industry, arrangements should be made with the sponsor to permit adequate publication of results, where appropriate, without jeopardizing the proprietary interests of the sponsor.

Endorsements and Letterhead

The University letterhead is not to be used for promotion of one's own business interests or for any purposes other than University business.

New Conflict of Commitment Policy

In the Faculty Handbook, add a new section (VI) to CHAPTER NINE to describe the Conflict of Commitment Policy. Please see the EXHIBIT A for the full Conflict of Commitment Policy.

Rationale:

The changes are required in response to comply with current law and to update our policy to be consistent with the (recently updated) Conflict of Interest Policy.

EXHIBIT A

CHAPTER NINE Section VI: Conflict of Commitment Policy for Faculty & Investigators

(Presented to the Faculty December 2024. Adopted by the Board of Trustees, February 2025)

I. Purpose

The purpose of this policy is to help faculty and investigators avoid Conflicts of Commitment (defined in Section III, below) by clarifying obligations and expectations with respect to External Activities (defined in Section III, below), while also balancing the significance and importance of promoting entrepreneurship and professional advancement.

Another purpose is to comply with federal laws, regulations and agency policies which require WPI, as a condition of receiving federal funding, to maintain policies that enable WPI to identify and manage potential Conflicts of Commitment arising from External Activities of faculty. (See, e.g., *National Science and Technology Council, Guidance for Implementing NSPM-33* (January 2022); *New Conflict of Interest and Conflict of Commitment Policy for Recipients of NASA Financial Assistance Awards* (January 30, 2023); *NIH Grants Policy Statement; CHIPS and Science Act of 2022* (August 8, 2022)).

WPI recognizes the importance of faculty involvement in External Activities. Such activities extend professional competence, enrich the faculty teaching experience, and contribute to the advancement of the profession. At the same time, a WPI faculty member's primary professional commitment of time and intellectual energy is to teaching, research, and service to WPI.

Occasionally, a Conflict of Commitment may arise when a faculty member's External Activities conflict with their primary responsibilities to WPI. For example, having an active consulting business or a startup company may conflict with the faculty member's participation in the instructional, scholarly, or administrative work of WPI, or may otherwise affect (or appear to affect) one's judgment in carrying out WPI-related responsibilities.

This policy is intended to complement Conflict of Interest Policy (CHAPTER NINE, Section I). While the Conflict of Interest Policy deals primarily with financial conflicts of interest, this policy deals with conflicts related to commitments of time, effort, and responsibilities.

This policy is not intended, nor should it be interpreted to interfere with any faculty member's academic freedom, as defined in the Faculty Handbook.

II. Scope

This policy applies to all WPI faculty (as defined in the Faculty Handbook), and to non-faculty Investigators on grants and contracts (as defined below).

This policy does not apply to employees who work for WPI less than half-time (e.g., adjunct faculty), except to the extent that such employees have effort commitment on grants and/or sponsored projects at WPI.

III. Definitions

“Conflict of Commitment” means any External Activity in excess of the limitations imposed by this policy. A Conflict of Commitment usually involves an issue of time allocation that conflicts or overlaps with an employee's commitments to WPI and/or with the employee's responsibilities on grants.

“Covered Individual” means a WPI faculty member, or “Investigator” as defined below, who is subject to this policy.

“External Activity” means an activity engaged in by Covered Individuals outside of WPI that reasonably relates to, or affects their ability to perform their institutional responsibilities at WPI. For example, External Activities generally consist of outside research, teaching, consulting, clinical activities, or business activities whether paid or unpaid, including but not limited to start-up companies or companies originating from WPI, which may involve WPI-owned intellectual property.

“Investigator” means any person who is not a faculty member, with responsibility for the design, conduct, or reporting of sponsored research or other sponsored programs at WPI, including but not limited to senior personnel on grants and contracts. This definition generally excludes graduate research assistants and fellows, except in cases where they are named as a principal investigator, co-principal investigator, or other senior personnel on a grant or contract.

“Sponsor” means an entity from which WPI requests or receives financial support (e.g., grants, contracts, etc.) for the purpose of furthering research, training, or other institutional activities.

“Supervisor” means a Covered Individual’s direct line manager. For faculty this is normally the Department Head or Program Director.

IV. Policy Requirements

A. Disclosure to WPI

As set forth in the Conclict of Interest Policy (CHAPTER 9, Section I), Covered Individuals must periodically disclose any External Activities that could reasonably appear to be related to their WPI institutional responsibilities. If you have any questions about whether an activity needs to be disclosed, you should consult with your Supervisor and/or the Office of Research Integrity & Compliance (ORIC). You should err on the side of disclosure.

Such disclosures are required to be submitted as follows: (a) annually, at a time to be determined by the Provost, or their designee, and (b) at the start of any new External Activity. New activities should be disclosed in advance when possible, but must be disclosed within thirty (30) days after the start of the External Activity.

Covered Individuals should err on the side of disclosure if there is any doubt whether an External Activity may result in either a Conflict of Commitment or Conflict of Interest. External Activities must be disclosed to WPI even in cases where the External Activity is subject to a nondisclosure agreement. In such cases, the Covered Individual may be required to obtain permission from the other party in order to make the disclosure.

B. Disclosure Review

Disclosures will initially be reviewed by the Office of Research Integrity and Compliance (“ORIC”). ORIC will review each disclosure to determine whether a potential conflict exists, consulting with the Covered Individual, their Supervisor or Dean, and others, as appropriate. Any identified conflicts will be referred to the Conflict Management Committee for further review.

C. Management

The Conflict Management Committee shall convene, as needed, to review any potential conflicts identified pursuant to this policy and to determine the appropriate actions necessary to manage and/or eliminate such conflicts.

V. Standards for Conflict of Commitment

A. Research Roles

Covered Individuals generally may not serve as principal investigators or senior personnel on grants and/or sponsored projects at other institutions. This rule does not limit Covered Individuals from participating in multi-site awards (e.g., when WPI receives a sub-award or has a collaborative or other agreement with another institution), nor is it intended to restrict access to specialized facilities not available at WPI. Additionally, WPI recognizes that Covered Individuals may, on occasion, receive special approval for appointments with other research organizations where they may serve as principal investigators. In such cases, the Conflict Management Committee will be responsible for ensuring that any Conflict of Commitment is satisfactorily managed.

B. Permitted Time Commitment

For faculty on nine-month appointments, External Activities that involve consulting or outside employment are limited to the equivalent of one day per week during the faculty member's contract year. A reasonable amount of "averaging" of this time is permissible if, on occasion, a faculty member plans to consult for more than one day in one week but less than one day per week on average. The time limitations in this section do not apply during unpaid periods, such as unpaid summer months for faculty on nine-month appointments, or during unpaid leave. However, faculty members with summer effort commitments on grants must limit their outside activities so as not to create a Conflict of Commitment with those grants. A faculty member's full-time effort commitment to the University is not reduced as a result of the faculty member's consulting.

During a sabbatical leave (as defined in the Faculty Handbook), the time limitation noted above does not apply. However, faculty who work on grants during sabbatical may not overlap their grant commitments with External Activities. For example, if a faculty member on sabbatical is drawing salary support from grants, their total academic year salary from all sources cannot exceed nine months, in accordance with the Policy on Sabbatical Leaves (CHAPTER TWO, Section VIII.a).

C. Titles and Appointments at External Organizations

Covered Individuals (including full-time faculty) may not accept significant managerial responsibilities, or titles that suggest or connote such responsibilities (e.g. CEO, CSO, COO, CIO, "Director", "Officer", "President" or "Vice President"), with outside entities without prior approval, as set forth in this policy. Exceptions to this limitation may be approved on a case-by-case basis by the Conflict Management Committee. Normally, it will be necessary for a full-time employee to take a full leave of absence from their WPI responsibilities to take on a significant management role in an outside entity.

D. Use of WPI Personnel, Resources, and Information

Covered Individuals may not use WPI resources (e.g., funds, facilities, or equipment) or personnel (e.g., WPI students and WPI employees) in connection with their External Activities without prior approval of the Conflict Management Committee. Covered Individuals shall never use WPI confidential information in

connection with External Activities. Covered Individuals may identify WPI as their employer in reports, publications, or presentations.

E. Use of WPI Name and Affiliation

When Covered Individuals are involved in External Activities not directly associated with WPI, use of WPI's name and marks is limited to identification of the individual by generic title (e.g., Associate Professor, Senior Instructor), and place of work (i.e., WPI). The title may be used only during the term of their appointment at WPI. Covered Individuals must not permit the outside entity to claim any partnership, affiliation, and/or endorsement with or by WPI.

VI. Roles and Responsibilities

Individuals involved in identifying, approving, or managing Conflicts of Commitment should seek advice and counsel from the following offices: Office of Sponsored Programs (OSP), Office of Research Integrity and Compliance (ORIC), the Office of General Counsel (OGC) and/or the Office of Technology Innovation and Entrepreneurship (OTIE), especially when patents and/or other intellectual property are involved, even if not explicitly labeled as such.

A. Covered Individuals

Covered Individuals must disclose their External Activities pursuant to this policy. If the Conflict Management Committee imposes restrictions on a Covered Individual's activities as the result of a conflict, the Covered Individual must comply with those restrictions.

Covered Individuals who participate in externally-sponsored research are responsible for complying with all Sponsor disclosure requirements. For example, if the External Activity is related to research, applicants for any Public Health Service (e.g., NIH) or National Science Foundation funding may need to disclose some or all of their External Activities in both their bio-sketch and as "current and pending" or "other support" in their applications and periodic reports. Covered Individuals should consult with OSP and ORIC if they have questions about specific requirements. If a Covered Individual fails to comply with Sponsor disclosure requirements, OSP and/or ORIC will be responsible for submitting remedial disclosures to the Sponsor in accordance with Sponsor guidelines.

B. Supervisors

Supervisors are responsible for reviewing and approving certain External Activities as set forth in this policy (see Sections VII.A. and VII.B. below). In doing so, the Supervisor should consider the Covered Individual's overall commitments to WPI, including teaching, service, and research, alongside the commitments required by the proposed External Activity.

C. Office of Research Integrity & Compliance (ORIC)

ORIC is responsible for coordinating the disclosure process, reviewing disclosures, and referring potential Conflicts of Commitment to the Conflict Management Committee. ORIC will provide training and guidance to the Covered Individuals as needed, in order to support their ongoing compliance with the policy.

D. Conflict Management Committee

The Conflict Management Committee is comprised of the individuals set forth in the Conflict of Interest Policy (CHAPTER 9, Section I). The Conflict Management Committee is charged with determining (1) whether it is possible to manage an identified Conflict of Commitment, and (2) if so, what conditions and restrictions are needed to do so. The committee may issue a written conflict management plan describing these conditions in detail. Any such conflict management plan will be binding on the Covered Individual.

VII. External Activities that Require Advance Approval

The following types of External Activities require the prior approval of the Supervisor and/or Conflict Management Committee, as indicated below.

A. Consulting and Outside Employment

Covered Individuals who wish to enter into consulting agreements, employment contracts, or other similar agreements in connection with an External Activity must obtain prior approval from their Supervisor, and must promptly disclose the activity to WPI pursuant to this policy. Consulting or employment engagements that exceed the time commitment specified in this policy, or which may involve a Conflict of Interest pursuant to the Conflict of Interest Policy, must also be approved in advance by the Conflict Management Committee.

Any written agreement between a Covered Individual and an outside entity must not: (a) impose restrictions on the freedom to publish WPI-based research; and (b) contain terms that are inconsistent with their obligations to WPI, such as those described in any applicable policy, including this policy, WPI's Intellectual Property Policy (CHAPTER NINE, Section II), the Faculty Handbook, any Sponsor requirements, or the Covered Individual's own understanding of the terms of engagement. Covered Individuals must negotiate changes to align with their WPI obligations or Sponsor requirements.

B. External Teaching or Course Development

Covered Individuals are not permitted to teach at other institutions or develop coursework for any non-WPI entity without prior written approval of their Supervisor, except during off-contract periods (such as unpaid summer months) or when on a sabbatical or other long-term leave. This policy applies equally to courses taught in-person, remotely, or by some other method of electronic transmittal. This requirement for pre-approval does not apply to participation in single guest lectures, seminars, or workshops as an invited speaker. If there is any question as to whether an outside engagement falls within the range of allowable activities, a Covered Individuals should first consult with their Supervisor.

C. Managerial or Executive Responsibilities of an External Entity

Due to the potential for a Conflict of Commitment (and/or Conflict of Interest), in most circumstances it is inappropriate for a Covered Individual to participate in the day-to-day management of an outside entity, whether for-profit or non-profit. However, in certain circumstances, WPI may allow Covered Individuals to manage outside entities, if a conflict management plan is in place to minimize the likelihood or impact of a Conflict of Commitment (or Conflict of Interest). Prior to accepting a managerial or executive role and/or title in an outside entity, Covered Individuals must obtain written approval from the Conflict Management Committee.

D. External Activities Involving WPI Students

External Activities which directly or indirectly involve WPI students in anything other than their normal academic pursuits are likely to create a Conflict of Commitment (and/or Conflict of Interest). Before involving WPI students in any such activities, Covered Individuals must obtain written approval from the Conflict Management Committee.

E. Service on Governing Boards of Outside Entities

Any External Activity that includes a governing board position in a for-profit, non-profit, or government entity that does business with WPI (including but not limited to the licensing of intellectual property from WPI) requires prior written approval by the Conflict Management Committee. Approval is not required for service on the board of an entity that does not do business with WPI, but all board positions must be disclosed to WPI.

F. Service as Principal Investigator Co-Principal Investigator for Other Entities

Covered Individuals may not serve as principal investigator or co-principal investigator on an externally funded project or award that is administered by a for-profit entity, foreign entity, or academic institution other than WPI without prior written approval from the Conflict Management Committee. This approval must be obtained prior to grant submission and, if approval is granted, the activity is subject to the limitation on time commitment contained in this policy.

VIII. Process for Requesting Approval

Covered Individuals who must seek prior approval for an External Activity from the Conflict Management Committee must take the following steps:

- 1) Discuss the proposed activity with their Supervisor and obtain their approval;
- 2) Submit a disclosure of the proposed activity using the Conflict of Interest Disclosure Form; and
- 3) Send an email to the Director of ORIC, the Supervisor, or Chair of the Conflict Management Committee, as applicable, describing the proposed activity and any additional information that may be relevant.

Requests will be reviewed by the Conflict Management Committee, which will render a decision in a timely manner.

IX. Prohibited External Activities

The following activities are prohibited and automatically deemed to create a Conflict of Commitment.

A. Activities that Involve Restricted WPI Data

Covered Individuals are not permitted to engage in External Activities that may involve the use of WPI data that would violate WPI's Data Classification and Usage Policy.

B. Activities Disadvantaging WPI

Covered Individuals may not engage in External Activities that impose restrictions on the freedom to publish WPI-based work; that directly compete with WPI; or that involve any significant use of WPI

facilities, materials, services, personnel, without specific advance written permission and, where necessary, appropriate compensation to WPI for such use.

C. Activities that Assign WPI Intellectual Property to a Third Party

Covered Individuals may not enter into agreements that create claims to intellectual property in conflict with WPI's rights or the rights of Sponsors. The rights to inventions made by Covered Individuals in the course of an External Activity may belong to WPI, and such inventions must be reported promptly to WPI's OTIE.

D. Participation in Malign Foreign Government Talent Recruitment Programs

Covered Individuals are prohibited from participating in any External Activity that meets the definition of "Malign Foreign Government Talent Recruitment Program" as contained in the *CHIPS and Science Act of 2023* (August 9, 2022). Any Covered Individuals participating in such a program may not work on federally-funded research projects in any capacity, whether paid or unpaid, and may not submit or participate in proposals for federally-funded research.

X. Appeals

If permission to engage in a particular type of External Activity is denied, whether such denial is made by the Supervisor or by the Conflict Management Committee, or if a Covered Individual disagrees with a conflict management plan that the Committee has approved, the Covered Individual may appeal that decision or plan to the Provost, or the Provost's designee, within ten (10) business days of the Covered Individual being informed of the denial. A decision by the Provost, or the Provost's designee, shall be final.

XI. Questions

Any questions regarding this policy must be directed to the Office of Research Integrity and Compliance.

Appendix

Date: December 11, 2024

To: WPI Faculty

From: Committee on Academic Operations (Prof. Liang, Chair)

Re: Motion to add Aerospace Engineering (AE) courses to list of courses satisfying the Basic Science requirement for the Computer Science Major, Approved by Computer Science Department on October 8, 2024

Motion:

On behalf of the Computer Science Department, the Committee on Academic Operation recommends, and I move that the following changes to the Program Distribution Requirements for the Computer Science Major be adopted.

Original:

Basic Science and/or Engineering Science (Minimum 5/3 Units):

Courses satisfying the Basic Science requirement must come from the BB, BME (excluding BME 1004), CE, CH, CHE, ECE, ES, GE, ME, PH, or RBE (excluding RBE 3100) disciplines. At least three courses must come from BB, CH, GE, or PH, where at least two courses are from one of these disciplines.

Revised:

Basic Science and/or Engineering Science (Minimum 5/3 Units):

Courses satisfying the Basic Science requirement must come from the **AE**, BB, BME (excluding BME 1004), CE, CH, CHE, ECE, ES, GE, ME, PH, or RBE (excluding RBE 3100) disciplines. At least three courses must come from BB, CH, GE, or PH, where at least two courses are from one of these disciplines.

(Include a hyperlink to AE courses)

Rationale:

This motion updates the catalog so that all courses designated “AE” from the undergraduate catalog can be used to satisfy the Basic Science and/or Engineering Science requirement. This change is consistent with the Institute-wide guidelines (“Courses Qualifying for Engineering Distribution Areas”, from <https://wpi.cleancatalog.net/courses-qualifying-for-engineering-distribution-areas>), which already allows “All courses designated ‘AE’” to be applied to the Engineering Science

and Design distribution requirement. Undergraduate students in the Computer Science Major will thus have more flexibility in their course planning.

Impact on Courses in CS Curriculum: None.

Implementation Date: 2025-2026 Academic year.

Resource Needs: No additional resources.

Impact on Distribution Requirements: This will modify the Computer Science Major's distribution requirements to be more consistent with Institute-wide guidelines. There is no impact on any other major.

Date: December 11, 2024

To: Committee on Academic Operations (Prof. Liang, Chair)

From: Department of Civil, Environmental, and Architectural Engineering

Re: Motion to rename CE 2020 Surveying to CE 2020 Land Surveying, approved by
CEAE Department on 10/29/2024

Motion:

This motion is to rename CE 2020 Surveying to CE 2020 Land Surveying

Current Catalog Description:

CE 2020 Surveying

Category I (offered at least 1x per Year)

Units 1/3

This course develops fundamental skills in the theoretical and practical aspects of plane surveying through the use and care of modern instruments and the associated computations. Topics include the classification of errors incurred in observed field data and necessary correction applications, the use and care of surveying equipment, traversing, differential leveling, stadia and mapping, and electronic data transfer. Computer applications are used where appropriate.

New Catalog Description:

CE 2020 Land Surveying

(No change to description)

Rationale:

Each year, a number of students from outside the CEAE department sign up for this course. When asked why, they state that they want to take it because they are preparing for their IQP, during which they will be doing a lot of surveying. Students are apparently confusing Land Surveying (i.e. geomatics) for Surveying (i.e. deploying questionnaires). It is hoped that renaming the course will remove this source of confusion.

Resources: No new resources are needed.

Implementation: 2025-2026 Academic Year

Date: December 11, 2024

To: Committee on Academic Operations (Prof. Liang, Chair)

From: Department of Civil, Environmental, and Architectural Engineering

Re: Motion to renumber CE 3044 Foundation Engineering to CE 4044, approved by
CEAE Department on 10-29-2024

Motion:

This motion is to renumber CE 3044 Foundation Engineering to CE 4044 Foundation Engineering.

Current Catalog Description:

CE 3044: Foundation Engineering

Category I (offered at least 1x per Year)

Units: 1/3

Foundation engineering is a study of the applications of the principles of soil mechanics and structural theory to the analysis, design and construction of foundations for engineering works with the emphasis on the soil engineering aspects of soil structure interaction. Subsurface exploration techniques, design of rigid and flexible retaining structures, and design of, shallow and deep foundations are considered. Although the course deals mainly with aspects of the design of buildings and bridges, certain parts of the course (design of temporary trench bracing, for example) are very relevant to construction engineering.

Recommended Background: CE 3041

Suggested Background: CE 3008

New Catalog Description:

CE 4044: Foundation Engineering

(no change to course description)

Rationale:

Foundation Engineering builds upon technical background of a 3000-level soil mechanics class (CE 3041), with advanced topics more appropriate for upper-level undergraduate or graduate students. Similar courses are typically offered at most other universities at a level equivalent to 4000 courses at WPI. In addition, the renumbering provides additional 4000-level offerings as part of upper-level electives for CE and AREN majors that can potentially be counted towards the BS/MS and BS/M.Arch. programs.

Resources: No new resources are needed.

Implementation: 2025-2026 Academic Year

Date: December 11, 2024

To: WPI Faculty

From: Committee on Academic Operations (Prof. Liang, Chair)

Re: Motion to add PSY 3211, Positive Psychology: The Science and Practice of Well-Being approved by faculty of the Psychology and Cognitive Sciences program [9/24/24] and the Department of Social Science & Policy Studies [10/16/24].

Motion: On behalf of the Psychological and Cognitive Sciences Program, the Department of Social Science & Policy Studies, the Committee on Academic Operation recommends, and I move, that PSY 3211 Positive Psychology: The Science and Practice of Well-Being as described below, be added to undergraduate catalogue as a permanent undergraduate course.

Course/Catalog Description:

PSY 3211: Positive Psychology: The Science and Practice of Well-Being

Category: II

Units: 1/3

Positive psychology is the scientific study of positive experiences, character strengths and the practices that enable individuals and communities alike to thrive. This course invites students to understand factors that allow an individual to thrive and lead a meaningful and fulfilling life.

Students will review the literature from psychological science, neuroscience, and applied practice research that empirically supports the psychological understanding of how to foster happiness, well-being, flourishing, and purpose in one's life. Course topics covered from both a scientific/theoretical basis, and experiential manner, may include: gratitude, strengths, mindfulness, meditation, values, forgiveness, resilience, vulnerability, etc. Special attention will be given to experiential learning, including mindfulness practice and other evidence-based strategies that elicit positive emotion and increase stress coping, optimism, and resilience. This course is particularly suited for students with an interest in fostering mental health and well-being.

No prior experience with psychology is needed to take this course. Courses in PSY 1400: Introduction to Psychology or PSY 2412: Mental Health may be beneficial.

Rationale:

In the last twenty years, the field of positive psychology has emerged as an important sub-discipline within the field of psychology to better understand not only how to avoid mental health problems but instead how to promote thriving and flourishing. This course will be an exploration of the factors that contribute to psychological well-being by taking a broad perspective in reviewing contemporary research in positive psychology and neuroscience to explore both intrapersonal and interpersonal influences on cognitive, emotional, and social well-being. This will allow students to compare and contrast research from different perspectives, critically evaluate its merits and shortcomings, and attempt to integrate the information to understand how it fits into their own lives.

In addition, the Center for Well-Being's (CWB) mission prioritizes proactive and preventive measures for educating students about evidence-based well-being practices to protect mental health and promote well-being and flourishing. The CWB's strategic growth priorities include

expanding mental health-related education to be further distributed across curricular activities and this course is one means of increasing opportunities for students to incorporate understanding of well-being research and practices into their educational curriculum.

Presently, the WPI Psychological and Cognitive Sciences program does not currently have any courses representing this sub-discipline in psychology, which focuses on student well-being and flourishing. Importantly, this course will address critical programmatic needs within the Psychological & Cognitive Sciences program and Center for Well-Being as well as support the growth of key WPI strategic priorities.

Impact on Students; Learning Objectives:

At the completion of this course students will be able to:

1. Understand and explain the aims, scopes, and methods of positive psychology.
2. Compare and contrast research from different perspectives and critically evaluate its merits and shortcomings.
3. Acquire insight into their own strengths and virtues.
4. Learn strategies to increase flourishing, well-being, and quality of life.
5. Explain how neuroscience has contributed to our understanding of what it means to live a satisfying and meaningful life.
6. Integrate the course concepts to understand how to promote flourishing in their own lives.

This course has not been previously offered. Anticipated enrollment: 35 students

Implementation Date: The new course is expected to be implemented starting in AY26/27 and will be taught in alternate years thereafter.

Resource Needs:

An Active Learning Classroom is preferred (i.e. a space conducive to group work, active learning activities). The course will be taught by Paula Fitzpatrick, PhD., a faculty affiliate in SSPS, and Director of the Center for Well-Being (as course instruction for the Psychology and Cognitive Sciences program is integrated in her position's loading model), or Kaitlyn Schneider, PhD, a faculty member of the Psychology and Cognitive Sciences program in SSPS. No additional resources are required.

Impact on Distribution Requirements and Other Courses:

This course will count as one of the two required courses that count toward the Social Science Requirement.

Date: December 11, 2024

To: WPI Faculty

From: Committee on Academic Operations (Prof. Liang, Chair)

Re: Motion to remove course WR 4111 Research Methods in Writing, approved by HUA on October 31, 2024

Contact: Any questions or concerns about this proposal can be directed to Kevin Lewis, Director Professional Writing Program (kmlewis@wpi.edu).

Motion: On behalf of the Humanities & Arts Department, I move that **WR 4111 Research Methods in Writing** be removed from the WPI course listing.

Rationale

The Professional Writing (PW) major is undergoing a proposed curriculum change (see separate proposal), which will require a newly proposed 2000-level course (WR 2111 Designing Effective and Ethical Research Studies, see separate proposal) that focuses on research in writing, rhetoric, and information design. The new course will replace WR 4111 as a required course for the PW major. Additionally, WR 4111 consistently under enrolls because it appeals only to PW majors, who are currently required to take a 4000-level WR course. Replacing it, the newer WR 2111 course will have broader appeal beyond only PW students, helping to keep the course fully enrolled.

Impact on Distribution Requirements and Other Programs

PW students often use WR 4111 to fulfill the PW major's current 4000-level WR course requirement. However, the PW major curriculum is being updated (see separate proposal) to exclude the 4000-level requirement, and we will be replacing WR 4111 with a 2000-level research course (WR 2111). Therefore, removing this course will not impact other requirements as long as the WR 2111 Designing Effective and Ethical Research Studies proposal is approved.

Implementation Date: A-term 2026, concurrent with the implementation of the new WR 2111 Designing Effective and Ethical Research Studies course.

Date: December 11, 2024

To: WPI Faculty

From: Committee on Academic Operations (Prof. Liang, Chair)

Re: Motion to add a course WR 2111 Designing Effective and Ethical Research Studies, approved by HUA on October 31, 2024

Contact: Any questions or concerns about this proposal can be directed to Kevin Lewis, Director Professional Writing Program (kmlewis@wpi.edu).

Motion: On behalf of the Humanities & Arts Department, I move that **WR 2111 Designing Effective and Ethical Research Studies** be added as a permanent course, as described below.

Course Description

WR 2111 Designing Effective and Ethical Research Studies

Category I

What does it mean to explain science and technology through the lens of writing practices? Or, politics through the prism of social media communication? Or, medicine as a discourse between clinicians and patients? This course equips students with tools to interpret and explain their worlds by introducing research approaches commonly used in rhetoric, professional writing, and literacy studies. By experimenting with a range of methods for collecting and analyzing data (such as interviewing, archival work, grounded theory, ethnography), students develop and refine their own research project. In the process, students gain practice evaluating others' research designs, as well as their own. Although this course focuses on topics central to the discipline of Writing & Rhetoric, it will be useful to any student whose future coursework or project work (e.g. IQP/MQP) will require critical reflection on the ethical and practical dimensions of conducting research. Students may not receive credit for both WR 2111 and WR 4111.

Anticipated Instructors: Ryan Madan, Yunus Telliel, Sarah Riddick, Kara Sieczkiewicz

Preferred Term: A term (but could be offered as needed during other terms)

Course type: Lecture/discussion/active learning

Rationale

Our original research course, WR 4111 Research Methods in Writing, was designed primarily to introduce Professional Writing (PW) majors to work in their field of study, focusing attention on the methodologies available to them as researchers. It especially targeted seniors who would take the course in B Term of their MQP year, giving them conceptual tools to make more informed research

decisions in their PW MQP. Unfortunately, the following factors have hampered these goals:

- Students are often underprepared to do the work we are asking them to do in their Writing & Rhetoric courses because they have not been exposed to enough scholarship in the field to contextualize these course goals.
- WR 4111 comes too late in student trajectories to accomplish what we hoped it would do for seniors. We have found that, by the start of their PW MQP, students find it difficult to reconsider alternative paths toward answering their research questions and are too invested in their current project to productively critique the methodological approaches they are already relying on.

As a result of these two challenges, WR 4111 often negotiates an awkward tension between introducing students to literature and methodologies heretofore unknown to them and asking students to apply these concepts in a sophisticated way to already-established research projects.

To solve these problems we propose creating a new course at the 2000 level to replace WR 4111. This new course would still integrate elements of the original course—a focus on the strengths/weaknesses of research approaches and an introduction to research in our discipline—but it would not presume students are already doing work in the field. We believe this change will solve the problems stated above: the new course will introduce scholarly literature to PW majors earlier in their trajectory, expanding their research imagination well before conceiving of their own MQP, and giving them critical capacities to reflect on research designs before they become too entrenched.

By no longer presuming students are doing advanced work in PW, we also look forward to enrolling into the course a broader set of students, including non-majors, who could benefit from reflecting on the ethical, conceptual, and practical consequences of choosing one research approach over another.

In short, we believe adding WR 2111 and dropping WR 4111 (see separate proposal) will both better serve PW majors and better serve the broader community of students who could benefit from this as a breadth course in the Humanities & Arts (HUA) requirement or a depth course in Writing & Rhetoric.

This course will also be a required course in our proposed new PW curriculum (see separate proposal).

Resource Requirements

No new resources are required. The course will be taught on campus and requires standard classroom equipment. The room must accommodate 20 students. If necessary, it could be taught online.

Library Resources: No new library resources are required.

Support from Academic Technology: Canvas, Zoom (as needed)

Impact on Distribution Requirements and Other Programs

This course will count as a required course toward the new PW major curriculum (see separate proposal) and as an elective course for the Writing and Rhetoric minor. It will also serve to meet the HUA requirement (either depth or breadth, depending on the student). Finally, it can also serve as a WPI free elective for any student interested in the topic.

Implementation Date

A-term 2026, with it being offered every year thereafter. This will be concurrent with the implementation of the newly proposed PW curriculum (see separate proposal) and the removal of WR 4111 Research Methods from the WPI course listing (see separate proposal).

Expected Enrollment

The course will be capped at 20 students. Because this is a required course for the new PW major curriculum and will also serve students pursuing the HUA requirement, we anticipate steady demand. Also, this 2000-level course will be approachable by a wider range of students (as compared to the old WR 4111 Research Methods in Writing course) and will be promoted as a course that can also help students with non-PW projects (for example, science/technical course projects, IQPs, and MQPs). Therefore, we anticipate full enrollment.

Date: December 11, 2024

To: WPI Faculty

From: Committee on Academic Operations (Prof. Liang, Chair)

Re: Motion to add a course WR 4500 Senior Seminar in Writing and Rhetoric, approved by HUA on October 31, 2024

Contact: Any questions or concerns about this proposal can be directed to Kevin Lewis, Director Professional Writing Program (kmlewis@wpi.edu).

Motion: On behalf of the Humanities & Arts Department, I move that **WR 4500 Senior Seminar in Writing and Rhetoric** be added as a permanent course, as described below.

Course Description

WR 4500 Senior Seminar in Writing and Rhetoric

Category I

The Senior Seminar engages students more deeply with questions that arise from their study of writing, rhetoric, and communication. It may include an exploration of current research in the instructor's area of specialization, emphasizing theoretical and methodological issues. While each seminar focuses on a thematic inquiry and interpretive problem, students will be able to develop general skills that connect the study of writing and rhetoric to their long-term intellectual aspirations after graduation. This course is required for Professional Writing majors, who should enroll during their senior year, and is optional for Writing and Rhetoric minors.

Recommended Background: WR 2111 Designing Effective and Ethical Research Studies and WR 3112 Rhetorical Theory, or equivalent.

Anticipated Instructors: Professional Writing (PW) faculty

Preferred Term: D term

Course type: Lecture/discussion/active learning

Rationale

As reported by the PW program's graduating seniors in their exit surveys, there is student demand for courses that engage with advanced topics in their senior years. The proposed senior seminar aims to equip students with advanced academic skills in research, analysis, and dissemination and will be required of all PW majors in our proposed new PW curriculum (see separate proposal).

HUA inquiry seminars or practicums are exceptional learning opportunities for higher-level investigation and application of humanistic and artistic knowledge. However, because they are part of a graduation requirement for all WPI undergraduate students, they rarely provide room for PW faculty to help PW majors and WR minors develop an in-depth theoretical or methodological understanding of a subject in writing, rhetoric, communication, linguistics, or information design. By its exclusive focus on the cultivation of scholarly ways of thinking in areas of professional writing, this proposed senior seminar will support PW seniors' intellectual development at a crucial time of their academic formation.

MQPs help seniors develop their research, analysis, and dissemination skills in areas of professional writing. Yet, because most PW seniors are double majors, their time is often taken up by intellectual tasks such as synthesis or application of academic knowledge. With this proposed senior seminar, we will create a learning opportunity for seniors to engage with advanced humanities and humanistic social science subjects without the pressure of interdisciplinary MQPs.

Resource Requirements

No new resources are required. The course will be taught on campus and requires standard classroom equipment. The room must accommodate 20 students. If necessary, it could be taught online.

Library Resources: No new library resources are required.

Support from Academic Technology: Canvas, Zoom (as needed)

Impact on Distribution Requirements and Other Programs

This course will count as a required course toward the new PW major curriculum (see separate proposal). It can also count as an elective course for the Writing and Rhetoric minor or be used to fulfill depth in the HUA sequence (with WR courses). Otherwise, this course will have no impact on current distribution requirements.

Implementation Date

A-term 2026, with it being offered every year thereafter. This will be concurrent with the implementation of the newly proposed PW curriculum (see separate proposal).

Expected Enrollment

The course will be capped at 20 students; however, all PW seniors will be allowed to enroll, and we will need to reserve seats based on current enrollment in the Professional Writing major. Because this is a required course for the new PW major curriculum, we anticipate steady demand. Anticipated enrollment is variable, depending on number of majors in Professional Writing. We therefore anticipate 8–20 students depending on year.

Date: December 11, 2024

To: WPI Faculty

From: Committee on Academic Operations (Prof. Liang, Chair)

Re: Motion to update the required curriculum for the Writing and Rhetoric minor, approved by HUA on September 19. 2024

Contact: Any questions or concerns about this proposal can be directed to Kevin Lewis, Director Professional Writing Program (kmlewis@wpi.edu).

Motion: On behalf of the Humanities & Arts (HUA) Department, I move that the required curriculum for the Writing and Rhetoric (WR) minor be updated, as described below.

Existing Curriculum and Catalog Description of the WR Minor

The minor in Writing and Rhetoric offers students the opportunity to extend their study of writing and rhetoric beyond the Humanities and Arts Requirement without majoring in either the Writing and Rhetoric concentration in Humanities and Arts or the interdisciplinary Professional Writing program. Students interested in declaring a minor should obtain a minor declaration form so that they are assigned an advisor early in the process. Contact the Director of Professional Writing for more information. The minor consists of two units of work, distributed in the following way:

Core Course in Writing and Rhetoric (Minimum 1/3 Units)

Core course in Writing and Rhetoric: WR 3112 or equivalent.

Electives in Writing and Rhetoric (Minimum 4/3 Units)

Electives in writing and rhetoric (WR). If there is good reason, and with the approval of the Program Review Committee, electives may also include courses in art history, literature (in English or other languages), and philosophy and religion.

Capstone Course or Experience (Minimum 1/3 Units)

Capstone course WR 4111 unless an Independent Study (ISU) substitution is authorized by the student's program review committee, and will be granted only under unusual circumstances. Should students receive permission to complete the capstone with an ISU, then those students should submit and have approved a one-page proposal for their capstone to the Program Review Committee the term before they intend to complete it.

Note:

No more than 1 unit of course work may be double-counted toward the Humanities and Arts Requirement. Students interested in this area also may wish to consider the major in Professional Writing (see catalog rules for minors).

Proposed Curriculum and Catalog Description of the WR Minor

The minor in Writing and Rhetoric offers students the opportunity to extend their study of writing and rhetoric beyond the Humanities and Arts requirement without majoring in either the Writing and Rhetoric concentration in Humanities and Arts or the interdisciplinary Professional Writing program. Students interested in declaring a minor should speak with the Director of Professional Writing and declare the minor in Workday. The minor consists of two units of work, distributed in the following way:

Electives in Writing and Rhetoric (Minimum 5/3 Units)

At least 5/3 units of courses with the WR prefix. No more than two of these courses can be at the 1000 level. HU 3900 Inquiry Seminar in Humanities and Arts or HU 3910 Practicum in Humanities can also count as an elective if it has a writing or rhetoric focus and is approved by the Program Review Committee.

Capstone Course (Minimum 1/3 Units)

Capstone course WR 3112 Rhetorical Theory.

Note:

No more than 1 unit of course work may be double counted toward the Humanities and Arts Requirement. Students interested in this area may also wish to consider the major in Professional Writing (see catalog rules for minors).

Proposed Changes

This proposal seeks to change the WR minor curriculum in the following ways:

- Change the capstone course from WR 4111 Research Methods in Writing or Independent Study (ISU) substitution to WR 3112 Rhetorical Theory. WR 4111 (or ISU) would no longer be required; only WR 3112 would be allowed as the capstone.
- Remove the requirement for a core course in Writing and Rhetoric (which was previously WR 3112). As stated above, WR 3112 would become the capstone instead. To make up for the removed core course, the number of electives in Writing and Rhetoric would change from 4/3 units to 5/3 units.
- Remove the option that allows the electives in Writing and Rhetoric to include art history, literature (in English or other languages), and

philosophy and religion; and allow only WR courses, of which no more than two can be 1000 level.

As a result, this proposal seeks to change the catalog description in the following ways:

- The introduction is corrected to remove the reference to completing a minor declaration form and instead directs students to enroll through Workday, which is the current process:
 - o Old language: Students interested in declaring a minor should obtain a minor declaration form so that they are assigned an advisor early in the process. Contact the Director of Professional Writing for more information.
 - o New language: Students interested in declaring a minor should speak with the Director of Professional Writing and declare the minor in Workday.
- The section “Core Course in Writing and Rhetoric (Minimum 1/3 Units)” is removed because there would no longer be a core course requirement.
- The heading “Electives in Writing and Rhetoric (Minimum 4/3 Units)” is changed to “Electives in Writing and Rhetoric (Minimum 5/3 Units)” to update the 4/3-unit requirement to 5/3 units.
- The content under “Electives in Writing and Rhetoric (Minimum 4/3 Units)” is changed to allow only WR courses, of which no more than two can be 1000 level. It also clarifies that HU 3900 Inquiry Seminar in Humanities and Arts or HU 3910 Practicum in Humanities can count in place of a WR elective if it has a writing or rhetoric focus and is approved by the Program Review Committee:
 - o Old language: Electives in writing and rhetoric (WR). If there is good reason, and with the approval of the Program Review Committee, electives may also include courses in art history, literature (in English or other languages), and philosophy and religion.
 - o New language: At least 5/3 units of courses with the WR prefix. No more than two of these courses can be at the 1000 level. HU 3900 Inquiry Seminar in Humanities and Arts or HU 3910 Practicum in Humanities can also count as an elective if it has a writing or rhetoric focus and is approved by the Program Review Committee.
- The heading “Capstone Course or Experience (Minimum 1/3 Units)” is changed to “Capstone Course (Minimum 1/3 Units)” because only WR 3112 Rhetorical Theory would be allowed as the capstone.
- The content under “Capstone Course or Experience (Minimum 1/3 Units)” is changed to the new capstone WR 3112 Rhetorical Theory:
 - o Old language: Capstone course WR 4111 unless an Independent Study (ISU) substitution is authorized by the student’s program review committee, and will be granted only under unusual circumstances. Should students receive permission to complete the

capstone with an ISU, then those students should submit and have approved a one-page proposal for their capstone to the Program Review Committee the term before they intend to complete it.

- o New language: Capstone course WR 3112 Rhetorical Theory.

Rationale

After assessing the current WR minor requirements and the value of the required and allowed courses for students, the WR faculty has determined that the current WR minor curriculum is outdated and needs to be changed to provide a more meaningful and accessible learning experience for students interested in studying writing and rhetoric beyond the HUA depth but who are unable to pursue the subject with the intensity and scheduling demands of the Professional Writing major.

Specifically:

- The current curriculum requires WR4111 Research Methods in Writing as the capstone course. This requirement is restrictive for students who might desire or need WR courses more in line with their WR interests and studies, particularly because WR3112 Rhetorical Theory is also required and is more appropriate to all students studying WR. The curriculum does allow for students to complete a 4000-level independent study in lieu of WR4111; however, faculty are not always available to advise the independent study.
- The current curriculum requires a minimum of 4/3 units of WR electives. However, the undergraduate catalog states “If there is good reason, and with the approval of the Program Review Committee, electives may also include courses in art history, literature (in English or other languages), and philosophy and religion.” Allowing such non-WR electives to count only creates ambiguity in the minor and can create a situation in which a student completes only two WR courses and graduates with a WR minor.

Implementation Date and Grandfathering

The anticipated date for this new curriculum is A-term 2025, at which time the old curriculum will be terminated. Students who declared WR as a minor before A-term 2025 will be able to apply previously completed work toward the new curriculum requirements.

Date: December 11, 2024
To: WPI Faculty
From: Committee on Graduate Studies & Research (Prof. Cote, Chair)
Re: Motion to offer a B.S./M.S. Program in Global Health

Motion: On behalf of the Advisory Committee for the Master's in Global Health, I move that the following description of the B.S. to M.S. in Global Health be added to the graduate catalogue as described below.

Proposed B.S. to M.S. Program in Global Health

The M.S. Program in Global Health allows students to pursue a five-year Bachelor's/Master's program, in which the Bachelor's degree is awarded in any major offered at WPI and the Master's degree is awarded in Global Health.

1. Program Description

Students enrolled in the B.S. to M.S. program must satisfy all the program requirements of their respective B.S. degree and all the program requirements of the M.S. degree in Global Health. WPI allows B.S. to M.S. students to double-count courses towards both their undergraduate and graduate degrees whose credit hours total no more than 40 percent of the 30 graduate credit hours required for the M.S. degree in Global Health. Courses must meet all other requirements for each degree including graduate courses as well as certain undergraduate 4000-level courses, as listed below, that are acceptable for satisfying the M.S. degree in Global Health requirements.

In consultation with the student's major Academic Advisor and the Global Health Program Director, the student prepares a Plan of Study outlining the selections made to satisfy the B.S./M.S. degree requirements, including the courses that will be double counted. This Plan of Study must then be approved by the Global Health Faculty Steering Committee.

2. Admissions Requirements

Any WPI undergraduate student may apply to the B.S./M.S. program in Global Health. Students are expected to apply for admission to the B.S./M.S. program during their junior year or earlier so that they have sufficient time to plan their course selection with their major Academic Advisor and the Global Health Program Director.

3. Double-Counting Rules

4000-level courses and projects that can be double-counted

For the 4000-level courses listed below, two graduate credits will be earned towards the B.S./M.S. degree if the student achieves a grade of B or higher.

Computer Science courses:

CS 4341 Introduction to Artificial Intelligence
CS 4342 Machine Learning

CS 4432 Database Systems II
CS 4445 Data Mining and Knowledge Discovery in Databases
CS 4518 Mobile and Ubiquitous Computing
CS 4803 Biological and Biomedical Database Mining
CS 4802 Biovisualization

BME courses:

BME 4011 Biomedical Signal Analysis
BME 4023 Biomedical Instrumentation Design
BME 4201 Biomedical Imaging
BME 4503 Computational Biomechanics
BME 4504 Biomechanics
BME 4814 Biomaterials
BME 4828 Biomaterials -Tissue Interaction
BME 4831 Drug Delivery

IMGD Courses:

IMGD 4600 Serious Games
IMGD 4900 Digital Game Design Studio
IMGD 4000 Technical Game Development II
IMGD 4500 Artistic Game Development II

Bioinformatics / Computational Biology/ Biology

BB 4001/BCB 4001 Bioinformatics
BCB 4004/MA 4603 Statistical Methods in Genetics and Bioinformatics

Data Science courses:

DS 4635/MA 4635 Data Analytics and Statistical Learning
DS 4433 Big Data Management and Analytics

Mathematics courses:

MA 4644 Introduction to Time Series Analysis
MA 4214 Loss Models II- Survival Models
MA 4222 Top Algorithms in Applied Mathematics

Psychological Science and SSPS courses:

PSY 4800 Special Topics in Psychological Science
PSY 4900 or 4999 Advanced Research in Psychological Science
PSY 4110 Psychophysiology
PSY 4400 Survey Design and Methodology
PSY 4500 Experimental Design and Analysis
STS 4000 Senior Seminar in Global Public Health

Major Qualifying Project (MQP):

- Up to 3 graduate credits (equal to 1/2 undergraduate unit) can be earned towards the partial fulfillment of the Graduate Qualifying Project (GQP) requirement by double counting a Major Qualifying Project (MQP), provided that:
 - the MQP involves substantial global health advanced level work
 - the remaining credits for GQP research are a continuation or extension of the MQP work
 - the Global Health Faculty Steering Committee approves the double-counting

Undergraduate and Graduate courses that can be double counted

Other 4000-level courses and independent studies not on this list but that could be used to satisfy the M.S. degree in Global Health requirements may be petitioned to double count. Such petitions need to be approved by the Global Health Faculty Steering Committee. A student in the B.S./M.S. in Global Health can double-count any of the graduate courses that are listed in the WPI Graduate Catalog if relevant to the concentration and the degree. Special topics courses or independent study classes need to be approved by the Global Health Program Director before they can be used for double counting.

Restricted Undergraduate and Graduate Course Pairs

Some undergraduate and graduate courses have significant overlap in their content. The following table lists these courses. A student can receive credit towards their M.S. degree in Global Health for at most one of the two courses in any row of this table.

COMPUTER SCIENCE AND BIOMEDICAL ENGINEERING	
Undergraduate Course	Graduate Course
BME 4023 Biomedical Instrumentation Design	BME 523 Biomedical Instrumentation
CS 4342 Machine Learning	CS 539 Machine Learning
CS 4432 Database Systems II	CS 542 Database Management Systems
CS 4445 Data Mining and Knowledge Discovery in Databases	CS 548 Knowledge Discovery and Data Mining
CS 4518 Mobile and Ubiquitous Computing	CS 528 Mobile and Ubiquitous Computing
CS 4341 Artificial Intelligence	CS 534 Artificial Intelligence
INTERACTIVE MEDIA AND GAME DEVELOPMENT AND DATA SCIENCE	
Undergraduate Course	Graduate Course

IMGD 444x Advanced Topics in IMGD production	IMGD 5400 Production Management for Interactive Media
IMGD 4600 Serious Games	IMGD 5500 Serious and Applied Games
DS 4635/MA 4635 Data Analytics and Statistical Learning	MA 543/DS 502 Statistical Methods for Data Science
DS 4433 Big Data Management and Analytics	DS 503 Big Data Management
MATHEMATICS AND BIOINFORMATICS AND COMPUTATIONAL BIOLOGY	
Undergraduate Course	Graduate Course
MA 4644 Introduction to Time Series Analysis	MA 550 Time Series Analysis
BCB 4004/MA4603 Statistical Methods in Genetics and Bioinformatics	BCB 504 Statistical Methods in Genetics and Bioinformatics
PSYCHOLOGY	
Undergraduate Course	Graduate Course
PSY 4110 Psychophysiology	NEU 504 Advanced Psychophysiology

Rationale for the B.S./M.S. Program in Global Health

WPI offers a unique, technology-oriented M.S. degree in Global Health. Given that this program is highly interdisciplinary, it attracts students from different majors and backgrounds: Computer Science, Data Science, Mathematics, Psychology, IMGD, Business, and Pre-Health to name a few. Hence, this B.S./M.S. Program in Global Health would provide a wide range of students with the option of pursuing a Bachelor's/Master's program, in which the Bachelor's degree is awarded in any major offered at WPI and the Master's degree is awarded in Global Health.

WPI has a long tradition of offering the B.S./M.S. option to its students, either in the same department/program or in different departments/programs. There are numerous examples of B.S./M.S. students who have completed their B.S. degree in a department or program (e.g., Math) and their M.S. degree in a different department or program (e.g., Computer Science and most recently Learning Sciences and Technologies). Departments and programs that offer the B.S./M.S. option regulate/ administer the M.S. portion of the degree (e.g., what undergraduate courses can be double counted toward the M.S. degree). These program-specific B.S./M.S. regulations are provided in the WPI Graduate Catalog (and not in the WPI Undergraduate Catalog). With a few exceptions (e.g., the B.S./M.S. options in Fire Protection Engineering and in Systems Engineering, which are only available to engineering undergraduate majors), departments/programs' B.S./M.S. options are available to any undergraduate major (see for

example the B.S./M.S. option in Data Science on pp.100-103 of the current Grad Catalog). In that spirit, the proposed B.S./M.S. in Global Health is open to any undergraduate major.

Note that there are several programs at WPI that offer the B.S./M.S. option to students even if they offer only graduate degrees and not a B.S. degree. Examples of these are the Fire Protection Engineering Program (see p. 213 -214 of the current Grad Catalog), Learning Sciences and Technologies (see p. 118-119 of the current Grad Catalog), and until recently the Data Science Program (which started to offer a B.S. degree in the past few years).

The B.S./M.S. Program in Global Health described here follows all the WPI B.S./M.S. rules. This motion was modeled after the Neuroscience BS/MS, and the Learning Sciences and Technologies MS degree, the most recent program to be approved by the committee. It has been informed by the B.S./M.S. program descriptions in the WPI Graduate Catalog; in particular those of interdisciplinary programs, including the B.S./M.S. in Data Science (see pp. 100-103 of the current Grad Catalog), in Bioinformatics and Computational Biology (see p. 43-45 of the current Grad Catalog) and in Robotics Engineering (which allows its B.S./M.S. students to double-count MQP credits towards the M.S. thesis option; see p. 118-119 of the current Grad Catalog). This B.S./M.S. program in Global Health has drawn aspects of and is consistent with B.S./M.S. programs offered by various departments and programs involved in interdisciplinary learning.

Impact on Degree Requirements:

None.

Resources Needed:

We anticipate that small number of students per year will avail themselves of this program until local partnerships and articulation programs are in place.

Implementation Date:

The implementation date for this action is January 15, 2025, beginning of C term and Spring semester.

Global Health Program Director:

Karen Kashmanian Oates- (BBT)

Additional Faculty contacts:

Angela Incollingo Rodriguez (SSPS) and Tsitsi Masvawure (DIGS)

Global Health MS Faculty Steering Committee:

Laureen Elgert (DIGS), Tsitsi Masvawure (DIGS), Diane Strong (Business), Angela Incollingo Rodriguez (SSPS), Charlotte Fowler (MA), and Emmanuel Agu (CS)

Global Health MS Advisory Committee.

Diana Alatalo (BME), Lane Harrison (CS), Robert Krueger (SSPS), Solomon Mensah (BME), Reeta Rao (BBT), Carolina Ruiz (CS), Michael Radzicki (SSPS), and Sharon Johnson (Business).

Global Health Faculty (as approved in the Nov 2023 degree application)

Agu, Emmanuel (CS)
Alatalo, Diana (BME)
Bergendahl, John (CEAE)
Billiar, Kristen (BME)
Elgert, Laureen (DIGS)
Faber, Brenton (HUA/BME)
Fowler, Charlotte (MA)
Harrison, Lane (CS)
Johnson, Sharon (SoB)
Krueger, Robert (SSPS)
Mathison, Paul (CE)
Masvawure, Tsitsi (DIGS)
Mensah, Solomon (BME)
Oates, Karen (BBT)
Paffenroth, Randy (DS/ MATH)
Radzicki, Michael (SSPS/ DS)
Rao, Reeta (BBT)
Rodriguez, Angela Incollingo (SSPS)
Ruiz, Carolina (CS/DS/BCB)
Rundensteiner, Elke (CS/DS)
Ryder, Elizabeth (BBT/BCB)
Smith, Gillian (IMGD)
Strauss, Sarah (DIGS)
Strong, Diane (SoB)
Weathers, Pamela (BBT)
Walcott, Sam (Math/BCB)