1. Presidential courtesy

2. Report from the Secretary of the General Faculty

3. Report from the Executive Secretary
   a. Approval of minutes:
      i. Meeting of September 21, 2015 (attachment)
      ii. Meeting of October 5, 2015 (attachment)
   b. Correspondence
   c. Oral Reports

4. Council Subcommittee Reports (none expected at this meeting)
   a. Subcommittee discussing post-tenure review (AC 9/21/15)
   b. SC on broader academic freedom language for governance documents (AC 2/27/12)
   c. Subcommittee to consider proposing IDEA form for administrators (AC 4/4/11)
   d. Subcommittee on grievance procedures (AC 5/8/13)
   e. Subcommittee on time codes (AC 5/8/13)
   f. Standing Calendar Review Subcommittee

5. Petitions for immediate hearing

6. Old Business

7. New business
   a. Proposal for minor in Humanitarian action (attachment)
   b. Proposal for 5-year BS/MS Management of Technology (attachment)
   c. UCC proposal for revision to US Diversity criteria (attachment)
   d. Committee on Conference with the Board of Trustees: report on October meeting, preparation for December meeting
   e. Change of name of Program in Russian and Eastern European Studies (attachment)

Lists of Attachments, Pending Items, and Ongoing Items are on page 2
List of Attachments and other materials
For item 3.a.i.: Draft minutes of meeting on September 21, 2015 (pages 3 - 8)
For item 3.a.ii.: Draft minutes of meeting on October 5, 2015 (pages 9 - 12)
For item 7.a. Proposal for minor in Humanitarian action (pages 13 - 49 and additional material online)
For item 7.b. Proposal for 5-year BS/MS Management of Technology (pages 50 - 81)
For item 7.c. UCC proposal for revision to US Diversity criteria (pages 82 – 85)
For item 7.e. Change of name of Program in Russian and Eastern European Studies (pages 86)

Pending Items:
A. Faculty Data Committee (AC 12/3/07).
B. AC revisits the accessibility of teaching evaluation data, Due spring 2012. (AC 4/19/10)
C. AC review of Merit Appeals Policy, once one or more have been adjudicated.
   (AC 11/1/10 & 5/13/14)
D. AC three year review of Intellectual Properties Policy, spring 2014. (AC 3/7/11)
E. MPA, five year review in 2017-2018 (AC 9/10/12)
G. Revisit report from ACSC on Mission Statement re non-tenure track faculty in fall 2014
   (AC 9/8/14)
H. Review and evaluate the Pass/Fail option in fall 2020 (AC 12/1/2014)
I. Three-Year Review of C.A.S. Reading and Language Development program (AC 2/2/2015)

Ongoing Items:
1. Report by SVPAA to AC each semester to inform the council of any approved exceptions to the
   Athletic Department’s policy of not scheduling athletic events that conflict with final exams.
2. Report from the Committee on Conference with the Board of Trustees after each meeting with
   board members. At the end of each academic year, discuss items for the Conference Committee
   to put on the agenda for their meetings with members of the board the following year
3. Standing Calendar Review Subcommittee: A subcommittee of two people will be elected by the
   AC each September from its elected membership. The subcommittee’s charge is to review all
   Fairfield academic calendars before their publication and make any necessary recommendations
   for changes to the Academic Council and the Senior Vice President for Academic Affairs.
Faculty Members Present: Professors Mousumi Bhattacharya, Beth Boquet, Dave Crawford, David Downie, Bob Epstein, Shannon Kelly, Alison Kris, Jen Klug, Phil Lane, John McDermott, Rona Preli, Susan Rakowitz (Secretary of the General Faculty), Kraig Steffen, Jo Yarrington, Amalia Rusu (Executive Secretary), Emily Smith, Debra Strauss (Chair), Joan Weiss

Administrators: SVPAA Lynn Babington, Deans Don Gibson, Bruce Berdanier, Bob Hannafin, Yohuru Williams

Regrets: Dean Meredith Kazer

0. Selection of Recording Secretary, Election of Chair and Executive Secretary for 2015-16
Dean Williams drew names – Yarrington not arrived yet, next alphabetical name Bhattacharya appointed as recording secretary. Deb Strauss (Rakowitz/Crawford) and Amalia Rusu (Rakowitz/Steffen) were elected Chair and Executive Secretary by acclamation.

1. Presidential courtesy

SVPAA/Provost Lynn Babington made the following remarks:

Welcome back to a new year! Looking forward to working together this year.

Most of you were at the general faculty meeting on Friday so I don’t want to repeat myself as my remarks will also be in the minutes. I do want to say however that I spent last year learning about all of the various programs, departments, centers, institutes and other academic initiatives. I also got to know individual faculty and continue to be impressed by the commitment faculty have to academic excellence, to our students and their interesting and amazing scholarship. As the heart and soul of the University, faculty exemplify a commitment to the ideals of a Jesuit education. I am proud to be your academic leader!

I also spent time earning the respect of my colleagues in other units on campus, particularly the executive leadership team. I believe this has been very helpful as we are working very well together on behalf of the entire University. We have been able to garner additional resources for the Academic enterprise and make sure that we are engaged in decisions across the University.

We have a busy year ahead of us as we continue to focus on teaching, scholarship and service and also on implementing the initiatives outlined in the strategic plan: 2020: The Way Forward.

Enrollment Update
Undergraduates – As of 9/15 - 968 freshman higher yield, stronger students (higher SAT scores, more merit scholars accepted our admission offer-40% male/60% female; 15% AHANA students 28 states/10 countries
Admit rate down 7 points (64.9%) Discount rate improved (42.7%) CAS=389; DSB=384; SON=118; SOE=77
Graduates – As of 9/15 (note that 10/1 is the official date for a final count – 1164 (GSEAP=446, SOE= 244, SON= 224, DSOB= 142, CAS = 108) 63% female, 37% male).
38% students of color; 22% international

Faculty- At the new faculty orientation a couple of weeks ago, we welcomed 8 tenure track (economics, history, chemistry, IOM, marketing, electrical & computer systems, mechanical, SON) and 13 full time non-tenure track faculty. Please welcome them to your various departments.

Faculty Searches – At this present moment, eight tenure track searches are currently underway for the Fall 2017
CAS = 4- English (digital journalism), Communication, MPA/Politics and International Studies
DSB = 2- Management and Finance
SOE = Electrical and Computer Systems
SON = Senior Level position

Faculty/Administration Dialogue
1. Wine and Cheese reception with the President – regularly scheduled informal wine and cheese receptions with faculty scheduled throughout the year.
2. Deans & Directors meeting – Faculty leaders (faculty in administrative positions – deans, associate deans, department chairs, Center and Institute leaders etc.) regularly attend these meetings with the rest of the leadership in the University community.
3. General Faculty Meeting- President von Arx would like to attend at least one general faculty meeting each semester to discuss specific topics. We have him scheduled to come to the October 23 meeting along with Wally Halas, VP for Advancement to discuss the Campaign Launch.
4. Senior Leadership meeting – The Executive Committee of the Academic Council will identify appropriate faculty leaders to participate once a semester in one of the Senior Leadership meetings. For example - if the topic of the meeting is focused on admissions, the EC of AC may choose to invite the faculty representative to the Admissions committee of the BOT to attend.
5. Academic Council Executive Committee/Executive Leadership Team – Once a semester, these two groups will meet to discuss University issues. (Executive team includes President von Arx, Lynn Babington, Kevin Lawlor and Tom Pellegrino).

Professor Weiss pointed out that she is Math Department Chair, but has not been invited to the Deans and Directors meetings. SVPAA Babington said she will make sure that Chairs are invited.

2. Report from the Secretary of the General Faculty
Professor Rakowitz noted the following.
Information for new members: this is the executive arm of the General Faculty. Policy comes through us, either from other Handbook committees or from AC subcommittees. Calendar of meetings is in the Faculty Handbook, first Monday of each month. The March 14 meeting date needs to be approved because March 7 is during spring Break. It was approved by the Academic Council members.

Last year the Academic Council approved a number of Policy matters. The SVPAA approved them all, so the Journal of Record has been updated accordingly. Part of the GFS job is also to review all
policy documents to make sure that they accord with approved policy. Prof. Rakowitz explained that in doing so, she noticed a lack of approved policies regarding graduate courses, despite graduate catalogues filled with policies, like a minimum GPA for remaining in good standing. She spoke to Assoc. SVPAA Christine Siegel about working with the Associate Deans to propose a set of common policies. That may be coming to us later this year.

Faculty committees are getting up and running. The Committee on Committees has worked hard on filling the vacancies on all faculty committees.

New business – President’s address to the General Faculty – as can be seen in the materials for today's meeting, the President no longer wants to make an annual end of academic year address to the Faculty. Instead, he intends to address the faculty in October with VP Halas regarding the capital campaign, and give an update on strategic planning in January with SVPAA/Provost Babington. Prof. Rakowitz indicated that if the Council wanted to discuss this change, it could be a future agenda item.

RecPlex issue – There is language in the Faculty Handbook and MOU-BPO that guarantees a faculty shower and locker area in the RecPlex. Currently it is not there. It is not a desirable state. Now during the renovation this can be addressed. SVPAA/Provost Babington has agreed that she and David Frasinelli will meet with a group of interested faculty to discuss how best to bring the new facilities into compliance with the Handbook guarantee. Professor Rakowitz has already lined up a male and a female faculty member who have expressed concerns about this issue for this subcommittee. She asked for a volunteer from the Council and Professor Crawford volunteered.

3. Report from the Executive Secretary
   a. Approval of minutes
      
      Motion [Rusu/Yarrington] to approve the minutes from April 27, 2015
      Professor Weiss noted that on page 6 the first number should be 59 (not 60). On page 7 all wordings are semester. Previously the words were terms. Do we need a consistency here? Professor Rakowitz commented that we can check this with Heather Petraglia. Professor Crawford said that at least the last one should be semester. Prof. Rakowitz said she would contact Dean Petraglia with the question about "semesters". 
      The minutes were approved as corrected.

      b. No correspondence
      c. No oral reports
      No discussion on items 4, 5, 6

7. New Business
   a. Election of members to Honorary Degree committee
      Professor Rakowitz said she has three names – Faith-Anne Dohm, Dennis Keenan and Dawn Massey. All three were elected by acclamation.

      Motion to reorder to 7c [Rakowitz/Steffen]. Motion carries unanimously.

   c. Discussion of formation of a committee to discuss Post-Tenure Review.
SVPPAA Babington noted that she would really like to have a system of annual review. Currently there is a system for non-tenured faculty and for merit pay. The idea is to add a post-tenure review to it to make a comprehensive annual review system. A committee needs to be formed to do that. Professor Crawford asked what would be the purpose of the committee. SVPAA Babington replied that to put in place an annual review system. Maybe it can look into other Jesuit schools and see what is happening there. Professor Downie noted that many businesses are going away with Annual Review, so why are we considering it now? Also it is important to consider what makes sense for us in terms of teaching, research and service. Maybe a comparison with top twenty liberal arts schools will be better. Professor Yarrington asked SVPAA to elaborate on about the context she is referring to. SVPAA Babington responded that she just did a review that has some percentages to fill up. She has no preconceived notions; but would like to see what businesses are doing. Professor Boquet said that it seems that we are talking about the composition of the committee. We have a Rank and Tenure Committee, Faculty Development Committee, Committee on Non-tenure Track faculty – where can we pull the members from? Professor Strauss added that Faculty Salary Committee should also be included.

Professor Rakowitz said that it is not clear what the SVPAA is proposing, because the current Merit system for standard merit is doing exactly the same thing. What rationale is there to overthrow the current merit system? How can we talk about composition without re-inventing everything? Also how do the Handbook committees liaison with this committee? Professor Yarrington asked what the goal of the annual review was. Professor Epstein noted that the General Faculty has agreed to the formation of a post-tenure review committee. So we have to do this. Professor Strauss noted that the current system will stay in place unless a new one is agreed upon to replace it. Professor Weiss noted that in the College there is a pre-tenure review system.

Professor Kris said that it seems that we need to decide on the composition of the committee. She proposed a committee of 7 members from the General Faculty – 3 from the College and 4 from the professional schools (1 each). Professor Lane seconded the proposal and added that the purpose of the committee is to address the post-tenure review issue. Professor Downie noted that the committee should liaison with all relevant Handbook committees. Professor Boquet said that this is a high stakes committee as there are long-term implications for salaries, etc. So a system with people who are identified in a standing committee should be involved. Professor Preli asked her whether she is suggesting that handbook committee members be part of this committee. Professor Boquet said that either way could work. Professor Klug said that is it assumed that the recommendation would come to the Academic Council to be vetted.

Professor Rakowitz expressed discomfort at the disproportionate representation of the professional schools. Two may be adequate for the number of faculty. Professor Kris said that it is not so much as representation but for more information. Also the perspective of the non-tenure track faculty should be incorporated. Professor Yarrington reiterated that the Rank and Tenure Committee should get a voice. Professor Steffen spoke against the motion. It is a major challenge to bring together Faculty Salary, FDEC, R&T and to choose people who are really interested. Professor Lane spoke in favor of the motion. Half of R&T have less than two years’ experience. Salary committee does not have anything to do with this committee. The Academic Council can recommend the members. Professor Boquet said that faculty got into handbook committees in order to discuss these issues. We cannot make changes to the charge of the handbook committees.
Professor Epstein spoke in favor of the motion. Professor Preli suggested if it would be appropriate to get another motion to get recommendations from this committee through handbook committees. Professor Rakowitz said she needs some guidelines on what to send out to the General Faculty in a call for nominations. Professor Crawford said that the first charge of the committee would be to figure out the process and how to vet the process by handbook committees. Professor Strauss said that means there are two things here: 1) Charge of the committee – that is already in the language of 2015-16 MOU; 2) Process – how to do its work regarding the post-tenure review system.

Professor Weiss asked who would be the representative from administration. SVPAA Babington said she would be it. Professor Rakowitz asked whether the Academic Council wants her to look into the nominations to see who has served on faculty salary, R&T, FDEC committees. Then Academic Council can select the members.

Motion [Kris/Lane]: To form a committee of 7 members from the General Faculty – 3 from the College and 4 from the professional schools (1 each) to discuss the feasibility of a post-tenure review system as stated in the 2015-16 MOU.

Motion passed unanimously.

SVPAA said that she forgot to give any conflict on Athletics. Wednesday December 9 is a reading day. The Women’s Basketball team is playing home that evening at 7 pm.

d. Consideration of the President and Provost's invitation to faculty leadership

SVPAA Babington said that she would work with the AC Executive Committee to invite faculty members to the senior leadership meetings. Depending on the agenda, faculty from relevant committees will be invited. Deans and VPs will also be invited to the monthly planning meeting. This semester senior leaders would like to meet with faculty leaders from the AC Executive Committee. Instead of the same person going all the time, it may be better to invite faculty associated with the agenda topic. Professor Rakowitz asked the members of the Council if it is ok for the AC Executive Committee to select the faculty. It was the consensus of the Council that this was acceptable. SVPAA Babington said that these meetings are informal and that the AC Executive Committee can decide. Professor Boquet said that she feels that these are pretty important meetings. It is important to involve the handbook committees. The Executive Committee will be sensitive to the roles of the handbook committees. Professor Steffen asked to make sure that the appropriate handbook committee member will be chosen. SVPAA Babington agreed saying that that is what she said. Professor Bhattacharyya asked what the timeline was. SVPAA Babington replied that the first invitations will go out immediately after setting the agenda.

7. b. Committee on Conference with the Board of Trustees: preparation for October meeting

Professor Mark Demers came in. He said he has two things to report. 1) The committee will meet with SVPAA Babington the next day in the afternoon. 2) A survey was sent out to the faculty in May 2015 on what gives them joy and frustration. This was approved by the Academic Council. We did not get a lot of response, but a few meaningful comments are:

i. Multiyear MOU stressed instead of Annual contract;
ii. Purpose of University resource allocation - academics should remain at the center of resource allocation, including construction projects.

Professor Lane said that we want to ask the Board what they want to hear from the faculty. How much time do we have? Professor Demers said that meeting is 8:30-10:00 am. We get 30-40 minutes. SVPAA Babington said that part of the by-laws of the committee is to review the goals of last year. Upon hearing that the Board members would be meeting in one of the newly renovated classrooms, Professor Epstein asked if they could come and visit DMH 349, the classroom that he teaches in, which is not renovated. Professor Crawford suggested that the survey response rate needs to be higher than 5%. Professor Rakowitz said that she has a concern that the Committee on Conference with the Board of Trustees was not invited to the Board's June meeting. She is especially concerned because the 2020 plan was discussed in that meeting. Professor Yarrington asked whether there was any “joy.” Professor Demers said that working with students was a “joy” as reported. Professor Yarrington said that maybe that is worth reporting.

Professor Downie suggested sending out the survey one more time. He said that multiyear contract is a constructive feedback because it would save time for faculty and they can focus more on academic activities. Professor Epstein said that faculty would like to have more access to Board of Trustees’ decisions. It is evident that faculty wants to spend time in teaching. We would like to see the Board see us teaching in a class so that they get a sense of what faculty is doing. Maybe a select faculty member can give a presentation. Professor Klug said perhaps we can take some of the marketing material to include what we do – promotional videos on faculty by the media center, the huge range of it. Dean Williams said that the Board has very little time. So maybe the commitment to institutional health can be emphasized. Say that we are willing to work with the University on long term University plans. Professor McDermott noted that with regard to the response rate we were very busy in May. We would love to repeat the survey. Professor Lane asked whether this body has ever approved the 2020 plan. SVPAA replied that the AC elected faculty representatives to the steering committee that approved the plan. Professor Demers said that last time it was an open-ended survey. Do you want certain things to be put in check box type questions? There was agreement by the members to repeat the current survey.

**Motion to adjourn [McDermott/Rusu] at 5:00 pm was unanimous.**

Respectfully submitted,

Recording Secretary

Mousumi Bhattacharya
ACADEMIC COUNCIL
Draft Minutes
Monday, October 5, 2015 from 3:30 to 5:00 PM
CNS 200

Faculty Members Present: Beth Boquet, David Crawford, Bob Epstein, Shannon Kelley, Jen Klug, Alison Kris, Phil Lane, John McDermott, Rona Preli, Susan Rakowitz (Secretary of the General Faculty), Amalia Rusu (Executive Secretary), Emily Smith, Kraig Steffen, Debra Strauss (Chair), Joan Weiss, Jo Yarrington.

Administrators Present: Lynn Babington, Don Gibson, Bob Hannafin, Meredith Kazer

Student Observer Present: Jason Abate

Regrets: Bruce Berdanier, David Downie

1. Presidential courtesy

Provost Babington addressed the Academic Council, beginning with an admission and retention update:

- Students (as of 10/1/15)
  - First-years = 966
  - Total Full Time Undergraduates = 3703
  - Total Graduate Credit Hours = 8,441
  - Total Graduate Head Count = 1168
- First-year to Sophomore Retention = 88.7%

Academic Partnership: This year the Graduate School of Education and Allied Professions (GSEAP) welcomes 80 Bassick High School students to campus. Fridays throughout the academic year Bassick High School teachers will hold their regularly scheduled Friday classes in Fairfield University classrooms. The partnership between GSEAP and Bassick High School was formed with the goal of introducing Bridgeport high school students, some of whom may not have plans to attend college, to learning in a college environment.

Fairfield Rising Campaign Launch – Dinner 9/30 well attended despite the challenging weather. University President Jeffrey P. von Arx, S.J., announced transformational gifts during the evening’s ceremony. He announced that in the preliminary, silent phase of the campaign that the University had already raised $115 million of the $160 million goal. The major “pillars” of the campaign include raising the endowment for student aid; supporting faculty teaching and scholarship (endowments) and infrastructure (buildings – Rafferty Stadium, Rec Plex, Nursing & Health Sciences).

1. Former Fairfield University Trustee William P. Egan ’67 and his wife Jacalyn announced a $10 million gift as the foundational gift serving as the cornerstone of support for a new, integrated nursing and health studies initiative at Fairfield, which has one of the nation’s most highly ranked nursing schools, as well as a long history of preparing men and women for careers in medicine and scientific research. The University’s nursing school will be renamed the Marion Peckham Egan School of Nursing and Health Studies in honor of Mr.
Egan’s mother. Ground breaking for the expanded health sciences facility is expected in the spring.

2. Robin and Joe Kanarek also pledged monies to launch a Center for Palliative Care at the University. This will be an interdisciplinary program to support the education of students.

The Board of Trustees met Thursday and passed the handbook committee on non-tenure track faculty.

Reminder: Study Abroad Faculty Reception – Wednesday 10/7 4:30-6pm Bellarmine. This is an opportunity to meet the new director and staff and learn about new directions for study abroad.

2. Report from the Secretary of the General Faculty

Having just learned of the approval of the new handbook committee, Rakowitz will consult with the Committee on Committees on how to arrange for the election of non-tenure track faculty.

Rakowitz explains that she sent a memo to the SVPAA/Provost regarding Professors of the Practice. There is a variety of language in the Journal of Record and Handbook, including limits on numbers of no more than 10% in each of the schools; this year we are over the limit in 2 schools (SON and GSEAP) and should not be adding anyone; SOE is right at 10%; Some POPs are approaching term limits for first time (2 3-year terms) so we also need to highlight that. Babington says there were a few errors in data and this is one of the areas the new committee needs to look at. Rakowitz replies nevertheless, we have these policies in place and need to adhere to them.

The Presidential Ball was rescheduled for a Thursday night this year due to weather. Some faculty have reported that this rescheduling sent a signal that Friday classes are not that important. Responding to inquiries, VP Pellegrino explained that this year’s event cannot be postponed because of the cost of the tent and equipment but messaging to students will indicate that students still need to meet all their Friday academic obligations. He will also meet with the chair of the Student Life committee so that in future circumstances, they will be consulted in decision-making.

3. Report from the Executive Secretary

d. Correspondence
   Academic Council members can opt out of receiving the paper version of the packets. If interested, please notify Rusu.

e. Oral Reports: Nothing to report

Weiss asks about approval of minutes from the previous meeting; Rusu notes we have no minutes to approve today and adds that there was an unusually short time span between meetings.

4. Council Subcommittee Reports (none expected at this meeting): None

5. Petitions for immediate hearing: None
6. Old Business: none

Rakowitz moves to re-order the agenda due to 7a representative teaching conflict; Preliminary seconds; Unanimous in favor

7. New business

f. Election of members to committee to discuss Post-Tenure Review

Kris notes no one from SOE is listed as option. Is there a late entry? Rakowitz responds that there were no volunteers from SOE by the deadline and reminds the Council that we need 3 from CAS and one from each school; late additions to the ballot are Wook-Sung Yoo (SOE) and Mike Cavanaugh (DSB). We need to decide whether to allow the late additions. Also, election needs to be by majority of Academic Council.

Lane moves to accept latecomers; Rusu seconds.

Smith asks whether either of the new additions have had experience on the 3 referenced committees (Rank and Tenure, FSC, FDEC); Rakowitz says that she doesn’t think they have within the last 5 years.

Crawford speaks in favor of the motion. Strauss agrees, noting the short timeframe. Unanimous in favor.

Smith, Wheeler, and Yoo elected by acclamation

Dennin, Keenan, Yarrington, and Scheraga elected on the first ballot

Rakowitz notes that the official charge uses the language approved by the General Faculty and asks what instructions she should give to the committee: Do we want them to have formal consultation with FSC, R&T, and FDEC? Are there any other instructions we want to give to the committee?

Lane says they have a charge but we should give them a date: On or before the first Monday of next semester. Boquet agrees. Crawford suggests that we could let them know that we think there should be consultation and that they should work collaboratively with whomever they need to. Strauss and Rakowitz suggest a memo plus attached minutes. Klug notes overlap between Academic Council members and committee membership, so those faculty can convey the sense of the Council. Rakowitz adds that some faculty have requested public hearings and that any proposal will have to come through this body, with discussion of whether it should go to General Faculty. The current merit guidelines did go through General Faculty.

Smith asks about the purpose, especially since the post-tenure review system will presumably not cover anyone who is untenured. Babington agrees it makes no sense and suggests that the group could come back to this body with recommendations. Epstein says there are vagaries in the language. Boquet states that the committee is constrained by the language of the charge to the adjective “post-tenure.” Babington hopes that the discussion could include recommendations for a single system. Klug says the post-tenure review seems separate from the merit process because
post-tenure faculty currently are reviewed through the merit system. Discussion ensues regarding the expectations for pre-tenure faculty in relation to merit.

Crawford says that we have a post-tenure review process and the only thing that confounds it is the false promise of some kind of extra money. There is no way to squeeze the long-term arc of an academic career into an annual review. Rusu observes this might not necessarily be an annual review. Boquet hopes that the committee will look at post-tenure review processes at a number of different institutions and also consider how they differ from processes for pre-tenure faculty. She reaffirms the expectation that the committee will adhere to the post-tenure language of the charge. Strauss says that the charge represents the voice of the General Faculty and the history of the Faculty Salary Committee conversations that resulted in this specific language.

**Motion:** Lane moves that the committee we have just elected be asked to do the work as described in the Memo of Understanding and report back to the Academic Council on the status of their work on or before the first Academic Council meeting of the spring semester; Kris seconds. Unanimous in favor.

Babington offers to call the first meeting.

- Election of AC Calendar subcommittee (see Ongoing Item 3)

**Nominees: Phil Lane and Joan Weiss**

**Elected by acclamation**

The Board of Trustees report is postponed to the November meeting.

**Lane moves to adjourn; Rusu seconds. Unanimous in favor.**

Respectfully submitted, Beth Boquet
Proposal for a Minor in Humanitarian Action
at Fairfield University

College of Arts and Sciences
Fairfield University
Spring 2015

Dr. Janie Leatherman Manager
of the Proposal

Approved by the Teagle Advisory Board
MARCH 31, 2015

Members:
Father Richard Ryscavage, S. J., Director, Center for Faith and Public Life, Co-Chair
Dr. Janie Leatherman, Co-Chair
Dr. Bryan Ripley Crandall
Dr. Sally Gerard
Dr. Suzanna Klaf
Dr. David McFadden
Julie Mughal, Director Jesuit Universities Humanitarian Action Network (JUHAN) and
Assistant Director, Center for Faith and Public Life
Dr. Patricia Poli
Dr. Shanon Reckinger

Pending
Approval by College of Arts and Sciences Curriculum Committee
Approval by the Dean of the College of Arts and Sciences Approval by the
Undergraduate Curriculum Committee Approval by the Educational
Planning Committee
Approval by the Academic Council
Table of Contents

Note: The full proposal with all appendices is posted on the GFS website with the materials for the 11/2/15 AC meeting: http://faculty.fairfield.edu/gfs/AC/2015-2016/ac15-16.html
The only appendices included in the packet are 1, 10, 13, 17, and part of 18.

1. Summary
2. Need
3. Rationale
4. Objectives
5. Impact
6. Program Detail
7. Administrative Structure and Governance
8. Resources
9. Projections for the Future

Appendix 1: Humanitarian Action Minor: Curriculum and Requirements
Appendix 2: History of the Jesuit Universities Humanitarian Action Network (JUHAN) and Teagle Foundation Funding
Appendix 3: Teagle-Funded Faculty Learning Communities 2013-2015
Appendix 4: JUHAN Student Activities
Appendix 5: JUHAN Student Fellows
Appendix 6: JUHAN-Designated Courses and Student Enrollments 2009-2015
Appendix 7 Results of Student Survey of JUHAN-Designated Courses Fall 2015 and Spring 2015
Appendix 8: Diagram of the United Nations Cluster System
Appendix 9: Undergraduate Programs in Humanitarian Studies at Other Universities
Appendix 10: Humanitarian Action Learning Objectives
Appendix 11: New Course Proposal: HA 298 Humanitarian Action Internship
Appendix 12: New Course Proposal: HA 300 Humanitarian Action Capstone
Appendix 13: Yearly Budget
Appendix 14: JUHAN Learning System Website (under construction)
Appendix 15: Periodicity of Course Offerings
Appendix 16: Sample of Student Courses of Study
Appendix 17: Minutes of Teagle Advisory Board Meetings
Appendix 18: Letters of Support of Proposal and Minutes of Faculty Review Committees

1 The Table of Contents and organization of this proposal follow the instructions contained in the Journal of Record.
1. SUMMARY

The interdisciplinary minor in Humanitarian Action will prepare students to learn, reflect, and act on humanitarian crises. It will be centered on discernment of individual and collective responsibilities to respond to humanitarian needs wherever they arise. The minor will ground students in self-reflection, moral commitment and ethically informed action. It will complement students’ other fields of study with the concepts, theories and competencies to alleviate suffering and protect human dignity. The vocation of humanitarianism and the norms that undergird it are highly congruent with the core mission of Fairfield University as a Jesuit institution.

The minor will consist of six courses (18 credit hours):^2

- An introductory course offered in History, Politics or Applied Ethics
- Two courses from electives on the context and analysis of humanitarian action
- Two courses from electives on skills and methods
- A capstone

Humanitarian crises are characterized by great loss of life, violence, natural disasters, massive displacement of people and widespread damage to societies, infrastructure and economies. Such compounding factors make complex humanitarian emergencies extraordinarily challenging. The proposed minor in Humanitarian Action will prepare students to understand the context from which such crises emerge, analyze their dynamics and develop competencies to respond, particularly in relation to:

- A lack of capacity of the state to alleviate mass suffering, whether from lack of political and institutional capacity (such as “state fragility”), overwhelming losses (such as a natural disaster), or from deliberate state policies (such as those that put people at risk of starvation, ethnic cleansing or extermination – as in genocide).
- Acute human needs across many sectors (health, nutrition, water, shelter, sanitation, education, protection, etc.).
- Challenges to mobilize an effective and ethically grounded response from the local to international community, often in the presence of political and military constraints and security risks.

Through the expertise and course offerings of faculty at Fairfield University, students will have opportunities to learn about and acquire skills for humanitarian response, explore different understandings and debates on the meanings of humanitarianism in their own and other cultural contexts, enhance their fields of study and career goals, and prepare them to be engaged local and global citizens. This minor will bridge a gap in the Undergraduate curriculum. It will emphasize the ethical dimensions that are core to humanitarian action and working in one’s own community and beyond. This new generation of educated professionals will bring these ethical commitments, which have not been emphasized enough, into the humanitarian action profession.

The Co-Chairs of the Teagle Advisory Board, Father Rick Ryscavage, S.J. and Dr. Janie Leatherman, met with Senior Vice President for Academic Affairs, Lynn Babington, and she fully supports this program proposal for a Humanitarian Action minor.

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^2 See Appendix 1: Humanitarian Action Minor: Curriculum and Requirements.
2. NEED

The need for a Humanitarian Action minor at Fairfield University arises from several confluent factors, including the development of institutional resources and programming on humanitarian action at Fairfield and in collaboration with other Jesuit universities; increasing student interest; unprecedented global humanitarian needs and new international responses; and increasing career opportunities.

Development of Jesuit Universities Humanitarian Action Network

This minor will build on Fairfield’s leadership role in the creation of the Jesuit Universities Humanitarian Action Network (JUHAN). Fairfield University’s Center for Faith and Public Life, under the leadership of its Director, Father Richard Ryscavage, S.J., is one of the founding Jesuit universities.\(^3\)

- JUHAN was launched in 2008 through a joint collaboration between Fairfield, Georgetown and Fordham Universities with funding from the Teagle Foundation.
- A key outcome of that grant was the creation of an assessment instrument for humanitarian studies, the JUHAN Toolkit,\(^4\) and in line with its criteria, the designation of JUHAN courses. At Fairfield, beginning in 2009, a faculty committee worked with the Center for Faith and Public Life to solicit the interest of faculty members and vet potential syllabi for JUHAN designation.
- The main deliverable for the second phase of Teagle funding (2013-2016) is the development of the Humanitarian Action minor at Fairfield. In this phase, Fairfield has partnered with Georgetown University and the University of Central America, Nicaragua (UCA), which are also developing their own models for integrating humanitarian action into their curricula. At Fairfield, the Teagle grant has supported these objectives with funding for Faculty Learning Communities to enhance existing courses or develop new courses for the minor.\(^5\)

JUHAN’s founding aims have focused on promoting humanitarian action by bringing students into this professional field at an early stage in their education and forming an educated and engaged citizenry. Since 2008 JUHAN has grown nationally and internationally.

On each campus, the JUHAN project involves:

- Leadership teams consisting primarily of students with a faculty and/or staff resource person charged with raising awareness on their respective campuses about humanitarian issues and working toward strategies for response to various types of humanitarian crises.
- Academic courses that focus on humanitarian issues from various disciplines.
- International skill-building conferences for undergraduate students of Jesuit universities.

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\(^3\) For background, see Appendix 2: History of JUHAN and Teagle Foundation Funding.


\(^5\) See Appendix 3: Teagle-Funded Faculty Learning Communities, 2013-2015.
Fairfield University’s JUHAN chapter is housed within the Center for Faith and Public Life and hosts an active student group and JUHAN Student Fellows.\(^6\)

Since 2009, 1,254 Fairfield students have enrolled in a total of 62 JUHAN-designated courses. This includes 33 different courses in 14 disciplines, offered through the College of Arts and Sciences, Dolan School of Business, Graduate School of Education and Allied Professions and the School of Engineering.\(^7\)

**Growing Student Interest**

The student response to JUHAN activities and enrollment in JUHAN-designated courses provides compelling evidence of interest in a Humanitarian Action minor. Surveys of Fairfield students enrolled in JUHAN-designated courses during fall 2014 and spring 2015 also indicate strong interest for a Humanitarian Action minor.\(^8\) Of 129 student respondents, 53 students indicated they would be interested in pursuing a Humanitarian Action minor and several reported they would be interested if they were not graduating.

- A number of students indicated that the creation of the minor was timely or, indeed, overdue.
- Some students said that such a minor would encompass what the JUHAN classes have been trying to do for years; would be fantastic to have; or wished it had been offered long ago.
- Some students thought it was vital to political advocacy, a natural fit for those seeking a career in non-profits, or having a passion for service and a desire to know what is happening in the world and how to fix it or help it.
- A nursing student said it would go very well with her humanitarian driven career, while another student noted it would help prepare for the Peace Corps.
- Students in a range of business majors stated it would be a breath of fresh air, quite interesting, would look good and would be important for business students to become more diverse and knowledgeable about other peoples and cultures.

Another gauge of student interest is the number of internships that Fairfield students have sought with leading humanitarian organizations in the area such as Save the Children, AmeriCares, the International Rescue Committee and the International Institute of Connecticut. Fairfield students have also sought opportunities to acquire humanitarian training and engage in outreach through Catholic Relief Services campus programs. In 2014-2015, Fairfield’s JUHAN students Nicole Davidow and Deirdre McElroy are serving as Fairfield’s first Catholic Relief Services student ambassadors.\(^9\) Fairfield’s first JUHAN Fellow, Emma Cannon ’14, was accepted into Americares’ highly competitive internship program for summer 2014 and subsequently began her tour of service in the Peace Corps in Guatemala.

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\(^6\) See Appendix 4: JUHAN Student Activities and Appendix 5: JUHAN Student Fellows.
\(^7\) See Appendix 6: JUHAN Designated Courses and Student Enrollments 2009-2015.
\(^8\) See Appendix 7: Results of Student Survey of JUHAN-Designated Courses Fall 2014 and Spring 2015.
Recent Fairfield alumni have pursued humanitarian careers. For example, Sanja Davidovich ‘09 studied humanitarianism and development at the London School of Economics and has worked with AmeriCares and is presently employed by Chemonics, an international development non-governmental organization (NGO). Reiner Terwindt ’09, now employed at the United Nations Global Compact, worked previously for the Jesuit Commons: Higher Education on the Margins (JC:HEM)\textsuperscript{10} initiative in Malawi with refugees. He currently serves on JC:HEM’s curriculum steering committee. Weronika Pleban ‘11 is Manager of Research at Save the Children. Julianne Whittaker ‘12 was the 2012 recipient of Fairfield University’s William J. Kramer ’60 Humanitarian Award. Since graduation she has worked in humanitarian affairs in Jordan after completing an English Teaching Assistantship Fulbright to that country in 2013. She is currently Project Coordinator for International Relief and Development at the Zaatari Refugee Camp for Syrians in Jordan and is a finalist for a USAID Donald Payne Fellowship for graduate studies in humanitarian affairs. Eric Clayton ‘11 also received the William J. Kramer ’60 Humanitarian Award and is currently a Program Officer at Catholic Relief Services.

**Increasing Global Humanitarian Needs**

This proposal is also timely given the increasing global humanitarian challenges for which U.S. leadership will remain critical. Today, the international community is facing unprecedented needs across diverse sectors and regions of the world:

- Despite many gains since the end of the Cold War, including the spread of democracy, promotion of human rights, progress in the alleviation of abject poverty, literacy (including for the girl-child) and the reduction in battlefield deaths, recent conflicts and humanitarian crises have pushed the limits of the global community to respond. Indeed, in 2014, more than 100 million people needed assistance.

- The number of UN peacekeeping troops and police deployed in crisis situations over the last several years is at historic highs,\textsuperscript{11} with unprecedented challenges and risks. As U.S. Ambassador to the United Nations Samantha Power stated recently, UN peacekeepers are “tak[ing] on more responsibilities, in more places, and in more complex conflicts, than at any time in history.”\textsuperscript{12}

- According to recent estimates, more than 1.5 billion people are living in areas affected by state fragility.\textsuperscript{13} The intersections of violence, crime, conflict and disaster have also contributed to the rise of crisis migration. During 2014, these flows included an historic number of unaccompanied minors, including tens of thousands to the United States from Central America. The balance of refugees has also shifted from rural camp settings to urban locations, where people often live a bare existence outside formal channels of humanitarian aid. And increasingly, conflicts in one part of the world produce

\textsuperscript{10} For background on JC:HEM, see http://www.jc-hem.org/


reverberations elsewhere through complex networks, as the appalling January 2015 terrorist attacks in Paris illustrated.

- Amid a rising tide of humanitarian emergencies over the last several years, 2014 is likely to stand out. The United Nations High Commissioner for Refugees (UNHCR) reports that asylum applications were up sharply in 44 industrialized countries, mostly driven by the crisis in Syria. In the first six months of 2014, there were 5.5 million new forcibly displaced persons either within or outside their country of origin, many from Syria. The UNHCR estimates that the number of persons under its care by mid-2014 had already exceeded the total in 2013 by 3.4 million. By the end of October 2014, UNICEF and other humanitarian organizations were responding to crises in 40 countries, 11 of them requiring system-wide mobilization designated by the declaration of a “Level 3 Emergency,” including Syria, Iraq and the Ebola Crisis in West Africa. Similarly USAID reported, along with its partner organizations from the private sector, that it responded to an unprecedented number of simultaneous emergencies in 2014.

- Climate change likewise is putting more demands on the international humanitarian response system, especially medium-scale natural disasters, such as droughts, floods and temperature extremes. The scale of violence, range of threats and widespread humanitarian needs suggests that humanitarian action will continue to be in great demand for the foreseeable future.

- While the United States (U.S.) plays a lead role in crisis intervention at the global scale, it is also important to acknowledge and investigate pressing issues of suffering that occur domestically. On a single night in January 2013, there were 610,042 people experiencing homelessness in the U.S., nearly one-quarter of which (23 percent or 138,149 of all homeless people) were children under the age of 18. According to 2013 Census Bureau data, one out of seven people in the United States are living in poverty (45.3 million people, or 14.5 percent of the population). Of the 19 OECD nations, the U.S. has the highest rate of income disparity and poverty. An additional crisis includes that of unaccompanied children seeking refuge in the U.S. by crossing the Southern border.

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Increasing Career Opportunities in the Humanitarian Action Field

Along with the increasing number, scope and intensity of humanitarian emergencies, the field of humanitarian action has grown dramatically over the last 25 years and has become increasingly professionalized.

- Since reforms in 2005, the humanitarian response profession has been organized according to the UN “Cluster System.”\(^\text{17}\) The Humanitarian Reform Agenda introduced a number of new elements to enhance predictability, accountability, capacity, leadership and partnership. The Cluster Approach was one of these new elements. It facilitates the identification of lead agencies from both UN and non-UN humanitarian organizations for leadership and coordination in the field and work with national authorities, local authorities and civil society partners. The clusters are organized according to key sectors such as health, nutrition, shelter, education, sanitation, water and hygiene, protection, education, communication and logistics.\(^\text{18}\)

- The new world of transportation and communication introduced and facilitated by the Internet has also generated the “CNN effect,” making instantaneous communication around the globe the norm for many of the world’s people. Close up images of suffering are shared regularly through the tremendous number of news outlets, including humanitarian newsfeeds, blogs, cell phones, twitter accounts, etc. There are more ways to be aware and stay informed about faraway crises than ever before.

- The latest report on the state of the field indicates that there are 4,400 non-governmental organizations (NGOs) worldwide engaged in humanitarian action. However, the giants are the UN humanitarian agencies, the International Movement of the Red Cross and Red Crescent and five international ‘mega’ NGOs whose combined expenditures in 2010 were in excess of $2.7 billion.\(^\text{19}\) The total number of humanitarian workers in 2010 was estimated at 274,000. Humanitarian funding has been rising over a 10-year period through 2010.\(^\text{20}\) Likewise, expenditures in 2011 totaled $19.4 billion, in 2012 $17.9 billion and in 2013 $22 billion. The United States is the largest donor of humanitarian assistance by expenditure – $3.8 billion in 2012 and $4.7 billion in 2013; 29% and 21% of all humanitarian aid from governments, respectively.\(^\text{21}\)

- There are many graduate programs in humanitarian affairs. Many, such as the Harvard Humanitarian Initiative, emerged in the 1990s and early 2000s in response to increased complexity of conflicts following the end of the Cold War, new challenges facing humanitarian providers and greater demands for technical expertise, accountability and effectiveness.

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\(^\text{17}\) See Appendix 8: Diagram of the United Nations Cluster System.


• A range of graduate programs have been established to train professionals in humanitarian affairs, including diplomacy and peacebuilding, humanitarian law and human rights, refugees and forced migration, logistics, disaster management, emergency response, humanitarian engineering and global public health.

• Also driving the professionalization are technical, on-line training programs such as provided by disasterready.org and the rise of specialized organizations providing technical oversight, such as the Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP) and DARA.22

Why A Minor in Humanitarian Action at Fairfield?

A minor in Humanitarian Action could enhance Fairfield’s competitiveness by providing a niche field of study. The University has an opportunity to establish itself as one of the leading institutions in the field of humanitarian action. Clearly, interest in the development of academic programs at the undergraduate level in humanitarian response is growing. However, to date there are fewer than 30 such programs in the U.S.23 Among Jesuit institutions of higher learning:

• Fordham University launched one of the very first undergraduate minors in Humanitarian Studies and in fall 2014 began offering it as a major due to the popularity of the minor.

• John Carroll University is developing a minor in Crisis Mapping and Humanitarian Response building on its faculty’s founding role and leadership in the International Network of Crisis Mappers.

A limited number of other universities in the United States offer a minor, or a concentration within a major, in humanitarian affairs at the undergraduate level, for example:24

• Union University offers an interdisciplinary Humanitarian Studies minor with an emphasis on missionary training.

• The University of Nebraska has the Forsythe Family Program on Human Rights and Humanitarian Affairs. Although the curriculum is weighted toward the study of human rights, its electives are drawn from the social sciences and a few courses in history and English.

• The University of Florida offers a minor in International Development and Humanitarian Assistance with required courses in comparative world agriculture, international human assistance and international development policy. Its electives span international trade policy in agriculture, some courses on Africa, such as on HIV/AIDs, economic anthropology, politics in developing nations, trends in international health, gender and development.

• The University of North Texas offers an International Studies degree with a concentration in International Development and Humanitarian Affairs across courses in public affairs, engineering and development.

22 See Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP) at http://www.alnap.org/. See DARA at http://daraint.org/. DARA is an independent organization that works to be sure that humanitarian principles are respected and followed when governments make financial commitments to armed conflict and natural disaster crises.

23 See Appendix 9: Undergraduate Programs in Humanitarian Studies at Other Universities.

24 See Appendix 9: Undergraduate Programs in Humanitarian Studies at Other Universities.
Minors at the undergraduate level in Humanitarian Engineering have also been developed in a number of universities in the United States. These include the Colorado School of Mines, Pennsylvania State University and Oregon State University. The Mortenson Center in Engineering for Developing Communities at the University of Colorado at Boulder offers an undergraduate certificate in Global Engineering in preparation for its Master’s degree programs.25

Fairfield University is also developing opportunities for students to participate in Humanitarian Engineering. The Engineering school has received $40,000 in funds from the high tech corporation, ASML, for the establishment of a campus chapter of Engineers Without Borders/USA (EWB). As a range of expertise is needed (language, communication, grant writing, etc.), graduate and undergraduate students from all backgrounds may join. Similar to Doctors without Borders, EWB is a non-profit humanitarian organization serving communities in need. For the last two years, Fairfield students have collaborated with students from South Dakota State University to improve access to safe drinking water in Bolivia. Dr. Ryan Munden, Assistant Dean of Experiential Learning-School of Engineering and Assistant Professor of Electrical Engineering, has also developed a humanitarian summer immersion course to Nicaragua on engineering project management for engineering majors and non-majors, EG 360: Engineering Project Management.

3. RATIONALE

Unlike many modern pedagogical traditions, the Jesuit teaching tradition, while strongly encouraging self-reflection and self-examination, does not stop with the self. It captures the classic tradition of Aristotle and St. Thomas Aquinas that says our social, spiritual and intellectual development depends on others and not just on the individual self. Putting other people in front of one’s self is the real key to a good and happy life. That is why learning how to help others who are suffering humanitarian distress goes to the very heart of Jesuit education. Becoming “men and women for others” requires rigorous intellectual and experiential dimensions that can push the typical self-centered student into having a more global view of the human family where people are suffering and in great need.

The Humanitarian minor at Fairfield is a natural expression of the Jesuit tradition in education and fits well into the intellectual and service-oriented mission of the University. Creating a minor is also a cost-effective next step to further develop the JUHAN program, strengthen Fairfield’s competitive position and respond to the national and international growth in this field. The new minor will meet the needs of students and complement existing programs of study. It will take advantage of comparative faculty strength developed through Faculty Learning Communities on humanitarian action, recent hires, recently tenured faculty and senior faculty in many fields and across schools. The following are examples of departments that contain this expertise: Anthropology/Sociology, Applied Ethics, Area Studies programs, Communication, Economics,

25 For complete list see Appendix 9: Undergraduate Programs in Humanitarian Studies at Other Universities.
Engineering, English, Environmental Studies, History, Information Systems, International Studies, Management, Nursing, Politics and Religious Studies. Consequently, the program will also create integrated learners through interdisciplinary studies focused on Humanitarian Action.

Fairfield University is uniquely situated to offer a program in Humanitarian Action because it has a shared mission and curriculum informed by Jesuit values. The Humanitarian Action minor will be a natural fit for many students in Politics, International Studies, and Peace and Justice. It will also complement the professional development of students seeking to be humanitarians in a variety of careers. It will also serve to enrich students’ personal life commitments.

4. OBJECTIVES

The core learning objectives of the Humanitarian Action minor consist of three knowledge based objectives, two value based objectives and four skill based objectives as shown below.

Knowledge Based Objectives

1. Foundation Knowledge
   a. Concept of humanitarian crises.
   b. Causes of humanitarian crises.
   c. Roles, interests and interactions of key actors in humanitarian response, including beneficiaries.

2. Conceptual and Theoretical
   a. Key factors in determining whether, when and how to intervene during humanitarian crises (e.g. social, political, economic, ethical, legal, cultural and religious dimensions) and theories for understanding them.

3. Normative and Policy Contexts
   a. Type of response, including gender dimensions and differences between military and civil interventions.
   b. Knowledge of International Humanitarian Law including refugee law, Internally Displaced Persons standards, Codes of Conduct and other humanitarian standards, such as the SPHERE Project.

Value Based Objectives

1. Discernment (in relation to self, others, contexts and values)
   a. Commitment to take all possible steps to prevent or alleviate human suffering regardless of where humanitarian crises occur.
   b. Commitment to core humanitarian principles to do no harm and to uphold integrity, impartiality, independence, accountability, empathy, resilience, diversity, transparency and learning.
   c. Mutually empowering action for all participants and principles of democratic participation.
   d. Communicate sense of fulfillment and frustration in humanitarian response.
   e. Openness to learning about others’ beliefs and cultures.

2. Action values
   a. Service and humanitarian engagement
   b. Advocacy
Skills and Methods Based Objectives

1. Managing relationships
   a. Planning, teamwork, leadership, coordination, collaboration within teams and across sectors.
2. Managing complexity
   a. Organizing, data, monitoring, evaluation and assessing, design and response, information gathering and technology skills (IT systems, data collection and analysis, hardware and software packages).
3. Skills for working in dangerous and insecure environments
   a. Critical languages, intercultural competencies, religious literacy, culturally appropriate practices, conflict sensitivities and coping capacities.
4. Communication
   a. Speaking, listening, writing, negotiations, advocacy, presenting and communicating information.

In addition, the Humanitarian Action minor will:

• Provide a high quality interdisciplinary minor that will meet existing student demand.
• Leverage existing courses and also newly developed or revised courses prepared by faculty participating in Faculty Learning Communities.
• Attract students to Fairfield interested in coupling humanitarian action with their career goals in other major fields of study.
• Maximize the value of existing faculty with expertise in humanitarian affairs to deliver the Humanitarian Action curriculum, the direction of the program and the advisement and mentoring of its students.
• Create new opportunities for external funding in support of humanitarian studies at Fairfield.
• Expand the teaching and research interactions among faculty and students including through humanitarian-related fieldwork and immersion programs domestically and overseas.
• Expand research and collaboration among faculty with shared interests in humanitarianism especially across schools and in other interdisciplinary programs.
• Strengthen Fairfield’s connection with non-profit and international organizations in a variety of sectors related to the humanitarian response field including service-learning and student internship opportunities.
• Work closely with existing campus institutes, especially the Center for Faith and Public Life, through the supervision of internships, the mentorship of the JUHAN student club, JUHAN Student Fellows and JUHAN-sponsored activities.
• Prepare students for a range of post-graduate opportunities, including in the non-profit sector and graduate school.
5. IMPACT

The Humanitarian Action minor will not replace any current academic program or degree or reallocate any faculty to other departments nor require significant new resources. Impact to existing programs and majors may vary, but generally the minor will add to and enhance Fairfield’s curricular offerings.

In essence, Humanitarian Action studies lie at the intersection of such fields as International Studies, International Relations, Peace and Justice, Global Public Health, Humanitarian Engineering, Logistics, Crisis Communication and Emergency Management. The interdisciplinary study of Humanitarian Action and its professionalization is a spin-off of these antecedents, which has emerged over the past 25 years.

Because the new minor will have a specific focus on humanitarian action, it will not compete directly with or duplicate the many subfields in the Department of Politics or the International Studies/International Business program. Of course, humanitarian intervention is an important topic in the fields of Political Science and International Studies. The substantive focus of the proposed Humanitarian Action minor is much narrower in scope than Politics, Peace and Justice, and International Studies. The Humanitarian Action minor is focused on immediate response, which is different from these other disciplines, which emphasize systemic analysis and analyses of structural violence, injustice and longitudinal data.

In Political Science, humanitarian intervention is studied especially in relation to power, sovereignty, international organization and the functions of the state. Humanitarian intervention also draws from International Law on the question of refugees, the Geneva Conventions, human rights and other aspects of humanitarian law, such as crimes against humanity, genocide and war crimes, for example – as embodied in the establishment of the International Criminal Court.

- **Department of Politics:** This department covers many of these perspectives in courses on international organization, international law, international relations, gender, war, peace, global security, border politics and climate change. All of these courses are included in the Humanitarian Action minor. However, the Humanitarian Action minor has its own foundation course requirement which is distinct from all politics foundation requirements.

- **International Studies Program:** This program organizes its interdisciplinary electives around thematic categories that include social justice and humanitarianism. International Studies approaches humanitarian crises from political, development, legal or other social science perspectives, but not global public health, crisis management, crisis communication or humanitarian engineering, for example. However, of the five foundation international studies courses, the Humanitarian Action minor only includes IL51/PO130 as one of its electives. The Humanitarian Action minor provides specific career development and skills training that distinguish it from International Studies. Consequently International Studies majors can obtain complementary career preparation in the humanitarian action field.
• **Program in Peace and Justice Studies:** The Humanitarian Action minor also stands apart from this program whose main focus is on social justice, human rights, race, class and Catholic Social Teaching. Although humanitarian action and peace and justice share similar roots in nineteenth century abolitionist and human rights movements, the two fields have differentiated over time and even more so since the end of the Cold War with the professionalization of humanitarian work and creation of programs in graduate schools.

• **College of Arts and Sciences, Dolan School of Business, School of Engineering, School of Nursing:** Although the minor will be anchored in the College of Arts and Sciences (as is the majority of its courses), one of its signature strengths is the breadth of its interdisciplinary offerings. They encompass all of the undergraduate schools. Therefore, the minor will equip students with courses that cover many of the content areas related to the international humanitarian system.

• **University Core:** The foundation courses in Applied Ethics, History and Politics, will enrich the Core. Through its interdisciplinary offerings, the minor will speak to the Core especially as it enables students to articulate their humanitarian commitment. The minor will also enable students to more purposefully select their Core courses. By helping students understand the world and their role in it, the minor in Humanitarian Action will speak to the larger Jesuit mission in a focused and purposeful context.

• **Master of Public Administration Program:** Because of its links to the non-profit sector, government agencies, international organizations and public policy, the Humanitarian Action minor could also serve as a feeder for the Masters in Public Administration at Fairfield University.

The course of study of the proposed Humanitarian Action minor is designed to give students a substantive understanding of the international humanitarian system and practical skills and methods for career or vocational development in humanitarian response. For students who find humanitarian work compelling, the minor will equip them with essential understandings of this field and avenues for integrating their major in the professional schools or the College of Arts and Sciences and their electives in the Core to such aspirations.
PROGRAM DETAIL

The proposed Humanitarian Action curriculum will be rigorous, highly interdisciplinary and rich in specialized courses. This approach is consistent with curricular requirements for such a program, though Fairfield’s minor will offer more breadth and depth than at other academic institutions reviewed in this proposal. Drawing especially from resources in the College of Arts and Sciences as well as Fairfield’s professional schools, the minor will offer courses on a range of humanitarian sectors and issue areas, such as health, security, management, international law, communication, humanitarian engineering, security and protection. This range of course offerings mirrors real-world practice. The salience of this curricular approach is underscored, for example, by the coordination in complex humanitarian emergencies of a wide array of sectors through the United Nations Cluster system.

The minor will be a progressive and demanding sequence of 6 courses (18 credit hours) that will provide ample opportunities for students to tailor their academic plan to their major/minors, particular school requirements and requirements in the Core, while aligning with academic standards for humanitarian studies and professional norms in this field.

The core principles of the Humanitarian Action minor will be centered on the commitment to “do no harm.” This will begin with an examination of the consequences of one's actions. The program will also emphasize the commitment to respond to humanitarian crises wherever they occur. To drive positive change, the course of study will also stress the importance of mutually empowering action for participants and providers in humanitarian crises; a commitment to democratic principles of participation; and openness to learning about others’ beliefs and cultures.

A set of three enduring questions introduced in the foundation courses, will be cited in many of the elective courses and revisited in the program’s internship and capstone. These will guide the students’ discernment and reflection throughout the minor:

- What is human suffering and why does it exist in the world today?
- What are our individual and collective responsibilities for humanity?
- What can we do about it?

*Learning Outcomes for the minor will include the following*

Completing a minor in Humanitarian Action will allow the students to:

- Apply theories, methods of analysis and ethical standards to research on humanitarian situations.
- Employ skills, ethics and methods in thinking, problem solving, decision-making, coordination, facilitation, advocacy and teamwork in humanitarian affairs.

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26 See Appendix 1: Humanitarian Action Minor: Curriculum and Requirements.
• Develop recommendations, articulate lessons learned regarding humanitarian crises, identify solutions to humanitarian problems, evaluate feasibility of different courses of action, ascertain barriers to effectiveness and ways to overcome them, and help create a business plan for orchestrating assistance in the field.

• Synthesize broader liberal arts knowledge and intellectual development in other majors or minors in the service of humanitarian action as a career or vocation.

• Relate humanitarian action to their personal and professional interests including commitments to self and others.

• Engage with non-profit, government, business, media or international organizations and agencies in humanitarian action or advocacy.

• Critically evaluate the work of others for principled and ethical action, including the core principle, “do no harm,” and other humanitarian principles, such as democratic participation, openness to other cultures and beliefs and responding to humanitarian crises wherever they arise.

**Humanitarian Action Minor Requirements**

The course of study for the minor in Humanitarian Action will consist of 18 credits:

• An introductory “foundation” course (3 credits)
• Two electives in context and analysis (6 credits total)
• Two electives in skills and methods (6 credits total)
• A capstone (3 credits)

*Foundation course: Choose one*

AE 272    Ethics of Humanitarian Action  
HI 270    History of Humanitarian Action  
PO 129    Politics of Humanitarian Action

Students will have the option of choosing among three introductory courses as the foundation to the minor. This will provide different entry points into the minor for students and also ensure ample faculty resources for teaching the foundation course. The three courses were carefully designed to ensure coverage of the core material but from different disciplinary perspectives. Yet each introduction will also incorporate readings, instructional methods and some shared assignments from the other two fields. Political and ethical dilemmas are fundamental aspects of humanitarian emergencies whose complexity and scope can rarely be mitigated by the resources available. Difficult choices are almost always at stake because so many lives are at risk. Insights from historical lessons and ethical benchmarks are invaluable for weighing courses of action and informing advocacy and decisions.

*Electives*

The four electives in the minor are divided equally among context and analysis and skills and methods.
**Context and Analysis Course Electives: Choose two**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AE 276</td>
<td>Ethical Dimensions of Global Business Practices</td>
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<tr>
<td>EC 140</td>
<td>Health Economics</td>
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<tr>
<td>EN 113</td>
<td>Literature of the Holocaust</td>
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<tr>
<td>EN 283</td>
<td>Films and Novels in the Asian Diaspora: Challenges in Citizenship</td>
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<tr>
<td>HI 274</td>
<td>Historical Perspectives on Contemporary Global Crises</td>
</tr>
<tr>
<td>IL 51/PO 130</td>
<td>International Relations: Theories and Challenges</td>
</tr>
<tr>
<td>IL 152</td>
<td>International Human Rights</td>
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<tr>
<td>NS XXX</td>
<td>Global Public Health</td>
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<tr>
<td>PO 127/IL 197</td>
<td>United Nations Security Council Crisis Simulation</td>
</tr>
<tr>
<td>PO 132</td>
<td>Global Climate Change: Politics and Policy</td>
</tr>
<tr>
<td>PO 135</td>
<td>Global Governance: International Law and Organizations</td>
</tr>
<tr>
<td>PO 136/IL 151</td>
<td>Gender, War and Peace</td>
</tr>
<tr>
<td>PO 137</td>
<td>Threats to Global Security in the 21st Century</td>
</tr>
<tr>
<td>PO 138</td>
<td>Border Politics</td>
</tr>
<tr>
<td>SO 185</td>
<td>Introduction to International Migration</td>
</tr>
</tbody>
</table>

Courses on context and analysis relate to the international humanitarian system, its key sectors and causes and consequences of humanitarian crises. These include courses on international organization, global public health, gender, war, peace, genocide, human rights, global security, historical perspectives on contemporary crises, border politics, migration and refugees and climate change.

**Skills and Methods Course Electives: Choose two**

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<th>Course Title</th>
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<tr>
<td>AY 200</td>
<td>Anthropological Research Methods</td>
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<td>CO 324</td>
<td>Crisis Communication</td>
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<tr>
<td>EN/W 339</td>
<td>Grant and Proposal Writing</td>
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<tr>
<td>IL 150</td>
<td>International Operations of Non-Profits</td>
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<td>IL 280</td>
<td>Global Leadership for Research and Project Development</td>
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<td>IS 350</td>
<td>International Information Systems</td>
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<td>LAC 300</td>
<td>Justice and the Developing World</td>
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<td>MG 350</td>
<td>International Law</td>
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<tr>
<td>MG 370</td>
<td>Managing Nonprofit Organization</td>
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<tr>
<td>EG 360</td>
<td>Engineering Project Management</td>
</tr>
<tr>
<td>HA 298</td>
<td>Humanitarian Action Internship*</td>
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</table>

To satisfy the two electives in skills and methods, students may choose from a range of courses in such fields as anthropology, communication, management, law, information systems and grant writing. There are also options in international operations of non-profits, field research courses offered through the Latin American and Caribbean Studies programs and Engineering.

- Students may also satisfy one of the requirements in skills and methods by completing an internship in humanitarian action.

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*See Appendix 11: HA 298 Humanitarian Action Internship Syllabus and Minutes of Advisory Board.*
With the director’s approval, students will be allowed to double count one elective in context and analysis and one in skills and methods from another major or minor. In addition, students may also be approved to substitute a methods course from another major or minor.

**Capstone: One course**

HA 300 Humanitarian Action Capstone

The culminating experience for the Humanitarian Action minor will be a Capstone Seminar in which students will develop a 15-25 page research paper on humanitarian action and a PowerPoint presentation. The capstone will also engage students in weekly reflections and discernment that will facilitate the integration of their learning experience in the Humanitarian Action minor in relation to their coursework, internship and/or extra-curricular experiences in the minor. Class assignments and exercises will help students work through ethical and moral issues in humanitarian action.

Student research projects may focus on different causes and consequences of humanitarian crises, their civil versus military dimensions, their historical and ethical lessons, or efforts across such sectors such as health, education, sanitation, crisis communication, logistics, protection or shelter, for example. Students are encouraged to develop their capstone topic in relation to their major/s or other minor/s and areas of special interest and experience, such as JUHAN activities, immersion trips, study abroad, and internships related to their Humanitarian Action minor. They will be encouraged to apply to present their work at Fairfield’s annual Research and Creative Accomplishments Symposium.

**Supervision and Advisement**

The director of the Humanitarian Action minor will have primary responsibility for advising students in the minor. However, the director will be assisted by instructors teaching courses in the program and by the minor’s Advisory Board members representing all the schools at Fairfield University. The Director will also work closely with the JUHAN Program Director in the Center for Faith and Public Life who will oversee internships for the minor and also JUHAN sponsored student activities.

Through Humanitarian Action courses and JUHAN student activities, students will have opportunities for a range of curricular and extra-curricular experiences, including service learning, immersion trips in the United States and developing countries, humanitarian-related spring breaks, crisis simulations, and disaster preparedness, response and post-disaster relief efforts in the United States. Students will also be able to pursue internships with leading humanitarian organizations and agencies. Through this range of hands-on engagement, students will begin to develop core competencies, methods, behaviors and values for humanitarian action.

**Assessment of Learning Outcomes**

The student learning objectives for the minor in Humanitarian Action are listed in Appendix 10. The program will assess these learning objectives through several means: internship and capstone courses, periodic curricular mapping and evaluation exercises and on-going assessment of courses. This will be especially important for the foundation courses to ensure that they cover necessary material, remain up-to-date with developments in the field and that they have

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29 See Appendix 12: HA 300 Humanitarian Action Capstone and Minutes of Advisory Board.
comparable requirements and coverage. It will also be important to ensure that, along with students’ elective courses, the foundation courses will lead to successful student outcomes in the program’s internship and capstone experiences. The Director of the minor and faculty from the Advisory Board will regularly collect and evaluate the capstone projects to determine whether students are meeting specific course learning objectives and program outcomes.

A formal review of the minor will be initiated during the fourth year of the program.

6. ADMINISTRATIVE STRUCTURE AND GOVERNANCE

To support student development from classroom to career, an interdisciplinary team of faculty members from the College of Arts and Sciences, Dolan School of Business, Graduate School of Education and Allied Professions, School of Engineering, School of Nursing and administrators from the Center for Faith and Public Life, who share expertise in humanitarian affairs, will constitute the minor’s Advisory Board. The faculty on the Advisory Board will be teaching courses in the minor, advising and career mentoring students and making recommendations to the Director regarding programming activities. This depth of expertise will provide an opportunity to share the administrative and mentoring responsibilities of the Humanitarian Action minor and ensures a wide pool from which to elect its Director. The Director will serve a three-year term on a rotating basis.

The Director will:

- Manage the daily responsibilities of overseeing the minor.
- Recruit students and serve as the point-person for the Humanitarian Action minor.
- Coordinate with faculty and appropriate departments to plan scheduling of Humanitarian Action courses, identify cross-listings for the Registrar’s Schedule of Courses and review and update, on a biennial basis, electives for the minor.
- Serve as an informal advisor and mentor to students.
- Work, in consultation with the Advisory Board, to develop special events and programming in support of the Humanitarian Action curriculum and students’ professional development; foster ties with appropriate agencies in the field and internship placements; and work, in coordination with the JUHAN Director in the Center for Faith and Public Life, to support student activities in Humanitarian Action.
- Work closely with the JUHAN Director who will serve as the Internship Coordinator for the minor.
- Supervise any part-time faculty hired to support the program.
- Prepare and manage the budget for the minor.
- Prepare web materials to promote the program and updating library resources.
- Represent the Humanitarian Action minor at appropriate university and public events.
- Oversee, in collaboration with the Advisory Board, curricular assessment and program review.
7. RESOURCES

Funding of Program Director and Operating Expenses

Essential resources are in place for the launch of the Humanitarian Action minor. The office of the Dean of the College of Arts and Sciences has committed funds to support a stipend of $3,000 per year for the Director of the Program and $2,000 for operating expenses. In addition, support of $5,000 will be requested to fund the School of Nursing Global Public Health course to be offered biannually for non-nursing students.

Instructional Resources

Dr. David Schmidt (Director of Applied Ethics, Department of Management), Dr. David McFadden (Department of History) and Dr. Janie Leatherman (Department of Politics) have each developed a foundation course for the Humanitarian Action minor which they will offer through their own departments. They will rotate the offerings of the courses with one section to be offered each semester. This will provide adequate staffing of the foundation course and allow the program to adjust for sabbatical and other duties. The HA 300 Capstone course will be rotated among faculty teaching the foundation courses or members of the Humanitarian Action Advisory Board, as needed.

Fairfield has a breadth of faculty expertise to cover the electives in the minor. The 2008 and 2013 Teagle grants led to the development of a pedagogic resource and funding to support the development and enhancement of courses for the Humanitarian Action minor.

Library and Electronic Resources

The DiMenna-Nyselius Library has a collection of books and key journals, which have already been acquired in support of existing courses related to the proposed Humanitarian Action minor. The library staff has developed an excellent library guide that will support instruction in the minor: http://librarybestbets.fairfield.edu/content.php?pid=648957.

The Teagle project also funded the development of the JUHAN Learning System website, which will provide additional educational materials in support of Fairfield’s and other institutions’ curricular developments in the area of Humanitarian Action education. The template for the website is provided in Appendix 14.

Student Enrichment Activities and Resources

The Humanitarian Action minor will draw upon and further support existing student enrichment resources. For example, a number of the Teagle-funded Faculty Learning Community members are also involved in teaching courses that take students on immersion experiences in developing countries. This includes Dr. Ryan Munden (Nicaragua), Dr. Jessica Planas (Nicaragua), Dr. Vishnu Vinekar (Nicaragua) and Dr. Dina Franceschi (Nicaragua and Belize). These experiences include opportunities to collaborate with students in the host country and participate in faculty research projects, papers and conference presentations. The applied aspects of the Humanitarian Action minor will lead to faculty-student collaborations and thus enrich pedagogical and experiential learning opportunities for Fairfield students.

30 See Appendix 13: Draft Yearly Budget.
31 See Appendix 14: JUHAN Learning System Website.
Proximity to the United Nations headquarters in Manhattan and to premier international humanitarian organizations provides additional key resources to support the Humanitarian Action minor. Indeed, three of the five leading humanitarian agencies are located nearby: Save the Children, AmeriCares and the International Rescue Committee. By building on existing relationships and programming with these and other humanitarian institutions and the civic- oriented field trips to the United Nations and Washington, DC, organized by the Center for Faith and Public Life, Fairfield University is ideally positioned to support students’ career preparation and professional development.

8. PROJECTIONS FOR THE FUTURE

The Advisory Board anticipates that the Humanitarian Action minor will attract an average of 10-15 minors each year over the next four years. This projection is based on the considerable interest in response to the fall 2014 and spring 2015 surveys of JUHAN-designated courses and the interest expressed by FYE students in the JUHAN section led by Julie Mughal, Fairfield University Director of the Jesuit Universities Humanitarian Action Network (JUHAN) and Assistant Director, Center for Faith & Public Life.

The Humanitarian Action minor has a number of approaches in hand for recruiting students into the minor. It will reach out to first-year students via programming to promote non-profit careers and raise awareness about humanitarianism. The JUHAN Director, Julie Mughal, will continue to offer a FYE-Humanitarian Action section. The minor’s director will also reach out to students majoring in Politics and International Studies/International Business who may have a strong interest in the minor. The humanitarian related courses will also provide an ideal recruiting tool, along with students participating in the JUHAN student club and the Engineers Without Borders chapter. Students may also be recruited through the foundation courses to the minor and its electives. By any of these routes the Humanitarian Action foundation course and the capstone will be essential to help students integrate their learning.

Appendix 15 offers a periodicity of course offerings for the first four years of the program’s implementation. Appendix 16 provides a plan of study in Humanitarian Action over the period 2015-2019 for a sample of potential students from the College of Arts and Sciences, Dolan School of Business, School of Engineering and School of Nursing.
## APPENDIX 1
### HUMANITARIAN ACTION MINOR: CURRICULUM AND REQUIREMENTS

**Foundation Course (3 credits) – choose 1**
- PO 129 Politics of Humanitarian Action
- HI 270 History of Global Humanitarian Action
- AE 272 Ethics of Humanitarian Action

<table>
<thead>
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<th>Skills and Methods for Humanitarian Action Electives (6 credits)</th>
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<td>* Choose 2 Courses</td>
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<td>• AE 276 Ethical Dimensions of Global Business Practices</td>
<td>• AY 180 International Research Practicum</td>
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<td>• EC 140 Health Economics</td>
<td>• AY 200 Anthropological Research Methods</td>
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<td>• EN 113 Literature of the Holocaust</td>
<td>• CO 324 Crisis Communication</td>
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<tr>
<td>• EN 283 Films and in the Asian Diaspora: Challenges in Citizenship</td>
<td>• <strong>EG 360 Engineering Project Management</strong></td>
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<tr>
<td>• HI 274 Historical Perspectives on Contemporary Global Crises</td>
<td>• EN/W 339 Grant and Proposal Writing</td>
</tr>
<tr>
<td>• IL 51/PO 130 International Relations: Theories and Challenges</td>
<td>• HA 298 Humanitarian Action Internship</td>
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<tr>
<td>• IL 152 International Human Rights</td>
<td>• IL 150 International Operations of Non-Profits</td>
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<tr>
<td>• <strong>NS XXX Global Public Health</strong></td>
<td>• IL 280 Global Leadership for Research and Project Development</td>
</tr>
<tr>
<td>• PO 127/IL 197 United Nations Security Council Crisis Simulation</td>
<td>• IS 350 International Information Systems</td>
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<tr>
<td>• PO 132 Climate Change: Politics and Policy</td>
<td>• LAC 300 Justice and the Developing World</td>
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<tr>
<td>• PO 135 Global Governance: International Law and Organizations</td>
<td>• MG 350 International Law</td>
</tr>
<tr>
<td>• PO 136/IL 151 Gender, War and Peace</td>
<td>• MG 370 Managing Nonprofit Organizations</td>
</tr>
<tr>
<td>• PO 137 Threats to Global Security in the 21st Century</td>
<td>• RS 235 Liberation Theology</td>
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<tr>
<td>• PO 138 Border Politics</td>
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<tr>
<td>• SO 185 International Migration and Refugees</td>
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</table>

**HA 300 Humanitarian Action Capstone (3 credits)**
HUMANITARIAN ACTION LEARNING OBJECTIVES

1. **Foundation Knowledge**

**KNOWLEDGE BASED OBJECTIVES**

* Concept of humanitarian crises.
* Causes of humanitarian crises.
* Roles, interests and interactions of key actors in humanitarian response, including beneficiaries.

2. **Conceptual and Theoretical**

* Key factors in determining whether, when and how to intervene during humanitarian crises (e.g. social, political, economic, ethical, legal, cultural and religious dimensions) and theories for understanding them.

3. **Normative and Policy Contexts**

* Type of response, including gender dimensions and differences between military and civil interventions.
* Knowledge of International Humanitarian Law including refugee law, Internally Displaced Persons standards, Codes of Conduct and other humanitarian standards, such as the SPHERE Project.

**VALUE BASED OBJECTIVES**

1. **Discernment** (in relation to self, others, contexts and values)

* Commitment to take all possible steps to prevent or alleviate human suffering regardless of where humanitarian crises occur.
* Commitment to core humanitarian principles to do no harm and to uphold integrity, impartiality, independence, accountability, empathy, resilience, diversity, transparency and learning.
* Mutually empowering action for all participants and principles of democratic participation.
* Communicate sense of fulfillment and frustration in humanitarian response.
* Openness to learning about others’ beliefs and cultures.

2. **Action values**

* Service and humanitarian engagement
* Advocacy

**SKILLS AND METHODS BASED OBJECTIVES**

1. **Managing relationships**

* Planning, teamwork, leadership, coordination, collaboration within teams and across sectors.

2. **Managing complexity**

* Organizing, data, monitoring, evaluation and assessing, design and response, information gathering and technology skills (IT systems, data collection and analysis, hardware and software packages).

3. **Skills for working in dangerous and insecure environments**

* Critical languages, intercultural competencies, religious literacy, culturally appropriate practices, conflict sensitivities and coping capacities.

4. **Communication**

* Speaking, listening, writing, negotiations, advocacy, presenting and communicating information
APPENDIX 13
YEARLY BUDGET

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NSXXX Global Public Health for non-nursing students.

APPENDIX 17
MINUTES OF TEAGLE ADVISORY BOARD MEETING

All minutes APPROVED by Advisory Board on April 6, 2015

Teagle Advisory Board Meeting Meeting Notes
September 12, 2013

Members present: Father Richard Ryscavage, S.J., Janie Leatherman, Shanon Reckinger, Sally Gerard, Larry Miners, David McFadden, Patricia Calderwood, Julie Labbadia and Julie Mughal (submitter of meeting notes)

1. Members of the Teagle Advisory Board discussed models for developing humanitarian education at Fairfield. They noted the importance of understanding curricular changes in each school on campus, and also building support with those schools and also the University as a whole. They also noted the importance of gaining the support of the senior academic vice president.

2. Members of the Teagle Advisory Board indicated that the curriculum should be interdisciplinary, cutting across schools, including engineering and nursing. It would be important to find ways that a course in engineering or nursing could count for non-majors in these schools. It will be important to vet the curriculum with the Deans and chairs of departments, including with letters of support.
3. Members of the Teagle Advisory Committee decided to establish four committees to begin the work of developing a minor in humanitarian studies: (a) Mission Statement committee (Dr. Poli, Dr. Leatherman and Dr. Reckinger); (b) Curriculum Committee (Dr. McFadden, Dr. Gerard, and Dr. Leatherman); (c) Flow Process Committee (Dr. Miners, Dr. Leatherman, and Dr. Calderwood); (d) Existing JUHAN Courses (Dr. Janie Leatherman, Dr. Suzanna Klaf, and Julie Mughal).

4. Members of the Advisory Committee agreed that the next steps would include drafting a proposal, crafting a mission statement, and then starting a consultation process.

Teagle Advisory Board Meeting Notes
November 21, 2013

Members Present: Janie Leatherman, Shanon Reckinger, Sally Gerard, Larry Miners, David McFadden, Julie Labbadia and Julie Mughal (submitter of notes)

1. Professional Development/Curricular Development Planning
   • Dr. Leatherman confirmed that as proposed during the launch meeting, a discussion has been scheduled for Friday, December 13 from 2-3:30 pm with Gary Shaye, Senior Director of Humanitarian response from Save the Children. Gary will be providing input into our Humanitarian Studies Minor vis-à-vis student learning and the work at NGOs.

Teagle Advisory Board Meeting Notes
May 22, 2014

Members Present: Janie Leatherman, Suzanna Klaf, Sally Gerard, Shanon Reckinger, David McFadden, Pat Poli, Bryan Crandall, Julie Mughal (submitter of meeting notes). Kathryn Nantz also joined to present the FLC results from spring 2014.

1. Advisory Board’s Curriculum Workshop – Summer 2014
   • Dr. Leatherman reported that members of the curriculum committee will meet on June 30th and July 1, 2014 to develop a draft proposal for the Humanitarian Studies Minor. Advisory board members will be asked to review the proposal.

2. Foundational and Capstone Courses Development Workshop — early July
   • Dr. Leatherman and Dr. McFadden reported that they will work with Dr. David Schmidt on developing a foundation and a capstone course for the Minor.

3. Timeline for Strategizing the Development of a Humanitarian Studies Minor (with fall 2015 as target roll-out)
   • The plan is to develop the foundation and capstone courses during the summer; seek department and university committee approval of those courses in fall 2014; and meet the spring 2015 deadline for revisions to the undergraduate catalogue for the 2015-2016 academic year.
   • Advisory Board members anticipate beginning the approval process in the spring
2015 semester for the proposed humanitarian studies minor—including ASCC, UCC, EPC and Academic Council.

- Dr. Leatherman and Dr. Gerard have reached out to Dr. Jessica Planas who will be developing a public health course for non-nursing majors. She will finalize this course during the Fall FLC.
- Dr. Crandall will work on Local Literacy/Global History as part of his FLC work.
- Dr. Leatherman noted that Dr. William Vasquez has developed a topics course on water economics. Once this course is approved as part of the Economics Department curricular offerings, it could also be a relevant elective for the proposed humanitarian studies minor.

4. Discussion on Definition of “Humanitarianism”

The Advisory Board members engaged in a very dynamic discussion on the definition of humanitarianism:

- The discussion contrasted approaches to humanitarianism in different fields of study and also operation, such as political science, international relations, peace and justice studies, health sciences, engineering, or disaster management versus complex humanitarian emergencies and also flushed out different approaches to humanitarianism under the Teagle project as reflected in the initiatives underway at Fairfield versus our partner institutions. For example, Georgetown University is framing its approach around a larger campus initiative on human security. Nicaragua is framing its work around challenges of social justice and strategies for equipping students to tackle them through their JUHAN methodology and service learning in UCA courses. The different strategies of our partner institutions also help to promote cross-fertilization of ideas.

- The discussion distinguished structural injustice (underlying causes) that give rise to ongoing crises versus sudden humanitarian crises that can emerge from conflict (including from political, cultural and economic factors) versus natural disasters. In addition, climate change may exacerbate conflict and contribute to natural disasters and human displacement. Climate change may induce slow onset crises (e.g. rising coastal waters or desertification), but also contribute to sudden humanitarian emergencies, such as Typhoon Haiyan in the Philippines.

- Advisory Board members also raised questions about what constitutes a humanitarian crisis in the United States, especially in relation to social justice issues here. Some members argued for including social justice issues as part of our definition of humanitarianism.

- Members also raised questions about how our Teagle approach to humanitarianism is similar or different from the International Studies or Peace and Justice programs at Fairfield. The discussion identified three key points:
  - The proposed humanitarian action minor emphasizes a combination of knowledge acquisition, skills, and habits of mind.
  - It crosses schools, including CAS, nursing, engineering and business.
  - Its interdisciplinary framework is informed by the UN cluster system and the work of the UN Office for the Coordination of Humanitarian Affairs (OCHA) that promotes multi-sectoral responses.
Teagle Advisory Board Meeting Notes
September 16, 2014

In attendance: David McFadden, Janie Leatherman, Julie Mughal (submitter of meeting notes), Marcia Arambulo, Pat Poli, Suzanna Klaf

1. Progress on Humanitarian Studies Minor
   - Foundation course development began over the summer. The course will be taught from three different departments – applied ethics, politics and history. The curriculum committee members hope that the three syllabi will be ready to be shared at the next meeting. The courses are slated to be submitted for approval through their respective departments in the fall. Dr. Klaf asked whether the syllabi would be based around the big questions or “themed”? The curriculum committee members indicated they need to look at this more closely as the syllabi are refined. Dr. David Schmidt’s ethics tools will help with this. The three enduring questions guiding the Teagle project are going to be posed in the foundation courses and the ethical methodology that Dr. Schmidt shared will provide a platform for the big questions.
   - Capstone development has not yet begun. The curriculum committee believes it would be useful to convene a meeting of faculty who are teaching capstones to brainstorm or alternatively to solicit syllabi from a range of capstone courses on campus to gain perspective on options for designing a capstone course for the humanitarian studies minor in development.
   - A new rubric on learning outcomes for the minor has to be developed, working backwards from the capstone achievement goals to foundation courses that are under development.
   - The Curriculum Committee also needs to do a curricular mapping which will allow us to re-exam the syllabi as well as help provide context for the capstone course.
   - The curriculum committee may have a new draft of the minor or curricular mapping ready to share at the next advisory board meeting.
   - Key courses need to be approved as soon as possible: Foundation, Capstone, Global Public Health for non-nursing majors, Water Economics.

2. Timeline 2014-2015
   - Dr. Leatherman and Julie Mughal developed a draft timeline for the main Teagle activities/goals for 2014-15. These items were discussed in more depth:
     - Dr. Leatherman will discuss with Jackie Kramer the Library’s development of website for the Water Theme and possibilities of adapting this type of framework to develop a Best Bets guide for a humanitarian studies minor. Dr. Leatherman noted that it would be important to get this website in place before submitting the Minor proposal.
     - Finish the curricular mapping of potential courses for a humanitarian studies minor.
Teagle Advisory Board Meeting Notes  
October 28, 2014

Members Present: Janie Leatherman, Suzanna Klauf, Julie Mughal, David McFadden, Marcia Arambulo (submitter of meeting notes)

1. Discussion on progress towards development of humanitarian studies curriculum
   • The Curriculum Committee shared the learning objectives for the minor that emerged from their work in the summer workshops and ongoing meetings in September/October. The learning objectives encompass cognitive, skills and methods, and affective criteria. These criteria were used to vet potential courses for the minor. The learning objectives have also been shared with the Fall 2014 Faculty Learning Community.
   • The curriculum committee is working on developing introductory courses and a capstone for the minor. The Advisory Board members noted that the introductory course needs to help students navigate the minor to get the most out of their program of study.
   • The curriculum committee is exploring possible courses for the minor from Engineering and Nursing to ensure it is more interdisciplinary.
   • Advisory Board members noted that essential outcomes of the minor should be cultivated in the FLCs. This should be part of the FLCs requirements.
   • The Advisory Board members noted that minor needs to have a sustainability plan—in other words, it is essential to have several means to ensure options to offer the foundation courses, along with regular course offerings among the electives.
   • The curriculum committee envisions that the structure of the minor could consist of students taking one of three options for the introductory course, plus two courses in context and analysis and two courses in methods.
   • Father Ryscavage, S.J. will draft text relating to the mission of the minor that can be incorporated into a proposal for the minor.

2. Dr. Leatherman reported that she has consulted with Christina McGowan about the development of a library guide of the proposed Humanitarian Studies minor. Christina will oversee this project, which delivery date will be January 2015.

Teagle Advisory Board Meeting Minutes:  
January 23, 2015

Members Present: Janie Leatherman, Julie Mughal, David McFadden, Bryan Crandall, Suzanna Klauf, Shanon Reckinger, Marcia Arambulo (submitter of meeting notes)

1. Update from the Curriculum Committee:
   • The Curriculum Committee reported that it had begun drafting a proposal for a minor in Humanitarian Action. Dr. McFadden noted that the curriculum committee decided to call the minor “Humanitarian Action” instead of “Humanitarian Studies.” He noted that the difference between calling it “action” versus “studies” is very important. The minor is focused on empowering students to make a difference, to
become involved, to bring skillsets to humanitarian work, not merely to study it.

- The curriculum for the draft proposal will center on three foundational courses: PO 129 (Politics of Humanitarian Action), HI 270 (History of Global Humanitarian Action) and AE 272 (Ethics of Humanitarian Action). The curriculum committee has reviewed many courses for electives in context and analysis and electives in skills and methods, using the learning objectives for the minor that the committee developed in summer and fall 2014. The Curriculum Committee will review a couple more courses in early March that are currently being developed by faculty participating in the Teagle-funded Faculty Learning Community. They noted that the range of courses needed to prepare a proposal for the minor had not been identified.

- The Advisory Board members raised questions about prerequisites for the elective courses. The curriculum committee responded that they considered prerequisites carefully when vetting courses for the minor to ensure accessibility for students.

- The Advisory Board members recommended developing a chart of periodicity of the course offerings for the minor, mapping this over a four-year period. The members of the Curriculum Committee indicated that they would prepare this as an Appendix with the proposal for the new minor.

- The Curriculum committee members indicated that they were also going to review environmental studies courses again for a possible fit with the humanitarian action minor. Dr. Reckinger indicated she would recheck courses in the sciences to explore whether there were any options in that curriculum that the committee should also consider.

**Update on JUHAN Learning System Website and Library Guide for the Humanitarian Action Minor**

- Dr. Leatherman noted that the Library staff has completed work on an excellent “best bets” guide for Humanitarian Action that will be a valuable resource students’ and faculty instructing in the minor. The link to the Library page is: http://librarybestbets.fairfield.edu/humanitarianaction

- Engineering students continue to work on the website design for the JUHAN’s Learning system which will be used to disseminate the efforts of the Teagle grant project.

**Teagle Advisory Board Meeting Minutes**  
**March 3, 2015**

**Members Present:** Father Richard Ryscavage, S.J., Janie Leatherman, Julie Mughal, David McFadden, Bryan Crandall, Suzanna Klaf, Shanon Reckinger, Pat Poli, Sally Gerard, and Marcia Arambulo (submitter of meeting notes).

1. **Update on preparation of proposal for minor and related course developments.**

- The Curriculum Committee updated the Advisory Board on the preparation of the proposal for the Humanitarian Action minor. They noted that the purpose of today’s meeting was to solicit feedback and suggestions on the draft document from the Board. They drew the attention of the Board members to Appendix 1, a matrix that provides an overview of the requirements of the Humanitarian Action minor: its foundation course options, electives in context and analysis and skills and methods,
and the capstone course.

- Dr. Leatherman noted that there are some elements in yellow highlights on the matrix, which include courses still pending approval by the Curriculum Committee (e.g. an Engineering course and the Nursing course on Global Public Health). The Curriculum Committee has prepared, for the Advisory Board review, two new courses that will be part of the minor: HA 298 Humanitarian Action Internship and HA 300 Humanitarian Action Capstone. These courses are also highlighted in yellow on the matrix. They will need to be approved by the Teagle Advisory Board.

- Feedback is needed for the rationale, once it is revised and approved by the members of the Board it will be taken to the chairs and eventually to the UCC in May. Feedback is also needed for the foundation and capstone courses.

- Dr. Leatherman noted that recruitment for the proposed Minor in Humanitarian Action could only start once the minor is approved by all campus committees: ASCC, UCC, EPC and Academic Council.

2. Discussion of Draft Proposal for a Humanitarian Action Minor by Section

Summary:

- Text is strong and clear.

Need:

- The Advisory Board members suggested creating an appendix to the proposal that would provide a historical overview of the two Teagle Grants that Fairfield has received and distinguish what has been accomplished with its different partner institutions within those two funding periods.

- The Advisory Board members suggested that on p. 7, the proposal should state more clearly how many undergraduate institutions offer a major or minor in Humanitarian Studies and that the information on that page be limited to a discussion of undergraduate programs in the United States.

- The Board encouraged the Curriculum Committee to develop bullet points for the section on need, and elsewhere throughout the proposal as much as possible to facilitate reading. They also suggested adding subheadings under each section to help guide the reader, since each paragraph targets a different point. For example on page 7: “Why do we need a Minor?” could be a heading for the next two paragraphs. They suggested listing the activities that lead to the Minor’s sustainability instead of listing the faculty involved in the development of the Minor.

- The Advisory Board members suggested that moving a paragraph from page 9 to page 4, so that evidence of student interest would be mentioned under the category of “Need” instead of the “Rationale.” The new text should discuss current student needs, prospective student needs and alumni experience.

Rationale:

- The Advisory Board members suggest that the second paragraph on page 10 of the draft proposal for the Humanitarian Action minor would better serve as the first paragraph for the section on “Rationale.” Similarly, they advised that the last paragraph on page 8 should instead be moved to “Impact.”

- Arguments in the draft proposal regarding “Student enrichment opportunities….” should be mentioned in the section on “Resources.” They advised similarly that arguments about Fairfield University’s proximity to the UN….” could also be
mentioned under the section on Resources as well.

- They noted that the section in Rationale that gave background on the Teagle grant should be incorporated instead into the Appendix on the history of the Teagle grant. Also, the text on faculty recruitment and sustainability of the minor could be mentioned under resources, too.

**Objectives:**
- The Advisory Board members noted that objectives refer to student actions or behaviors that can be quantified or measured to make sure that the Minor is doing what it proposes. They advised that the section on “Objectives” indicate the tools to be used for this assessment so that the objectives are supported. They also noted that the foundation courses should be aligned with the Minor objectives to ensure that the three options (AE 272, HI 279, or PO 129) will have similar outcomes.

**Impact:**
- Advisory Board members indicated that the Impact section is strong on its discussion of the unique contribution of the Humanitarian Action minor and how it differs from other departments and programs on campus. They suggested also making bullets in the section to facilitate its readability.

**Program Detail:**
- The Advisory Board members noted the text that begins, “The proposed curriculum…” refers to the history of the project and should be in the appendix on the history of JUHAN and the Teagle grants.
- They also recommended that the section on “Program Detail” include a comprehensive statement on strategies for recruiting students.

**Resources:**
- Move paragraphs noted above to the section on resources.

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**Teagle Advisory Board Meeting Minutes (Excerpt)**

*March 31, 2015*

**Members Present:** Janie Leatherman, Suzanna Klaf, Julie Mughal, Patricia Poli, Shanon Reckinger, Marcia Arambulo, David McFadden, Sally Gerard (via phone), and Bryan Ripley Crandall (submitter of minutes)

**Advisory Board Meeting – Proposal for an Interdisciplinary Program in Humanitarian Action at Fairfield University**

1. **A. Review of Draft Proposal for Humanitarian Action Minor**
   - Several letters were written already in support of the proposal from the Deans of several schools at Fairfield and some chairs and directors of programs.
   - Still waiting on a few key letters.
   - The Advisory Board unanimously names Dr. Leatherman as the first Director of Humanitarian Action Minor (HAM).
   - Two courses need to be approved today (p. 52+ of Proposal).

2. **Discussion of the Draft Proposal for a Humanitarian Action Minor**
   - The discussion begins with praise for the comprehensive and thorough work of this proposal. It offers a blueprint for Fairfield University that offers history,
institutional context, a fusion between the local and global, and a sense of the Jesuit Mission is a deliberate and focused minor in partnership with other universities in the network. The proposal is innovative, clear, concise and necessary in a wide variety of ways that adheres to multifaceted learning across disciplines. The minor is a recruitment tool, including for schools like GSEAP, School of Business and Nursing that prepare professionals with a humanitarian action mindset that applies ethics.

- **Summary** – no changes
- **Need**
- Update data on p. 5 with results of spring survey of student interest in a humanitarian action minor.
  - The UNHCR data is relevant and pertinent. The important work of the Humanitarian Action minor is to “think globally, act locally; think locally, act globally.”
- **Rationale**
  - Delete last paragraph on p. 10. Information is already provided in Appendix 2.
- **Objectives** – no changes.
- **Impact** – no changes.
- **Program Detail** – no changes.
- **Administrative Structure and Governance**
  - Note that the Director will update Library resources for the Humanitarian Action minor in consultation with library staff.
- **Resources** – no changes.
- **Projections for the Future** – no changes.
- **Appendices** – need to add data from the Spring 2015 survey.
- Dr. Crandall moves to accept the proposal amended by discussed changes and Dr. Poli seconds it. The proposal is **UNANIMOUSLY APPROVED**.

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**Draft of ASCC Minutes (Excerpt) Tuesday, April 14, 2015**

**Present:** Laura Nash (chair), Terry-Ann Jones, James Simon, David McFadden, Margaret McClure, Michael Pagano, John Miecznikowski, Steven Bayne, Glenn Sauer, Kathryn Nantz

**I. Humanitarian Action Minor, Internship and Capstone** (presented by Janie Leatherman)

- Curriculum goal to equip students with proper tools and resources to be able to respond and assist to humanitarian types of emergencies in local communities and abroad
- Vision of the minor is centered on learning, reflecting and acting – hopes to encourage students to engage in discernment
- Strongly anchored in moral and ethical commitments to do something and to make a difference
- Believes goals and objectives inline with the core mission of Fairfield University as a Jesuit institution
Curriculum –
- Introductory course
  - Can be taken from the applied ethics, history, or politics departments.
  - It was developed in collaboration with David Schmidt, David McFadden and Janie Leatherman to provide students a gateway course with consistent information from the different fields and perspectives
  - This course has already been approved
- Content analysis courses
- Applied context courses
- Internships
  - Serviced by the Assistant Director of the Center of Faith and Public Life, who also Directs the campus’s Jesuit Universities Humanitarian Action Network (JUHAN) program
- Capstone
  - Provides a format of Integrated learning that guides students from all they have learned through the minor

Three key questions that guide work –
- Why is there human suffering?
- What are the causes of human suffering?
- What are our individual and collective responsibilities to respond to it?

This minor is building on what Fairfield has deeply involved in for a number of years – the JUHAN network
- Since 2009 – 1,254 students have enrolled in 62 JUHAN courses (33 different courses from 14 disciplines in CAS, DSB, GSEAP, SOE)
- Many student responses show the need and robust interest for this minor from various campus surveys

Minor has been vetted through different departments, programs and schools across campus
- Ability to tailor curriculum of the minor to various majors because of the scope of what humanitarian groups do

Administrative Structure for the Program –
- Take the existing advisory board and move that into the interdisciplinary advisory board for the minor
- Director resources and the stipend has been discussed with the Dean
- JUHAN will continue to provide enrichment opportunities for students

Discussion –
- Kathryn Nantz – Clarify the relationship between JUHAN courses and the minor
  - The minor will give students the professional training they will need for humanitarian type of work
  - It will also show students, for example, if they major in Accounting how they can use their accounting skills in the humanitarian field
- Terry-Ann Jones – Clarify the distinction from international relations’ humanitarian track
• The program was developed into three thematic areas: (1) global development, (2) diplomacy, peace and conflict, and
  o (3) social justice and humanitarianism
• There will be some overlap – the only foundational course they will share is International Relations Course in Politics
• Elective courses do overlap quite a bit
  o To ensure against double-dipping – students can only double count two courses from any major or minor towards the humanitarian action minor
• They are less concerned about the double-dipping and more concerned about making it clear for students the distinction from the two
  o This is an advising matter
  o Needs to make it clear on the website that these are two distinct programs that can complement each other and are not redundant
• Steven Bayne – Can the capstone be something else other than the 15-25-page paper?
• Would students be able to organize a humanitarian project instead?
  o The internship is more project oriented
  o A paper would be a reflective moment where they can pull together what they have learned from the prior courses
  o This may change as they get real-student feedback

David McFadden moved recommend the approval of the minor; John Miecznikowski seconded; All in favor.

Additional Discussion –

o Kathryn Nantz – Note for the 5-year review of this minor – address how has this minor developed and helped fill a need for the school
o Also would be helpful for 5-year reviews to look at the minor and all the minors/programs it affects and look at its impact on them

FAIRFIELD UNIVERSITY UNDERGRADUATE CURRICULUM COMMITTEE MINUTES (Excerpt)

DATE: May 5, 2015 DRAFT

MEMBERS PRESENT: Lynn Babington, Steve Bayne, Bruce Bradford, Ahmed Ebrahim, Sally Gerard, Don Gibson, Terry-Ann Jones, Janie Leatherman (guest), John Miecznikowski (Chair), Margaret McClure, David McFadden, Laura Nash, Michael Pagano, Aaron Perkus, Rajasree Rajamma, Shanon Reckinger, Glenn Sauer, Jonathon Stott, SJ (guest), Brian Walker (guest)

REGRETS: Bruce Berdanier, Shah Etemad, Kathryn Nantz, Jim Simon (Dean, CAS)

J Leatherman presented on the Humanitarian Action Minor (attached).

The minor will allow students to act in humanitarian crisis situations. This minor will allow for more career options.
Discussion took place regarding courses that could count toward major or minor (e.g., a course could count for a business major and the humanitarian minor).

**Motion to approve course counting for both major and minor**

- **B Bradford, Second**
- **S Gerard**

**In Favor-14 Unanimous**

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**Educational Planning Committee Minutes (Excerpt)**

September 17, 2015, 3:30-4:30 pm

**Present:** Angela Biselli, Evagelia Bilias Lolis, Ryan Colwell, Robert Hannafin, Meredith Kazer, Phil Lane, Diana Mager, Vincent Rosivach, Carl Scheraga, Jackie Vernarelli

**Absent:** Lynn Babington, Doug Peduti, S.J.

**Consideration of the Proposal for a Minor in Humanitarian Action at Fairfield University**

Prof. Leatherman provided an overview of the proposal for a new minor in Humanitarian Action. After collaborating as the lead institution with Fordham and Georgetown, we envision a minor that prepares men and women for others to assist in humanitarian crisis by preparing students with the skills to engage with local and state officials in times of disaster. The goal is to provide training that fits with all other fields of study. Save the Children and AmeriCares are among the organizations consulted while developing this program. There is a need for a host of professionals; nurses, psychologists, accountants, etc. who are prepared to practice their field during times of disaster and humanitarian crisis. The introductory courses are prepared beginning with politics and ethics this year. Surveyed students were very excited about this minor.

**Rationale** – globally, never seen as many humanitarian needs. There are 16 million refugees in the international community, Ebola, Syria, Sudan, Central African Republic etc. The United Nations is dealing with 5 level 3 crises at one time. World population is projected to be 10 billion by 2050 and most will be in highly vulnerable populations. If we develop a program like this, Fairfield will be in a leadership position.

At a meeting last week with Center for Faith and Public Life and Provost Babington, we learned that fundingable support. For this Director, this program will come from CFPL and Operating budget from the AVP’s office. Similar to Service Learning, this would have affiliated faculty members.

Dr. Malone commented that the program is very well put together. This is one of the minors where we have affirmation and support from outside experts in the field; the Teagle Advisory Board. Aside from the need for this type of training, Admissions was happy to see this plan as a model of how we live the mission.

Prof. Scheraga opened the floor for questions and asked if a Director has been identified. In relation to the Teagle Grant, the group nominated Prof. Leatherman to be the first Director.

Prof. Rosivach noticed the phrase “Teagle approach” throughout the proposal and asked what that means. Prof. Leatherman explained that Teagle is committed to fostering civic and community engagement.

Prof. Mager added that nursing students will be interested and asked if courses will have students from all schools enrolled. Prof. Leatherman responded that the courses are part of...
the core, so anyone can take them. Prof. Mager suggested that page 18 of the proposal be revised to clearly explain the capstone course as it’s explained on the course syllabus on page 71.

Dean Kazer requested that the committee speak with someone from nursing when developing a new nursing course to be included in the minor and asked if people will be putting forth additional courses. Prof. Leatherman responded that we’ve got the traction we need. We’ve recruited faculty.

Prof. Vernarelli added that she teaches nutrition and knows several CAS students take the course. What are you looking for in a course to be included in this minor? Prof. Leatherman responded, learning objectives – does the course give the student skills? Prof. Vernarelli asked how students will handle overlap of courses if they’re interested in two minors. Prof. Leatherman responded the proposal allows up to two courses that overlap to count towards two minors and they envision students double minoring. Prof. Vernarelli asked if there is any way for students who can’t overlap to still be involved. Prof. Leatherman indicated that the JUHAN club gives students chance to be active and involved.

Prof. Bilias Lolis asked if there is a plan to make this a major and Prof. Leatherman responded that they plan to evaluate four years out. If there is new interest/demand then rethink it.

Dean Hannafin asked do we have a way to track students outside the minor? Prof. Leatherman responded, no doubt, we will. We have so many graduates working in the field for Catholic Youth Services, for example as well as those in graduate programs and with fellowships. We’ve laid the groundwork.

Prof. Biselli noticed a lot of 300 level courses, do they have pre-requisites and how visible will this be for a student in Science or Engineering? Prof. Leatherman responded that there are either no pre-requisites or can be satisfied by core courses. In the proposal there are examples of how students can satisfy requirements. Engineering students will need good advising. Faculty are committed to this in each of the schools and it’s essential to help students identify the interest early and plan carefully.

Prof. Rosivach asked for clarification on the cost and the relationship between the Director and Advisory Board indicating sooner or later, the money will be spent some place else. Prof. Leatherman responded that ideas for governance and responsibilities of the Director and Advisory Board are included on page 19. The model is based on Service Learning and Interdisciplinary Programs where the Advisory Board oversees the Director. In this case, Provost Babington anticipates this being overseen by the AVP because it’s interdisciplinary.

Prof. Lane added, what’s not discussed is that some programs have been displaced. What is the cost 5 years out? In International Studies and Politics, some faculty will be displaced. Every new program will use resources and what happens to the department that loses faculty to the new minor. Prof. Leatherman responded, yes, the faculty are full however in politics, advising students on this minor may lead students to major in politics.

Dr. Malone added, it may not be displacing, it may be enriching.

Prof. Scheraga added regarding opportunity cost, take MG370 for example. If this course is part of the new minor, as chair of the department, I feel responsible to offer this enough so students can take it. But if I use Kathy to teach this course, I also need her to teach another course. I can’t hire adjuncts, because of accreditation requirements and the numbers of adjuncts who you can hire is limited. Prof. Leatherman indicated that they talked with all of
the Deans and assessed how many seats will be available with projections for years 1, 2, 3 and 4, so we feel that students will have chance to take the course.

Dean Hannafin pointed out that strategically if you recruit one additional student that’s interested in this minor, the cost is justified. Also as a feeder program, this might encourage students who will enroll in our graduate schools. Prof. Leatherman pointed out that many students see themselves in the non-profit sector. This minor makes our graduates more attractive to employers. They’re not going to find this at many schools. I imagine over next 5-10 years, others will offer this but we’ll be in a leadership position. The Hilton Foundation is moving in direction of this work with opportunity for grants to support this.

Prof. Scheraga thanked Prof. Leatherman for the excellent overview at which point Prof. Leatherman and Dr. Malone stepped out. Prof. Scheraga made a motion to accept the minor. Prof. Lane seconded.

Discussion

Prof. Vernarelli asked if we can find out how the minor programs attract students and among the minors that have no home, how are they’re doing?

Prof. Lane responded there is no data and they haven’t done focus groups. They have said to us that this will be reviewed in 4 years. It’s hard for me to argue against this, given our mission statement. My problem is that this doesn’t have a home and we have seen problems with programs such as this where once the faculty leadership has to step down, for rotation reasons or they’re burned out, then the program fizzes out.

Prof. Rosivach shared that although Dr. Malone says this minor is like Service Learning, it’s not. This is an academic program and it should be associated with a school so the Advisory Board doesn’t just talk to the Director. I propose we approve it on condition that a cleaner governance procedure is established and clear direction and how Advisory Board is constituted.

Dean Kazer added that these might be the first two interdisciplinary minors, but they won’t be the last. I agree on further clarification on Advisory Board, but am concerned about housing it in one school. Will that be too limited?

Dean Hannafin shared that in his experience, inter-disciplinary programs can be managed, but we have to be prepared to do something if it doesn’t work.

Prof. Vernarelli added that she’s a split hire between CAS and SON and as we look to expand inter-disciplinary opportunities, we should develop guidelines for managing such programs.

Dean Kazer added, it’s new and complicated. The School of Nursing has a lot of expertise and we may be called on to teach some of these courses which will put a strain on our faculty who are already teaching a full load, but it’s a good question to tackle. There will be problems, but it’s worth taking on because it will attract new students and it fits perfectly with our university mission.

Prof. Scheraga called for a vote. All present were in favor with following provisos: that when the program comes up for review a formal governance system be delineated with regard to the director, advisory board (its composition) and a strong consideration for housing the minor in a school or department.
School of Engineering

Proposal for a Five-year Dual-Degree Option: Bachelor of Science in Engineering and Master of Science in Management of Technology

Prepared by Dr. Harvey Hoffman
Director, Management of Technology
August 19, 2015
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9. Administrative Structure and Governance  
10. Assessment  
11. Option Detail  

Appendix 1: School of Engineering Advisory Board  
Appendix 2: Minutes of Faculty Review Committees (SOE Curriculum Committee, UCC, EPC)
1. Description, Overview, and Summary

Engineering Management is a multidisciplinary field that integrates all engineering disciplines offered by Fairfield University with technology management, systems and business. This offering would broaden a student's options and permit them to pursue the combination of any existing Bachelor of Science in Engineering degree with a Master of Science in the Management of Technology and complete the effort in a five-year time frame as shown in Figure 1. This combination enables students not only to understand engineering, management and business concepts, but also to understand their integration and how the intersection distinctively shapes our world and their careers.

Students would receive a bachelor's degree in Computer, Electrical, Mechanical or Software Engineering and a master's degree in Management of Technology. The Management of Technology track integrates business and management knowledge into an engineering curriculum to prepare engineers for leadership roles in technology-based organizations. The dual degree engineering management curriculum combines breadth of knowledge of general engineering subject matter with depth of knowledge in a specific engineering discipline. Students achieve depth of knowledge by majoring in computer, electrical, mechanical, or software engineering. In addition, multi-disciplinary coursework prepares students for positions in fields that require human resource and project management, financial and business understanding, marketing, and communication skills to complement their engineering knowledge.

2. Need

Engineering management "bridges the gap" to enable graduates to work at the interface of technology and business. The curriculum would integrate engineering and management knowledge while optimizing the use of people, equipment, money and information. Graduates would be capable of designing, implementing, operating, and managing sophisticated enterprises.

Solving problems in today's complex and dynamic global technical business environment requires more than just technical savvy or business acumen. Research and development, manufacturing and service companies value graduates with both management and technical skills. Technical operations managers are the go-to men or women in a business. They help various departments within a company coordinate to meet an end goal. Every business needs them, large or small, regardless of industry. Their job includes developing technical teams, negotiating contracts, addressing budget matters, understanding business operations and managing project work teams. They are involved in strategic decisions about new product development. They contribute to the establishment of company policies that help the organization operate efficiently. Graduates of this five-year option would be able to leverage the strengths of both degrees at a significant cost and time savings.
These two degrees prepare students for the planning, organization, scheduling, monitoring, and control of engineering processes through an engineering curriculum incorporating selected course work outside engineering in management and business. Today’s college engineering program has a responsibility to prepare engineers for international practice, the global marketplace and employment in multinational corporations. Graduates of this option will be prepared for leadership positions in project management, operations management, technical marketing, systems engineering, construction management and manufacturing engineering. They will be comfortable with the international languages of engineering and business, which are found in the increasing prevalence of corporate outsourcing and multi-national design teams.
Engineering Management is a rapidly expanding multidisciplinary field that integrates engineering, technology, management, systems, and business. A wide variety of technology companies in the telecommunications, financial services, manufacturing, healthcare, consulting, information technology, and other industries utilize the concepts and tools of engineering management such as project management, quality management, engineering economics, modeling and simulation, systems engineering and integration, and statistical tools. These technology-based companies recruit engineering management graduates for their expertise in these tools and techniques. These graduates will have the competencies to bridge the gap between business and technology and fill a critical need of integrating engineering and business operations.

3. Rationale
The dual degree option meets the intent of the Fairfield University mission as it provides students’ with an education that can be” characterized by its breadth and depth.” A Fairfield University engineering management education “provides training in such essential human skills as analysis, synthesis, and communication.” The dual degree option enhances the student’s “power to imagine, to intuit, to create, and to appreciate.”

Societal Responsibility
As part of the Fairfield University mission, the University intends to “develop the creative intellectual potential of its students and to foster in them ethical values.” This option will try to inculcate the idea that engineers must recognize their responsibility to society in not only bringing new technology, discoveries, and designs to the world but also in protecting the public interest as they do so. Students will examine engineering ethics case studies. The material will not preach virtue but the intent will be to increase the student’s ability as engineers to consider the ambiguities associated with their decisions and responsibly confront moral issues raised by weighing the technological activity involved. The option includes material designed for engineers to reason through practical ethical examples and to explore how ethics relates to their working lives. The option includes ethical problems that technical managers must deal with on a daily basis, such as potential conflict of interest, wrongful use of resources, mismanagement of contracts and agreements etc. It will consider the social, communal and environmental responsibilities of business professionals that requires managers to think beyond the bottom line when making technical and business related decisions.

Employment Opportunities for Dual Degree Graduates
In the complex, competitive world of technology driven industry, skilled engineers who understand the essential principles of business and management have a tremendous competitive advantage. Industry is looking for versatile employees, those whose education spans more than one discipline. Today’s high-tech companies need technical personnel who understand not only engineering, but also business applications. The engineering manager is an engineer, but focuses on the progress of a project, department, or group
taking into consideration available resources, stakeholders and the financial and legal implications of technical decisions.

Students interested in technology leadership or a career in technology management, R&D management or technology entrepreneurship in a start-up company will benefit from this dual degree option. Graduates may enjoy the benefits such as:
  • Greater influence in an organization
  • Greater job responsibility
  • Higher starting salary, and
  • Rapid career advancement

Engineering management professionals deal with the planning, organization, scheduling, monitoring and control of engineering projects, and can lead to any of the following careers:
  • Technical group leadership in fields such as design, manufacturing, testing and quality.
  • Technical Marketing – interface between engineers who design a product and the public who will need to understand what problems it solves and how it is used.
  • Project Management – interfacing between the engineers who design a project, the workers who build it, the customer, vendors, and executive management. Initiate, monitor and control subcontracts issued to domestic and international organizations.
  • Industrial Systems Engineering – oversee and initiate technical processes in manufacturing settings.
  • Computer Systems Engineering - engage in the evaluation and managing the installation of software, hardware, and other types of support equipment into a workable network that supports a variety of functions within an organization.
  • Operations Management – design and manage products, processes, services and supply chains, and the utilization of resources that firms need to deliver goods and services.

Graduates would find employment in a broad variety of technology companies in fields that include the following: telecommunications, financial services, manufacturing, healthcare, consulting, and information technology. The engineering manager can apply the concepts and tools of engineering management such as project management, quality management, engineering economics, modeling and simulation, systems engineering and integration, and statistical tools to all of these disciplines.

Graduates would have the ability to maximize the quality of products and services while minimizing cost through the use of engineering management principles and techniques. Engineering management emphasizes the design, improvement and installation of integrated systems of people, materials and equipment. The manager will also apply his/her understanding of the societal, ethical, cultural, legal, and political issues relevant for success in today’s global society.
Some of the Connecticut firms that graduates of the MOT program are employed by include:

United Technologies Corp.  
- Sikorsky Aircraft  
- Hamilton Standard  
- Carrier  
- Otis  

DRS Power and Control Technology  

Bigelow Tea  

Priceline  

IBM  

Duracell  

Pepperidge Farm  

Covidien  

ASML  

Pitney Bowes  

Cigna Bank  

NASDAQ  

People’s Bank  

Gen Re  

Gartner  

Terex Corp.

**Salary Opportunities**

The five-year dual-degree (Bachelor of Science in Engineering and Master of Science in Management of Technology) degree program which integrates traditional engineering/science and business skills would bring significant financial benefits to students. According to the 2014 Bureau of Labor Statistics Occupational Outlook Handbook, the median salary for engineers ranges from $80,000 to $101,000 depending on the discipline. Technology manager’s salaries range from $88,000 to $124,000 with better growth prospects in most cases (Figure 2). Recent data extracted from the online salary.com website (Figure 3) independently confirms the salary differentials that exist between engineers and engineering managers. Operations Managers earned a median of $96,430 in 2013, with the highest-paid 10 percent earning more than $187,199 per year (Source: [http://money.usnews.com/careers/best-jobs/business-operations-manager/salary](http://money.usnews.com/careers/best-jobs/business-operations-manager/salary)).

Figure 2 – Comparison of Engineering and Technical Manager’s Salaries

<table>
<thead>
<tr>
<th>Position</th>
<th>Growth - Percent change in employment, projected 2012-22</th>
<th>Annual Median Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Managers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architectural and Engineering</td>
<td>7</td>
<td>$124,870</td>
</tr>
<tr>
<td>Managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer and Information</td>
<td>15</td>
<td>$120,950</td>
</tr>
<tr>
<td>Systems Managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Production Managers</td>
<td>0</td>
<td>$89,190</td>
</tr>
<tr>
<td>Medical and Health Services</td>
<td>23</td>
<td>$88,580</td>
</tr>
<tr>
<td>Managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Sciences Managers</td>
<td>6</td>
<td>$115,730</td>
</tr>
<tr>
<td><strong>Engineers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>5</td>
<td>$80,580</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>4</td>
<td>$89,630</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>7</td>
<td>$100,920</td>
</tr>
</tbody>
</table>

The bottom line is that engineering managers enjoy greater earnings potential than engineers. If an engineer is inclined to combine their technical background with a desire to work with subcontractors and customers, plan, coordinate, staff, and control engineering projects, they should consider this five-year dual-degree option. The cost differential in attending college for an additional year to obtain a MOT degree will be made up in a few years following graduation.
4. Competitive Programs

**Engineering Management Baccalaureate Degrees**

The Wharton School and the School of Engineering and Applied Science at the University of Pennsylvania have teamed together to offer a Management & Technology dual degree Program. This dual degree program enables students to pursue bachelor’s degrees from both The Wharton School and Penn Engineering concurrently.

Eleven institutions offer ABET accredited undergraduate degrees in engineering management. These are

Clarkson University  Potsdam, NY  
Missouri University of Science and Technology  Rolla, MO  
North Dakota State University  Fargo, ND  
Oklahoma State University  Stillwater, OK  
Rensselaer Polytechnic Institute  Troy, NY  
South Dakota School of Mines and Technology  Rapid City, SD  
Stevens Institute of Technology  Hoboken, NJ  
United States Military Academy  West Point, NY  
University of Arizona  Tucson, AZ  
University of Connecticut  Storrs, CT  
University of the Pacific  Stockton, CA

Only the University of Connecticut has an ABET accredited engineering management baccalaureate degree program in the New England area. The University of Connecticut also offers students a minor in Engineering Management.

Quinnipiac University recently introduced an Industrial Engineering baccalaureate program that will not meet ABET requirements. Industrial engineering is related to engineering management and some of the colleges offering this degree are the following:

New Jersey Institute of Technology  Newark, NJ  
Northeastern University  Boston, MA  
Rensselaer Polytechnic Institute  Troy, NY  
Rochester Institute of Technology  Rochester, NY  
Rutgers, The State University of New Jersey  New Brunswick, NJ  
State University of New York at Binghamton  Binghamton, NY  
State University of New York at Buffalo  Buffalo, NY  
University of Massachusetts Amherst  Amherst, MA  
Western New England College  Springfield, MA  
Worcester Polytechnic Institute  Worcester, MA

**Dual Master’s and Bachelor Degree Programs and Options**

Several schools including The School of Engineering at Santa Clara University permit undergraduates to earn both a B.S. and M.S. degree in five years in an engineering discipline. Fairfield University offers students the opportunity to obtain a combined
bachelor’s and master's degree as part of the five-year dual engineering degree programs in software engineering, electrical engineering, mechanical and computer engineering.

Excelsior College offers online dual BS/MBA degrees in the form of a Bachelor of Science in Nuclear Engineering Technology with the option for a Master of Business Administration degree.

**Engineering Management Graduate degrees**

A large number of institutions nationwide offer the MS in Engineering or Technology Management degree either online, onsite or both. Some of these institutions are:

**Nationwide**
- Air Force Institute of Technology at Wright-Patterson Air Force Base
- Duke University
- Iowa State University
- Louisiana Tech University
- Milwaukee School of Engineering
- Ohio University
- Penn State World Campus
- Purdue University
- Stanford University
- University of Colorado Boulder
- University of Florida
- University of Mass Amherst
- University of Michigan
- University of Southern California

**Connecticut**
- Fairfield University
- University of New Haven
- University of Bridgeport

The University of Hartford offers students a dual program that affords students the opportunity to obtain a Master of Engineering and a Master of Business Administration by taking a total of 63 credits. They do not offer the Master of Science in Engineering or Technology Management degree.

The University of New Haven offers the Master of Science in Engineering and Operations Management degree. They also offer students a dual program that combines the Master of Industrial Engineering with a Master of Business Administration by taking a total of 69 credits.

The University of Bridgeport offers a Master of Science in Technology Management and a Ph.D. in Technology Management. They offer students the opportunity to acquire a second graduate degree, along with the M.S. Degree in Technology Management with a reduction in the total number of credits that would be normally required for the master's degrees. Candidates for the two master's degrees are required to complete a minimum of 48 credit hours.
**Fairfield University Dual B.S. Engineering + MSMOT degree**

Fairfield University would be in the vanguard of institutions offering the proposed five-year dual-degree (Bachelor of Science in Engineering and Master of Science in Management of Technology). This approach would be consistent with the University's recent efforts to offer dual five-year engineering baccalaureate and master's degrees. Colleges and Universities in the New England area do not offer a similar dual engineering-management program of studies.

This proposed offering would broaden a student’s options. This option will save students’ time, money and open up more career possibilities early on. As previously described it will also likely improve the graduate's career earnings prospects.

The option would be open to all engineering baccalaureate degree students. The decision to embark on the dual degree effort would have to be made after the freshman year of studies. Students applying for this dual degree option would be expected to have an overall GPA of 3.0 or higher and approval of their faculty advisor. Students will be awarded both the B.S. and master's degree simultaneously, when the requirements of the combined degree curriculums were satisfied.

**Advantages to Fairfield University**

This option adds an important specialty concentration to the Fairfield University School of Engineering. Fairfield University would be the first school in Connecticut to have a five-year dual-degree, Bachelor of Science in Engineering and Master of Science in Management of Technology option.

**Required Resources**

The option does not require additional funding or new courses. Additional resources are not required. Students will take existing courses from the School of Business, School of Engineering and continue to enroll in existing liberal arts and general education courses. New full-time faculty are not required. New laboratory facilities are not required.

**5. Enrollment**

Data (Figure 4 and Figure 5) show that engineering management is among the more popular master’s degrees offered. If the graduates from the industrial management and engineering management degree awards were summed, the category would be the third most popular master’s degree. (Industrial engineering is similar to management of technology.)

In 2012, females accounted for 18 percent of bachelor's degrees. The percentage of master's degrees awarded to women was approximately 23 percent. Engineering management (and industrial management) appears to be popular degrees in which women enroll (Figure 5). Approximately 27 percent of the degrees awarded in industrial engineering and 26 percent of the degrees awarded in engineering management were claimed by women. Since a large percent of Fairfield University’s population consists of women, the dual five-year degree option may prove to be a viable option for them.
### Figure 4 - Engineering Master’s Degree Awards

**Master’s Degrees Awarded by Discipline: 49,372**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engineering</td>
<td>6,572</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>6,237</td>
</tr>
<tr>
<td>Industrial/Manufacturing</td>
<td>6,756</td>
</tr>
<tr>
<td>Electrical/Computer Systems</td>
<td>5,002</td>
</tr>
<tr>
<td>Engineering Management</td>
<td>4,852</td>
</tr>
<tr>
<td>Computer</td>
<td>3,824</td>
</tr>
<tr>
<td>Biomedical</td>
<td>3,362</td>
</tr>
<tr>
<td>Aerospace</td>
<td>2,665</td>
</tr>
<tr>
<td>Metallurgical &amp; Materials</td>
<td>1,963</td>
</tr>
<tr>
<td>Chemical</td>
<td>1,890</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>1,443</td>
</tr>
<tr>
<td>Civil/Environmental Engineering</td>
<td>1,440</td>
</tr>
<tr>
<td>Nuclear Engineering</td>
<td>951</td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>788</td>
</tr>
<tr>
<td>Nuclear Engineering</td>
<td>666</td>
</tr>
<tr>
<td>Hydrological &amp; Agricultural</td>
<td>570</td>
</tr>
<tr>
<td>Physics</td>
<td>387</td>
</tr>
<tr>
<td>Architectural Engineering</td>
<td>366</td>
</tr>
<tr>
<td>Mining</td>
<td>234</td>
</tr>
<tr>
<td>Computer Science (outside eng)</td>
<td>205</td>
</tr>
<tr>
<td>Other</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>49,372</td>
</tr>
</tbody>
</table>


### Figure 5 - Engineering Master’s Degrees Awarded to Women

**Percentage of Master’s Degrees Awarded to Women by Discipline: 23.1% of Total**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engineering</td>
<td>18.8%</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>12.9%</td>
</tr>
<tr>
<td>Industrial/Manufacturing</td>
<td>22.4%</td>
</tr>
<tr>
<td>Electrical/Computer Systems</td>
<td>25.0%</td>
</tr>
<tr>
<td>Engineering Management</td>
<td>26.1%</td>
</tr>
<tr>
<td>Computer</td>
<td>26.3%</td>
</tr>
<tr>
<td>Biomedical</td>
<td>27.3%</td>
</tr>
<tr>
<td>Aerospace</td>
<td>19.9%</td>
</tr>
<tr>
<td>Metallurgical &amp; Materials</td>
<td>22.6%</td>
</tr>
<tr>
<td>Chemical</td>
<td>23.3%</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>32.9%</td>
</tr>
<tr>
<td>Civil/Environmental Engineering</td>
<td>36.5%</td>
</tr>
<tr>
<td>Nuclear Engineering</td>
<td>44.5%</td>
</tr>
<tr>
<td>Hydrological &amp; Agricultural Engineering</td>
<td>15.6%</td>
</tr>
<tr>
<td>Physics</td>
<td>16.5%</td>
</tr>
<tr>
<td>Architectural Engineering</td>
<td>21.0%</td>
</tr>
<tr>
<td>Mining</td>
<td>23.3%</td>
</tr>
<tr>
<td>Computer Science (outside eng)</td>
<td>25.1%</td>
</tr>
</tbody>
</table>

6. Impact

Current Program Impact

The five-year option complements the existing Computer, Electrical, Mechanical and Software Engineering degree programs. Students enrolled for a baccalaureate degree in Computer, Electrical, Mechanical or Software Engineering would be eligible to participate in the five-year BS plus master's degree in Management of Technology. All requirements applicable to the undergraduate degree would continue to be required – including the core curriculum.

The senior design project in the undergraduate engineering programs would be replaced by the MOT capstone courses CP 551 - Capstone I - Project Definition and Planning and CP 552 - Capstone II - Project Execution and Results, which would be taken in the fifth year. School of Engineering faculty may mentor students pursuing the dual degree option.

In a discussion with Dr. Mark Ligas (Dolan School of Business), he agreed that the School of Business could accept fifth year students in graduate courses. Students would be required to take AC 400-Introduction to Accounting together with AC 500 - Accounting for Decision-Making in the fifth year. These two courses are typically offered as concatenated courses in one semester. Other existing courses offered by the School of Business and required by the MOT program are AC 500, MG 508 - Strategic Management of Technology and Innovation: The Entrepreneurial Firm, and MG 584 - Global Competitive Strategy would also be taken by students in their final year.

Accreditation Board for Engineering and Technology (ABET) Compatibility

Nationally, the engineering management degree is an accepted ABET accredited program. Presently, the School of Engineering does not award an engineering management degree but it does offer the Master of Science in Management of Technology degree.

Engineering management is designed to combine study in engineering with selected course work in business administration and other allied fields. The mechanical engineering, software engineering, electrical engineering and computer engineering undergraduate degrees offered by the School of Engineering are ABET accredited. The proposed five-year dual-degree (Bachelor of Science in Engineering and Master of Science in Management of Technology) degree program would have no impact on the existing ABET accreditation status of the undergraduate engineering programs.

7. Option Objectives

The objectives of the proposed five-year dual-degree (Bachelor of Science in Engineering and Master of Science in Management of Technology) would be to graduate engineering managers that:

- Are ready to enter professional engineering practice
• Have the knowledge base to correctly frame engineering problems and corresponding technical and managerial solution approaches
• Have the capability of managing the design, development, commercialization, and regulatory compliance of technology systems, products and services
• Possess the skills to successfully implement solutions within their organizations
• Demonstrate appropriate proficiency in the knowledge, techniques, skills and modern tools of their disciplines
• Communicate effectively
• Have a well-developed sense of civic awareness rooted in ethical societal and global consciousness
• Will be prepared to build and sustain successful careers in engineering management and actively engage in life-long learning

At the successful completion of the option, the student will be able to:
• Understand and implement the principles of managing organizations involved in engineering activities and technology development including: i) planning, organizing, allocating, and controlling activities and resources, ii) project management, and iii) entrepreneurship.
• Apply current knowledge and adapt emerging applications of engineering management and technology to the needs of an organization
• Function effectively on teams
• Demonstrate respect for diversity and a knowledge of contemporary professional, societal and global issues

8. Resources Available and Resources Needed

Classroom space, laboratory equipment and facilities, and other academic resources needed for the proposed dual-degree five-year option are all presently available. Additional equipment beyond those that exist in the various engineering departments is not required. New courses will not have to be developed. There is no need to hire new faculty.

**Prospective Enrollment Projections**
The prospective enrollment in the dual degree option is shown below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students - Goal</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>
Faculty

Additional faculty for the mechanical, electrical, software and computer engineering departments are not required. The Management of Technology department has one full-time faculty member (Director) who teaches and performs administrative duties including student advisement and course and teacher selection. All of the remaining faculty in the MOT department are adjunct. At this time there is no reason to make changes to this arrangement as most MOT courses have fewer than 15 students in a class. The faculty teaching in the MOT program include the following teachers:

<table>
<thead>
<tr>
<th>Old Course Number</th>
<th>Fall 2015 Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM 405</td>
<td>MOT 405</td>
<td>Supply Chain Design</td>
<td>Adrian van der Kroef, M.S.</td>
</tr>
<tr>
<td>DM 407</td>
<td>MOT 407</td>
<td>Design of Manufacturing Systems and Processes</td>
<td>Adrian van der Kroef, M.S.</td>
</tr>
<tr>
<td>GK 415</td>
<td>MOT 415</td>
<td>Information Systems</td>
<td>Rino Nori, M.S., M.B.A.</td>
</tr>
<tr>
<td>DM 420</td>
<td>MOT 420</td>
<td>Design for Economy and Reliability</td>
<td>Kevin Violette, M.S.</td>
</tr>
<tr>
<td>DM 430</td>
<td>MOT 430</td>
<td>Management of Design for Automation</td>
<td>Not presently offered</td>
</tr>
<tr>
<td>RD 450</td>
<td>MOT 450</td>
<td>Planning, Research, and Development</td>
<td>Kevin Violette, M.S.</td>
</tr>
<tr>
<td>DM 460</td>
<td>MOT 460</td>
<td>Project Management</td>
<td>Dr. Harvey Hoffman</td>
</tr>
<tr>
<td>RD 460</td>
<td>MOT 470</td>
<td>Leadership in Technical Enterprise</td>
<td>Dr. Harvey Hoffman</td>
</tr>
<tr>
<td>RD 485</td>
<td>MOT 485</td>
<td>Management of Intellectual Property</td>
<td>Mickey Cooper, L.L.D.</td>
</tr>
<tr>
<td>RD 500</td>
<td>MOT 500</td>
<td>Introduction to Systems Engineering</td>
<td>Dr. Harvey Hoffman</td>
</tr>
<tr>
<td>RD 510</td>
<td>MOT 510</td>
<td>Design for Reliability</td>
<td>Team from ASML led by</td>
</tr>
<tr>
<td></td>
<td>MOT 515</td>
<td>Independent Study</td>
<td>Dr. Rui Chang</td>
</tr>
<tr>
<td>RD 525</td>
<td>MOT 525</td>
<td>Principles of Quality Management</td>
<td>Dr. Harvey Hoffman</td>
</tr>
<tr>
<td>CP 551</td>
<td>MOT 591</td>
<td>Capstone I - Project Definition and Planning</td>
<td>Dr. Harvey Hoffman</td>
</tr>
<tr>
<td>CP 552</td>
<td>MOT 592</td>
<td>Capstone II - Project Execution and Results</td>
<td>Dr. Harvey Hoffman</td>
</tr>
</tbody>
</table>

Program Assessment and Evaluation

All programs offered by the School of Engineering must meet ABET accreditation requirements and are continually evaluated for this purpose. Graduates and employers are surveyed as part of this process. We will devise a set of program learning outcomes that will be suitable for the combined option and evaluate the combination during its fifth year of operation.


The overall option would be administered by the Director of the Management of Technology program with oversight by the Dean of Engineering, and the Dean’s Council. It will be further assisted by a curriculum advisory group of faculty and industry representatives. The Director of the Management of Technology program will be
responsible for the day-to-day administration of the option, long-term planning, and internal and external relations, and will report to the Dean.

The chairs of the respective engineering (electrical, mechanical, computer, and software) departments will administer the courses associated with their specific disciplines.

The Advisory Board of the School of Engineering will also participate in guiding the option. The current composition of the School of Engineering Advisory Board is shown in an Appendix.

10. Assessment

The quality of the proposed 5-year course of study will be subject to the Assessment and Continuous Quality Improvement Process (ACQIP) in effect in the School of Engineering (SOE) since 1997. ACQIP is the protocol that allows continuous evaluation of the degree of achievement of program learning goals and program objectives across all academic programs in the SOE.

All the practices and procedures currently used will be maintained so as to comply with ABET accreditation requirements. Continuous quality improvement (CQI) and its application to engineering educational programs has been the standard in higher education for two decades. The application of CQI principles have led the School of Engineering to develop internal processes which has enabled us to systematically analyze the variance between our targeted expectations and the results of reviewing the evidence of achievement. Based on the evidence, the School of Engineering makes decision regarding the areas of needed improvements. In the spirit of CQI, the SOE anticipates making changes in the assessment methods used to evaluate some programs within the next two years to accommodate ABET requirements and changes to the assessment software management system.

With all the resources currently on hand, there is no additional expense that need be added to the SOE budget, and no budget for the option modification need be provided at this point.

11. Option Detail

The proposed 5-year course of study provides students with the capability of meeting their personal and professional career interests. The curriculum prepares graduates to understand the engineering relationships between the management tasks of planning, organization, leadership, control, and the human element in production, research, and service organizations; to understand and deal with the stochastic nature of management systems. The option reduces the time to acquire a master’s degree by at least one year and provides credentials that will benefit the student throughout their professional career.
Option size

Students enrolled in the dual engineering-MOT degree will benefit from small classes, a low student-to-faculty ratio and faculty who are focused on teaching, mentoring and advising. With appropriate marketing so that prospective students understand this dual degree’s value, we may expect up to 3% of the undergraduate engineering student body to enroll in this option.

Common Freshman Year

Entering freshmen have the flexibility to declare the 5-year course of study in engineering and management as their goal immediately or they may do so following their sophomore year. During the first four semesters on campus, students would take the set of courses required by all engineering departments.

Sample Dual Degree Option for each Engineering Discipline

The following pages explicitly describe the program curriculum for each of the four engineering disciplines.

Initially, undergraduate students enroll in the Computer, Electrical, Mechanical or Software Engineering bachelor’s degree program. At the end of their sophomore year, students may request entry into the dual degree option if the following conditions are met:

As with the other engineering five-year programs at Fairfield University, students may request a change of status from the undergraduate to the undergraduate/graduate combined plan of study at any point after the following conditions are met:

- Completed 60 credits towards the BS in an engineering discipline
- Have a GPA of 3.0 or higher
- Have approval of the department chair

Dual Five-Year MSMOT + BS Electrical or Computer Engineering Curriculum

<table>
<thead>
<tr>
<th>Dual MOT Degree (MOT + Electrical or Computer Engineering)</th>
<th>Credits</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 - Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH101 Intro to Philosophy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EG 31 Fundamentals of Engineering I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EN 11 Texts and Contexts I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MA 145 Calculus I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PS 15 General Physics I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PS 15L General Physics I Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
## Dual MOT Degree (MOT + Electrical or Computer Engineering)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Spring Semester</th>
<th>Credits</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 131</td>
<td>Fundamentals of Programming for Engineers</td>
<td>3</td>
<td>Credits</td>
</tr>
<tr>
<td>EG 145</td>
<td>Mathematical Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EN 12</td>
<td>Texts and Contexts II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MA 146</td>
<td>Calculus II: Engineering &amp; Physics Majors</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PS 16</td>
<td>General Physics II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PS 16L</td>
<td>General Physics II Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>17</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SC</td>
<td>Science Elective Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MA 245</td>
<td>Calculus III: Engineering &amp; Physics Majors</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EE 213</td>
<td>Introduction to Electric Circuits</td>
<td>3</td>
<td></td>
</tr>
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<td>EE 213L</td>
<td>Electric Circuits Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EN 100-199</td>
<td>English Core Literature</td>
<td>3</td>
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<tr>
<td>HI 10</td>
<td>Origins of the Modern World</td>
<td>3</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Spring Semester</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HI</td>
<td>History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EE 221</td>
<td>Frequency Domain Circuit Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CR 245</td>
<td>Digital Design I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CR 245L</td>
<td>Digital Design I Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MA 251</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CD 211</td>
<td>Engineering Graphics I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall Semester</th>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 231</td>
<td>Introduction to Electronics Circuits and Devices</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EE 231L</td>
<td>Electronics Circuits Lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EE 301</td>
<td>Signals and Systems I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EE 346</td>
<td>Embedded Microcontrollers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EE 346L</td>
<td>Embedded Microcontrollers lab</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>RS 101</td>
<td>Exploring Religion</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MA 351</td>
<td>Probability Theory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>17</strong></td>
<td></td>
</tr>
<tr>
<td>Dual MOT Degree (MOT + Electrical or Computer Engineering)</td>
<td>Credits</td>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong> Spring Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RS</td>
<td>Religious Studies Elective</td>
<td>3</td>
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<tr>
<td>ME</td>
<td>Mechanical Engineering Elective</td>
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<td></td>
</tr>
<tr>
<td>EE 331</td>
<td>Analog Electronics Design</td>
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<td></td>
</tr>
<tr>
<td>EE 331L</td>
<td>Analog Electronics Lab</td>
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<tr>
<td>MC 300</td>
<td>Feedback and Control Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PH</td>
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**Year 5 Spring Semester**

| MOT 592  | Capstone II - Project Execution and Results | 3 |
| MG 584   | Global Competitive Strategy                 | 3 |
|          | MOT Elective                                | 3 |
|          | Total                                       | 12 |

**Year 1-5 Program Totals**

| 158 |

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### Dual Five-Year MSMOT + BS Software Engineering Curriculum

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**Year 1 Spring Semester**

<p>| CS 131   | Fundamentals of Programming for Engineers | 3   |
| RS 101   | Exploring Religion                        | 3   |
| EN 12    | Texts and Contexts II                    | 3   |
| MA 146   | Calculus II: Engineering &amp; Physics Majors| 4   |
| PS 16    | General Physics II                       | 3   |
| PS 16L   | General Physics II Lab                   | 1   |
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<td>CP 552</td>
<td>MOT 592</td>
<td>Capstone II - Project Execution and Results</td>
<td>Required for MOT Program - CP551 Prerequisite</td>
</tr>
<tr>
<td>DM 460</td>
<td>MOT 460</td>
<td>Project Management</td>
<td>Required for MOT Program</td>
</tr>
<tr>
<td>GK 415</td>
<td>MOT 415</td>
<td>Information Systems</td>
<td>Required for MOT Program</td>
</tr>
<tr>
<td>RD 460</td>
<td>MOT 470</td>
<td>Leadership in Technical Enterprise</td>
<td>Required for MOT Program</td>
</tr>
<tr>
<td>RD 500</td>
<td>MOT 500</td>
<td>Introduction to Systems Engineering</td>
<td>May be used as a required course. An alternative to MG584.</td>
</tr>
</tbody>
</table>

### Required MOT Courses offered by the Dolan School of Business

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 500</td>
<td>Accounting for Decision-Making</td>
<td>Required for MOT Program. Alternative is FI 400. AC400 or equivalent is the prerequisite.</td>
</tr>
<tr>
<td>FI 400</td>
<td>Principles of Finance</td>
<td>Required for MOT Program. Alternative is AC500. AC400 or equivalent is the prerequisite.</td>
</tr>
<tr>
<td>MG 508</td>
<td>Strategic Management of Technology and Innovation: The Entrepreneurial Firm</td>
<td>Required for MOT Program</td>
</tr>
<tr>
<td>MG 584</td>
<td>Global Competitive Strategy</td>
<td>Required for MOT Program. Alternative is RD500/ MOT 500</td>
</tr>
</tbody>
</table>

A Maximum of 5 courses offered by the School of Business is permitted as part of the MOT program.

### Typical MOT Elective Courses

All graduate mechanical engineering, software engineering, electrical engineering or computer engineering courses may be taken as an MOT elective. The decision remains with the student as the course of studies is designed to meet the student’s career objectives.

<table>
<thead>
<tr>
<th>Old Course Number</th>
<th>Fall 2015 Course Number</th>
<th>Course Title</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM 405</td>
<td>MOT 405</td>
<td>Supply Chain Design</td>
<td></td>
</tr>
<tr>
<td>DM 407</td>
<td>MOT 407</td>
<td>Design of Manufacturing Systems and Processes</td>
<td></td>
</tr>
<tr>
<td>Old Course Number</td>
<td>Fall 2015 Course Number</td>
<td>Course Title</td>
<td>Comment</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>DM 420</td>
<td>MOT 420</td>
<td>Design for Economy and Reliability</td>
<td></td>
</tr>
<tr>
<td>DM 430</td>
<td>MOT 430</td>
<td>Management of Design for Automation</td>
<td></td>
</tr>
<tr>
<td>RD 450</td>
<td>MOT 450</td>
<td>Planning, Research, and Development</td>
<td></td>
</tr>
<tr>
<td>RD 485</td>
<td>MOT 485</td>
<td>Management of Intellectual Property</td>
<td></td>
</tr>
<tr>
<td>RD 500</td>
<td>MOT 500</td>
<td>Introduction to Systems Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May be used as a required course. An alternative to MG584.</td>
</tr>
<tr>
<td>RD 510</td>
<td>MOT 510</td>
<td>Design for Reliability</td>
<td></td>
</tr>
<tr>
<td>RD 525</td>
<td>MOT 525</td>
<td>Principles of Quality Management</td>
<td></td>
</tr>
</tbody>
</table>

**Typical MOT Elective Courses offered by the Dolan School of Business**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 410</td>
<td>Perspectives &amp; Theories in Organizational Communication</td>
</tr>
<tr>
<td>CO 410</td>
<td>Perspectives &amp; Theories in Organizational Communication</td>
</tr>
<tr>
<td>MG 503</td>
<td>Legal and Ethical Environments of Business</td>
</tr>
<tr>
<td>MG 540</td>
<td>Cross Cultural Management</td>
</tr>
<tr>
<td>MG 584</td>
<td>Global Competitive Strategy</td>
</tr>
<tr>
<td>MG 504</td>
<td>Managing People for Competitive Advantage</td>
</tr>
<tr>
<td>MK 400</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>MK 400</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>MK 500</td>
<td>Creating Customer Value</td>
</tr>
<tr>
<td>MK 540</td>
<td>Advertising Management</td>
</tr>
<tr>
<td>OM 400</td>
<td>Integrated Business Processes</td>
</tr>
<tr>
<td>QA 400</td>
<td>Applied Business Statistics</td>
</tr>
</tbody>
</table>

**Typical MOT Elective Course offered by the College of Arts and Sciences – Communication**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO 410</td>
<td>Perspectives &amp; Theories in Organizational Communication</td>
</tr>
</tbody>
</table>
## Appendix 1- School of Engineering Advisory Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Position/Title</th>
<th>Address</th>
<th>Office</th>
<th>Cell</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Armfield</td>
<td>2013</td>
<td>Associate Vice President, AECOM</td>
<td>20 Exchange Pl, 12th Fl, New York, NY 10005</td>
<td>212-701-2808</td>
<td>917-414-4654</td>
<td><a href="mailto:Karen.armfield@aecom.com">Karen.armfield@aecom.com</a></td>
</tr>
<tr>
<td>Joseph M. Carbone</td>
<td>2006</td>
<td>President &amp; CEO, Workplace, Inc</td>
<td>350 Fairfield Ave, Bridgeport, CT 06604</td>
<td>203-610-8502</td>
<td>203-610-8503</td>
<td><a href="mailto:jcarnbone@workplace.org">jcarnbone@workplace.org</a></td>
</tr>
<tr>
<td>Gerald V. Cavallo</td>
<td>2010</td>
<td>President, James Ippolito &amp; Co</td>
<td>1069 Connecticut Ave, Bridgeport, CT 06607</td>
<td>203-366-3840</td>
<td>203-366-3841</td>
<td><a href="mailto:jerry@jamesippolito.com">jerry@jamesippolito.com</a></td>
</tr>
<tr>
<td>Anthony N. Fischetti</td>
<td>2008</td>
<td>Dir, Engr/Exec. Program Mgr, Northrop Gruman</td>
<td>10 Norden Pl, Norwalk, CT 06855</td>
<td>203-852-5490</td>
<td>203-452-1559</td>
<td><a href="mailto:t.fischetti@ngc.com">t.fischetti@ngc.com</a></td>
</tr>
<tr>
<td>Dr. Michael J. Hartnett</td>
<td>2006</td>
<td>President &amp; CEO, RBC Bearings</td>
<td>One Tribology Center, Oxford, CT 06478</td>
<td>203-267-7001</td>
<td>203-267-5001</td>
<td><a href="mailto:mhartnett@rbcbearings.com">mhartnett@rbcbearings.com</a></td>
</tr>
<tr>
<td>Joseph Ianniello</td>
<td>2006</td>
<td>128 Balmforth St, Bridgeport, CT 06605</td>
<td></td>
<td>203-384-8745</td>
<td></td>
<td><a href="mailto:jianniello@optonline.net">jianniello@optonline.net</a></td>
</tr>
<tr>
<td>Paul M. Kelley</td>
<td>2009</td>
<td>Corporate Vice President, Alinabal Inc</td>
<td>28 Woodmont Rd, Milford, Ct 06460</td>
<td>203-877-3241</td>
<td><a href="http://www.alinabal.com">www.alinabal.com</a></td>
<td><a href="mailto:pkelley@alinabal.com">pkelley@alinabal.com</a></td>
</tr>
<tr>
<td>John LaViola</td>
<td>2010</td>
<td>Vice President Engineering, Hologic Inc</td>
<td>36 Apple Ridge Rd, Danbury, CT 06810</td>
<td>203-731-8352</td>
<td>203-792-8220</td>
<td><a href="mailto:jlavola@hologic.com">jlavola@hologic.com</a></td>
</tr>
<tr>
<td>Mark F. Miller</td>
<td>2001</td>
<td>Vice President, Research &amp; Engineering</td>
<td>Sikorsky Aircraft MSS330A 6900 Main St</td>
<td>203-386-3228</td>
<td>203-386-4403</td>
<td><a href="mailto:mfmiller@sikorsky.com">mfmiller@sikorsky.com</a></td>
</tr>
<tr>
<td>Patrick F. O’Keefe</td>
<td>2008</td>
<td>VP Engineering &amp; Mfg, O’Keefe Controls Co, Monroe</td>
<td>21 Bridle Path Tri, Monroe, Ct 06468</td>
<td>203-445-0606</td>
<td></td>
<td><a href="mailto:pokeefe@okeefecontrols.com">pokeefe@okeefecontrols.com</a></td>
</tr>
<tr>
<td>Leon Pintsov</td>
<td>2013</td>
<td>VP &amp; Chief Scientist, Pitney Bowes, Inc</td>
<td>27 Waterview Dr, Shelton, Ct 06484</td>
<td>203-922-5302</td>
<td></td>
<td><a href="mailto:Leon.pintsov@pb.com">Leon.pintsov@pb.com</a></td>
</tr>
<tr>
<td>Jeffrey M. Post</td>
<td>2009</td>
<td>Managing Partner, Trillian Capital Mgmt LLC</td>
<td>17 Bunker Hill Circle, Shelton, Ct 06484</td>
<td>203-513-0698</td>
<td></td>
<td><a href="mailto:jpost@trilliancapitalmanagement.com">jpost@trilliancapitalmanagement.com</a></td>
</tr>
<tr>
<td>Manny Ratatia</td>
<td>2008</td>
<td>CEO, Ratatia Ventures</td>
<td>3 Penny Ln, Woodbridge, CT 06525-1531</td>
<td>203-387-1430</td>
<td>501-648-2963</td>
<td><a href="mailto:manny@ratatia.com">manny@ratatia.com</a></td>
</tr>
<tr>
<td>Richard J. Reed</td>
<td>2010</td>
<td>Vice President, Engr &amp; Project Excellence</td>
<td>United Illuminating Co, 6 Armstrong Rd, 4th Fl, Shelton, CT 06484-4714</td>
<td>203-926-4500</td>
<td>203-926-5291</td>
<td><a href="mailto:rich.reed@uinet.com">rich.reed@uinet.com</a></td>
</tr>
<tr>
<td>Dr. Mitchell D. Smooke</td>
<td>2006</td>
<td>Yale University, Strathcona Prof of Mech Engr</td>
<td>Dept of Engr &amp; Applied Physics</td>
<td>419 Becton Ctr, PO Box 208284 New Haven, CT 06520</td>
<td>203-432-4344</td>
<td><a href="mailto:mitchell.smooke@yale.edu">mitchell.smooke@yale.edu</a></td>
</tr>
<tr>
<td>Robert Sobolewski</td>
<td>2009</td>
<td>President, ebm-papst Inc</td>
<td>100 Hyde Rd, Farmington, CT 06034</td>
<td>860-674-1515</td>
<td>860-218-0200</td>
<td><a href="mailto:robert.sobolewski@us.ebmpapst.com">robert.sobolewski@us.ebmpapst.com</a></td>
</tr>
</tbody>
</table>
Appendix 2 – Minutes of Faculty Review Committees
Subject: FW: Curriculum Committee - Bachelor of Science in Engineering and a Master of Science in the Management of Technology Dual Degree Option
Date: Sunday, August 30, 2015 at 11:40:31 AM Eastern Daylight Time
From: Hoffman, Harvey
To: Miecznikowski, John R., Scheraga, Carl A.

John and Carl

I believe that Bill Taylor has the "official" BS/MSMOT meeting minutes. Bill is on medical leave at this time and I may not be able to obtain the meeting minutes in a timely fashion. However, the email below contains the minutes as prepared by myself for the meeting that was held on February 18. It was sent to all members of the curriculum committee. The committee voted unanimously to approve the dual degree option program.

Harvey

From: Hoffman, Harvey
Sent: Wednesday, February 18, 2015 5:33 PM
To: Taylor, Bill; Rusu, Amalia; Berdanier, Bruce; Zabinski, Michael; Munden, Ryan; lyon@doejava.com; Balaji, Uma; Srinivas, Sundaram, Shrharsha; Yoo, Wook-Sung; Etemad, Shahrokhi

Subject: Curriculum Committee - Bachelor of Science in Engineering and a Master of Science in the Management of Technology Dual Degree Option

I want to thank the members of the Curriculum Committee for their valuable insight and suggestions at today's meeting. The committee agreed to use the MOT Capstone course with guidance from the engineering discipline department's as a replacement for the senior project course. As requested I will review the general electives in an effort to reduce the overall number of credits required for graduation from the dual degree option. I will also replace the word program with option in the proposal.

The Engineering School curriculum committee approved the offering of a degree option that would offer students the opportunity of pursuing a Bachelor of Science in Engineering and a Master of Science in the Management of Technology in a five-year timeframe. The following paragraphs could be used for the catalog entry:

**Bachelor of Science in Engineering and a Master of Science in the Management of Technology Dual Degree Option**

Engineering, manufacturing and service companies value graduates with both management and technical skills. Fairfield University offers students the opportunity of pursuing a Bachelor of Science in Engineering and a Master of Science in the Management of Technology that can be completed in a five-year timeframe. This combination would enable students not only to understand engineering and business concepts, but also to understand the integration of the two and how this intersection distinctively shapes our world and their careers.

Students would receive a bachelor's degree in Computer, Electrical, Mechanical or Software Engineering and a master's degree in Management of Technology. The Management of Technology track integrates business and management knowledge into an engineering curriculum to prepare engineers for leadership roles in technology-based organizations. The
The dual degree engineering management curriculum combines breadth of knowledge of general engineering subject matter with depth of knowledge in a specific engineering discipline. Graduates of this cross-disciplinary learning experience will be prepared for leadership positions in engineering management, project management, operations management, technical marketing, systems engineering, construction management and manufacturing engineering. They will be comfortable with the international languages of engineering and business, which are found in the increasing prevalence of corporate outsourcing and multi-national design teams. Graduates will integrate knowledge and skills from the engineering and business disciplines to help prepare them to make effective responses to rapidly changing technological and business environments.

Graduates of the dual degree option receive two degrees at a significant cost and time savings. An important benefit to the student in the long term, is the likelihood of more rapid career advancement. Graduates of this rigorous and intensive dual degree option send a positive signal to prospective employer about that student's commitment and work ethic.

Initially, undergraduate students enroll in the Computer, Electrical, Mechanical or Software Engineering bachelor's degree program. At the end of their sophomore year, students may request entry into the dual degree option if the following conditions are met:

- Completed 60 credits towards any B.S. in Engineering degree at Fairfield University
- Have a GPA of 3.0 or higher in both the engineering/science/math and non-engineering course work
- Have approval of their faculty advisor

Students will be awarded both the B.S. and master's degree in Management of Technology simultaneously, when all the requirements of the combined degree curriculums have been satisfied.

The committee recommended that the MOT course numbers be changed to be more representative of the MOT program. The following is a proposed list.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>ProposedNumber</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DM405</td>
<td>MOT 405</td>
<td>Supply Chain Design</td>
</tr>
<tr>
<td>DM407</td>
<td>MOT 407</td>
<td>Design of Manufacturing Systems and Processes</td>
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<td>GK415</td>
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<td>Design for Economy and Reliability</td>
</tr>
<tr>
<td>DM430</td>
<td>MOT 430</td>
<td>Management of Design for Automation</td>
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<tr>
<td>RD450</td>
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<td>Planning, Research, and Development</td>
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<tr>
<td>DM460</td>
<td>MOT 460</td>
<td>Project Management</td>
</tr>
<tr>
<td>RD460</td>
<td>MOT 560</td>
<td>Leadership in Technical Enterprise</td>
</tr>
<tr>
<td>RD485</td>
<td>MOT 485</td>
<td>Management of Intellectual Property</td>
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<td>RD500</td>
<td>MOT 500</td>
<td>Introduction to Systems Engineering</td>
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<tr>
<td>RD510</td>
<td>MOT 510</td>
<td>Design for Reliability</td>
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<td>RD525</td>
<td>MOT 525</td>
<td>Principles of Quality Management</td>
</tr>
<tr>
<td>CP551</td>
<td>MOT 551</td>
<td>Capstone I – Project Definition and Planning</td>
</tr>
<tr>
<td>CP552</td>
<td>MOT 552</td>
<td>Capstone II - Project Execution and Results</td>
</tr>
</tbody>
</table>
DRAFT CURRICULUM COMMITTEE MINUTES (Excerpt)

DATE: September 8, 2015

MEMBERS PRESENT: Steve Bayne, Bruce Berdanier, Ahmed Ebrahim, Sally Gerard, Johanna Garvey, Don Gibson, Terry-Ann Jones, David Lerner, John Miecznikowski (Chair), Margaret McClure, Michael McDonald, David McFadden (New Chair), Laura Nash, Michael Pagano, Aaron Perkus, Glenn Sauer, Lawrence Kraig Steffan, Harry Taylor, Vishnu Vinekar, Harvey Hoffman (guest)

REGRETS: Lynn Babington

H Hoffman presented the proposal for the five-year dual-degree option: Bachelor of Science in Engineering and Master of Science in Management of Technology (see attached proposal). A student could enter the program in any of the 4-year degree Engineering programs (Computer, Electrical, Mechanical or Software). They would receive a bachelor’s degree in their Engineering program and a master’s degree in Management of Technology. There is no difference in the undergraduate curriculum. The only change would be that the student’s senior capstone project will be taken in the 5th year and they would receive both their bachelor’s and master’s degrees at the end of that year.

Questions:
1. M Pagano noticed that one of the courses noted in the proposal, CO 410 is not in the business school. Question was asked as to whether the ESL students have enough resources available to them to succeed in the program. H Hoffman noted that there is the library writing center and all graduate students need to take the TOPEL exam.

2. J Miecznikowski and K Steffan inquired about the number of students expected in the program. H Hoffman anticipated approximately 2 new students per year. The program proposal would condense a 6 year program into 5 years. The students would need to commit to taking 18-19 credits/semester throughout the program.

3. S Bayne raised the question as to when the student would need to decide on the commitment into the program. H Hoffman stated that students would need to commit by the sophomore due to the rigorous program and amount of credits needed to be taken each semester.

4. A Ebrahim noted that a student who enters this program would not be able to work until after their graduation in the 5th year. H Hoffman said that students would need to commit but the benefits of added education and ability to earn more money after graduation is an incentive for the students. Students should be expected to eventually earn an extra $20,000.

5. L Nash asked if there was collaboration with the Dolan School of Business and Engineering. H Hoffman and D Gibson noted that throughout the process, there was collaboration.

The new Chair, D McFadden asked for a motion to approve.
Motion to approve: J Miecznikowski, Second: S Gerard, In Favor: Unanimous
After the unanimous approval, D McFadden noted the proposal would be sent to the Academic Council for approval.
Fairfield University
Educational Planning Committee Minutes (Excerpt)
Date: Thursday, October 15, 2015
Time: 3:30-4:30 pm
Place: CNS 8

Members Present: Lynn Babington, Angela Biselli, Ryan Colwell, Robert Hannafin, Meredith Kazer, Phil Lane, Diana Mager, Vincent Rosivach, Carl Scheraga, Jackie Vernarelli

Regrets: Evagelia Bilias Lolis, Doug Peduti, S.J.

Invited Guest: Dr. Harvey Hoffman, Director of Management of Technology

AGENDA ITEM #1: Proposal for Five-year Dual-degree Option

H Hoffman presented the proposal for the five-year dual-degree option: Bachelor of Science in Engineering and Master of Science in Management of Technology. Students would receive a bachelor’s degree in Computer, Electrical, Mechanical or Software Engineering and a master’s degree in Management of Technology. The Management of Technology track integrates business and management knowledge into an engineering curriculum to prepare engineers for leadership roles in technology-based organizations. There is no difference in the undergraduate curriculum. The only change would be that the student’s senior capstone project will be taken in the 5th year and they would receive both their bachelor’s and master’s degrees at the end of that year.

Questions:
1. P Lane asked about the enrollment numbers (as shown on page 21 of the proposal). H Hoffman anticipated 2-3 students and commented that the program would need publicizing to bring awareness and attract more students.

2. D Mager commented that the description of the program should be clarified that we currently have a complete bachelors and masters programs; and the new option is combining the two programs.

3. M Kazer asked if there were any necessary faculty qualifications to oversee this project level. H Hoffman responded that it will not require more time than the baccalaureate capstone, and that the project will not come up to a level of thesis. The program will hold both degrees until the fifth year – students will not receive a bachelors degree after the fourth year.

4. V Rosivach asked when students need to commit to the program and the possibility of uncoupling. H Hoffman stated that students must commit by the end of sophomore year. They have the option to uncouple in junior year. At that point, they would take the normal senior class project. R Colwell asked if there were monitoring gateways so committed students knew they are on a solid track. Concern was raised whether undergraduates would be aware whether or not this is a good opportunity. This would be on the advising level and the program would need some publicizing.
5. R Hannafin asked if seasoned students were coming back. H Hoffman responded that 100% of domestic students are working professionals. The majority of international students are coming here after receiving their Bachelor’s degree. A small percentage of them are experienced, having worked overseas.

6. V Rosivach commented that CL115 and CL116 are also options for core requirement.

C Scheraga thanked H Hoffman at which point H Hoffman stepped out.

Action: C Scheraga asked for a motion to approve proposal for 5-year program dual degree option.
Motion to approve: D Mager.
Second: R Colwell

V Rosivach moved to make an amendment: that there is a 5-year review. C Scheraga added that a 5-year review should be done with any new program.
In Favor: Unanimous.

Discussion:
D Mager and J Vernarelli are in favor. There are no extra resources and both programs are already in place. Marketing to younger students is important so they understand how much this will help them post-graduation and help them design a plan.

A Biselli and P Lane expressed concern about H Hoffman being the sole person carrying the degree. Half of the courses are offered by him. R Hannafin commented that the staffing is predominantly adjuncts. If there are more students than anticipated, they may have to consider hiring, making the program more expensive. L Babington added that if the program takes off, they will hire.

B Hannafin asked about the requirement for a jumpstart to attract new students. L Babington responded that there would be internal marketing. External marketing would require an estimation of cost for web banners, print ads, etc. Putting this in the budget would be an add-on.

A Biselli raised the point that some courses are listed as first or second year requirements. Others agreed that courses should be listed as core classes. This goes to Academic Counsel.

Action: R Hannafin motioned to make an amendment to discuss succession planning.
Second: M Kazer
In Favor: Unanimous
Oppose: 0
C Scheraga: motion passes

Vote:
In favor of proposal: Unanimous
Oppose: 0
Abstain: 0
To: Academic Council Executive Committee
From: John Miecznikowski, former Chair Undergraduate Curriculum Committee
CC: David McFadden, Rachelle Brunn-Bevel, Erica Hartwell
Date: October 1, 2015
Re: New language for U.S. Diversity Classification
Attachments: UCC minutes (November 4, 2014; April 7, 2015; May 5, 2015); U.S. Diversity Committee minutes (February 18, 2015; April 22, 2015)

Dear Executive Committee,

The Undergraduate Curriculum Committee is requesting that the Academic Council consider a recommendation to revise language in the Journal of Record regarding U.S. Diversity criteria. The Undergraduate Curriculum Committee asked the U.S. Diversity Committee to consider new language for the criteria in November 2014.

The matter was first discussed during the November 4, 2014 meeting of the Undergraduate Curriculum Committee. At this meeting, the Undergraduate Curriculum Committee asked the US Diversity Committee to draft potential new language, if the U.S. Diversity Committee thought that it needed to be updated. The U.S. Diversity Committee met to discuss new language on February 18, 2015 and again on April 22, 2015. The Undergraduate Curriculum Committee discussed the proposed language at the April 7, 2015 and the May 5, 2015 meetings.

The new language that was approved by the US Diversity Subcommittee and the Undergraduate Curriculum Committee was

“In order to help students develop a critical consciousness of self and society, all undergraduates are required to take one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore, in a systematic manner, connections among race-ethnicity, class, and gender, and will examine issues of privilege and difference in U.S. society. Additional aspects of diversity may be considered provided that their intersection with race, class, and gender are examined.”

The current language in the Journal of Record is

Criteria and Guidelines for Listing as an American Diversity Course: (from the Journal of Record, pages 10-11).

I. Criteria
In order to help students to develop a critical consciousness of self and society the required diversity courses/course sections will explore in a systematic manner connections among race, class, and gender in looking at issues of privilege and differences in U.S. society. These courses/course sections may also consider additional issues, such as religion, sexual orientation, and ethnicity.

II. Guidelines
The reviewing committee must be receptive to the unique approach of each instructor and the manner in which he/she involves diversity principles in his/her courses/course sections.
Although diversity components are encouraged in all courses/course sections, introductory courses, by their general nature, will normally not fulfill this requirement, but are not precluded from being approved.

Depending on their subject area or disciplinary field, the courses might include:
A. An interdisciplinary theoretical approach to the material;
B. Study of the various and possibly conflicting ways difference has been understood and represented;
C. Use of primary sources of a personal and experiential nature, such as memoirs and autobiography, which give voice to a multiplicity of perspectives and points of view.

The Undergraduate Curriculum Committee (UCC) recommended this change since the UCC thought that the previous language was dated.

I am attaching minutes from the November 4, 2014, April 7, 2015, and May 5, 2015 meetings of the Undergraduate Curriculum Committee. I am also attaching minutes from the February 18 and April 22, 2015 meetings of the U.S. Diversity Committee.

Thank you for considering this matter.

**UCC Minutes, November 4, 2014 (Excerpt)**

There was a lengthy discussion on what constitutes US Diversity – should we include in addition to gender and race, other diversity areas such as sexual identity and disability. Dr. Ebrahim commented that the criteria outlined for US Diversity seems to be dated. Dr. McFadden recommended that this course be approved but that maybe the US Diversity subcommittee should reevaluate their criteria.

**U.S. Diversity Subcommittee Minutes for February 18, 2015 Meeting (Excerpt)**

Committee Members: Carole Pomarico, Audra Nuru, Rebecca Bloch, Erica Hartwell, Eric Mielants, Rachelle Brunn-Bevel

Committee members then moved to the second order of business which was to discuss the U.S. Diversity criteria.

Prof. Bloch asked what the original purpose of the U.S. Diversity requirement was. Was it to expose Fairfield University students to the experiences of others who were different than themselves in order to build empathy?

Prof. Brunn-Bevel read the catalog definition which states “In order to help students develop a critical consciousness of self and society, all undergraduates are required to take one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore, in a systematic manner, connections among race, class, and gender, and will examine issues of privilege and difference in U.S. society. Additional aspects of diversity - including religion, sexual orientation, and ethnicity - may also be considered.”
Committee members discussed whether all courses that currently have the U.S. Diversity designation develop critical consciousness and if there was some way to measure that. We also discussed whether the diversity criteria should be expanded to include disability and sexual orientation more explicitly.

Prof. Brunn-Bevel expressed that she was in support of expanding the diversity criteria, but was concerned about this being perceived as giving less attention to issues of race in the curriculum especially in light of national events in the fall and the “Racial Justice is Social Justice” movement on campus.

Prof. Mielants indicated that he was not opposed to expanding diversity. However, he would like to raise the bar in terms of percentages of the assigned texts addressing this issue and having a certain minimum amount of texts also written by the "Other". Committee members were unsure if this would be feasible given the wide variation in the types of courses that have U.S. Diversity designation.

Prof. Hartwell noted that race, class, and gender were given primacy in the current catalog definition and suggested that we consider other marginalized or important social identities as they intersect with race, class, and gender.

Prof. Pomarico suggested adding sexuality, sexual orientation, and transgender identity. Prof. Nuru added ability and illness. Prof. Bloch suggested focusing on the spirit of the U.S. Diversity designation by using broader language such as “groups that have faced discrimination” or “other marginalized groups”.

Prof. Nuru noted that ethnicity should appear next to race (race-ethnicity) in the catalog definition as opposed to being given secondary importance. Prof. Brunn-Bevel agreed.

Prof. Hartwell suggested substituting the last sentence in the catalog definition with “Additional aspects of diversity may be considered provided that their intersection with race, class, and gender are examined.” Prof. Nuru suggested that we add that the committee will look for attention to the voice of the groups being represented in the application for U.S. Diversity designation. Prof. Hartwell agreed. Prof. Pomarico and Prof. Bloch agreed that we should not provide a check list of identities. After extensive discussion, the committee agreed that specifying identity categories might result in limiting what could be considered. We agreed that Prof. Hartwell’s suggestion was in alignment with the spirit of the U.S. Diversity designation.

Discussion took place to consider some new language for US Diversity Criteria. The UCC recommended that the US Diversity Committee either sends proposed new language (with proposed changes) for US Diversity Criteria or it can use its own interpretation of the language to determine whether a course satisfies US Diversity designation.

Motion to email US Diversity Committee: S Gerard, Second: S Etemad, In Favor: 12

U.S. Diversity Subcommittee (Excerpt)

Minutes for April 22, 2015 Meeting

Committee Members: Carole Pomarico, Audra Nuru, Rebecca Bloch, Erica Hartwell, Eric Mielants, Rachelle Brunn-Bevel
Prof. Brunn-Bevel then turned to the second order of business which was responding to the Undergraduate Curriculum Committee’s request for our subcommittee to provide a “more definitive statement for changes to the language”. As we discussed at our February 18th meeting, Prof. Nuru noted that ethnicity should appear next to race (race-ethnicity) in the catalog definition as opposed to being given secondary importance. Committee members agree for several reasons. Ethnicity and race are tightly linked in the United States. In the not so distant past, ethnic groups such as the Italians and Irish were not considered to be white. More recently, groups such as Latinos have been racialized despite being classified as an ethnic group on federal documents. As the largest racial-ethnic minority group in the U.S. this group undoubtedly has distinct experiences worth studying in the context of U.S. diversity courses.

As we discussed at our February 18th meeting, Prof. Hartwell suggested substituting the last sentence in the catalog definition with “Additional aspects of diversity may be considered provided that their intersection with race, class, and gender are examined.” Several committee members suggested that the intersection of race, class, and gender was likely the foundation upon which the U.S. Diversity requirement was created.

As we discussed at our February 18th meeting, Prof. Bloch indicated that we should not provide a check list of additional identities. She reminded us about course proposals that we received in the past which we felt reflected the spirit of the Diversity requirement, but the current language made it more difficult to approve the designation. The committee concluded that specifying identity categories might result in limiting what could be considered.

Prof. Mielants made a motion to approve the following language: “In order to help students develop a critical consciousness of self and society, all undergraduates are required to take one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore, in a systematic manner, connections among race-ethnicity, class, and gender, and will examine issues of privilege and difference in U.S. society. Additional aspects of diversity may be considered provided that their intersection with race, class, and gender are examined.” Prof. Hartwell seconded the motion. All committee members were in agreement.

**UCC Minutes, May 5, 2015 (Excerpt)**

R Brunn, Chair of the US Diversity Sub-committee submitted to the UCC new language for US Diversity Classification (see attached minutes). “In order to help students develop a critical consciousness of self and society, all undergraduates are required to take one course that gives significant treatment to aspects of diversity and pluralism in U.S. society. Such courses will explore, in a systematic manner, connections among race-ethnicity, class, and gender, and will examine issues of privilege and difference in U.S. society. Additional aspects of diversity may be considered provided that their intersection with race, class, and gender are examined.”

Motion to approve new language-D McFadden, Second-M McClure
In Favor-10, Abstain-3, Opposed-1
Russian and East European Studies Program Name Change

The Russian and East European Studies Program requests the change of its name to Russian, East European and Central Asian Studies, responding to the recommendation of the outside review and self study of 2012-2013, to enlarge the scope of the program to include former Soviet States of Central Asia, and to add new courses in Politics, Economics, and History (Politics and Economics already constituted), with other disciplines possible in the future.

The UCC unanimously approved this recommendation and forwards it to the Academic council for action.

Relevant minutes of the RES faculty are attached. UCC voted unanimously on this very wording at its meeting yesterday.

Please let me know if you have questions or need anything else.

David W. McFadden, Ph.D.
Professor of History
Chair, Department of History
Director, Russian, East European and Central Asian Studies
Chair, Undergraduate Curriculum Committee

Minutes, Russian and Eastern European Studies Program Meeting: Sept 23, 2013 (Excerpt)

Attending: D. McFadden, Johanna Garvey, Kathy Nantz, Elena Syssoeva, Marcie Patton, Betsy Bowen.
7. Possible name change for the RES program

A brief discussion followed of a possible change to the RES program’s name. Marcie Patton suggested “Eurasian Studies.” There was then some discussion of whether that fits what we do and what that term designates. Other suggestions included:

Russian, Eastern European, and Central Asian studies.
Eastern European, Russian, and Central Asian studies (EERCA)
Central Asian, Russian, and Eastern European studies (CARE)

Russian and Eastern European Studies Program Meeting: November 20, 2013 (Excerpt)

Attending: B. Bowen; D. McFadden; E. Syssoeva
Regrets: J. Garvey; M. Im; L. Miners; K. Nantz; M. Patton. All sent comments on the two agenda items. Note from N. Pearson expressing interest.

Proposal to revise the name of the program: Discussion followed of the proposal to adopt the title “Russian, Eastern European, and Central Asian Studies Program.” Arguments in favor of the proposed change included the continuing influence of Soviet experience on Central Asia, and the differences between Central Asian nations and those that form part of the Asian Studies program. Comments from email were read and considered.

MOTION [Bowen]: to approve adoption of new name
SECOND [Syssoeva]
MOTION APPROVED