2013 SECEDHA annual meeting, November 15th 2013

Attendees and their contacts: See the attached.

At 8:05am, Ian Ferguson called the meeting to order. A few logistic items were announced.

For Session I, Zhihua Qu introduced the first guest speaker: Jesh Humphrey. His talk on legal issues is attached.

In Session II, three presentations on workload were made by Zhihua, Tim Wilson and Ian. There slides are attached.

For Session III, John Kelly introduced the second guest speaker: Bran McAllister (website: www.mcallister-associates.com). His talk was on leadership, and his slides are attached. Recommended book: The advantage: Why organizational health trumps everything else in business, by Patrick M. Lenciono.

To keep up with the schedule, discussion session was called off as exchanges and discussions were done during the presentations. The meeting was adjourned for lunch.

The meeting was reconvened at 12:45pm. John Kelly hosted the roundtable discussion session. Several perennial topics were explored.

1) ABET feedback from recently visited programs.

ERAU Chair: Tim Wilson's observations:

- Team chair is the person in charge
- Wording of PEOs are important, 2-3 PEOs at most, no assessment needed any more, very broad statements about graduates after they complete their study
- Visit went well due to good documentation and preparation

Univ of Alabama Chair: Tim Haskew

- Lessons learned: Assessment results if asked should be separable for students in different programs
- If any question was raised before the visit, response should be documented and made available during the visit
- Visit went well, one trick: graphics posted on assessment process and summary of data

Vanderbilt Chair: Daniel Fleetwood

- Visited by both EAC and CAC
- Good comments by EAC, but one weakness by CAC
- CAC was more concerned about design of educational contents and consistency of delivery

- No mention of PEOs

Northfolk's Chair: Sacharia Albin

- Identified an issue with the software used by university to maintain records of transfer students
- Safety of labs, questions raised about student training before their undertaking circuit experiments
- Engineering standards (e.g., IEEE) needed to be covered in capstone design course and student projects

John Kelly relayed several observations made by chairs who left the meeting early:

- Realistic constraints need to be covered in capstone design course
- For ABET reviewers, electronic files of documentation are not as good as hardcopies (binders)
- Performance indicators for outcomes

2) As the second segment, John Harris outlined the on-going review being done at UF about EE core courses.

Impetus for change:

(a) Lack of diversity: only 10% of the students at UF ECE are female, while the national average of 12% is also low.
(b) National survey indicated recently that EE job is down to 300K/year, while software related job is up to 1.2M.
(c) Better PR needed: ME:EE ratio of students is now 2:1 (while historically was 1:2)

Action: Revise/reduce EE core courses to 6 (CMU and Stanford are now at 4), possibly merge EM and semiconductor devices into one course entitled EE Physics, add more flexibilities (including bio option).

Discussions followed.
John Kelly: We all should read ASEE/NSF report on Transforming Undergraduate Education in Engineering (TUEE). The report is attached.

Tim Wilson and Ian: Breath is important for students to have a career which includes changes of jobs; core courses should be retained. Curriculum shouldn't be driven solely by industrial needs. Educate students rather than training for a job.

Daniel Fleetwood: Once flexibility is increased, weakness may be more evident. For example, why EE has only 1 programming class while CS has 3; and we are considering addition of another programming class (C++) as a required course.

Other comments:

- Students may not be knowledgeable in making some of the choices (when they have taken only the fewer required courses)
- More flexibility means the need of more faculty

3) In the third segment, bootcamp for the new chairs is explored. Steve McLaughlin suggested a possible retreat before or after SECEDHA meeting (with separate registration etc). After some discussion, several sessions were suggested, e.g., delegating tasks, vision/planning, important aspects of leadership.

SECEDHA Business was hosted by Ian.

- Agenda items for 2014 annual meeting
  - Curriculum revision (e.g. EE core)
  - Entrepreneurship
  - Bootcamp (creative leadership)
  - FERPA
  - Academic integrity
  - Leadership training
  - Strategic planning
  - Effective negotiation
  - Recruitment and retention
  - Succession planning
  - ITAR
- Election of secretary: Ian nominated Tim Haskew. Paul moved to close the nomination. Votes were taken, and Tim was elected.
- Future meeting location was discussed: Ga Tech versus rotating among the universities. The consensus is to stay at Ga Tech. Administrative and financial support from Ga Tech are acknowledged.
- SECEDHA survey was done. Please see the attached.

The meeting is adjourned at 2:35pm.

Recorded by Zhihua Qu.

Georgia Tech College of Engineering

Southeastern Association of Electrical and Computer Department Heads (SECDHA)

Development 101

Presented by:

Etta J. Pittman, Director of Corporate Development

Anna Walker, Alumni and Industry Coordinator

Thank You

Overview
School of Electrical and Computer Engineering

- Largest producer of electrical and computer engineering graduates in the United States
- 113 faculty and over 2,600 undergraduate and graduate students
- $43.2 in research in FY13 (35% with industry)
- EE and CmpE undergraduate programs ranked #5 and #6 by *U.S. News & World Report* (#3 among public universities)
- EE and CmpE graduate programs ranked #5 (#3 among public universities)

What Is Development?

- Ambassador to alumni and industry
- Knowledge of relationships that extend across the Institute
- Leverage your interactions with alumni and industry to bring in more $ for the School
- Promote exciting research, exemplary students – we want to help you show off!

What Motivates Giving?

- Combination of factors
  - Believe in the mission of the organization
  - Respect the leadership
  - Engage with the organization
  - Make a difference
- Up to us to identify the most important motivators, donor by donor, gift by gift

Mutual Benefits of Industry Relationships

- Partnering with the University is a gateway to new ideas, technology, personnel resources and discovery for the global marketplace.
- Partnering with Industry provides a way to maximize the flow of resources to support the teaching and research.
  - Gifts
  - Research grants
  - Contracts
  - Royalty payments
  - Executive education tuition
  - Clinical trial revenue
  - Gifts-in-kind

Four **I's of Fundraising**

- Identification
- Information
- Involvement
- Investment
- Stewardship

Companies Have Expectations

- Access to students
- Hiring: full-time, co-ops, and interns
- Building awareness of company’s products
- Access to faculty and their research
- Research collaborations
- Intellectual property and licensing
- Use of specialized facilities
- Executive education
- Advisory roles on boards

Corporate Affiliates Program

- ECE Development Office is funded through the Corporate Affiliates Program (CAP)

- CAP offers the following benefits to industry:
  - Access to ECE Career Fair
  - Access to student groups for speaking opportunities and recruiting events
  - Opportunity to post jobs
  - Facilitate student and faculty interaction
  - Arrange campus visits
  - Branding Day In the Lobby

What We Do….

- Coordinate approaches for corporate donors that cross unit boundaries
- Initiate Institute level proposals
- Identify new sources of support
- Eliminate (or at least reduce) impediments to corporate support
- Build lasting relationships

We NEED You

- Work with unit/central development to identify funding
- Keep your Development Office informed of any gifts-in-kind, cash donations, and grants
- Be receptive/available to meet with corporate representatives
- Be aware of the complexity of some of our corporate relationships
- The hardest one: Please share your contacts!

Questions?

Legal Issues and Risk Management for Department Chairs

SECEDHA Annual Meeting

Friday, November 15th, 2013

Jesh Humphrey, Deputy General Counsel
University of North Carolina at Charlotte

Legal Issues and Risk Management for Department Chairs

- Academic Freedom
- Classroom Control
- Promotion and Tenure
- Collegiality
- ADA (Americans with Disabilities Act)
- Conflicts of Interest
- FORTRAN/Boltzmann constant
- Questions

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Academic Freedom

- Origin in United States can be traced to colonial days
- Concept solidified in 1894 case at the University of Wisconsin involving Richard T. Ely and 1900 case at Stanford involving Edward Ross
- In 1915, AAUP issued its Declaration on Academic Freedom and Academic Tenure
- In 1940, AAUP issued its Statement of Principles on Academic Freedom and Tenure

Academic Freedom

- **Academic freedom rights can be found in:**
  - Faculty handbook
  - AAUP declarations and statements
  - United States Constitution (for public institutions)
- **Academic freedom protects:**
  - Freedom of inquiry and research
  - Freedom of teaching
  - Freedom of extramural utterance and action

Academic Freedom

- **Academic freedom comes with responsibilities**
  - Freedom of inquiry and research
    - Must conform to standards of the field and federal/state regulations
  - Freedom of teaching
    - Must be relevant to the subject at hand and adhere to the AAUP Statement on Professional Ethics
  - Freedom of extramural utterance and action
    - Must be respectful of the opinions of others and made in an individual capacity

Academic Freedom

- **Protects:**
  - Unpopular subjects or points of view (e.g. “little Eichmanns”)

- **Does NOT protect:**
  - Research misconduct
  - Harassing, disrespectful or uncollegial speech or conduct
  - Classroom speech not related to the subject matter of the course
  - Refusing to follow curriculum or policies established by the department, college, or institution

Academic Freedom True/False Quiz

- Academic freedom prohibits institutions from placing restrictions on a faculty member's off-campus consulting activities.
- Academic freedom prohibits an institution from changing a student's grade without the permission of the faculty member who assigned the grade.
- Academic freedom prohbits an institution from firing a faculty member who refuses to sign a memorandum changing a student's grade.
- Academic freedom permits faculty members to determine which courses they will teach.
- Academic freedom protects a faculty member's vulgar or offensive speech in the classroom unrelated to the course material.
- Academic freedom protects a faculty members vulgar or offensive speech related to the course material.

Student Academic Freedom

- **AAUP Statement on Student Academic Freedom**
  - Students can “take reasoned exception” to views of faculty
  - Students are protected from arbitrary or discriminatory evaluation
  - Students are protected from disclosure of confidential information (e.g. FERPA)
  - Students should be free to receive information
- **Students do NOT have the right to refuse to comply with reasonable direction or course assignments**

Classroom Control

- **Legal Standard of Review for Classroom Policies – Rational Basis Test**
- **Enforceable? "Yes, if…" or "No, unless" the policy:**
  - allows different treatment for a particular student as a reasonable accommodation of a disability or religious belief
  - is "rationally related" to an educational purpose
    - is not "arbitrary and capricious," in other words, it is imposed consistently by the instructor
    - is not imposed maliciously
    - is not created, or applied, on the basis of a protected class

Student Academic Freedom/Classroom Control Examples

- Student refuses to engage in a course assignment on religious grounds (e.g. dissection, reading curse words from a script).
- Students come to class unprepared. Teacher dismisses the whole class and counts each student absent.
- Student wears a t-shirt with the words "f--- racism" on the front. Instructor tells the student that she must wear the t- shirt inside out or leave the classroom.
- Students leave the class after waiting 15 minutes for the professor. Instructor arrives five minutes after the students leave and counts all students absent for the day.
- A student says aloud in class: "This test was bulls---." Instructor demands an apology and student refuses. Instructor directs student to officially drop the class.

Promotion and Tenure

- **Liability/challenges are usually related to:**
  - Discrimination/Personal Malice
  - Deviation from written procedures
  - Utilizing unwritten/undocumented criteria
- **Reduce liability by:**
  - Professional development and mentoring programs for junior faculty
  - Create a culture of collaboration
  - Consistency in application of performance criteria
  - Performance plans/help
- **Minimize challenges/lawsuits with:**
  - Honest(and documented) feedback
  - Clear RPT criteria
  - Engaging multiple/external evaluators

Promotion and Tenure Examples

- Faculty handbook states that tenure track faculty will be assigned a mentor. Faculty member's mentor has been on leave for the two years prior to his reappointment review, and faculty member is denied reappointment.
- Faculty member is denied tenure on the basis of her lack of collegiality, but collegiality is not a stated criterion for tenure decisions.
- Faculty member is denied promotion on the basis of lack of publication, but has been consistently told by the department chair that his publication level was "fine" and that promotion was a "done deal."

A Note on Collegiality

- **Poor collegiality is…**
  - Poor service (AAUP Statement On Collegiality as a Criterion for Faculty Evaluation)
  - Cumulative
  - Variable
  - Disciplinable
- **Poor collegiality is NOT…**
  - Protected speech (unless a matter of public concern or protected by policy)
  - Sudden
  - Just a performance issue
- **Minimize liability/challenges/lawsuits by:**
  - Responding promptly and communicating clearly
  - Documenting uncollegial behavior and attempts to address it
  - Being consistent

Americans with Disabilities Act (ADA)

- **Federal and state laws require institutions to provide "reasonable accommodations" for faculty and students with disabilities, unless the accommodation would be an "undue hardship."**
  - Association also protected (but accommodations not required)
  - Must be able to perform "essential functions of the job" with accommodation
  - Direct threat - can consider health or safety of employee and others, or health and safety of others (student)
  - Alcohol
  - Illegal Drugs
  - Mental Illness/Psychiatric Disorders
    - Do not make an assumption or diagnosis
    - Address behavior, not the disease
    - Ask for help

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Conflicts of Interest

- **Definition: a set of circumstances that creates a risk that independent, professional judgment concerning one's primary obligation will be unduly influenced by a secondary interest.**
- **Types of conflicts of interest**
  - Relationship-based
  - Financially-based
- **Key concepts**
  - Secondary interests are not necessarily wrong, and sometimes encouraged
  - Perception is reality
  - Best approach is disclosure and management, and RARELY elimination
- **Typical funding agency concerns**
  - NIH/NSF – integrity of research
  - DoD – "fraud, waste, abuse"
  - Private companies – competition

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Conflicts of Interest

- **Sources of regulation**
  - State law
  - School/system policies
  - Funding agency policies (NSF and NIH)
- **NSF v. NIH**
  - NSF is prospective, NIH retrospective
  - NSF lets you decide which of your financial interests relate to your funded research; projects can go forward with an unmanaged COI if institution deems it is in the best interest of society
  - NIH has you report all financial interests that relate to your university responsibilities and puts onus on university to determine COI, unmanaged COI would not be supported

Summary

- Academic freedom is a balance of responsibilities and rights for students and faculty
- Faculty members are equipped to manage classroom behaviors
- Department chairs are equipped to manage faculty behaviors
- Conflicts of Interest are not always bad UNLESS they are undisclosed or unmanaged.

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Questions?

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Electrical and Computer Engineering

Monitoring Performance Versus Activity:

Faculty ~~Activity~~ Achievement Report

Ian T. Ferguson

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ECE Faculty Balanced Workload Policy

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UNC CHARLOTTE
Electrical and Computer Engineering

ECE Faculty Balanced Workload Policy

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The WILLIAM STATES LEE COLLEGE *of* ENGINEERING

Department of Electrical and Computer Engineering

Faculty Balanced Workload Policy

A balanced workload does not occur at one point but is typically averaged out semester-to-semester and year-to-year. The mix of responsibilities within the workload may change considerably among faculty members and from one semester to the next. This recognizes that variations in research funding/output and exceptional service opportunities do not necessarily match the academic calendar. In addition, some contributions may need to be accumulated over a period of time before they become significant and can justify a modification to the faculty's workload. ***A balanced workload will help fairly distribute a fixed number of courses among a fixed number of faculty.***

Developed by past chairs of ECE

ECE Faculty Balanced Workload Policy

Courses taught per Academic Year	2	3	4	5	6 (FA)
Scholarship (% of effort)	70%	40-60%	25-35%	10-20%	0-5%
Teaching (% of effort)	20%	40%	60%	80%	90%
Service (% of effort)	10%	10-20%	10-20%	10-20%	10%
Effective hours devoted to teaching activity (per week) = 4* number of semester credit hours	(12 hrs)	(18 hrs)	(24 hrs)	(30 hrs)	(36 hrs)
NOTE: Academic Year Load					

Tenured faculty members are expected to carry a typical teaching workload of three (3), four (4) or five (5) courses a year. (Tenure-track faculty, faculty in supported positions and faculty who have negotiated other arrangements may carry a different teaching load.) This will be based on their relative level of scholarship to other members of faculty in the department in the last year and, typically, a three year running average. The transition between the number of assigned courses, the 5-10%, 20-25%, 35-40% and 60-70% regions, will be adjusted year-to-year, as needed, to ensure that the total workload of the department is covered. The reduced assignment of two (2) courses per academic year will typically only be assigned to a faculty member who is managing a large disciplinary, multi-year program, with multiple Co-PIs within this school and multiple PIs in other institutions. In general, service activities are shared equally among the tenured and tenure-track faculty and are typically not taken into account in assigning workloads, although, exceptional service responsibilities can be.

ECE Faculty Balanced Workload Policy: Teaching

Teaching

Teaching undergraduate students will always remain a major mission of the Department. Participating in graduate level instruction allows the Department to maintain and expand its research efforts for its graduate mission. As a condition of employment all faculty are expected to perform the following activities:

- Show respect to students.
- Follow university policies and procedures.
- Create syllabi which include content of course, grading criteria, and other course information. Faculty are expected to follow their syllabi.
- Schedule and be present for office hours, with a minimum of scheduled time equal to one-half of the weekly class contact time.
- Complete assessment of courses in a timely manner. Return graded assignments in a timely manner.
- Hold all scheduled class sessions and meet during the final exam times, except due to illness or special circumstances.

Teaching quality is expected to be of a high level. Measurements for teaching quality include:

- Teaching evaluations
- Senior exit interviews
- Follow-on course pretests
- IEEE/HKN leadership assessment (and others such as Tau Beta Pi, etc.)

ECE Faculty Balanced Workload Policy: Research/Scholarship

Scholarship

The expansion of the Department's research program has necessitated the development and current implementation of this Policy. Scholarship is assessed annually based on accomplishments, not efforts, using the measurements detailed below. Faculty who have few accomplishments listed below may not be considered research-active, and their course load may be adjusted accordingly.

- Proposals submitted
- Proposals funded
- RAs $ spent
- Advising PhD candidates
- PhD students graduated
- MS thesis students graduated
- Journal papers published
- Conference papers – competitive published (i.e. accepted and refereed)
- Other peer-reviewed articles published
- Other forms of assessment suggested by faculty that will then be applied to all members of the Department.

ECE Faculty Balanced Workload Policy: Service

Service

Faculty who do not contribute to service activities in a measurable way will be assigned a higher teaching workload. Service is assessed by the following and other related activities:

- Department-level leadership & membership
- College-level leadership & membership
- University-level leadership & membership
- Undergraduate Advising
- Senior Design Projects managed
- International/National leadership & activity
- Participating on NSF/NIH/DoE/DARPA Review Panels

ECE Faculty Achievement Report

UNC CHARLOTTE
Electrical and Computer Engineering

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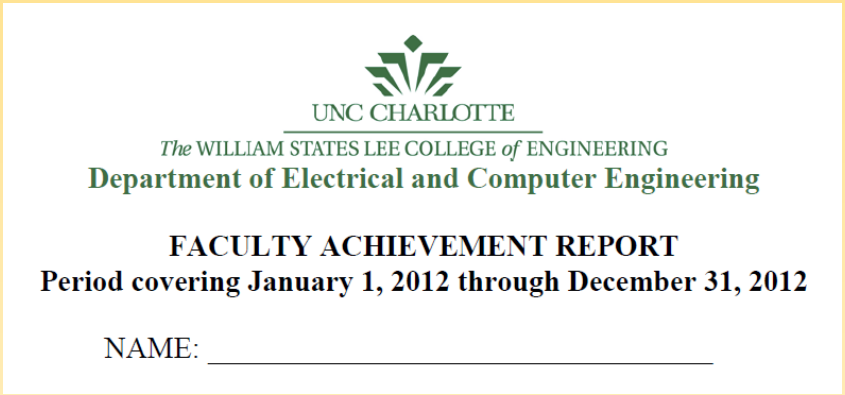
ECE Faculty Achievement Report



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The WILLIAM STATES LEE COLLEGE *of* ENGINEERING

Department of Electrical and Computer Engineering

FACULTY ACHIEVEMENT REPORT

Period covering January 1, 2012 through December 31, 2012

NAME: _____

All faculty members in the Department of Electrical and Computer Engineering are expected to summarize their contributions to teaching, scholarly work, and service in the past year and to identify their primary goals in the coming year. It is expected that the mix of teaching and research contributions of individual faculty will vary considerably, but that the total contributions will be reasonably equivalent, and will be appropriately recognized and rewarded according to the workload policy document. This faculty achievement report will be used by the Chair of the Department as a guide in assigning a particular mix of teaching, scholarship and service responsibilities to a given faculty member. The mix of responsibilities within the workload may change considerably among faculty members and from one semester to the next. The correct assignment of a particular workload is important when completing annual reviews and the resulting adjustments to compensation, when available. The information should be submitted using this template as a word document. Expand tables and duplicate sections as needed to meet your effort. It is the faculty's responsibility to accurately report their activities so there is no need to submit supporting documentation. However, if a journal and/or cannot easily be found by using simple search in SCOPUS, INSPEC, Google Scholar, the faculty member may be asked to provide supporting information.

ECE Faculty Achievement Report: Teaching

I. TEACHING:

Teaching undergraduate students will always remain a major mission of the Department. Participating in graduate level instruction allows the Department to maintain and expand its research efforts for its graduate mission.

I.a. Classroom teaching: List the courses that you taught this year (list multi-numbered courses as one course). Please give the average GPA that you have assigned for the course and your score for Question #17 in the 'Faculty Evaluation – Student Response', "Overall this instructor was effective", and the number of responses.

Spring 2012

ECGR/ENGR	Title	Credit Hours	#. of Students	FTE	Av. GPA	Question #17	Number of Responses

ECE Faculty Achievement Report: Research/Scholarship

II. RESEARCH

It is the expansion of the Department's research program that has necessitated the development and current implementation of a balanced workload policy with mixes of teaching and research among the Departmental faculty. ***Scholarship is assessed annually based on accomplishments, not efforts, using the measurements detailed below.*** Faculty who have few accomplishments may not be considered research-active, and will be assigned a higher teaching workload.

II.a. Proposals submitted: List the details of any proposals submitted this year as single PI, Lead-PI and CO-PI in multiple PI submissions. The total amount funded for the program should be listed as well as the percentage (% Funds) that was assigned to you. Do not include the programs that were funded here since they should be in the section.

Single PI 2012

Principal Investigator:	
Title:	
% Effort:	
Amount funded:	
% Funds:	
Agency:	
Submission date:	

ECE Faculty Achievement Report: Service

III. SERVICE

Faculty service is typically balanced year-to-year; however, this review will be used to let the member faculty member know if their service is significantly above or below the average for the department. Faculty who do not contribute to service activities in a measureable way will be assigned a higher teaching workload. Service is typically assessed, annually, and includes committee work, senior design projects, MSEE project students (recorded above), student advising, professional activities and special, one-off activities.

III.a. Service: Committees: List the department, college, university and professional committees on which you served this year and indicate the level of your service, i.e. chairmanship, secretary, treasurer, member, etc.

Committee name	Dept., COE, etc.	Position	Comments

III.b. Service: Senior design: List the senior project students that you supervised this year indicating actual or expected completion dates.

Student names	Title	Completion Date

ECE Faculty Achievement Report

VI. FORWARD PLANNING - OBJECTIVES AND EXPECTATIONS

Discuss your research, scholarship, and service plans for next year. Describe your professional goals and action plans for achievement of personal and Department excellence. Provide metrics when possible. i.e. number of proposals to be submitted/funded, etc.

VI.a. Teaching: Including, for example, what level of teaching are you expecting to carry next year and why.

VI.b. Scholarship: This section is important in differentiating your effort from others and justifying your teaching load

VI.c. Service: Any areas of exceptional service expected?

VI.d. Other

Electrical and Computer Engineering

ECE Faculty Achievement Spreadsheet

Electrical and Computer Engineering

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ECE Faculty Achievement Spreadsheet: Teaching

Faculty	Overall instruction								Course 1								Course 2								Course 3								Course 4							
	# Courses	Evaluation	Student Hours	Credi Hours	# UG Students	UG Students	# Grad Students	Grad GPA	Course	Evaluation	Student Hours	Credi Hours	# UG Students	UG GPA	# Grad Students	Grad GPA	Course	Evaluation	Student Hours	Credi Hours	# UG Students	UG GPA	# Grad Students	Grad GPA	Course	Evaluation	Student Hours	Credi Hours	# UG Students	UG GPA	# Grad Students	Grad GPA	Course	Evaluation	Student Hours	Credi Hours	# UG Students	UG GPA	# Grad Students	Grad GPA
	3		300	9	100	#DIV/0!	0	#DIV/0!	3122		87	3	29	2.34			3121		183	3	61	1.82			4121		30	3	10	3.30					0					
			54	9	9	3.22	9		6090/8090		12	3	2	4.00	2	4.00	4143		21	3	7	3.00			5195		21	3			7	3.14			0					
	9		219	14	84	3.49	0		3254-E01		114	3	38	3.61			3254-C01		39	3	13	3.08			3253-C01		24	2	12	4.00			3253-E01		12	2	6	3.50		
	2		138	6	46		0	#DIV/0!	6090/8090		24	3	8	3.88			2111		114	3	38	2.92					0								0					
			0	0	0		0	######																																
	7		289	10	107	3.17	40	3.30	3295		21	1	21	3.80			3695		4	1	4				4101/5101		75	3	17	2.90	8	3.30	3295		48	1	48	3.80		
	3		196	8	77	3.33	6	2.50	3134		72	3	24	2.79			5090		18	3			6	2.50	3157		106	2	53	3.69					0					
	7		84	18	28	0.00	0		3121		42	3	14				4191		15	3	5				5090		3	3	1				3990		3	3	1			
	5		210	15	56	0.00	14	0.00	4090/5090		57	3	8	3.20	11	3.60	OPT500		3	3	1	4.00			3131		117	3	39	2.50			MEGR3090		18	3	6	4.00		

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UNC CHARLOTTE
Electrical and Computer Engineering

ECE Faculty Achievement Spreadsheet: Research/Scholarship

Faculty	Submitted Proposals				Awarded Proposals				Active Programs				Students Supported*		Students Graduated		Refereed Publications			Patents			Book		
	PI	Funding	Co-PI	Funding	PI	Funding	Co-PI	Funding	PI	Funding	Co-PI	Funding	Ph.D.	MSEE	Ph.D.	MSEE	Journal	Conference	Other	Full	Disclosure	Provisional	Chapter	Conf. Proceedings	Book
	1								1	$ 330,000.00	1	$ 131,806.80	2	3	1	1	3	7							
	2	$ 146,306.00	3	$ 1,315,384.00			1	$ 2,000.00	3	$ 639,929.00	1	$ -	4	3	1		3	6		1	2	1			
	2	$ 3,750.00			2	$ 3,750.00					4	$ 26,813.00						1						1	
	4	$ 108,401.54	3	$ 217,276.05	2	$ 108,401.54	1	$ 128,341.50	1	$ 6,000.00	1	$ 20,000.00	1	4			3	3					2		
	2		2														1	11							
	2	$ 35,000.00	3	$ 878,758.19					2	$ 52,833.00	1	$ 75,004.25	1	1		4		5							1
	1	$ 150,000.00	1	$ 167,893.00	1	$ 46,500.00			1	$ 19,899.00	4	$ 1,109,565.75	2	1	1	1		6						1	
											1	$ 65,980.00			1		1	3							
	2	$ 300,000.00							1	$ 5,000.00	1	$ 33,333.00					2	5							
																	9	11					1	1	
	14				5	$ 193,300.00			6	$ 1,438,174.00	6						3	6							
	1	$ 2,500.00	1	$ 1,250.00	1	$ 2,500.00	1	$ 1,250.00	1	$ 2,000.00								1							
											1	$ 254,073.00						2							
																						1			
	3	$ 294,860.00	3	$ 193,397.00					1	$ 1,712.00	1	$ 67,410.00	1		1	1		6		2					
															1		2								
	7		2													2	4	14					2		
	7		4						1	$ 296,000.00	2	$ 153,333.00	3	3			2	3				1			
	3	$ 413,396.00																							

Ian Ferguson
(ianf@uncc.edu)

UNC CHARLOTTE
Electrical and Computer Engineering

ECE Faculty Achievement Spreadsheet: Service

	Dept. Comm.		Coll./Univ Comm.			Senior Design		Student Advising		Thesis/ Dissert.		MS Project	National Prof. Soc.			Regional Prof. Soc.			Local Prof. Soc.			Conference Organ. Comm.		
Faculty	# Committees	Chair	# Committees	Chair	Officer	Teams	Completed	Undergrad	Postgrad	Chair	Member	Supervised	Chair	Officer	Member	Chair	Officer	Member	Chair	Officer	Member	Chair	Officer	Member
	2							10	7	4	6	2												
	2					1	1	12	1		3													4
	3		2			12	1	14																
	2		3			2	1	11	6		8				2		3			2				
		1																						
			1			2	1	40	20		8									1				1
	3	1	1	1		3	2	9	10		6													
	1							7																
				1		3	3	10	5		1													2
		1						8																
																						3		5
	4		2								5													
	3							10																
	2		1			1	1	8	20		4													
		1	4					12	8	2	2													
	2		3			3	3	8	5		4													
	1	1	1	2		3	2	10	3		4								1	1	2	2		1

UNC CHARLOTTE

Electrical and Computer Engineering

ECE Faculty Annual Review

UNC CHARLOTTE

Electrical and Computer Engineering

ECE Faculty Annual Review

Individual review:
Your individual contributions in the areas of teaching, research and service are detailed below as three bullets points. This information was obtained from your departmental records and annual report. It should be noted that what is detailed here are your outcomes rather than the effort, which is always greater, to obtain these outcomes. This is also consistent with how we are judged, corporately, as a department. If this information is incorrect or is not properly recorded here it can corrected in the section that has been provided for comments.

- ***Teaching:*** You taught ## courses this year with a FTE equivalent of ## hours for undergraduate courses and ## hours for graduate courses. You did not graduate any Ph.D. and/or MSEE thesis level students or MSEE project students. You did not support any RAs. However, this is expected because you only recently joined the department.
- ***Research:*** During this year you closed $#,### as an individual PI and no funding as a PI or Co-PI as part of a team. Your scholarly output included # journal paper and # conference papers.
- ***Service:*** You will have more opportunities to serve in the department and elsewhere in the College of Engineering and the University as you become more established in your research programs.

  In the last year, <highlight some achievements>.

  In the next year, <areas to work on>.

Now that the department has adopted a balanced workload policy these annual reviews will now take an added importance. They will now be used for determining your teaching load for the coming year irrespective of any adjustments that can be made to compensation (when available). Your teaching assignment, as detailed in the Balanced Workload Policy, will be reviewed for consistency by a Faculty Workload Committee. This committee will meet later in the year once additional information such as three year running averages for teaching, research, etc., has been collated during the summer.

UNC CHARLOTTE

Electrical and Computer Engineering

Monitoring Performance Versus Activity:

Faculty ~~Activity~~ Achievement Report

Ian T. Ferguson

University of North Carolina at Charlotte

Department of Electrical and Computer Engineering

9201 University City Blvd, Charlotte, NC 28223

Workload Policy and Issues

Status @ UCF

Zhihua Qu
Professor and Chair of ECE

UCF

Background

State mandate:

- 12 contact hours for instruction (equivalent to 4 courses per term)
- Instruction: regular course, lab session, etc. (no longer enforced)
- No specific requirement on or allocation for research

ECE Statistics:

- Undergraduate headcount: 1,480; over 10% annually
- AY2012-2013 BSc degrees: 232
- AY2012-2013 MSc degrees: 50
- AY2012-2013 PhD degrees: 23

- AY2012-2013 T/TT faculty: 24
- AY2012-2013 research faculty: 1
- AY2012-2013 lecturers: 5

Challenge and remedy:

- Direct connect (open access)
- Class size limit 60-70 (implicit enrollment control)

UCF

Workload Policy

College guidelines: To meet 4-course work load,

1 course release for campus service and guiding graduate students

1 course release for research (if the faculty member is active)

Possibly additional 1 course release for

- administrative duties (G/UG coordinator)
- large-size class
- chair's discretion for research intensive faculty members

ECE Workload policies:

New faculty: 1+1

Research intensive faculty: 2+1 (or 1+1 with 1 course release)

Regular faculty: 2+2

Research inactive faculty: 3+3

Lecturers/Instructors: 4+4

Joint faculty: varying

Current status:

Over 95% sections are taught by full-time faculty

Increase in degrees awarded: 64% for BSc & 21% for PhD over 3 years

UCF

Performance Review & Classification

Regular faculty:

- Support and supervise PhD students
- Quality scholar publications
- Pursue external funding

Research intensive faculty:

- all of the above (commensurate with their ranks)
- Research expenditure over 200K/y
- Outstanding in the prior-year annual evaluation

Annual evaluation guidelines:

CBA demands departmental guidelines developed and approved by faculty
Effective AY 2013-2014

Post-tenure review:

Automatic pass if annual evaluations over 7 years are satisfactory or above

Status

UCF

Under-Performing & Near-Retirement Faculty

Under-performing faculty:

- 2-year grace period to refocus upon scholarly research and funding
- If no improvement after 2 years, 3+3 course load is applied
- Additional duties such as outreach and assessment are assigned
- If performance is not satisfactory, probation period begins

Near-retirement faculty:

- Faculty mentor for junior faculty member(s)
- Departmental services such as faculty search
- Pursue the idea of ``borrowed lines”
- Explore the idea of “market-tuition programs”

Status

UCF

Workload, Performance Evals, Etc.

Tim Wilson, Chair
Electrical, Computer, Software, and Systems Engineering
ERAU–Daytona Beach
15 November 2013

Overview

- Context
- ERAU Workload Policies
- COE Workload Policies
- ECSSE Workload Policies
- ECSSE Performance Evaluation
- Dealing with Challenging Faculty

Context

- Legacy of quality undergraduate instruction
- Decade-plus emphasis on increased research, scholarship, increased number of Masters programs
- Recent PhD programs in place (Aviation, Engineering Physics, Aerospace Engineering) with more in pipeline (Human Factors, Mechanical Engineering, EE and/or CS)

ERAU Workload Policies

- Faculty workload stated in ERAU Academic Policies (AP-20). Workload policies incorporated as appendix to *Faculty Handbook (DB)*.
- Normal teaching load: 12 or 9 hours per semester (graduate faculty 9 or 6 hours), depending on scholarly activity
  - Graduate course counted at 4/3 rate
  - Two office hours per course
  - Chair can incorporate *N* preps, section size, lab/design, *N* independent/directed study, scholarly activity in making assignment

COE Workload Policies

- Tenure-track faculty or tenured with research activity: Three courses per semester
- Non-tenure-track faculty, tenured but little research/scholarship: Four courses per semester
- New tenure-track hires: Two courses per semester first two years with possible third year
- Faculty can use external support to buy out teaching

ECSSE Policies

- Buy-out possible, but discouraged relative to (1) graduate student support, (2) summer support
- Reassignment available for administrative, unfunded scholarship / proposal development, course development, professional service, …
- No one gets four preps

Performance Evaluation

- The three legs (in ERAU *Faculty Handbook*): Teaching, scholarship and professional activity, service
- COE P&T guidelines state journal articles, external funding as exemplars of scholarship necessary for promotion to full professor

ECSSE Performance Evaluation: General

- Note hire date, rank, tenure/promotion history, achievements
- Narrative on each of teaching, scholarly and professional activity, service

ECSSE Performance Evaluation: Teaching

- List AY courses taught, enrollments, GPA
- Anonymously share end-of-term course evaluation averages in rank order of entire faculty
- Note rank within individual faculty member, rank across entire faculty in narrative on teaching
- Note exceptional (plus or minus) student comments from teaching evaluation

ECSSE Performance Evaluation: Scholarly and Professional Activity

- Note scholarly and professional expectations
- List publications, presentations, funding proposals, funded projects, expenditures, *N* MS thesis, *N* grad students supervised
- Anonymously share same data for entire faculty
- Note rank(s) across entire faculty in narrative on research

Dealing with Challenging Faculty

- Poor teaching: Negotiate involvement in CTLE activities
- Underperforming scholarly and professional activity
  - "Increasing {scholarly,professional} activity will increase likelihood of {tenure,promotion}."
  - "Failure to increase {scholarly,professional} activity is nearly certain to result in not being promoted."
- Disinterested after many years of service
  - Discuss, encourage phased retirement

Discussion or Next…