

Southeast Electrical and Computer Engineering Department Heads Association**Annual Meeting, November 6 – 7, 2025****Hosted by the University of North Carolina at Charlotte Dept. of Electrical & Computer Engineering**

Notes from SECEDHA Annual meeting 11/7/2025

Asis Nasipuri, President (hosting); Hai Xiao, Vice President; Ben Klein, Secretary

- **8:45 AM Introductions**
- **Opening comments:** Mark Kinney (Citadel), President of ECEDHA
 - Association updates
 - iRedefine: great opportunity to recruit female faculty; consider participating at next ECEDHA meeting
 - Summit series: keeping community connected – group schools by various criteria
 - 12 summits since April
 - 600+ members engaged
 - 13+ hours of content
 - Themes: AI leadership in ECE, semiconductors, etc.
 - Can share with faculty
 - Corporate connections: ECEExpo
 - Next ECEDHA Conference: Santa Ana Pueblo, NM, March 20-23
 - Awards nominations now open
 - Community development
 - Technology integration award
 - industry award
 - innovative program award
 - Questions? Contact Tori Holt : tholt@ecedha.org ; info@ecedha.org
- **9:00 AM: Impact & mitigation of federal policy changes** (Hai Xiao, Clemson)
 - What are the impacts?
 - Funding: in some cases, delay is the bigger issue, rather than not receiving funding: 6+ month delays. How to address funding issues that result?
 - Vanderbilt: Master of Engineering in AI: school level, can happen more quickly
 - Training recent grads and managers in AI “upskilling”
 - Using this revenue to fund graduate students
 - Hired Prof of Practice to cover courses: paid \$110K / yr + \$50K signing bonus, young PhD from Cornell
 - Cornell has tuition-generating MS programs

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- UAH, Florida, UGA, UNCC, Vanderbilt: Had to use 'buffer' funds to cover delayed awards from NSF, NIH, etc.
 - University underwrites small delays – but what if it extends longer?
 - Need to pay students. For now University is covering, but there is a time limit.
 - Creating concern amongst students.
- Citadel: perception matters more than reality sometimes. Ex: H1B issue caused panic, but turned out not to be so bad.
- Budget: different impacts on different types of institutions. But even large endowment institutions face restrictions on use of those funds.
 - Clemson: sequestration / freeze.
 - Survey: a few members indicate experiencing budget freeze. Not most.
- Hiring: some hiring freezes
 - Survey: only a few members have a hiring freeze. Most members are hiring.
 - Some members experiencing a net decrease in faculty count (Kentucky, Florida, UGA?) but most still seeing net increase.
 - Clemson, USC: preference for hiring lecturers vs. tenure track.
 - UNCC, Clemson: hiring significantly, but closer scrutiny of faculty output, student credit hours, funding output when allocating lines.
 - This year, seeing uptick on enrollment, but was flat prior
 - Florida: increase in undergrad enrollment. But "country of concern" is a problem – can't hire students from China, Iran etc. Causes loss of faculty also. H1B also a concern
- Tenure and promotion
 - How to help junior faculty members to get tenure: mentorship programs exist, but not sure yet how to handle funding crisis and impact on metrics
 - UVA: sponsorship: someone from outside the university who can help the new faculty member get into rooms they couldn't otherwise get into
 - What has changed with mentorship? Advice: just focus on task, tune out the noise, writing proposals etc.
 - UNCC: seeing impact on tenure & promotion – weak now, will be severe soon. Might need to adjust standards to reflect new reality

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- Florida: mentorship helps, but need more. Hired assoc chair for research, organized monthly meeting, internal review of proposals. Senior faculty involve in large initiatives, pull in junior folks and train them
- Kentucky: lots of anxiety going around. Might be hard to find new faculty and chairs going forward – too stressful.
- UGA: first we had COVID disruption, now DEI issues. Spreading panic, students turning aside. Hyper-focus on funding. Need to mentor: diversify topics, but also spend time effectively. Don't keep writing the same grants that aren't going to get funding, also write papers to have products to show.
 - We expect folks to redirect / change rather than just keep writing some proposal if it's not getting funded.
 - Annual evaluations are opportunities to redirect.
- Vanderbilt: learning curve on teaching. Need to mentor on teaching side. Center for teaching.
- Question: do you anticipate any change in tenure criteria? Maybe not yet, but on the table. Ex: grant approved but money hasn't arrived. Still count towards tenure. Still count canceled grants.
 - Do we grant tenure with no funding? General sense is no, but change may be coming.
- Florida, UGA: tenure denied even with CAREER award, but graduate mentoring /teaching weak.
- Kentucky: goalposts have moved in the past. Collaborative work is more valued now – but define your contribution.
- UGA: asking faculty to quantify contributions to multi-author papers.
- Burning items:
 - UGA: "Doge effect on productivity" productivity metrics
 - UNCC: departments submit metrics and highlights each year
- **10:00 AM Break**
- **10:15 AM Graduate enrollment issues** (Ben Klein, Kennesaw State)
 - MS enrollment dropped in some universities due to visa issues
 - PhD students may decrease due to slower market and hesitation to hire
 - MS enrollment increases in Old Dominion University due to local enrollment of professionals

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- 4+1, Online, Interdisciplinary programs (MS of MEng of ML, not geared towards international), Certificates for professionals (shortening the seminars for professionals, MS in Applied AI – Vanderbilt)
 - Different department will have different AI/ML MS and MEng programs
 - Creating intermediate level courses to help remediate students with deficiencies, but not quite successful
 - There is a trend that Computer science students switching to Computer Engineering
 - Declining MS enrollment, how to address this issue? PhD is steady, up to now.
 - REUs and TAs for BS-MS (4+1) and convert them to PhDs, undergraduate research to promote students to PhDs
 - BS/MS programs with courses offered in evenings so that professional students can take advantage of.
 - BS degrees can be completed in three years then use the last year of scholarship to complete a MS degree.
 - Charge additional tuition (cost recovery) to compensate for evening and weekend teaching
 - Minimum graduate course enrollment is 5.
 - Teaching load policy – various at different universities
 - European countries: 3(BS, courses)+2(MS courses)+3(PhD no courses). Might have to consider these models in US to attract domestic students to PhD programs.
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- **11:15 AM Best practices for faculty development and support:** Asis Nasipuri (UNCC) and Yvette Huet (Interim Dean CHHS UNCC)
 - (see slides) Challenges:
 - uncertainty in funding, students
 - Changing expectations
 - Time pressure increasing
 - (see slides) What we can do
 - Start with understanding faculty needs
 - (see slides) COACHE survey
 - Indicates greater need for support for Associate Professors
 - Mentorship
 - Resources and support
 - (see slides) Pre-tenure usually get lots of support. Post-tenure face challenges
 - (see slides) UNC Charlotte Center for Advancing faculty success (CAFS) (started with NSF ADVANCE grant) – Yvette is Executive Director
 - (see slides) Yvette: Provost was PI of ADVANCE grant, has continued to this day

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- CAFS maintains contact with faculty member throughout (both tenure and tenure-track): welcome, orientation, seminars etc
- Mid-Career Mentoring: Associate Professors are neglected, still a long career ahead. What are the criteria to become full professor?
 - Group mentoring
 - Can be particular challenge as institution evolves: standards have changed, salary compression, startup, support
 - Evolving standard for promotion to full prof
- UNCC is a NCFDD member (National Center for Faculty Development & Diversity)
 - Can be helpful – see if your campus is already a member
 - They provide metrics to your institution to help justify cost
- Question: possible to see distribution of happiness? Does happiness decrease with number of years in position?
 - Answer: it does not appear so
- Unexpected consequence of amount of support given to Asst Prof: Assoc Prof feels neglected.
 - Concept: ‘second startup’ after promotion to associate
 - Giving GRA to someone who decides to redirect to new area.
 - Money isn’t always the biggest factor: can provide student, course release, favorable course timing, etc.
- Breakout sessions.
- Individual Development Plans (IDP plans): required in some UNC C colleges. 5-year plan. Need IDP when you come in, and every post-tenure review need IDP (every 5 years)
- **12:00 PM Lunch discussion:** what are best practices in facilitating faculty collaboration?
- **1:00 PM Electing secretary, Survey, ABET**
 - Paper ballots: Veena Mishra (NC State) elected as next Secretary
 - Survey
 - Recent ABET visits
 - concerns: industry engagement, keeping faculty trained
 - concerns: standards in senior project
 - Weakness: Ethics not being assessed; 3 outcomes assessed in senior design, only in group projects
 - Weakness: cultural, social factors must be considered in at least one design
- **2:00 PM Adjourned**

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Faculty Development and Support

SECEDHA Annual Meeting

University of North Carolina at Charlotte

Facilitators: Asis Nasipuri and Yvette Huet

November 7, 2025



Faculty Development and Support

- Highly challenging time for faculty
 - Unprecedented uncertainty: funding, students
 - Changing student expectations
 - Accountability expectations
 - Time pressure increasing for faculty
- What we can do:
 - Start with understanding faculty needs
 - Broad-based institutional support
 - Mentorship
 - Professional development
 - Reward and recognition
 - Measurable outcomes
 - Personalized pathways
 - Focus attention to quality and not quantity



Faculty Development and Support: Identifying needs



- Areas requiring attention (from the 2021 COACHE survey)

- Retention and negotiation: UNC-Ch/Peers=**3.48**/3.57
- Resources and support: UNC-Ch/Peers=**3.36**/3.44
- Appreciation and recognition: UNC-Ch/Peers=**3.23**/3.30

[Note: the above data are for all responses from the 2021 COACHE survey. All scores are out of 5.0]

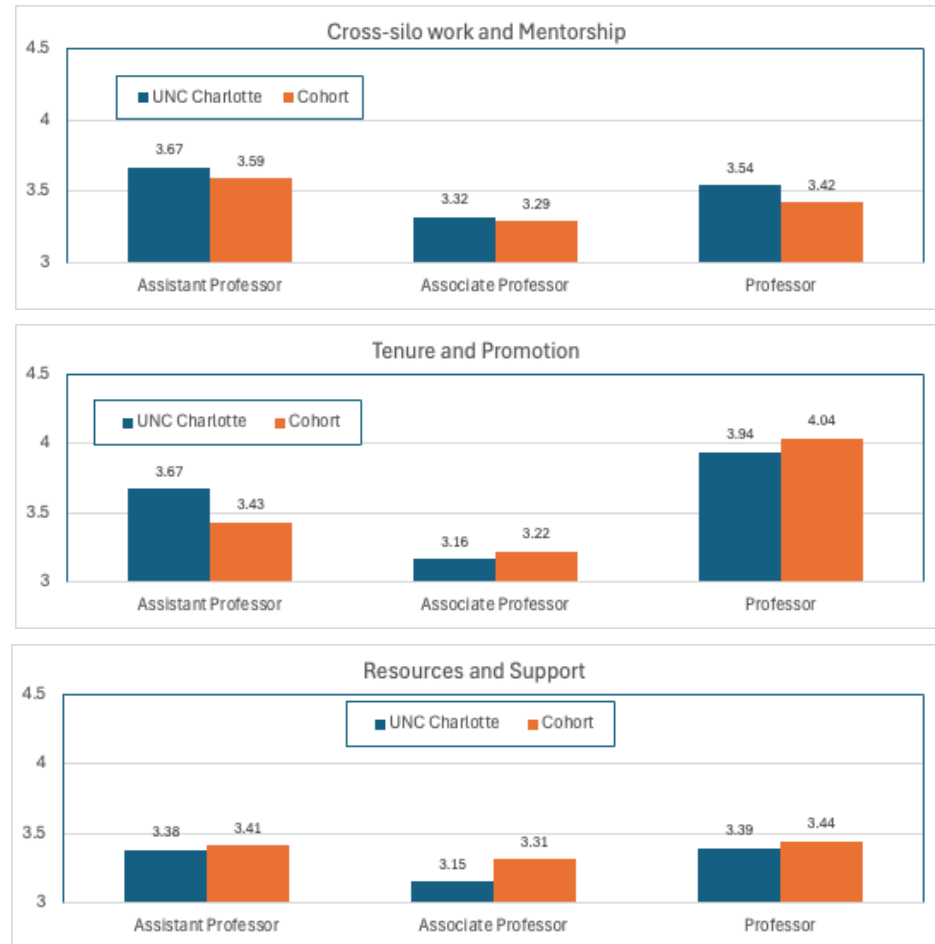
Faculty Development and Support: Identifying needs

Digging deeper:

- Assistant, Associate Professors, Professor
- UNC Charlotte versus Cohort

Indications:

- Greater needs for Associate Professors:
 - Mentorship
 - Tenure and promotion
 - Resources and support
- Observations at UNC Charlotte consistent with the cohort
- 2024 survey results similar



Faculty Development and Support: Identifying needs

Ample evidence to support the following:

- Pre-tenure faculty usually receive adequate support:
 - Abundant mentoring, start-up support, reduced responsibilities, constructive reviews, etc.
- Post-tenure faculty, on the other hand, face challenges:
 - Decline in productivity due to increase in service, administration, teaching, family obligations, etc.
 - Loss of focus after tenure
 - Time to ramp up new research
 - Expectations not clear for the next step of promotion
 - Lack of formal mentoring
 - Post-tenure reviews are often not effective
 - Annual reviews are often not effective
 - Insufficient resources for post-tenure faculty
 - Can lead to unexpected challenges for recovery

UNC Charlotte Center for ADVANcing Faculty Success (CAFS)

- Originally started with an NSF/ADVANCE grant: *For the Future of the UNC Charlotte Faculty*

DIVISION OF ACADEMIC AFFAIRS

Center for ADVANcing Faculty Success

Mission Statement

The UNC Charlotte Center for ADVANcing Faculty Success promotes faculty success through research and programming on recruitment, re-appointment, promotion and tenure practices, policy reform, mentoring, leadership, and career development

The Center for ADVANcing Faculty Success Programming Initiatives Include:

New Faculty Orientation

An overview of the University is presented to new faculty, and people and programs to assist in teaching and research are introduced.

New Faculty Mentoring Initiative

New faculty members are matched with senior colleagues who are outside the new faculty members' home units.

Only Faculty in the Building Podcasts for New Faculty

A semester-long professional development program that uses a proactive approach to thoroughly integrate new faculty into the campus community by orienting them to the university culture and providing resources and strategies to help them navigate their first few years on campus.

New Faculty Writing Community

The New Faculty Writing Community provides faculty members with a positive community of fellow faculty interested in making weekly progress on their writing goals.

Reappointment Workshops for Tenure Track and Professional Faculty

The reappointment process is discussed and a panel of recently reappointed faculty share their experiences and helpful strategies with faculty who will be participating in the reappointment process.

New Administrators Orientation

Overview and introduction to the University through presentations to new administrators by important offices and programs on campus including information on how budgets are allocated and spent.

Chair Development Programming

In recognition that the department chair plays a pivotal role in shaping the faculty's perception of departmental climate and culture, chairs are provided with resources on a monthly basis at face-to-face meetings that they can utilize to enhance climate in their departments. These convening also foster a sense of community for chairs

Leadership UNC Charlotte

Chairs and deans nominate members of their departments whom they have identified as future leaders in the institution to attend this series of workshops focused on engaging participants in active discussion of academic leadership topics.

Mid-Career Mentoring Initiative

The goal is to re-engage associate professors in proactive, intentional career planning in a supportive environment.

Faculty Forum for Mid-Career Faculty

The Provost and Deans participate in an interactive forum to provide clarity around the promotion to full professor process, and to educate associate professors about strategies to achieve this goal.

Tehia Glass: Interim Executive Director
Andrea Dulin: Associate Director
(Yvette Huet-Execute Director but currently Interim Dean CHHS)

<https://advance.charlotte.edu>

UNC Charlotte Center for ADVANcing Faculty Success (CAFS)

DIVISION OF ACADEMIC AFFAIRS

Center for ADVANcing Faculty Success

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FACULTY MENTORING

Mentoring FAQs

New Faculty Mentoring Info, Request Form and IDPs

Faculty Mentoring Resources

▸ New Faculty Mentee- Mentor Pairs

Mid-Career Mentoring

Recently-Tenured Associate Professor Orientation

Faculty Forum for Associate Professors

Focus Energy Fridays for Mid-Career Faculty

Charting Your Path Workshops

Resources for Mid-Career Faculty

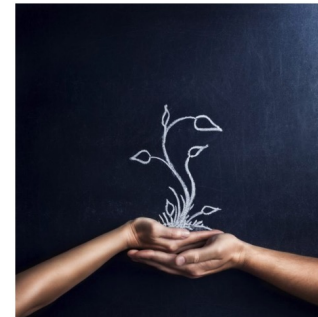
Mid-Career Mentoring

Mid-Career Faculty Mentoring Initiative

The mid-career faculty mentoring effort supports the transition of faculty to the rank of full professor. It encompasses sessions in which faculty meet to support and help each other plan their progress. It helps them address their Career Development Plans through peer input and strategic coaching, in an inclusive and supportive setting. [Mid – Career Individual Development Plan](#). Sessions are scheduled throughout the year, as ADVANCE works with specific colleges on one-to-one and peer mentoring efforts with mid-career faculty. The ADVANCE Faculty Affairs Office also pairs Mid-Career Faculty with Peer mentors ([please fill out the Mentor request form](#)) coordinates a Faculty Forum in which deans and the provost address the topic of “Pathways to Promotion” with associate professors..

- [Mentoring Frequently Asked Questions](#)
- [Mentor and Mentee Perspectives on Mentoring](#)
- [Associate Professors’ Perceptions of Pathways to Full Professor](#)
-

Faculty with additional questions are invited to contact Dr. Yvette Huet, The Center for ADVANcing Faculty Success Director and Coordinator of the new faculty mentoring effort, at mentoring@charlotte.edu



UNC Charlotte Center for ADVANcing Faculty Success (CAFS)

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New Faculty Mentoring Info, Request Form and IDPs

NEW FACULTY MENTORING INITIATIVE

In this program, new faculty members are matched with colleagues who are outside the new faculty members' home units. This program is supplemental to mentoring within a discipline or program and is not a replacement for that mentoring. In particular, the program assists new faculty members to become socialized to the college and university and to become aware of opportunities and resources. It integrates new faculty into the existing college structure through socialization to its norms and expectations. Finally, through the expanded interconnections of college faculty, the intellectual community is enhanced. Participation is voluntary, but strongly encouraged.

Click [here](#) for a New Faculty Individual Development Plan (IDP)

BECOMING A MENTOR OR MENTEE

Faculty who are interested in becoming **mentors** may submit an email indicating that interest to mentoring@uncc.edu.

Faculty who are interested in **requesting a mentor** may complete and submit the online [New Faculty Mentor Request Form](#) through September 1, 2024 or January 20, 2025 for spring hires. The initiating step for this program – and its only required element – is a mentoring workshop for both mentors and mentees, to help faculty members consider their responsibilities.

NEW FACULTY MENTORING CIRCLES

There will also be opportunities to meet with groups of new and second year faculty, who will get together for facilitated peer mentoring sessions. These sessions will provide information related to topics of interest to newer faculty at UNC Charlotte. In addition, they will provide opportunities to help you build support networks with other new faculty and faculty at different ranks at UNC Charlotte.

This programming will kick off with a **Workshop, So You Just Got a Mentor – Now What?** on **Wednesday, August 13th at 10:00 – 11:15 a.m.** Lisa Merriweather, Professor of Adult Education, will facilitate discussions around how to be an effective mentee.

Sign up [here](#)

WELCOME TO THE CENTER FOR ADVANCING FACULTY SUCCESS!

Upcoming Events



NCFDD



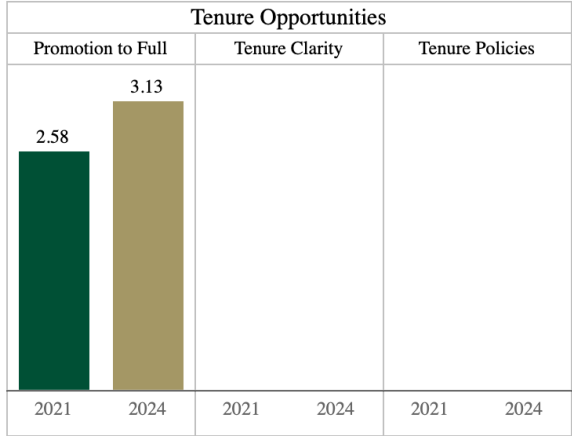
UNC Charlotte is an Institutional member of NCFDD. The NCFDD is a nationally-recognized, independent organization that provides online career development and mentoring resources for faculty, post-docs, and graduate students. Faculty have access through the University's institutional membership to items such as the NCFDD's Weekly Monday Motivator, monthly core curriculum webinars, monthly guest expert webinars, access to multi-week courses, access to dissertation success curriculum for graduate students, a private discussion forum for peer-mentoring, problem-solving, and moderated writing challenges, monthly accountability buddy matches, access to 14-Day writing challenges, and access to the Member Library that includes past webinar materials, referrals, and readings.

To claim access to the institutional membership, you will need to activate your personal membership account. Visit the [NCFDD membership page](#) and select UNC Charlotte from the list of member institutions (note we are under UNC Asheville and Tulane not with other schools in the system). If you have any technical questions, contact [NCFDD](#) or [UNC Charlotte Center for ADVANCing Faculty Success](#).

COACHE Data

2021 Overall	Responders-21	Response rate-21
35.00	10.00	28.57%

2024 Overall	Responders-24	Response rate-24
37.00	4.00	10.81%



Plan for this session

1. Breakout session-1: Faculty mentoring: early career and mid-career
2. Breakout session-2: Reward mechanisms: what works and what does not?
3. Roundtable discussion: Facilitating faculty collaboration and engagement: best practices


Facilitator: Yvette Huet

Executive Director of CAFS, Interim Dean of Health and Human Services
Professor of Applied Physiology, Health & Clinical Sciences

BREAKOUT SESSION #1:

FACULTY MENTORING

What mechanisms do you have for faculty mentoring in your department/college/university in the following categories?

- Junior (pre-tenure) faculty
- Mid-career faculty  (emphasize this, please)

BREAKOUT SESSION#2:

REWARD MECHANISMS FOR FACULTY

What reward mechanisms do you have (and are effective) in your department/college/university?

- Junior (pre-tenure) faculty
- Mid-career faculty

ROUNDTABLE DISCUSSION:

FACILITATING FACULTY COLLABORATION

What are the best practices to achieve collaboration and engagement?

CLOSING COMMENTS: