

**Monthly Faculty Meeting
Department of Electrical Engineering**

Present: Roger Dougal, Chair

Seongtae Bae	David Matolak
Andrea Benigni	Enrico Santi
Charles Brice	Grigory Simin
Yinchao Chen	Guoan Wang
Herbert Ginn	Xiaofeng Wang
Paul Huray	Bin Zhang
Krishna Mandal	

Absent: Mohammad Ali, MVS Chandrashekar, Asif Khan

Recorder: Nat Paterson

The meeting was called to order by Dr. Roger Dougal at 3:30 p.m. in EE Conference Room 3A75 on August 20, 2015.

1. Announcements –

- Minutes from last month were approved electronically via email
- Welcome our new faculty – Dr. Seongtae Bae
- Minutes from May 2015 were electronically approved
- PeopleSoft – New Accounting/Payments System – All PIs will approve requisition and payment requests
- Summer Outreach Activities –
 - Carolina Master Scholars – Adventures in Electrical Engineering – Dr. Chandra taught this two-week residential camp for 19 students– Heart monitor
 - SC Governor’s school for Science and Mathematics *Accelerate Camp*--Dr. Zhang, David Metts, Hani Gomez, Jordan Rogers, with support from summer ELCT 302 class, and guest speakers Drs. Brice, Chandra, Xiaofeng Wang, Nowrin Chamok. 23 High School sophomores (rising Juniors) in the GSSM Accelerate Program put together autonomous cars in week-long residential camp. Next summer expect 60 students in this class.
- Online Advisement Appointment scheduler (SARS) is now web-based so all faculty will use it to offer advisement times to their advisees. Instructions and training will follow.

2. Committee Reports --

I. Report of the Chair – Start of the Semester

Fall 2015 Freshmen Demographics:

- Total new students for Fall 2015 = 70 (Fall 2014 = 65)
 - More students declared EE as their major and number of transfer students tripled from Fall 2014
- Honors College – there are 9 students – the most in any recent year
 - Many low level courses will have an Honors College section to keep them engaged.
- SAT Score –
 - While the preponderance of new students have SAT scores on the lower end (1200 and lower) of the scale, still, the absolute number of students in the high range (1400 to 1550) is larger than in the past.

Graduate Program Enrollment:

- The number of students in our graduate programs has dropped by 49% since Fall 2010

- Enrollments in grad classes (credit hours, other than research/dissertation) have dropped by 70%. The number of students is too low to offer a high quality selection of classes. Students are mostly enrolled in Research or Thesis and Dissertation preparation courses, which also suggests that most are mature students and near graduation. We must aggressively recruit new students.

Course Enrollment:

- Enrollments increased in all undergraduate courses, especially in service courses (ELCT 102, 221, 220, and 371)
- A few 500 level courses have low enrollment – Faculty are encouraged to review timeliness of content to better compete for students

Research Expenditures: correlated with the Graduate Program enrollment

- Research expenditures dropped 15% from FY 2014 to FY 2015. This also requires effort to turn around.

Chair's Expectations of faculty for 2015-2016:

- Research Productivity & Collaboration:
 - Must increase number of individual proposals
 - Must increase number of team/collaborative proposals (between EE faculty and across departments)
 - Must improve sharing of research facilities & equipment
- Teaching
 - Due to increased enrollments, plan to offer all 300 level courses (ELCT 321, 331, 350, 361, 363, and 371) each semester, not alternating.
 - Must offer more graduate level courses – at least one from each research group, even if low enrollments. Without courses, there will not be any enrollments.
 - each group should offer two 500-level courses each term
 - each group should offer one 700 or 800 level course each term
- **Course Outcome Assessments** – expect to fully implement the data recording process (Blackboard) in most undergrad classes by the end of Fall semester
- Faculty Hiring --
 - At an appropriate time (after Dean and Provost are in place), will request permission to search for Dr. Brice's replacement and 1 additional person (as deferred from last year).
- Students' quality --
 - Take actions to increase recruitment of high quality undergraduate and graduate students.
 - First initiative in PhD recruiting plan: department funding for prospect visits as per email from Dougal
- **Increase Scholarship fund** – working with Development Office to target alumni from 1970s and 1980s with high giving potential to develop a sizable endowment for scholarships.
- **Committee Responsibilities:** encouraging each committee chair to be self-actualizing, stating their plans and goals and maintaining and reporting progress.

Actions for every committee:

- Complete definition of your responsibilities (on SharePoint)
- Set regular and special goals for 2015-2016
- Establish plan to achieve regular and special goals

- Revision of Undergraduate Course outcome statements

Dr. Dougal thanked the faculty for their time & effort in working with Dr. Simin to revising course outcomes for all lower level courses. After many hours of meetings, refined statements of course outcomes and course topics have been developed and put on the departmentally-owned portion of each course syllabus. Additional work will be required to complete this for 500-level classes.

II. Undergraduate Committee – Dr. Simin

The key actions for 2015-2016 are as followed:

- Continue reviewing all course syllabi to identify missing contents
- Consider any need to revise the EE curriculum if missing contents or topics are identified, to ensure our program is current and relevant.
- Simplify prerequisite requirements to cover only what is necessary.
- Fully implement the new Outcome Assessment process.

Next actions:

- Continue reviewing course objectives – next up: ELCT 220 and all 500 level courses
- Review all course syllabi to locate missing contents or topics
- Present findings and any recommendations for the curriculum revision at the next faculty meeting

New Course Proposal Submission – Dr. Brice

ELCT 559: Special Topics in Distributed Energy Resources for Electric Energy Systems

Rationale:

- As a part of FEEDER consortium which involves sharing courses among 8 universities, we need to be more adaptive to new ways of teaching and learning.
- Recent developments in the renewable energy are not being adequately covered in our EE curriculum
- The new course will serve as the conduit to convey partner-generated course content to our own students, with content varying each semester.

Next actions:

- The New Course Proposal forms will be submitted for approval at both undergraduate and graduate level.
- Once approved, the course is expected to be offered in Spring 2016.

III. Graduate Committee – Dr. Ginn

The key actions for 2015-2016 are as followed:

- New course proposal – project-oriented course to satisfy requirement for ME Comprehensive Exam
- Implement the new PhD qualifying exam
- Update courses (continuation of ongoing process)
 - update 700, and 800 level courses as needed to make content current and relevant
 - Converting recent ELCT 891 courses to permanent courses
- Develop a template for Degree Progress Report to help keep students on track for timely graduation (will report at Nov 12 faculty meeting)

- Review SACS report process and content and propose any changes
- Develop a sustainable recruiting plan to maintain the size of graduate program

Next actions:

- Develop documentation for the new exam format – report format, instructions, and evaluation rubric.
- Post information about the new exam format on the EE web pages
- The Graduate Director will submit a new course proposal to create ELCT 897P (or another appropriate course number) to the graduate council for it to be effective in Spring 2016.

IV. Faculty Development Committee – Dr. Matolak**The main focuses for 2015-2016 are:**

- Implementation of a new template for information in Personal Statement for a faculty annual performance report. (See Appendix A) focusing on goal-setting and self-assessment of goal-reaching, for both short- and long-term goals.
- Review and Revise the EE Post Tenure Review process and procedure
- Conduct Post Tenure Review of Dr. Enrico Santi
- Follow up on the pending administration approval of last-year's submission of Tenure and Promotion Criteria document

Meeting adjourned at 5:25 pm

APPENDIX A -- PERSONAL STATEMENT

This should state your long-term goals, your short term steps that will lead to achieving the long term goals, and an evaluation of the success relative to achieving the short-term goals stated in the previous year.

Long-term goals – Describe what you intend to accomplish by the time you seek tenure, promotion, or other recognition. If these have no specific date, let “long term” refer to something in the range of 5-10 years. If there is a substantial change in long term goals from previous statements, describe the change and rationalize it.

Short-term goals – Describe what you intend to achieve in the next year.

Evaluation – Describe progress towards achieving last-year’s short term goals and also overall progress towards your long term goals.

Teaching –State your vision for your teaching focus, including what you envision your focus to be and its relationship to your research activities. What new courses may be required to realize that teaching focus (both undergraduate and graduate)? What key contributions do you want to make towards curriculum improvement? How many MS and PhD students do you intend to supervise, and how will you support them with appropriate coursework? How many undergraduate students do you want to supervise in undergraduate research programs (Magellan Scholars, etc) In short, what do you want your teaching portfolio to look like 10 years hence, or where appropriate, at the time of review for your next promotion or professional recognition?

Research –Describe the vision for your research achievements, including research focus area(s), plans to start/lead/join a major research activity or center. Which activities and outcomes will lead to substantial professional recognition in your field? What are your plans to achieve a high professional ranking with respect to publications and citations? How many papers do you expect to produce in the next 5-10 years, and which specific ones do you aim to complete in the next year? What level of research funding do you expect to have in 5-10 years? How large will your research group be? From where do you expect to receive funding? which proposals do you plan to submit in the next year.

Service – What is your vision for how you can best serve the department, college, and university? What are your strengths, skills, and ambitions in this area? What service do you plan to give to professional societies?

Awards/Recognition – What is your plan for being nominated for national, state, university, college, and departmental awards? When do you plan to achieve distinctions such as Fellow of IEEE or another appropriate society? Do you aspire to a university teaching or research award? What record will you need to achieve to win the recognition and what is your progress towards developing that record? what one or two steps will you take in the next year towards achieving that record?